

ACADEMIC SENATE of BAKERSFIELD COLLEGE

October 7, 2020

Zoom-3:30 p.m.

UNAPPROVED MINUTES

MEMBERS:

President	Steven Holmes	Present	Behavioral Sc./CJ	Karimeh Amin	Present
Vice President	Nick Strobel	Present	Biology	Ashley Choate	Present
Secretary	Matt Garrett	Present	Business Mgmt.&Tech.	Murad Zikri	Present
Treasurer	Charles Kim	Present	Communication	Angela Bono	Present
ASCCC Rep	Lisa Harding	Present	Engineering Systems	Maryam Jalaifarahani	Present
Member-Large	John Giertz	Present	English	Daniel Gomes	Present
AIQ Chair	Grace Commiso	Present	English	Paula Parks	Present
ACOMM Chair	Brent Wilson	Present	Education	Michelle Hart	Present
BADV Chair	Michael McNellis	Present	EMLS	John Hart	Present
BCOMM Chair	Teresa McAllister	Present	FACE	Melissa Ysais	Present
CCOMM Chair	Mark Osea	Present	Foreign Lang/ASL	Qui Jimenez	Present
CCOMM Chair	Erica Menchaca	Present	Health/PE	Carl Dean	Present
EMC Chair	Krista Moreland	Present	Industrial Tech	Ron Grays	Present
EODAC Chair	Bryan Hirayama	Present	Library/Academic Tech.	Faith Bradham	Present
EQ Chair	Michael Ivey	Absent	Math	Kris Toler	Present
FSC Chair	Pam Kelley	Present	Math	Dillon Giblin	Present
ISIT Chair	Pam Boyles	Absent	Nursing	Noelia Citalin	Present
PDC Chair	Matt Jones	Absent	Nursing	Malissa Buggs	Present
PRC Chair	Kimberly Nickell	Present	Performing Arts	Robby Martinez	Present
SC Chair	Rebecca Monks	Absent	Philosophy	VACANCY	
SGA Officer	Krystal Knox	Present	Physical Science	Ximena Da Silva Tavares	Present
Adjunct Rep	Glen Samples	Present	Physical Science	Wade Ellis	Present
Agriculture	Heather Baltis	Present	Social Science	Alan Bolar	Present
Allied Health	Heather Shaftstall	Present	Social Science	Olivia Garcia	Present
Art	Jeff Huston	Present	Student Services	Keri Kennedy	Present
Behavioral Sc/CJ	VACANCY		Student Services	Sarah Villasenor	Present

GUESTS: Jennifer Achan, Edith Mata, Stephen Agard, Vic Posey, Victor Diaz, Manual Rosas, Eliza Dyer, Andrea Thorson, Kenward Vaughan, Catherine Jones, Darrell Ballard, Angela Williams, Valerie Garcia Otero, Alex Rockey, Jasmine Herrera, Victoria Hall, Elias Sloan, Quincy Sloan, Bill Chapman, Alexis Brown, Mindy Wilmot, Valerie Houghton, Ronald Littlejohn, Elias Medina, Harlan Hunter, Kimberly Newton, Lisa Robles, Johnathan Ward, Zachary Smith, Justin Flint, Mychael Phillips, Jason Stratton, Joe Saldivar, Ishmael Kimbrough, Kimberly Bligh, Michael Korcok, Vikki Coffee, Vanessa Reyes, Eleonora Hicks, Josh Shackelford, Marcus Duarte Smith, Andrew Bond, Pat Smith, Armando Trujillo, Maria Wright, Abel Guzman, Daron Mackey, Chad Newton, June Charles, Aaron Beal, Imelda Simos-Valdez, Jeremiah Douglas, Marisa Marquez, Eric Plata, LaFrance Daniels Jr., Jennifer Johnson, Deborah Rosenthal, Miguel Cuate, Paul Beckworth, Diane Jenkins, WC Fores-Cast, Donato Cruz, Reggie Bolton, Jennifer Garrett, Ariel Dyer, Erin Miller, Jade Thompson, Mandelyn Hobbs, Steven Watkin, Timothy Armwood, Gabriela Castellanos, Tommy Tunson, Erin Auerbach, Julian West, Kathleen Rush, Caprisha Clayton, Josie Guillen, Charles Truvillion, Lora Larkin, Thomas Rush, Oliver Rosales, Gloria Dumler

CALL TO ORDER

The meeting was called to order at 3:33 p.m.; Quorum was met.

GOOD, WELFARE AND CONCERNS

Anna Melby of the Culinary department gave birth to her 1st child on Sunday, 10/4 @ 9:12am; Baby Boy Jack Declan Street entered the world at 7.4 lbs. & 18.5 inches.

OPPORTUNITY TO ADDRESS THE SENATE

The **Accessibility Report** update scheduled for today is moved to 10/21 with Matt Jones & Andrea Thorson.

Steven Holmes, Academic Senate President:

Bakersfield College has an extensive equity plan and we've been on a journey for the last six years through Guided Pathways to keep student success and equity front and center. We've done the rigorous data analysis, the disaggregation of student success data to identify areas where there's been disproportionate outcomes.

I'm proud of our faculty who have been committed to student completion and equity. I am also proud of the BC admin, who have over the last six year, systematically removed obstacles for our students.

Recently, the BC faculty have been engaged in discussions as a result of the national incidences of this past spring and summer. Those discussions and deliberations are continuing at this point. So as Senate president, I'm supporting EODAC and the E-Board of the Senate to continue authentic, sincere discussions, in order to advance a document that reflects the commitment of our campus community to equity, diversity, and inclusion. So at this time, if there are speakers who want to address that item, please be patient in allowing the EODAC + E-Board to complete their deliberations.

The following individuals addressed the Senate:

Faith Bradham, Library Senator presented the following statement:

October 6, 2020

The faculty of the Bakersfield College Grace Van Dyke Bird Library stand in support of the "Racial Equity at Bakersfield College: A Renewed Commitment to Equitable Access & Completion" document outlined by Equal Opportunity and Diversity Advisory Committee, which outlines four commitments: Racial equity student success agenda, collective consciousness raising, faculty and staff diversification, and race conscious first responder training.

The library is a hub of student learning on campus. As such, we have a deep commitment to racial equity in student success. The library creates an equitable environment for all students to use computers, reserve textbooks, and library resources free of cost. This helps both to alleviate financial burdens on any students who use the library and to grant students a space to use technology they may not have access to at home.

In addition, the library's Learning Together event series for 2020-2021 showcases its dedication to collective consciousness raising. This series allows us to curate resources on anti-racism and cultural competence and creates a space for BC faculty and staff to engage respectfully with each other while building racial and cultural competence.

We believe that the 4 commitments outlined in the Racial Equity document will help BC become the best version of itself.

