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**Revised 10/12/2014**

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**Mission**

Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

**Vision**

Berkeley City College is a premier, diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.

**Values**

Berkeley City College embraces values which allow all members of our college community to grow and thrive. Our values include the following:

*• A Focus on Academic Excellence and Student Learning*

We value our students’ varied educational and experiential backgrounds and learning styles, as well as educational objectives.

*Strategic Intention:* Berkeley City College faculty use teaching and learning strategies that respond to the many different needs of Berkeley City College students. The college’s scheduling and delivery methods are responsive to students’ needs for access, convenience, and different learning styles.

*• A Commitment to Multiculturalism and Diversity*

We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty, and staff.

*Strategic Intention:* Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism. Berkeley City College hires faculty and staff that reflect the diversity

of its communities and students.

*• A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.*

We value the fact that students live and work in an increasingly complex society and world.

*Strategic Intention:* Berkeley City College faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

* *A Commitment to a Quality and Collegial Workplace.*

We value the high quality that characterizes everything we do.

*Strategic Intention:* The college implements review and improvement processes that constantly improve quality. The college develops leadership skills and respectful, close ties among all employee groups, continuously improving the institution.

*• The Importance of Innovation and Flexibility*

We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life’s dynamic potential.

*Strategic Intention*:We celebrate the maverick attitude which challenges conventional ways of viewing life.

Berkeley City College’s mission statement defines the college’s broad educational purposes, emphasizing that the college mission is “to promote student success, to provide our diverse community with educational opportunities, and to transform lives.”

**Institutional Learning Outcomes**

* Communication
* Computational Skills
* Critical Thinking
* Ethics and Personal Responsibility
* Global Awareness and Valuing Diversity
* Information Competency
* Self-Awareness and Interpersonal Skills

**2013-14 District and Berkeley City College Strategic Goals**

**and BCC Measureable Outcomes**

Peralta Community College Strategic Goals were approved on August 23, 2013 at PCCD Planning and Budget Integration Summit. Berkeley City College’s Leadership and Roundtable for Planning and Budgeting at their October and November meetings approved a set of college goals for FY 2013-14.

|  |  |  |
| --- | --- | --- |
| **PCCD Strategic Goals** | **BCC Strategic Goals** | **BCC Measureable Outcomes** |
| 1. Advance Student Access, Equity and Success | Meet BCC resident student FTES target (3,691) by preserving and nourishing resources.  PCCD Resident Student FTES Goal (18,830) | Reach BCC resident student FTES target of 3,691 and beyond. |
| 1. Engage and Leverage Partners | Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students. | * Award 130 or more degrees by the end of 2013-14 * Award 56 or more certificates by the end of 2013-14 * Transfer 250 or more students to in- and out-of-state colleges and universities by the end of 2013-14 |
| 1. Build Programs and Distinction | Improve career and college preparation progress and success rates  (successfully transition students from basic skills to college-level, as well as CTE/ career) | * Reach student course completion rate of 64% or higher for all courses, especially for basic skills and CTE courses * Reach student retention percentage of 50% or higher for all courses, especially for basic skills and CTE course * Implement academic advising program * Demonstrate increased hours of availability of computer labs and library to accommodate all students |
| 1. Create a Culture of Innovation and Collaboration | Ensure BCC programs and services reach sustainable, continuous quality improvement level | * Complete AACJC Institutional Self-Evaluation according to timeline. * Reaffirm full Accreditation in Spring 2015 * Ensure data-driven program improvement process and integrate planning into resource development and allocation * Complete all course, program, and ILO assessments, as scheduled on the published timeline |
| 1. Develop and Manage Resources to Advance Our Mission | Collaborate to ensure Fiscal Stability | * Stay within adopted 2013-14 annual budget * Develop and secure additional revenue streams, i.e. non-resident enrollment, community partnerships, industry relationships, etc. |

**Participatory Governance**

**Student, Staff and Faculty Participation**

**Title 5 70902(b)(7)**

The governing board of each community college district shall establish procedures not inconsistent with minimum standards established by the board of governors to **ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance,** and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

The concept of "governance" was not invented with the enactment of Title 5. It is as old as human civilization. Simply put "governance" means: **the process of decision-making and the process by which decisions are implemented (or not implemented)**.

**Title 5 §51023.7**

. . . requires the governing board to “adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.” Students are to participate in “formulation and development” of policies and procedures that have a “significant effect” on them. The regulation lists ten areas of such significant effect, most of which are quite similar to the senate’s academic and professional matters. Boards are not to act unless students have had the opportunity to participate, with the exception of “unforeseeable, emergency situations” and shall give positions of the students “reasonable consideration.” The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

**Title 5 §51023.5**

. . . requires the governing board to “adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance,” However, areas that affect staff are not defined in the regulation but remain matters “that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

The role of the exclusive bargaining agents is explicitly protected in Title 5 and is cited in the Educational Employment Relations Act. (See Government Code §3543.2.) The public is granted access to the governing board through the open meeting provisions of the Brown Act. (See Government Code §54950-54962.)

