

RACIAL EQUITY AT BAKERSFIELD COLLEGE

A Renewed Commitment to Equitable Access & Completion

Equal Opportunity and Diversity Advisory Council | DRAFT | June 16, 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. 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 makes visible our core values of diversity, integrity, and community through action.



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.



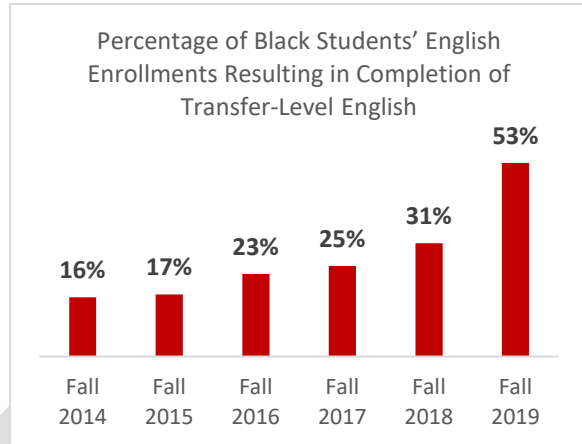
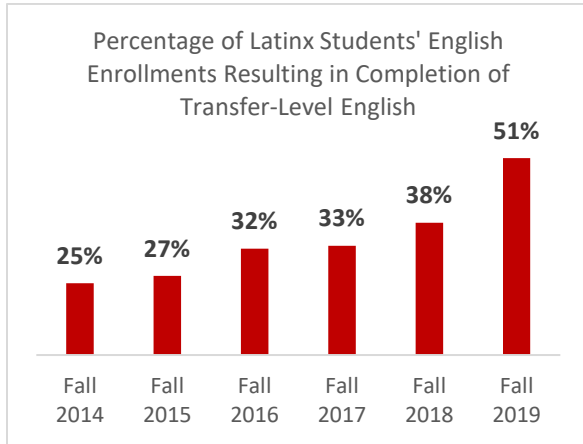
Community: We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff. In our college, we have built and continue to build an environment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

Guided by the tenets of the racial equity commitment set forth in this document, together we will **enact** our core values to achieve racial equity in access, success, and completion. Together, BC commits to the following framework:

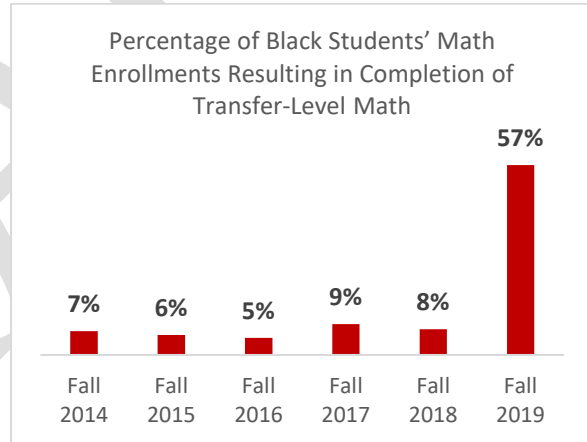
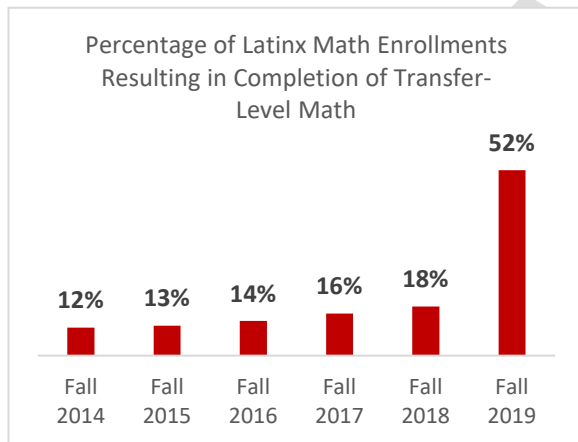
- Student-Ready Institutional Design
- Collective Consciousness Raising
- Faculty & Staff Diversification
- Race-Conscious Curriculum for Police and First Responder Training

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 Equal Opportunity & Diversity Advisory Council (EODAC) commits to be Reactive, 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. Each individual and department listed here will be responsible for submitting biannual status reports back to the Council and those reports will be published to the Committee webpage.

BAKERSFIELD COLLEGE COMMITMENT #1

STUDENT-READY INSTITUTIONAL DESIGN

Bakersfield College commits to a continued focus on identifying and addressing institutional barriers in access, momentum, and completion. In other words, college administrators, faculty, and staff will strengthen our resolve to focus on what the college is or is not doing, as opposed to what students are or are not doing.

Institutional Design to be Student Ready means:

- Completion cohort for Black and Latinx students
- Address and remove financial barriers and resolve the digital divide
- Disaggregation of all data by race and set racial equity targets for access and completion
- Accountability measures if institution does not meet published racial equity targets

BC makes the following commitments to advance Student-Ready Institutional Design:

Under the leadership of Steven Watkin, the African American Initiatives (AAI) team commits to intensifying its targeted review of Black student enrollment, momentum, and completion, and will assign an advisor, financial aid technician, and key faculty. The AAI team will develop, publish, and implement its revised plan to advance racial equity in the college's momentum points.¹ AAI will publish its plan during FLEX Week in August 2020.