Signed,
Kirk Russell, Library Chair
Faith Bradham, Reference Librarian
Sondra Keckley, Reference Librarian
Laura Luiz, Reference Librarian
Mindy Wilmot, Reference Librarian

Paula Parks, English Senator:

I'm the Umoja Coordinator, a member of the African American Initiatives, and on EODAC. There are so few of us black faculty and staff that we have to wear multiple hats. I am speaking today as a senator and I reached out to Steve and let him know that I wanted to speak and he mentioned the same thing he had mentioned at the beginning, in terms of it (Racial Equity Commitment) being tabled. And I think I'm like most faculty in that I can have something to say now, and I can still have something to say in a couple of weeks when this comes up again. I know there are several versions around and version nine was presented last week. The number nine version is so similar to the Chancellor's mandate in the *Vision for Success*. It acknowledges systemic racism and it commits to addressing the equity gaps and achievement. Those gaps and achievement are how you know there is a systemic racism. Unless you believe that groups of people are less intelligent, then you know there's a systemic racism. It could be you lived your experiences like mine, or it could be something you've studied. The document also commits to having targeted support and Umoja is an example of targeted support. The English department reviewed Racial Equity Commitment and we took a vote. Most of the department voted to support it. One reason I really needed to speak today was that I needed you to hear how the English department feels about version nine of the the four commitments to racial equity. The other reason that I need to talk now is that we are in a period of discussion. Meetings, side meetings, open meetings is what we're doing right now is very consistent with consciousness raising. It's an extension of the BC Learns and it's an extension of what we do during flex week and conversations that the library has which are wonderful. In some sense, they are preaching to the choir. A lot of us are all on the same page. We understand that there's a need for equity. This conversation is different. And it's a real opportunity and I don't want us to miss it. because this conversation brings together those who have scholarship on equity and those who are questioning the need for it and brings together people whose lived experiences, are institutional racism with those who have privilege and we all have some privilege. I have straight privilege. I have able bodied privilege. I have Christian privilege, but there are people will have more privileges than I do. And those people get to speak with those whose lived experiences are institutional racism. I don't want this to end up with us being more divided more disappointed or angrier. I want these conversations to allow us to form a better BC and I know that tagline refers to all the work were doing with our physical facilities, but BC is not a building. BC is our colleagues, the students and that is what BC is and I really want us to come out of this conversation with more understanding and being more collegial. That's my goal for the season.

Elias Sloan, BC Student:

I was born and raised in Bakersfield. I am currently enrolled in the BC Fire Technology Program. I am a part of the Umoja Community Program. It is an honor to speak to the Academic Senate and represent the Umoja students. Umoja means Unity in Swahili and the purpose of the program is to increase the success of black students, courses that celebrate our culture, and support targeted to our needs. We support the Racial Equity Commitments. I'd like to speak to *Commitment #3: Faculty & Staff Diversification*. There is a continual need for African American mentorship and educational research has demonstrated this need for mentorship in order to achieve the same opportunities in education and workforce. This mentorship can guide us in a direction that doesn't encourage hate or retaliation but takes advantage of every opportunity. We students need to see African Americans in all levels of education-administration, faculty and staff. Consequently, this will encourage students of color that success can be achieved no matter how challenging the environment. I personally have seen mentorship that goes beyond the Umoja Program. The program has given me a greater understanding of historical struggles as well as resilience strength and beauty of my African American culture. That being said, Dr. Parks has done such a great job at redirecting negative thinking encouraging community and expecting excellence. I am asking the Academic Senate to support the equity commitments from EODAC when they come before you, for the vote, African American students need programs that support our success as well as mentors and advocates.

Manny Rosas, EOPS Counselor:

I am representing the voices of student leaders from Latinos Unidos Por Education (LUPE). EODAC introduced their commitments and intentions to improve student access success and completion during our Opening Week this Fall. After speaking to a few members of our Executive Board this week is very clear to me that all the students believe that BC has made a vast improvement dealing with equity concerns for all students, but they also agree that there is still a lot to be done and plenty of room for improvement. We definitely applaud all the efforts and policy changes that have been implemented to improve completion rates for all student cohorts. LUPE fully supports the campus wide commitment for racial equity on student success and completion. For all students, regardless of their ethnic backgrounds, socioeconomic status, faith affiliation, immigration status or gender identity. We also believe that when our students are fully supported and guided properly our community is definitely going to prosper and you know hopefully learn to live in harmony with each other regardless of our backgrounds are differences, political ideology, etc. We believe that if the Senate endorses EODAC for the racial equity commitments it will be a step in the right direction to address this combination of all kinds. We believe that allows courageous conversation of opposing viewpoints with respect and tactfulness. It will also initiate a process of healing for those students and staff that have been victims in the past, we know that it will eradicate barriers to success and definitely improve staff diversification. We know bringing our campus together and we believe that BC will be stronger and untied, which is the sentiment from our student leaders from the organization LUPE. Who are very active and in full support of the commitments that is introduced by EODAC

Jasmine Herrera, BC Student & Vice President, LUPE:

I am well involved on campus, being the current Treasurer for LUPE and the Honors Society and working part-time at the Financial Aid Office. I am here in support of the document which outlines commitments for racial equity because we are a college that firmly believes it is important to have a diverse faculty and staff that represents the student body. Members of LUPE would like to stay with a college that is welcoming and inclusive regardless of our color or ethnicity. Important to our local members is perception of immigrant students and addressing the barriers to educational access for students that come from extended families. LUPE believes the commitments outlined by EODAC help address discrimination on campus towards students and staff. I personally stand in solidarity with EODAC because I want students to feel safe and comfortable when talking to counselors and professors and I hope you guys send in support of this.

Ishmael Kimbrough, History Professor:

I have been a faculty member at BC for about two decades and before that I was a student athlete. I will retire from BC, so this is my home. At the time of my hiring in 1999, there were very few tenured African American faculty on campus. There also seemed to be a limited and isolated commitment to racial diversity shown at the administration level, but since then I’ve witnessed and participated in the slow consistent progress made by BC towards that end and I am now pleased and inspired by the proposed initiative to formalize BC efforts ensuring that we are an institution dedicated to racial equity on campus and further gratified that the proposal initial comes from the Chancellor’s Office and supported by our own African American faculty. So African American community at BC, represented by the AAI and Umoja support the Racial Equity Commitment developed by EODAC.

ADDITIONS TO THE AGENDA

There were no additions to the Agenda.

CONSENT ITEMS *(passed by general consent)*

Minutes

The minutes of September 23, 2020

Visit the [Academic Senate](#) to view the minutes.

J. Hart motioned to approve the minutes with corrections, N. Strobel seconded; motion passed unanimously.

Standing Committee Appointments

Standing Committee List v3

Visit the [Academic Senate](#) to view the full committee list.

Standing Committee Appointments 10.07.20

Curriculum
Holly Watt (Behavioral Science)-Adj.
Scholarship
Wade Ellis (Physical Science)
Cynthia Zamora (Counseling)

EODAC
Sara Manuel (Behavioral Science)—remove from committee

N. Strobel motioned to approve the committee list v3 and the new appointments, M. Ysais seconded; motion passed unanimously.