**Academic Senate Involvement**

**Title 5 70902(b)(7)**

The governing board of each community college district shall establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and **to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.**

**Cal. Admin. Code Title 5, § 53200**

“Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”

***Question:***

**One of the eleven areas of academic and professional matters is district and college governance structures, as related to faculty roles. Must the district consult collegially on the administrative organization chart of the district and/or college?**

***Answer:***No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district’s responsibility to consult collegially with the senate.

***Question:***

**Another one of the eleven areas of academic and professional matters is “processes for institutional planning and budget development.” Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?**

***Answer***

The regulation relates only to the process. The academic senate is to be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either “rely primarily” on the senate’s recommendations or reach mutual agreement with the senate on the plans and budgets themselves.

***Question:***

**Can a CEO make faculty appointments to committees, task forces, or other groups dealing with academic and professional matters?**

***Answer:***

No. Title 5 §53203(f) requires that appointments of faculty to groups dealing with academic and professional matters be made by the academic senate after consultation with the CEO or designee. Furthermore, consultation is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matter.

***Question:***

**A district governing board which chooses the “rely primarily” procedure is normally supposed to accept recommendations of the senate in any of the eleven areas of academic and professional matters unless there are “exceptional circumstances” and “compelling reasons.” What do these mean?**

***Answer:***

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition outside the context of this law. These terms mean that boards must usually accept senate recommendations and that in instances where a recommendation is not accepted the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. Boards tempted to reject a recommendation might, instead, ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board's satisfaction or in cases in which the clarity, accuracy or completeness of the recommendation needs improvement

.

***Question:***

**A district governing board which chooses the “mutual agreement” procedure is supposed to reach written agreement with the senate in any of the eleven areas of academic and professional matters. When may the board act if it is not able to reach mutual agreement with the academic senate?**

***Answer:***

If there is no existing policy, the regulations say the board may act without reaching mutual agreement if there are “compelling legal, fiscal or organizational reasons” why it must do so. Again, the word “compelling” is not defined in the regulations and is not intended to have a legal definition outside the context of this law. It means that in instances where mutual agreement with the senate is not reached, a board decision must be based on a clear and substantive rational that puts the explanation for the decision in an accurate, appropriate and relevant context.

Peralta Community College District BP 2510

**BOARD POLICY 2510 PARTICIPATION IN LOCAL DECISION MAKING**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Chancellor action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

**Academic Senate(s)** (Title 5 Sections 53200-53206)

The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate\*, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

**Staff** (Title 5 Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff as defined by law. The opinions and recommendations of the staff will be given every reasonable consideration.

**Students** (Title 5 Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. Participation in decision making will not necessarily be limited to the named groups above.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.

References:

Education Code Sections 70902(b)(7), 87360, 87458, 87610, 87663;

Title 5 Sections 53200 et. seq.(Academic Senate), 51023.5 (Staff), and 51023.73 (Students);

Accreditation Standard IV.A

Administrative Procedure 2410, 2511

Replaces:

Board Policy 2.23 Role of the Academic Senates in District and College Governance adopted June 24, 2010.

Board Policy 2.25 Faculty Participation in College Governance adopted June 20, 1966

Approved the Board of Trustees: January 22, 2013

Revised by the Board of Trustees: February 25, 2014

Peralta Community College District AP 2511

**ADMINISTRATIVE PROCEDURE 2511 ROLE OF ACADEMIC SENATES IN DISTRICT AND COLLEGEGOVERNANCE**

The Governing Board of the Peralta Community College District affirms the recognition of the District Academic Senate (DAS) and the Academic Senates of Berkeley City College, the College of Alameda, Laney College, and Merritt College (College Academic Senates) under Title 5 of the California Administrative Code and as provided for in law (specifically AB 1725).

The District Academic Senate, representing the four College Academic Senates, is recognized to make recommendations to the District Chancellor, and to the Board of Trustees with respect to “academic and professional matters.”

Each College Academic Senate shall be recognized to make recommendations with respect to “academic and professional matters” to their respective College President and the Management Team; and may consult collegially with the Board of Trustees about College matters. The administrative leadership of each college shall consult collegially on these and any other procedures established to carry out this policy.

The definition of “academic and professional matters” as stated in Title 5 regulations means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines

2. Degree and certificate requirements

3. Grading policies

4. Educational program development

5. Standards or policies regarding student preparation and success

6. District and college governance structures, as related to faculty roles

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports

8. Policies for faculty professional development activities

9. Processes for program review

10. Processes for institutional planning and budget development

11. Other academic and professional matters as mutually agreed upon between the governing board  
 and the academic senate (Title 5 §53200)

The DAS may assume additional responsibilities and perform such functions as may be delegated to them in writing by the Board or designee pursuant to Title 5. Additional academic and professional matters may be added through formal resolution of the Board.

The Board, Chancellor, and College Presidents and their Management Teams shall “consult collegially” and “rely primarily” on the DAS and the College Academic Senates in the above cited “academic and professional matters” areas. The requirement to consult collegially shall not limit other rights and responsibilities of the DAS and the College Academic Senates which are specifically provided for in statute, regulations, or other Board policies.

The Board shall receive and consider advice from the DAS on the above cited "academic and professional matters" and the Board shall accept the DAS recommendation unless there are exceptional circumstances or compelling reasons not to. Should the Board not accept a DAS recommendation, the Board shall communicate promptly the reasons in writing (which may include Board minutes).

The DAS and/or College Academic Senates shall present a report to the Board at least at its first regularly scheduled monthly Board meeting and shall be extended an opportunity to meet with or appear before the Board with respect to their respective views, recommendations, and proposals.

As directed by the Board, the DAS President shall serve an active role and represent the DAS at all Board meetings and throughout the District’s service areas as necessary.

Further, per California Education Code, the governing board will “consult collegially” by “relying primarily on the advice and judgment” of the District Academic Senate in the following areas:

* Procedures for the waiver of minimum qualifications/ equivalency [§70902 (b) (7)];
* Hiring criteria, policies, and procedures for hiring new faculty [§87360 (b]; and
* Process and procedures for administrative retreat rights [§87458 (a)].

The Peralta Federation of Teachers, prior to engaging in collective bargaining, will consult with the District Academic Senate in the following areas:

* Tenure evaluation procedures [§87610.1 (a)];
* Faculty evaluation procedures [§87663 (f)]; and
* Faculty service areas [§87743.2].

Nothing in this policy shall be construed to neither impinge upon the due process rights of faculty, the negotiation rights of the faculty collective bargaining representative (the Peralta Federation of Teachers), nor detract from any negotiated agreements between the collective bargaining representative, and the Board.  
  
In alignment with the preceding paragraph, please refer to Board Policy 2510 which addresses participation in local decision-making (shared governance) for faculty, staff, and students.

Reference:

Title 5: California Administrative Code

California AB 1725

California Education Code §53200; 70902; 87360; 87458; 87610; 87663; 87743.

Renumbers: BP 2.23, Role of Academics Senates in District and College Governance; Board approved, October 10, 2011.

Board approval of renumbering the policy:

**. BERKELEY CITY COLLEGE**

**Planning and Decision-Making Flow Chart**

**College Governance**

**College Roundtable for Planning and Budget**

**Chair:** College President

**Membership:** Vice President of Instruction

Vice President of Student Services

**Vice President Institutional Effectiveness (add)**

Deans

Director of Business and Administrative Services

Director of Student Activities and Campus Life

**~~Director of Special Projects~~**

Public Information Officer

Executive Assistant to the President

Faculty Senate President and 3 faculty appointees

Classified Senate President and 3 classified staff appointments

Department Chairs Council Representative

Student Services Council Representative

ASBCC President or designee(s)

**Length of Term:**

By position – as long as position held

By appointment - Indeterminate

**How Selected:**

By position – by virtue of position held

By appointment - Appointed by respective bodies

**Purpose**

The charge of this committee is three-fold:

1. to address the college strategic missions;
2. to advise the administration on planning and budget issues by offering opportunities for college-wide participation and collecting recommendations; and
3. to ensure budget and planning integration and data-based decision making.

Strategic Missions:

* Inform the college about strategic goals and the activities of this committee;
* discuss proposed changes in broad-based college processes before they are acted on or implemented by the College President;
* examine and discuss issues of college-wide importance in depth with the goal of ensuring that the institution as a whole is true to its mission, clear in its identity, and effective in serving students;
* assess and improve the effectiveness of the BCC Shared Governance Structure.

College-Wide Input and Participation:

* create, review, and revise committees;
* receive reports at least annually from all standing and ad hoc committees of the college;
* receive reports from district governance committee representatives and provide advice to the representatives in response;
* receive and review college procedural recommendations; adopt, and revise college procedures;
* assess college needs to ensure systematic development of procedures;
* obtain constituent opinions;
* provide a venue for college-wide initiatives and provide a means of communication with the college community;
* review, approve, and/or improve recommendations made by other bodies, as appropriate.

Budget and Planning Integration:

* Link planning documents to district missions and goals, strategic plans, and accreditation standards to inform budget decisions;
* Review programs planned and in place in order to make recommendations as to what resources are needed for those programs. Develop a framework or model for this;
* Prioritize resource allocation based on recommendations that are informed by defined criteria and outcomes;
* consider budget and planning related issues brought forth from other bodies or from college constituencies before make a recommendation to the president.

**Recommends to:** College President

**Frequency of Meetings:** Twice per month

**Senates**

**Associated Students of Berkeley City College (ASBCC)**

**Chair**: Associated Student Body President

**Membership:** Student body officers including four members of the Judicial Council and

two members of the Interclub Club Council

**Information Dissemination:** The Secretary of ASBCC will submit meeting minutes and other reports generated by the ASBCC to all members of the public as requested and in accordance to the Brown Act. The Secretary will disseminate meeting minutes and agendas online on the ASBCC homepage.