Screening Committee Appointments

There were no appointments to review.

Committee Charges

EODAC Charge- **TABLED**

Academic Senate Charge- **INFO**

Visit the [Academic Senate](#) to view the charges

UNFINISHED BUSINESS

A. Rename of Department

Description: Proposal to rename Health & P.E. to Kinesiology & Athletics. Following further discussion with faculty, the original proposal was changed to add Health making this document version 2.

visit the [Academic Senate](#) to view the document.

W. Ellis motioned to approve the proposal, N. Strobel seconded; motion passed unanimously.

B. Racial Equity Commitment - TABLED

Description: Racial Equity Commitment BC v10

RACIAL-ETHNIC EQUITY AT BAKERSFIELD COLLEGE

A Renewed Commitment to Equitable Access & Completion

Equal Opportunity and Diversity Advisory Committee- REVISION OCTOBER 2, 2020

Since publishing our first Student Equity Plan in 2014, Bakersfield College (BC) has been fully engaged in institutional redesign to improve equitable outcomes in student access, success, and completion for all students. This document serves as a renewal of that commitment with an intensive refocusing on racial equity for our students, faculty, staff, and community.

As the community's college, we embrace our responsibility to serve as a beacon for understanding—to create spaces for shared listening, learning, and engagement. We believe that through collective consciousness raising both on campus and in the community, BC fulfills its mission and makes visible our core values of diversity, integrity, and community through action.

Bakersfield College's Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment promotes equity and fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.



Diversity: We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.



Integrity: We continue to develop and follow an ethical and moral consciousness, which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.



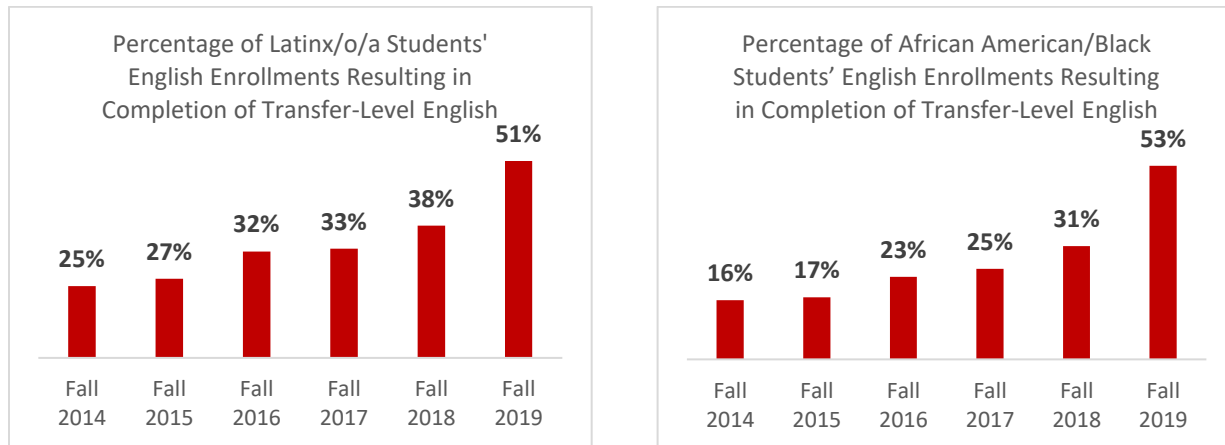
Community: We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff. In our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Guided by the tenets of the racial-ethnic equity commitment set forth in this document, the Equal Opportunity and Diversity Advisory Committee (EODAC) will lead the campus in enacting our core values to achieve racial-ethnic equity in access, success, and completion. Together, BC commits to the following framework:

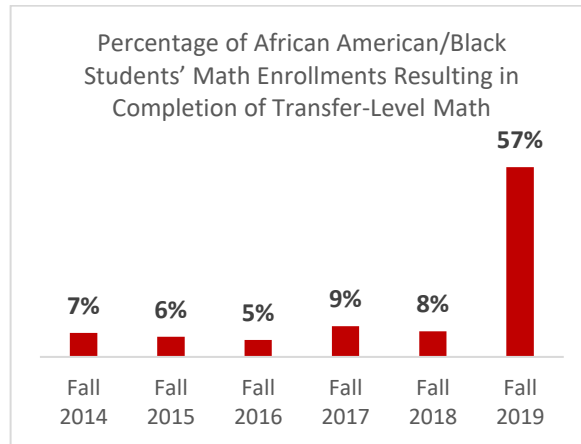
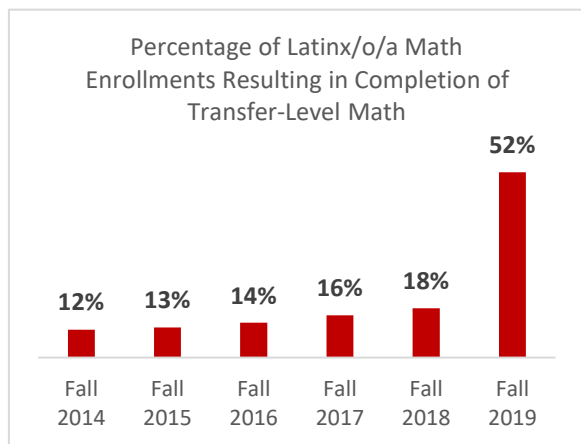
- A Racial-Ethnic Equity Student Success Agenda**
- Collective Consciousness Raising**
- Faculty & Staff Diversification**
- Race-Ethnic Conscious Curriculum for Police and First Responder Training**

In the last 6 years BC has been committed to transparency and accountability in its work to achieve equitable outcomes, and we are proud of our significant progress on our equity targets in the past several years.

Transfer-Level English Completion



Transfer-Level Math Completion



While we have made promising strides, we acknowledge there is more to do. BC's commitment to routinely collect, disaggregate, and utilize data will continue to inform goal setting and action planning at all levels – from our daily work to the development of our Strategic Directions.

ACCOUNTABILITY

The EODAC commits to be **Responsive, Active, and Proactive** in addressing racism in all aspects of college and student life by developing and employing actionable equity strategies.

EODAC will be responsible for the routine monitoring of all commitments defined in this document and will biannually renew the commitments to ensure they are meeting the needs of our community.

Bakersfield College provides a rigorous and supportive learning environment that promotes equity for its students who come from diverse economic, cultural, and educational backgrounds. Bakersfield College has created this rigorous and supportive learning environment by becoming a Guided Pathways college in which equity is built into how we intentionally design the college experience so that each student receives what they need to be successful. Because Bakersfield College supports the Vision for Success goal of reducing the equity gaps of all student success measures among traditionally underrepresented student groups by 40% in five years and totally closing the gaps in ten years, we have committed ourselves to create the rigorous and supportive learning environment in which all of our students can succeed. The racial and ethnic group is one component of Bakersfield College's equity work that also includes gender, persons with disabilities, foster youth, veterans, and low-income students.