**Length of Term:** One year

**How Selected**: Officers are elected by the student body

**Purpose:**

* The Associated Students of Berkeley City College (BCC) will advocate and serve as the voice of Berkeley City College students in all shared governance meetings at the district and college level; represent the student viewpoint on administration and faculty committees.
* Maintains the master calendar of student activities and events in collaboration with the Office of Campus Life.
* Oversees and approves Inter-club Council activities
* In collaboration with the ASBCC advisor, prepare and administer the disbursement of Associated Student funds; authorize expenditures of funds; and assist with the preparation and development of Associated Students budgets in accordance with District policies and applicable regulations
* To foster community and strive to make improvements in all areas of the BCC
* Suggest and recommend policy governing the activities and welfare of the students at BCC
* Practice real-world experience and develop leadership skills while at BCC
* Encourage meaningful participation in student activities
* Address the needs, problems and concerns of the student body and to carefully listen to suggestions from the student body

**Recommends to**: Education Committee and Roundtable

**Frequency of Meetings**: Once per week. Day and time varies each year and is dependent on student availability.

**Classified Senate**

**Chair:** Classified Senate President

**Membership:** Classified Senate Vice President

Classified Senate Secretary/Treasurer

All full and part-time classified staff members

**Length of Term:** One year

**How Selected:** Officers are elected by all classified staff members

**Purpose**

The Classified Senate will

* represent classified employees in the college’s governance system;
* provide a body representing the various needs, concerns, and viewpoints of the classified staff not related to union negotiation matters;
* provide a means through which the classified staff will coordinate with administration and faculty to assure opportunities for input from classified staff regarding college business and classified representation on college committees, thus assisting in the shared governance process;
* articulate the professionalism of classified staff;
* enhance the democratic process of informed decision-making at Berkeley City College;
* develop individual leadership contributions among the college’s classified staff;

**Recommends to:** Education Committee

**Frequency of meetings:** Twice per month

**Faculty (Academic) Senate**

**Chair:** Faculty Senate President

**Executive**   
**Committee:** Academic Senate Vice President

Academic Senate Secretary

Departmental Senators

Part-time Faculty Senator

**Membership:** All full and part-time faculty members

**Length of Term:** Two years

**How Selected:** Officers are elected by a vote of the entire faculty

**Purpose**

The Academic Senate will make recommendations with respect to academic and professional matters according to Title 5, California AB 1725, California Ed Code, Board Policy 2510, and Administrative Procedure 2511. Academic and professional matters include, but are not limited to, the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes, including self evaluation and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate. (Title 5 Regulations, Subchapter 2, section 53200, 53205)

*Consult collegially* means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. rely primarily upon the advice and judgment of the academic senate, OR
2. the governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

**Recommends to:** Education Committee and College Roundtable

**Frequency of Meetings:** Twice per month during academic year

**Governance Committees**

**Education Committee**

**For Quality Programs and Services**

**Co-Chairs:** Vice President of Instruction

Vice President of Student Services

**Membership**:

Director of Special Project

Curriculum Committee Chair or designee

Planning for Institutional Effectiveness (PIE) Chair or designee

Classified Senate President or designee

Academic Senate President or designee

Articulation Officer

Counseling Faculty Chair or designee

Library Faculty Chair or designee

Assessment and Orientation Coordinator

EOPS/CARE Coordinator

DSPS Coordinator or Learning Disabilities Specialist

Learning Community designee

Professional Development Chair

Teaching and Learning Center Coordinator

Associated Students President or designee

Department Chair or designee

Transfer and Career Information Center Coordinator

**Length of term:**

By position – as long as position held

By appointment/designation - Indeterminate

**How Selected:**

By position – by virtue of position held

By appointment/designation - Indeterminate

**Purpose:** The purpose of this committee is three-fold:

* Coordinate and collaborate on college-wide program review, development, evaluation, and strategic planning
* Request and review recommendations based on data analyses for the purpose of making informed decisions regarding educational programs and student support services
* Coordinate and implement Student Success and Support Program (SSSP) at the college level

Coordination and Collaboration:

Take, assess, and summarize institutional effectiveness related suggestions from, and make informed, data-driven recommendations to BCC Roundtable for

* Planning for Institutional Effectiveness Committee (PIE)
* Curriculum Committee
* Professional Development Committee
* Education Ad hoc Committee
* Learning Community Committee(s)
* Department Chairs Council
* Student Services Council
* District Education Committee
* District Student Success and Support Program Committee

Data-Driven Decision Making:

* Coordinate and assist with accreditation efforts
* Facilitate college-wide effort in curriculum planning and development, including new programs, coursework and distance learning, and the implementation and coordination of the instructional and student support programs
* Assist the college in developing and updating educational master planning process and implementation, including economic/workforce development related to educational services at the college and program levels
* Assess, interpret, and ensure compliance with federal and state statutes and regulations, PCCD Board policy and administrative procedures, as they affect educational and student support services at college, program, and course levels
* Identify, discuss, and recommend to the President through Roundtable necessary changes in organizational and operating process and procedures regarding education programs and support services
* Help the College with enrollment management, linking with budget planning and class scheduling and support services offers
* Serve as liaison with PCCD Education Committee

Student Success Support Program (SSSP):

Through college-wide cooperation, BCC will partner with PCCD and the State Chancellor’s Office to

* Improve educational outcomes and workforce preparedness and close achievement gaps for historically underrepresented students
* Decrease time it takes students to earn a degree, certificate and/or transfer
* Save students and taxpayers money through efficiencies

by focusing on 8 areas as follows:

1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. Align course offerings to meet student needs
5. Improve education of basic skills students
6. Revitalize and re-envision professional development
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations

**Recommends to:** College Roundtable for Planning and Budget

**Frequency of Meetings:** 2nd and 4th Thursdays

**Facility Committee**

**Co-Chairs:** Antonio Barreiro

Shirley Slaughter

**Membership:** Faculty – Six Representatives

Classified – Seven Representatives  
 Administration – Three Representatives

ASBCC – One Representative

**How Selected:** Appointed by respective shared-governance bodies

**Length of Term:** Indeterminate

**How Selected:** Faculty and Classified Senates select representatives

**Purpose:**

The Facilities committee’s purpose is to ensure that the physical resources of our urban campus:

* Support student learning programs and services.
* Create an educationally functional, safe, and aesthetically pleasing environment that is   
  conductive to the physical and intellectual well-being of our internal/external communities.
* Support institutional planning and budget.

**Recommends to:** Education Committee and the Roundtable

**Frequency of Meetings:** Once a month

**Technology Committee**

**Co-Chairs:** One administrator, one faculty member, one classified staff member

**Membership:**

* Faculty Senate President and/or representatives
* Classified Senate President and/or representatives
* Associated Student President and/or representative
* Office of Instruction Representative
* Faculty, Science Department
* Faculty, Multi-Media Arts Department
* Faculty, CIS Department
* Faculty, At Large
* Library Representative
* Student Services Representative
* Distance Education Representative
* Disability Services Representative
* Multimedia Services
* Campus Network Coordinator
* Web Specialist
* Public Relations/Communications Representative
* Admissions and Records Representative
* Business Office Representative

\*Members may represent multiple constituency groups

**2013/2014 Members:**

**Co-chairs**: Antonio Barreiro, Fabian Banga, Roberto Gonzalez

**At-large members:** Vincent Koo, Bryan Gibbs, Theresa Rumjahn, Joshua Boatright, John Pang, Loretta Newsom, Ramona Butler, Justin Hoffman, Leonard Chung, Siraj Omar, James Wilton, Shirley Fogarino

**Length of Term:**

* Co-Chair(s): two years
* Members: indeterminate

**Attendance Requirement:**

* Members may miss no more than two meetings per year

**Purpose:**

Reporting directly to the Roundtable, the Technology Committee serves the purpose of the shared governance decision-making process at BCC.  The charge of the Committee is to advise the administration on technology issues regarding:

Access

Provide secure computer and internet access to learning resources and support services by systematically plans, acquires, maintains, and upgrades or replaces technology and equipment to meet institutional needs.

Instructional Technology

Support the success of all students through the development of instructional technologies, including the delivery of instructional media.

Campus Computing

Improve technology systems to increase institutional efficiencies and provide long-term support for campus computing needs.

Network Infrastructure

Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications (shared with District).

Technology Support

Provide ongoing training and technology support services to meet the needs of students, faculty, staff and managers.

Human and Fiscal Resources

Develop, distribute and utilize resources to support the development, maintenance, and enhancement of its programs and services.

Business Continuity

Ensure technology resources as sufficient to maintain uninterrupted business-critical operations.

**Recommends to:** Education Committee and the Roundtable

**Frequency of Meetings:** Once a month

**Standing Committees**

**Curriculum Committee**

**Chair:** Selected by faculty senate

**Membership:** Proposed by committee chair and ratified by faculty senate president

**Purpose**

The curriculum committee will:

* provide guidance, advocacy, and oversight for the college’s curriculum;
* ensure that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the community;
* ensure that the college mission, goals, and educational delivery to students are well served;
* review and recommend course and program additions, revisions, and deletions;
* recommend policy related to academic offerings to the district’s Council of Instruction, Planning, and Development (CIPD);
* provides oversight of all new courses and programs to ensure that academic standards are maintained;
* recommend all new credit and noncredit courses for approval by the Peralta Board of Trustees, through CIPD;
* recommend program changes and course revisions for approval by the Peralta Board of Trustees, through CIPD;
* recommend graduation requirements and general education requirements for the associate of arts and associate of sciences degrees to the general education subcommittee of CIPD;
* assure the district and the Peralta Board of Trustees that all of the above comply with the standards set forth by the Education Code and Title 5;
* provide a forum for innovation in teaching and learning;
* review programs and courses in a systematic manner on a regular basis to ensure that courses are kept current and relevant.