COMMITMENT #1

A RACIAL-ETHNIC EQUITY STUDENT SUCCESS AGENDA

Bakersfield College's 2019-22 Equity Plan is robust and defines specific outcomes for a number of populations. As a Guided Pathways college, BC re-commits to sharpening this focus on **dismantling institutional barriers** in access, momentum, and completion. BC administrators, faculty, and staff will **intensify our resolve** to achieve racial-ethnic equity in outcomes for our students.

A Racial-Ethnic Equity Student Success Agenda includes:

- Advance completion rates among African American/Black students by bolstering programs in our [African American Initiatives](#) to improve readiness and strengthening academic and personal supports.
- Advance completion rates among Latinx/o/a students by bolstering programs in our [programs for undocumented students](#) to improve readiness and strengthening academic and personal supports.
- Address and remove financial barriers and resolve the digital divide through programs such as [Kern Promise: Finish in 4](#), and the [Chromebook/Electronic Equipment Advance Application](#).
- Disaggregating all data by demographics and calculating the [Proportionality Index and the 80-Percent Index](#) for student success metrics that include transfer, degree/certification awards, 15-unit and 30-unit milestones, transfer-level Math and English completion within the first year. Research is done to identify the barriers that are producing any disproportionate impact for particular student groups and then

allocating resources to remove barriers of our own making or mitigating external barriers.

- Accountability measures including regular reporting to the California Community College Chancellor's Office of our [Student Equity Plan](#) and incentive extra funding to colleges for students who achieve the student success metrics and are on the California Promise, Pell Grant, or have AB 540 status as given by the [Student Centered Funding Formula](#).

COMMITMENT #2

COLLECTIVE CONSCIOUSNESS RAISING

From our core values of diversity, integrity, and community, Bakersfield College re-commits to addressing systemic issues of environmental microaggressions, implicit bias, racism, and discrimination through collective consciousness raising. We re-commit to *strengthening our campus culture* so that faculty, staff, students, and our partners are aware of and equipped to *disrupt and change policies and practices* that disproportionately affect our racial-ethnic minority students.

Collective Consciousness Raising includes:

- Hosting equity-minded, culturally-competent professional development through existing and new structures at the college such as the President's Virtual Seminars and Flex workshops.
- Engaging 60 faculty and staff in the [University of Southern California Racial Equity Institutes](#).
- [Actively participating in the districtwide EEO advisory committee.](#)
- Curating resources on race, ethnicity, and cultural competence such as the [BC Library's LibGuides](#) on "Black Lives Matter", "Race and Cultural Competence", and "Health Inequalities".
- Hosting opportunities for Bakersfield College administration, faculty, staff, and students to engage in dialogue with the community on the social structure and behaviors inside and outside the college that can negatively impact particular underrepresented groups in achieving their momentum and completion milestones such as the [President's breakfasts/luncheons](#) with African-American community leaders and Latinx/o/a community leaders, webinars on our Rural Initiatives that include community leaders, [the HEAL collaborative](#), [#LightACandle: A Juneteenth Conversation](#), and the Student Government Association's [Distinguished Speakers Series](#).
- Assessing campus climate through the annual Bakersfield College Accreditation & Institutional Quality committee's campus survey, the KCCD's Climate Survey, and nationally recognized instruments such as the [USC Racial Equity Institute's "National Assessment of Collegiate Campus Climates"](#) or other similar peer-review instrument.

COMMITMENT #3

FACULTY & STAFF DIVERSIFICATION

Bakersfield College re-commits to *an inclusive learning environment* and understands the role of faculty and staff in contributing to an inclusive campus community. To create a supportive learning environment it is important to provide mentor faculty who provide examples of academic success to students who share their lived experiences. Therefore, we commit to *cultural competence in recruitment and hiring practices* to reach a more diverse pool of qualified applicants and will establish a *Faculty Internship Program* to help prospective applicants be competitive in the recruitment process.

Faculty and Staff Diversification includes:

- Implementing the [ASPIRE Faculty Diversification Fellowship Program](#) that assists graduate students from underrepresented minority groups to enhance their preparation in transiting into applying for teaching positions in community colleges.
- Developing an [Educator Mentorship Project](#) designed to assist participants in becoming more prepared in future educational employment opportunities.
- Evaluating recruitment practices, including search committee structures, to ensure a diverse and broadened advertising of available positions.
- Improving anti-discriminatory training for search committee members through the Human Resources Department.

COMMITMENT #4

RACE-ETHNIC CONSCIOUS FIRST RESPONDER TRAINING

As a Guided Pathways college Bakersfield College commits to engaging faculty in a comprehensive review of public safety courses and programs to identify and address barriers to equitable student learning. Specifically, BC will partner with the Bakersfield Police Department and Kern County District Attorney to strengthen our equity-minded, culturally-informed police academy curriculum. **Race-Ethnic Conscious First Responder Training includes:**

- Augmenting our police academy training to include elements of the [Transformational Policing Model](#) and increasing training to 24 hours.
- Partnering with the Bakersfield Police Department and Kern County District Attorney to encourage diversifying students enrolling in the program.
- Expanding applied learning and internship opportunities.

Policy and Strategic Plan References

Bakersfield College Strategic Directions

#2 Student Progression and Completion: A commitment to eliminate barriers that cause students difficulties in completing their educational goals.

KCCD Board Policy

BP 1110 Vision: The Kern Community College District will be recognized as an exemplary educational leader, partnering with our communities to develop potential and create opportunities. Successful students will strengthen their communities and, along with the faculty and staff, become life-long learners.

BP 1120 Values: The Board of Trustees and the employees of the Kern Community College District value:

- Assisting students to achieve informed educational goals.
- Fostering a learning environment that celebrates the diversity of people, ideas, learning styles and instructional methodologies.
- Recruiting and retaining the best and brightest employees.
- Promoting a climate of trust by sharing ideas and information.
- Meeting the highest standards of performance in everything we do.

BP 1200 Mission: The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities. To accomplish this mission, we will:

- Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
- Provide workforce skills training through Career and Technical Education programs.
- Provide basic skills education and student services programs to enable students to become successful learners.
- Establish partnerships with businesses and governmental entities as well as other educational institutions to advance economic development.
- Improve the quality of life of our students and communities through broad-based general education courses.

Prepare students with the skills to function effectively in the global economy of the 21st century.

Anticipate and prepare to meet challenges by continually assessing and prioritizing programs, services, and community needs.

Strategic Goals of the District

Goal One: Maximize Student Success

Goal Two: Ensure Student Success

Goal Three: Provide Workforce and Economic Development Programs that Respond to Local Industry

Goal Four: Reduce Equity Gaps

Goal Five: Strengthen Organizational Effectiveness

Physical Science Department Concerns over BC's Racial Equity Commitment Statements

Faculty in the Physical Science department held a department meeting on 9/26/20 where BC's Racial Equity Commitment Statement was discussed. Physical Science faculty also received an email communication requesting feedback on BC's Racial Equity Commitment. The resulting document summarizes those concerns and is meant as a starting point for further discussion, we recognize that this is a very complex and delicate issue.