**Recommends to:** Vice President of Instruction, District Curriculum Committee, and Board of Trustees

**Frequency of Meetings:**  Twice per month during academic year

**Department Chairs’ Council**

**Chair:** VP of Instruction and a lead department chair to be elected to serve as co-chair facilitator for a one-semester term. The chair-facilitator role will rotate among the department chairs.

**Membership:**

Deans

Instructional department chairs

Instructional program coordinators

**Length of Term**: As long as position held

**Purpose:**

The Department Chairs Council will serve as the leadership advisory group for implementation of policies and procedures related to:

* schedule development,
* enrollment management,
* faculty hiring, and
* administration of the instructional units

The Council will appoint a representative to serve as member of the College Roundtable.

The VPI will determine the agenda for meetings in collaboration with the Deans and the lead department chair, and an Instruction Office staff member will record action items from the meeting.

**Recommends to:** Vice President of Instruction

**Frequency of Meetings:** First and Third Fridays of the Month, 1:30-3:30 p.m., August through May

**Campus Health & Safety Committee**

**Co-Chairs:** Dean of Student Support Services

Director of Business and Administrative Services (or designee)

**Membership:** Security Officer

Faculty – Four Representatives

Classified – Four Representatives

Administration – Co-Chairs and one additional

Student – Two Representatives

**How Selected:** Appointed by respective shared-governance bodies

**Length of Term**: Indeterminate

**Purpose: Develop and recommend health, wellness, and safety related educational programs for staff and students**

The Campus Health & Safety Committee will:

* provide support to enhance Berkeley City College’s safety practices;
* encourage employees to participate in the safety process for the betterment of all concerned;
* advise on the formulation and dissemination of policies, practices and procedures that promote health and safety;
* act as a problem solving group regarding the identification and control of hazards;
* help to resolve health and safety issues;
* assist College and District Administrators in the planning of action on occupational health and safety. This will include helping to set priorities to control hazards;
* develop annual plans for in-service training and other staff and student development activities, which support a safe campus.

**Recommends to:** Facility Committee andCollege Roundtable Council

**Frequency of Meetings:** Twice Per Semester

**Planning for Institutional Effectiveness Committee**

**Co-chairs:** Assessment Coordinator and Teaching-Learning Center Coordinator

**Membership:** Departmental Liaison from each instructional department, appointed by the Department Chair, with alternate to be designated to attend meetings, if so desired (including two faculty part-time representatives)

Three classified representatives

Administrators from the Office of Instruction and Student Services

1-2 representatives from Counseling

1-2 additional representatives from Student Services

College researcher

1-2 students

**How Selected/ Length of Term:** By position - as long as position held

By appointment – indeterminate

**Purpose:** The purpose of the committee is to ensure continuous improvement in institutional effectiveness throughout the college, informed by quantitative and qualitative evidence and broad participation in analysis of evidence, in order to support the college mission.

Strategic missions:

* Serve as a resource for and monitor systematic, authentic assessments of learning outcomes and service area outcomes in all courses and programs (including instructional programs and student services areas) and implement meaningful action plans for continuous improvement in promoting student success;
* Implement regular and meaningful Institutional Learning Outcomes assessments and implement action plans for continuous improvements for all ILOs;
* Oversee Teaching and Learning Center collaborative projects, such as focused inquiry groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs), Discuss-Apply-Reflect-Tools (DART) Workshops, and Peer Observation Pools (POPs);
* Develop and recommend program review and APU templates to coordinate assessment, data review and analysis, and planning;
* Analyze student achievement data and implement related research projects (for example, the CCSSE, CCFSE, and SENSE administrations or DQP project);
* Integrate assessment work and accreditation in order to support accreditation efforts;
* Promote transparency and equity in planning and decision-making efforts;
* Communicate results of institutional effectiveness activities across campus; and
* Serve as a resource for institutional effectiveness activities across campus.
* Make recommendations, through the shared governance process, regarding resources needed for assessment
* Work with external partners and the District on assessment and other initiatives regarding data collection and analysis to support student success

**Recommends to:** Education Committee and the Roundtable

**Frequency of Meetings:** Once a month

**Registration Enhancement Committee**

**Chair(s):** Vice President of Student Services and/or Designee(s)

Vice President of Instruction and/or Designee(s)

**Membership:** Lead and/or designee(s) from all divisions/functions/offices in student services, instruction, business, and president’s office.

The Staff Assistants to VP of Student Services and/or to Dean of Student Support Services send meeting notice and record action items from the meeting.

**Information Dissemination**: Meeting minutes and other reports generated by the Committee will be posted regularly and in a timely fashion on the BCC Student Services homepage at http://www.berkeleycitycollege.edu/wp/student\_service\_programs/.

**Length of Term:** As long as position held

**How Selected**: By virtue of the position held

**Purpose**

The Registration Enhancement Committee meets twice per semester before and after peak registration period to enhance effectiveness and efficiency for enrollment services, and identify and minimize redundancies and barriers.

* Enrollment –
* Become familiar with the established enrollment targets and promote access, equity, and success;
* Assist in determining, achieving and maintaining optimum enrollment in credit and contract education programs;
* Ensure class schedule development meets enrollment needs by adopting the revised/up-to-date class schedule from previous term with adjustment for improvement.
* Increase Organizational Efficiency –
  + Identify and remove registration bottlenecks, e.g., student registration holds;
  + Review, evaluate registration process, procedures, and practices to enable the delivery of effective academic programs and student support services;
  + Improve existing service triage design and implement the enhanced plan in areas, e.g., assessment, orientation, counseling, financial aid, business services, instruction;
* Improve Service Level and Quality –
* Service mapping. Continue to enhance and implement the referral slip to facilitate enrollment services and communication.
* Professional development. Continue to identify and conduct professional development trainings and workshops, e.g., customer services.
* Increase service hours. Continue to improve and implement service hours for day and evening students. Publish office hour online, post signage in front of the office and on the electronic monitors, and ensure service quality and availability.
* Advisory - Serve as an advisory body to college-wide administrators and staff members.

**Recommends to:** Education Committee and the Roundtable

**Frequency of Meetings:** Twice per semester, before and after peak registration period.

**Student Services Council**

**Chair(s):** Vice President of Student Services

Designees:

Dean of Student Support Services

Director of Student Activities and Campus Life

**Membership:** Lead and/or designee(s) from all student services functions/offices: Admissions and Records, Assessment and Orientation, Financial Aid, Health Services, Counseling, DSPS, EOPS/CARE, CalWORKs, Transfer and Career Information Center, TRiO, Student Activities and Campus Events, etc.

The Staff Assistants to VP of Student Services and/or to Dean of Student Support Services send meeting notice and record action items from the meeting.

**Information Dissemination**: Meeting minutes and other reports generated by the Council will be posted regularly and in a timely fashion on the BCC Student Services homepage at http://www.berkeleycitycollege.edu/wp/student\_service\_programs/.

**Length of Term:** As long as position held

**How Selected**: By virtue of the position held

**Purpose**

The Student Services Council will:

* create, review, and compose taskforce and/or working groups to accomplish specific joint tasks;
* offer team training workshops in order to accomplish necessary tasks, e.g., program review, student success support programs (SSSP), SLO, accreditation;
* receive reports orally and/or in writing at least monthly from all student services functions/offices;
* receive and review procedural updates and recommendations from all student services offices/functions;
* adopt, review, and revise procedures and practices relating to student services, when necessary;
* obtain, discuss constituent opinions and provide feedbacks for improvement and enhancement;
* provide a venue for college-wide initiatives and provide a means of communication with the college community regarding student services related issues;
* discuss proposed changes in broad-based college processes before they are acted on or implemented by the College;
* examine and discuss student services related issues of college-wide importance in depth with the goal of ensuring that the institution as a whole is true to its mission, clear in its identity, and effective in serving students;
* consider issues brought forth from other bodies or from college constituencies and either (1) make a recommendation to the student services administrators: Vice President, Dean, and Director for improvement and/or update/upgrade, or (2) refer the matter to the appropriate offices, body such as instruction, associated students, business, shared governance committees, Leadership, and the College Roundtable for Planning and Budget;
* review, approve, and/or improve student services related recommendations for implementation made by other bodies, as appropriate
* review, discuss, and rank resource needs arrived via program review or annual program updates, and forward the recommendations to VP of Student Services for consideration.
* receive reports from district governance committee representatives and provide advice to the representatives in response;
* serve as an advisory body to student services administrators and staff members.

**Recommends to:** Education Committee

**Frequency of Meetings:** Twice per month, first and third Tuesdays

**Ad Hoc Committees**

**Commencement Committee**

**Co-Chairs:** Vice President of Student Services and designee

**Membership:** Classified staff members from student services and instruction areas

College administrators

Faculty members from instruction and student services

**Purpose**

The Commencement Committee will:

* plan and oversee the annual commencement ceremony that occurs in May;
* coordinate event planning with district offices and outside vendors.

**Recommends to**: College President

**Frequency of meetings**: As needed in the fall semester; at least monthly meetings during spring semester.

**Outreach and Retention Committee**

**Chair:** Director of Campus Life and Student Activities

**Membership:** Learning communities coordinators or designee, student ambassador representative, EOPS Coordinator, Assessment Coordinator, Financial Aid representative, Special Projects Director

The Director of Campus Life and Student Activities or the designee sends meeting invitations and records action items from the meeting.

**Information Dissemination:** Meeting minutes and other reports generated by the Outreach and Retention Committee will be sent to all invited members via e-mail. Meeting minutes will be disseminated online at the BCC Student Services homepage.