BC's Racial Equity Commitment Statement will be referred to as "the Document" herein.

1. *The Document fails to define key terms such as racial equity, diversity, students of color, systemic issues, environmental microaggressions, implicit bias, racism, collective consciousness raising, inclusive learning environment, cultural competence, culturally-informed, and race-conscious. Systemic racism should also be defined as it is being used by inference as part of "systemic issues".*

Lacking these definitions, the goals become moving targets and thus become unmeasurable as well as unattainable. A problem cannot be solved without first defining what it is.

Specific comments from faculty:

--I worry that such language will grant a "blank check" to whatever bureaucracy is put in charge of this vague, ambiguous goal to do and enact regulations as they see fit. Without a clear goal or defined means to that goal, I fear such a bureaucracy would be unaccountable.

2. *The Document is lacking any supporting evidence for the claims of systemic racism, inequity, and the need to disrupt certain policies and practices, or even the existence of institutional barriers. There are several assumptions of causality while providing no supporting evidence.*

The existence of an achievement gap between races does not mean that the cause lies with any type of racism. There could be other factors in play (such as socioeconomic background and education) and there is no evidence provided that the cause has been specifically identified as racism, systemic or otherwise. Likewise, there is no evidence for the existence of any institutional barriers and no evidence establishing causality.

Specific comments from faculty:

--While well-intentioned, the commitment does not specify what these institutional barriers are nor on how to dismantle them.

Regarding the "disrupt policies and practices that disproportionately affect students of color"

--Firstly, if there are such policies and practices, where and what are they? Show me!

Convince me, and I would oppose them with all my ability! Secondly, this is nakedly political.

--We are claiming, as an institution, that we have policies and practices in place that disproportionately affect students of color. This would make us a racist institution and Princeton University is being investigated by the Department of Education for their acknowledgement of racism within their institution. Are we opening ourselves up for such an investigation as well? Also, that means that we have utterly failed in our past assurances of being an equal opportunity institution and employer. Why should students and the public trust us now if we have allowed such practices to be applied so far? Shouldn't we have some pretty strong evidence before calling ourselves racists?

-- If we apply a definition of systemic racism as a type of racism that is inherent to a system or an integral part of that system, then that requires a whole re-structuring of the system or even a new system put in place to remove it. First, there should be a significant amount of evidence supporting the existence of systemic racism before taking the quite radical step of replacing a system. Second, there needs to be ample discussion and a clear plan on what the system will be replaced with.

3. *Lack of clarity on the “accountability measures if the institution does not meet published equity targets” statement and an inability to meet that goal. Furthermore, if forcibly applied, such a goal could lead to discrimination or a forced lowering of standards.*

The equity targets and accountability measures need to be clearly defined. In addition, this statement crosses the line from a promise of equal opportunity into guaranteeing an equality of outcome. One concern is that this could lead to pressure for faculty to pass students of certain races in order to meet the “racial equity targets” which constitutes discrimination against all other students that are not part of those targets and devalues the mission of the college.

Specific comments from faculty:

--I question the prudence of such a goal as “achieving racial equity.” This goal implies two assumptions:

1. That the **college is responsible** to ensure that all students, regardless of race, have the same outcomes.
2. That the college **has the ability** to ensure that all students, regardless of race, have the same outcomes.

Neither of these assumptions seem to be realistic on their face, since the college has no control over the environment the student grew up in or the willingness of a student to apply themselves.

--The language regarding “**targets for completion**” is troubling, again because it seems to assume the institution is, at the very least, primarily responsible for student outcomes. As a faculty member, I am limited in the extent I can motivate my students to apply themselves.

-- First, as I see it so far, there is talk (and already statewide policy) that mandates certain outcomes for minority students. I think that it is important to recognize that we

do not have the sole power as a college to fulfill mandated equal outcomes for all students who take

classes at our campus. We do, however, have the power to fulfill mandates that we provide equal opportunities for all students. To use the analogy, you can evaluate me based on my ability to bring all the horses to the water, but you can't judge my job performance based on whether they drink or not. There is no reason for us not to try and get great outcomes, but we have to realize that we are one piece in a complex puzzle that leads to a student passing or failing.

--I worry that this assurance of outcomes will do to higher education what "no child left behind" did to K-12.

4. *That "collective consciousness raising" will lead to indoctrination, stifle viewpoint diversity, as well as infringe on academic freedom and freedom of speech.*

Part of BC's mission states that "Our rigorous and supportive learning environment promotes equity and fosters students' abilities to think critically". Indoctrination of the faculty does not promote a supportive learning environment and is not conducive to teaching critical thinking.

Specific comments from faculty:

--This sounds like Orwellian euphemism for indoctrination. And the language that follows does not inspire confidence to the contrary.

--The language described under collective consciousness raising bullet points, in particular "Community engagement in dialogue and action for racial equity." I question this language because it suggests that the college should act politically. If the college acts politically, it is, by extension, a political institution. I question political action as a primary purpose of a college or institute of higher learning, especially when the political action is aligned with values contrary to the beliefs of many staff, faculty, and administration personnel inside the college.

-- "Equity-minded, culturally-competent professional development" is stated as part of the collective consciousness raising idea. Whose culture will this apply to and how many of the world cultures will be included? How does one establish cultural competence? Isn't it better to promote viewpoint diversity and an atmosphere of tolerance so as to be inclusive of all cultures?

--There is already fear of speaking up among faculty, I worry that this "collective consciousness raising" would add to the "cancel-culture" already permeating our campus. Adding the phrase "curation of resources on race and cultural competence" sounds like cancel culture as well.

5. *The idea that it is "imperative our students of color see in our faculty ranks people who look like them and share their lived experiences" is segregationist, racist, and discriminatory.* This is another area that needs solid supporting evidence, why is this imperative? Does this mean that students can only learn from faculty that look like them? There is concern that placing more importance on what our faculty members look like versus their qualifications, ability, and competence will not only decrease the

quality of instruction, but that it is also discriminatory as we can longer claim to be an equal-opportunity employer.

Specific comments from faculty:

-- First, I will not be party to unlawful, racially-biased hiring practices. Second, we do not have control over who applies to positions nor their level of expertise. As a college whose primary goal is to provide the best education to students possible, it is more important that students be given access to the best teaching faculty the college can hire than it is to give them teaching faculty that look like them.

--I find the idea that students need faculty that look like them discriminatory and segregationist. Also, it devalues the effort that faculty make every day in their classrooms to be better educators and to promote an inclusive learning environment while also challenging students to think critically. The idea is segregationist because, if so, then why not just segregate educational institutions by race? If what matters most is what the faculty look like, then it follows that colleges (etc) should be segregated by race, the very opposite of the country that Martin Luther King, Jr dreamed of. It is discriminatory because it implies that we should be hiring based on race/looks, a currently unlawful practice.