**Length of Term:**        As long as position is held

**How Selected**:            By virtue of the position held

**Purpose:**

The Outreach and Retention Committee will:

* Increase access, ensure equity, and enhance student success through outreach and retention plans and activities
* Facilitate high school to college transition by establishing and/or confirming liaisons with local feeder schools
* Integrate related activities with the college’s institutional planning process
* Ensure adequate assistance is available to help students with the registration and enrollment process throughout the year
* Establish and assess measurable student learning outcomes, program goals, and objectives as they relate to Outreach and Retention; and use assessment findings to improve the program
* Plan and implement a program of publicity and outreach activities which inform and involve students
* Develop, propose, and implement retention activity plan in order to increase retention and completion
* Promote and ensure visitor follow-up through the welcome desk

**Recommends to:** Educational Services, Technology and Facilities Committees

**Frequency of meetings:** To be determined. Twice per month

**Scholarship Committee**

**Chair:** One appointed co-chair (currently) Transfer & Career Information Center Coordinator

**Membership:** Voluntary membership – open to all members of campus community

**Length of Term:** Indeterminate

**Purpose:**

The Scholarship Committee will:

* publicize scholarships; and
* forward applications to funding bodies.

**Recommends to**: Vice President of Student Services

**Frequency of meetings**: As needed in the fall and spring semesters

**Professional Development Committee**

**Membership:**

The Professional Development Committee shall consist of three (3) administrators designated by the College President; three (3) faculty members: one chosen by the PFT Chapter Chairs, one chosen by the College Academic Senate, and one by mutual agreement; and three (3) Classified Staff chosen by Classified Senate.

**Chair:** Once a year, after the membership and the amount of released time are determined, the Committee shall elect a chairperson. The chairperson shall be a faculty member but does not have to be a member of the Committee. If the chair is not a member, the chair shall not be eligible to vote. The term of office shall be for one year, and shall not exceed four consecutive terms.

**Length of Term:**

The term of service shall be for two (2) years, and no one shall serve for more than four (4) consecutive years. Term of service shall commence on the first day of school of each academic year. If someone replaces a member, he/she will fill out that member's term and then be eligible to serve his/her own two-year term, if reappointed. In no case may anyone serve beyond four consecutive years. If a faculty vacancy on the committee is anticipated, there shall be a written notice no later than April 15th of the preceding academic year to every faculty member from both the PFT Chapter chairs and the college Academic Senate notifying all faculty

1. of any vacancies on the committee;
2. that all are eligible to serve;
3. what the responsibilities for committee members are;
4. what the procedures for application are.

**Charge of the Committee:**

The Berkeley City College Professional Development Committee supports faculty, staff, administrators, and student leaders in activities that build our capacity to contribute to BCC’s vision:

*Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.*

1. Work with Unions, other shared governance bodies, and Special Projects to create and foster a broad array of Professional Development activities
2. Establish priorities and procedures and approve funding requests for Professional Development activities. Depending on funds available and requests received, professional development funds may be awarded for the following:
   * collaborative projects including TLC activities
   * tuition reimbursement, in-house training, and webinars
   * books, materials, supplies, and software
   * memberships and subscriptions
   * retreats
   * conference registration, travel, hotel accommodations, meals, and other related expenses
   * other expenses that directly contribute to professional development
3. Oversee the sabbatical leave process (see Article 26, Paragraph R and the Sabbatical Leave Handbook for description of guidelines, procedures, applicants, etc.); and review, score and rank all applicants. The committee shall make its recommendations to the College President and the Chancellor.
4. Plan the Flex Day activities
5. Oversee and advise the activities and use of the Teaching and Learning Center
6. Issue twice yearly report to the College Community and the District Officer of Staff Development: on expenditures, funding priorities, procedures, deadlines, activities, schedule of meetings, attainment of goals, needs assessments, etc.
7. Professional Development Committee decisions and recommendations shall not be subject to the grievance process.

**Responsibilities of the Chairperson**

1. The chairperson shall be responsible for implementing all of the policies, procedures, and guidelines that have been established by the College Professional Development Committee and the PFT-PCCD collective bargaining agreement

2. The chairperson shall

1. Call and schedule all meetings of the committee, including special meetings as requested or needed; prepare an agenda; distribute minutes; conduct all communication, including the committee's recommendations and decisions, to all interested parties
2. As assigned, write all official College reports, local and state, as required, in a timely manner
3. Make sure the business of the Committee is conducted in a fair, open, and timely manner
4. Oversee all College Flex (Professional Day) Activities, including registration, room assignments, equipment availability, designating facilitator, evaluations, etc.
5. Communicate with the College community on a regular, on-going basis in order to discuss, refine, and update the Professional Development Committees funding goals and priorities
6. Meet on a periodic basis, as needed, with the District Officer of Staff Development and the other Professional Development chairs
7. Plan, develop, initiate, co-ordinate the College's collaborative/special projects and college-wide activities and be generally responsible for the overall improvement of skills, knowledge, and morale of all segments of the College community

**Frequency of Meetings:** Monthly, with special meetings as necessary

**Recommends to:** Roundtable, Academic Senate, Classified Senate, and PIE Committee

For additional specifications, please refer to PFT Contract Article 25.