6. *There is concern about the lack of transparency and a lack to follow due process in the creating of this and other documents with the same ideology.*

It is concerning that this document made it to FCDC where there was pressure to adopt it without first giving faculty the opportunity to discuss it. This document has not gone through Academic Senate and was, therefore, not passed along to the academic departments by the respective Senate representatives. The document was supposedly authored by EODAC but there were two separate versions and the version at FCDC was different from the one that EODAC authored. Furthermore, a second document has now been created as a potential Academic Senate Resolution expressing similar viewpoints and was distributed among select faculty in an effort to collect signatures. Why did this document not go directly to the Academic Senate first for the Senate representatives to distribute to all faculty?

Specific comments from faculty:

-- I have issues with how these policies seem to be coming forth. It seems like there is an effort to restrict input, but to make it seem like there was consensus. I hear things about FCDC meetings where they are told that the time for talk and research is past and that immediate drastic action is needed. I also read in the minutes of the most recent EODAC meeting (Aug 31) the comment that some conversations in that committee were necessarily going to stay in the committee and not be made public. I feel like this showcases the need for more transparency, calls for input, and more of a community feeling to this.

7. *That promoting a "systemic racism" message to the college and broader community will increase, instead of decrease, racial tensions and hurt the very group of people it is meant to help.*

Specific comments from faculty:

--Students are now being told that the cause of any failure to achieve their goals lies not within themselves but with the system itself. This is a truly appalling message to give to a generation as it makes them powerless in their own destiny. Also, how long before those of us who teach courses with high failure rates start to be accused of being racist (or any other label) by failing students? Many students lack the maturity level not to grab at an opportunity to blame anyone other than themselves and this ideology will give them a convenient scapegoat. While there are certainly external barriers to success that a student might not have control over, there are also certainly many internal ones as well that the student does have control over.

--The idea of “systemic racism” places a pre-assumption of guilt because the system being racist implies that the individuals implementing the system are therefore also racist. This general attribution of guilt crosses the line from “innocent until proven guilty” into “guilty until proven innocent.”

8. *That the section about Police and First Responder training pins this document as reactionary to current events that are not directly related to higher education.*

Specific comments from faculty:

--One could argue that all programs of study within a College should be of value to society, otherwise why have them at all? Unless this document is reactionary to the George Floyd event, why the focus on this specific program? Shouldn't nursing also be included as a program of focus as well, given the current pandemic? Furthermore, why does one specific event call for the need to restructure all of higher education? Where is the evidence that this is the norm and not an exception? This portion of the document looks like virtue signaling. If there is a need for changes to this program of study and to its curriculum, shouldn't that come from the faculty involved in that program study?

9. *That the language about equipping faculty, staff, students and our partners to “disrupt policies and practices” goes against the mission of the College.*

BC's mission states that “Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer.” So is our mission to give students the skills that they will need to either enter the workforce or transfer, or is it to create activists?

Alternative Equity and Diversity Commitment Statement Proposed by Physical Science

As the Physical Science Department was discussing concerns over BC's Racial Equity Commitments, it was proposed that we provide an alternative proposal that could be used as a starting point to generate a more open discussion. We recognize that this is a complex and sensitive issue and that further input from other departments and committees is absolutely necessary to arrive at any finalized version.

Equity Commitments

Bakersfield College provides a rigorous and supportive learning environment that promotes equity for its students who come from diverse economic, cultural, and educational backgrounds. Bakersfield College has created this rigorous and supportive learning

environment by becoming a Guided Pathways college in which equity is built into how we intentionally design the college experience so that each student receives what they need to be successful. The racial and ethnic group is one component of Bakersfield College's equity work that also includes gender, persons with disabilities, foster youth, veterans, and low-income students.

*** Equity Centered Student Success Agenda**

* As a Guided Pathways college, Bakersfield College re-commits to a sharpened focus on identifying and addressing any institutional barriers that might still exist in access, momentum, and completion. We will continue in our resolve to provide equal opportunity for all students including those of underrepresented minorities (URM) as defined in California Education Code section 78220: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, or some other non-White race.

*** Such an Agenda means:**

- * Completion cohorts for African American/Black and Latinx students such as the African American Initiatives and programs for our undocumented students.
- * Identifying and addressing any financial barriers, such as the digital divide, through programs such as the Kern Promise: Finish in 4, California College Promise Grant, Renegade Pantry, the Chromebook/Electronic Equipment Advance Application, and other similar programs.
- * Identifying and addressing policies or procedures that unintentionally but preferentially block URM students from being able to attempt transfer level classes.
- * Disaggregating all data by race and ethnicity and calculating the Proportionality Index and the 80-Percent Index for student success metrics that include transfer, degree/ certification awards, 15-unit and 30-unit milestones, transfer-level Math and English completion within the first year. Research is done to identify the barriers that are producing any disproportionate impact for particular student groups and then allocating resources to remove barriers of our own making or mitigating external barriers.
- * Accountability measures of regular reporting to the California Community College Chancellor's Office of our Student Equity Plan and incentive extra funding to colleges for students who achieve the student success metrics and are on the California Promise, Pell Grant, or have AB 540 status as given by the Student Centered Funding Formula.

*** Improved Professional Development**

* As a Guided Pathways college, Bakersfield College re-commits to identifying and addressing any policies or procedures that affect the institution's ability to provide equal opportunity for all students, including URMs. Since the factors, such as cultural influences, behind how our systems were structured can be difficult to explicitly identify, Bakersfield College also commits to an intentional, deliberate re-examination of our learning environment through collegial dialogue in order to promote an inclusive learning environment while also maintaining the ability instill critical thinking by fostering viewpoint diversity.

*** Improved Professional Development means:**

- * Hosting equity-minded professional development opportunities such as the President Virtual Seminars or Flex workshops designed to
 - foster open an honest discussion on these complex topics
 - to improve the competence of faculty and student support staff

- to allocate financial resources to enable faculty and staff to attend professional development workshops elsewhere.

- * Curation of broad and ideologically diverse resources on race, ethnicity, and cultural competence developed through wide faculty consultation in the future. These will provide multi-faceted views on the complexities underlying these issues and invite intellectual and collegiate discussions.
- * Hosting opportunities for Bakersfield College faculty, staff, and administration to engage in dialogue with the community on social structures and behaviors inside and outside the college that can impact (positively or negatively) particular racial and ethnic groups in achieving their momentum and completion milestones. Current examples include “#RealTalk on Race in America” broadcasts on Facebook in collaboration with Danny Morrison Media, the President’s breakfasts/luncheons with African-American community leaders and Latino community leaders, webinars on our Rural Initiatives that include community leaders, the HEAL collaborative, and the Student Government Association’s Distinguished Speakers Series.
- * Assessment of the college climate and a commitment to use only statistically representative results.

*** Faculty and Staff Diversification Efforts**

* As a Guided Pathways college, Bakersfield College re-commits to creating a supportive learning environment with mentor faculty who provide examples of academic success to students. Diversifying our faculty will also enable richer cross-racial/ethnic conversations among faculty so that all faculty will be better able to reach the diverse population of students in our classrooms, regardless of the background of the faculty.

*** Faculty and Staff Diversification means:**

* Development of the Faculty Diversification Fellowship (see <https://www.bakersfieldcollege.edu/employees/professional-development/faculty-diversification-fellowship>) and the EODAC Educator Mentorship Project.

* Broadening our advertising of faculty positions in publications, forums, and social media catering to underrepresented minority graduate student job searches.

* Connecting new hires with Bakersfield College service area community groups, so they can develop support networks among people of shared lived experiences, interests, and/or values. New hires who build connections with the communities of Bakersfield College service area are more likely to stay and help transform the lives of students from those communities through high-quality education.

* Continuously improving the quality of the training of search committee members.

* Ensuring a concerted effort to increase the number of URM students in the transfer pipeline who will then acquire the graduate degrees needed to become faculty and staff at Bakersfield College or other higher education institutions.

Holmes informed the Senate there have been expressed concerns over the Racial Equity Commitment document. The Physical Science Department has presented written concerns and alternative language to be considered. Both documents have been shared with EODAC. EODAC will provide the Senate Executive Board with their recommendation at which time, it will be reviewed. Once the Senate Executive Board reviews the document it will then move to the Senate body. Each Senate representative will take it back to their department and will bring back concerns, acceptance, whatever and then we will move forward in the process. So, at this point in time, there is still no physical document necessarily provided to the Executive Board or the Senate for review or comment.

NEW BUSINESS

- a. No New Business Items to Review

REPORTS

President's Report

The District is hiring PPL, a consultant for the new Chancellor search which is will cost approximately \$36,000.00.

Holmes reminded the Senate we are governed by the Brown Act and we need to be careful of how we conduct our meetings, in particular, discussions that occur outside of meetings. "A majority of the members of a legislative body shall not outside a meeting authorized by this chapter use a series of communications of any kind directly or through intermediaries to discuss deliberate or take action an any item of business that is within the subject matter jurisdiction of the legislative body." Holmes cautioned that discussions can potentially lead to a series of communications that could be considered a serial meeting. When anybody begins to tell you what a member of the senate from another department is doing in terms of any of our topics we have on our agenda, it is probably in your best interest to stop that conversation. The reality of it is that person is telling you and 16 other people the same thing, which is a violation of the Brown Act. It is encouraged to have discussions with your members of your department, but limit any discussion that has brought forth to you on how another senator potentially is going to stand.

President/Vice President- no update

District Consultation Council (DCC)- no update

DCC Website: <https://committees.kccd.edu/committee/district-consultation-council>

College Council- no update

CC Website: <https://committees.kccd.edu/bc/committee/collegecouncil>

Board of Trustees (BOT)- no update

BOT website: <https://www.kccd.edu/board-trustees/meetings>

District-wide Budget Committee (DWBC)

The committee is looking at the AUR's and will be integrated into the DO budget for 20-22.

COMMITTEE REPORTS

AIQ(Commiso)

Website: <https://committees.kccd.edu/bc/committee/accreditation>

No report

ACOMM (Wilson)

website: <https://committees.kccd.edu/bc/committee/assessment>

No report

BADV (McNellis)

Website: <https://committees.kccd.edu/committee/bookstore-advisory-committee>

McNellis reported the following: A reminder to all faculty members that book orders were due Oct 1st if you had received your schedule before that date or are due 5 days after receiving your schedule from your department chairs. Remember, bookstore operates on deadlines and we do as a group need to ensure we give them enough advance notice before the next semester to

order your materials through publishers. Mailing times have increased. Be sure you contact bookstore asap with your book order by placing order here:

https://bakersfieldcollegeedu.formstack.com/forms/textbook_supply_requisition_form

And yes you need to submit a requisition form for each class even if you have multiple sections of the same course for logistical reasons.

You can contact Bernadette at TM8014@bncollege.com if you prefer to adjust the default label of "required" course material for a "Chrome Book" to a label of "recommended." We have this option to purchase a chrome book for students so they can use their financial aid funds to pay for a computer in the event they do not have one but want to take classes while the campus has gone all online.

BCOMM (McAllister)- submitted as written

Website: <https://committees.kccd.edu/bc/committee/budget>

*Budget Committee, Academic Senate Report
Prepared by Teresa McAllister, Faculty Chair
October 7, 2020*

The Budget Committee held its first meeting of the Fall Semester on Monday, September 28, from 4:00 to 5:00 p.m. via Zoom. During the school year, we meet on the fourth Monday of each month. The Budget Committee's charge reads:

The Bakersfield College Budget Committee is a governance committee that supports the college mission, goals, and values through comprehensive evaluation of data relevant to the college annual planning process for resource allocation.

2020-21 Budget

Mike Giacomini led a discussion on the state of the 2020-21 budget. The Student Equity and Achievement (SEA) apportionment funding is being deferred in order to provide monthly apportionment of the 2020-21 SCFF General Fund through January 2021. To align General Fund disbursements with available resources, a proportional reduction of 0.85% to almost all districts is required. A total of \$1.45 billion in apportionment funding for 2020-21 is being deferred to 2021-22. See the Apportionment Reports web page on the CCCC website for more information.

Review of Charge and Budget Decision Criteria Document

We completed our annual review of the Budget Committee Charge and are moving it forward through the approval process with a few minor changes. We are reviewing the Budget Decision Criteria and will be moving it forward soon.

Calculation of FTES for Distance Ed courses

We discussed needing a better understanding of the calculation DE FTES and potential impact thereof on funding, especially for online flexible. Through the Fall 2020 semester, an emergency allowance for attendance accounting for DE courses is in place and they are being funded at the same rate as traditional face-to-face courses. Beginning with the Spring 2021 semester, current Alternate Attendance Accounting Procedures from title 5, section 58003.1(f) are required. VP Dadabhoy reported there is current legislation that hopes to bring funding for DE courses closer to that of traditional face-to-face courses. For more information, visit the

CCCCO's
Attendance Accounting and Residency web page.

Future Work Topics

We briefly discussed beginning or continuing work on the following topics: Cost per FTES efficiency metric; ROI- Return on Investments; Fiscal Resilience; How Reserves are Generated; Revenue Generation

Please email teresa.mcallister@bakersfieldcollege.edu with any budget related topics or questions you would like addressed at the next Campus-wide Budget forum being held in November.

Next Meetings

Monday, October 26

CCOMM (Menchaca/Osea)-submitted as written

Website: <https://committees.kccd.edu/bc/committee/curriculum>

Curriculum Committee Report to Academic Senate 10/07/20

Committee reviewed and approved Charge (will come to senate after E-Board). The Curriculum Handbook is on agenda for 10/8/2020.

Committee Co-Chair Workplan includes:

- Due October 15th for a 20-21 catalog chance
 - 6-year reviews for courses
 - DE and CE requests for Fall and beyond

Upcoming Items include:

- CSU GE Area F – Interest Form created bit.ly/BC-CSU-GE-F
- CPL – Credit for Prior Learning
- CBE – Competency Based Education
- Fall Addendum
- Catalog Front Matter Update – language in Attendance and Withdraw sections

EMC (Moreland) – submitted as written

Website: <https://committees.kccd.edu/bc/committee/enrollment>

The EMC Held its first meeting Oct 2 2020

- We updated our committee charge; the committee will vote on it soon.
- Leo Ocampo (SW program manager) spoke on 8 + 8 scheduling
 - This is having two back to back 8 week sessions in a semester
 - Some faculty are teaching 3 courses in one session; 2 or 3 in the second
 - Discussion included the issue of lower FTES with non-16 week sessions; increased success and retention (with courses offered this way to date); a need for clarification with the union; courses and programs that may not be well-suited for 8+8 (with 4-5 unit courses), counseling's role; and financial aid.
 - Counselor's plan on signing up students for both 8 week sessions at once.
 - For Financial Aid – students must sign up for both this semester

- *Leo thanked the committee for the feedback.*
- *There will be a presentation/workshop on 8+8 scheduling in late October.*
- *Steve Watkins shared that there will be an express enrollment campaign for Late Start classes Oct. 15th (maybe 1-5?).*
 - *Contact Kylie in the Outreach office if you are interested in helping out*
 - *Marissa noted that many students dropped a course and need one this semester.*
- *Marissa shared that counselors are focused on getting students enrolled in the 'golden 4', and that student ed plans must include the whole spring (both 8 week sessions).*

Next meeting is Oct. 22nd

EODAC (Hirayama)- *submitted as written*

Website: <https://committees.kccd.edu/bc/committee/eodac>

*Academic Senate Report from EODAC
October 7, 2020*

- I. EODAC had a regularly scheduled meeting on Monday (October 5, 2020)*
- II. The Educator Mentorship Project kicked off on September 25th. Excited to see the project continue to move through the process.*
- III. Our first group of 6 participated in e-Convenings held by USC. They are working on something to share out to the entire campus. Keep your eye open for that. Each of the different groups who participate in a convening will bring the materials, resources, and other shared information back to the campus.*
- IV. The committee has received some suggestions for the Racial Equity Commitments document and other concerns underpinning the commitments. The committee is reviewing these concerns and will likely be presenting language and a response to the next Executive Board meeting. That is all we have to report at this time regarding the Racial Equity Commitments.*

It was questioned when the EODAC will be reviewing and discussing the documents from the Physical Science Department that were posted today by the Senate. Hirayama responded that they were sent via EODAC listserv and to expect an upcoming meeting announcement. There was discussion regarding voting and membership which Holmes requested that this continue at EODAC and is not considered Senate business.

In regards to the Brown Act, a question was asked about ethical guidelines from the Senate at the state level or even in our local bylaws regarding an Executive Board member going on the radio, and also going to the newspaper and speaking disparagingly of a standing committee when that member is going to be voting on the committee's work. Holmes responded that he would need to consult with Legal Services on this topic.

FSC (Kelley)

Website: <https://committees.kccd.edu/bc/committee/facilities>

No report

ISIT (Boyles)

Website: <https://committees.kccd.edu/bc/committee/isit>

No report

PDC (Jones)

Website: <https://committees.kccd.edu/bc/committee/pdc>

No report

PRC (Nickell)

Website: <https://committees.kccd.edu/bc/committee/programreview>

No report

OFFICER REPORTS

Vice President (Strobel)

Strobel reported the Banner 9 waitlist TF is waiting on information from the District to start the project.

Treasurer (Kim)

9/23/20

BC Academic Senate/Retd. Studt. Account (F3200.5101) \$14,993.53

NEW BC Academic Senate (#F3300 0210) \$22,908.68

M. Levinson Account (#5310) \$17,719.54 but only **5%** can be used so, \$708.78

S. Trembley Account (#5510) \$84,679.63 but only **5%** can be used so, \$4,233.98

5/5/20

BC Academic Senate/Retd. Studt. Account (F3200.5101) \$13,155.05

NEW BC Academic Senate (#F3300 0210) \$20,200.36

M. Levinson Account (#5310) \$16,211.81 but only **5%** can be used so, \$810.59

S. Trembley Account (#5510) \$76,243.49 but only **5%** can be used so, \$3,812.67

2/11/20

BC Academic Senate/Retd. Studt. Account (F3200.5101) \$15,009.43

NEW BC Academic Senate (#F3300 0210) \$23,645.52

M. Levinson Account (#5310) \$18,836.22 but only **5%** can be used so, \$838.44

S. Trembley Account (#5510) \$89,269.88 but only **5%** can be used so, \$4,165.26

9/10/19

BC Academic Senate/Retd. Studt. Account (F3200.5101) \$11,703.61

NEW BC Academic Senate (#F3300 0210) \$21,917.60

M. Levinson Account (#5310) \$16,768.76 but only **5%** can be used so, \$838.44

S. Trembley Account (#5510) \$83,305.27 but only **5%** can be used so, \$4,165.26

3/5/19

BC Academic Senate/Retd. Studt. Account (F3200.5101)	\$11,881.64
NEW BC Academic Senate (#F3300 0210)	\$21,281.02
M. Levinson Account (#5310) \$15,902.98 but only 5% can be used so,	\$795.15
S. Trembley Account (#5510) \$80,324.78 but only 5% can be used so,	\$4,016.34

2/19/19

BC Academic Senate/Retd. Studt. Account (F3200.5101)	\$14,949.97
NEW BC Academic Senate (#F3300 0210)	\$20,407.16
M. Levinson Account (#5310) \$15,259.20 but only 5% can be used so,	\$762.96
S. Trembley Account (#5510) \$77,024.56 but only 5% can be used so,	\$3,851.23

Secretary (Garrett)

Meeting summary emailed to faculty following the meeting.

ASCCC Rep (Harding)

Area A Meeting- October 16th

Resolutions for discussion at the virtual Area Meetings are now available on our website: [Area A Meeting](#). Please share with respective areas and email me with any questions or comments.

Contact Lisa Harding lharding@bakersfieldcollege.edu

Hirayama commented to Senate that the Area A meeting is covering some of the current issues we are dealing with so it is important to review them and get involved!

CCA (Designee)

No report

BCSGA (Knox/McNellis)

Student Event's Calendar: <https://www.bakersfieldcollege.edu/studentevents>

BCSGA: <https://www.bakersfieldcollege.edu/bcsga>

Office of Student Life: <https://www.bakersfieldcollege.edu/studentlife>

It was shared that Daniella Martinez will be replacing Knox.

ANNOUNCEMENTS

Fall Plenary 11/5-7

ADJOURNMENT

The meeting was adjourned at 4:53 p.m.

Meeting minutes recorded by T. Perry