Under the leadership of Imelda Simos-Valdez, EOP&S commits to cohort Latinx students by attributes to ensure stronger tracking, support, and early intervention: 1) rural, 2) Early College, and 3) Undocumented. The three Latinx Completion Coaching Communities will each develop, publish, and implement their revised plans to advance racial equity in the college's momentum points. All plans will be released at FLEX Week in August 2020.

Under the leadership of Jennifer Achan, the Office of Financial Aid and the Scholarship Committee commits to the formation of a team to review the disproportionate impact of non-academic barriers, including financial aid, technology, and housing, on Black and Latinx students and will develop and implement an action plan to systematically address those barriers. The action plan will be released during FLEX Week in August 2020.

Under the leadership of Dr. Craig Hayward, the Office of Institutional Effectiveness commits to:

- Updating all publicly-accessible dashboards, including the Equity Dashboard, Guided Pathways Momentum Point Dashboard, and Renegade Scorecard to ensure transparency and accountability related to equity in student access, momentum, and completion. All dashboards will be up-to-date and available by FLEX Week in August 2020.
- Partnering with the Office of Student Success & Equity to establish annual targets for Black and Latinx students across the following measures: 1) Access/Enrollment, 2) Momentum Point Completion, and 3) Completion of Degrees & Certificates. These targets will be published in administrators' work plans and published to the community by FLEX Week in August 2020.

¹ Bakersfield College's momentum points include 1) attempting 15+ units in the first term, 2) completion of transfer-level English and math, 3) attempting 30+ units in the first year, and 4) degree and certificate completion.

Under the leadership of Dr. Craig Hayward, the Accreditation & Institutional Quality (AIQ) Committee will commit to disaggregate and monitor all Vision for Success and Institution-Set Standards measures by race and will develop a process by which the AIQ Committee will initiate review if there is disproportionate impact. AIQ will develop and implement this plan in fall 2020.

Under the leadership of President Christian, the College Council will commit to a review of BC's Core Values to ensure they explicitly represent the college's commitment to racial equity. Leaders from College Council will vet the recommendations through campus-wide governance and will publish the updated core values in December 2020.

BAKERSFIELD COLLEGE COMMITMENT #2

COLLECTIVE CONSCIOUSNESS RAISING

Bakersfield College commits to addressing systemic issues of environmental microaggressions, implicit bias, and racism through collective consciousness raising. Bakersfield College commits to strengthening our campus culture so that faculty, staff, students, and our partners are aware of and equipped to disrupt policies and practices that disproportionately affect students of color. Bakersfield College commits to make visible its mission and core values through action.

Collective Consciousness Raising means:

- Engagement of 60 faculty and staff in the USC Racial Equity Institutes
- Equity-minded, culturally-competent professional development
- Curation of resources on race and cultural competence
- Community engagement in dialogue and action for racial equity

BC makes the following commitments to advance Collective Consciousness Raising:

Under the leadership of the faculty, classified, and administrative chairs, EODAC commits to organize professional engagement for up to 60 Bakersfield College faculty and staff to participate in the USC Racial Equity Institute in fall 2020.

Under the leadership of Dr. Bill Moseley, the Professional Development Committee commits to

- Conduct a review of the existing new hire training curriculum to identify opportunities to improve race-consciousness including, but not limited to, shared readings, external speakers, and resources. The PDC will develop, publish, and implement its changes to the curriculum to in fall 2020
- Initiate ongoing faculty training in culturally competent pedagogy, racially inclusive classroom settings, diversification of texts, etc. in fall 2020.

Under the leadership of Vikki Coffee, the EODAC commits to the curation of resources on racism and cultural competence to be posted on our publicly-accessible website and for managers to access in development of trainings and dialogue with their teams. The site will be available for public access by August 2020. See **Addendum 2-3** for a Commitment Letter from EODAC.

Under the leadership of Lesley Bonds, the Office of Student Success & Equity commits to reinstate EquityTV in partnership with Danny Morrison Media to create a monthly space for community dialogue around race. The series began in June 2020 and will continue on a regular schedule.

BAKERSFIELD COLLEGE COMMITMENT #3 FACULTY & STAFF DIVERSIFICATION

Bakersfield College commits to diversifying its faculty. By evaluating and improving recruitment and hiring practices, as well as through the establishment of a Faculty Internship Program, BC commits to growing the number of faculty of color on campus to be more representative of the students we serve.

Faculty and Staff diversification means:

- Development of a Faculty Diversification Internship Program
- Evaluation of recruitment and hiring practices
- Improved training for search committee members
- Assessment of campus climate

BC makes the following commitments to advance Faculty & Staff Diversification:

Under the leadership of faculty, classified, and administrative chairs, the EODAC commits to:

- Develop a faculty internship program to help candidates of color develop their skills and the navigational practices necessary for successful applications for faculty positions. See *Addendum 5-1*.
- Initiate a racial climate assessment across three cohorts: administrators, faculty, and students. See *Addendum 5-3*.
- Evaluate hiring and screening practices to ensure diverse pools are generated for positions at every level, with a specific focus on faculty tenured-track pools. This includes implementing best practices recommended by the CCCC in regards to Proposition 209. See *Addendum 5-2*.

BAKERSFIELD COLLEGE COMMITMENT #4 RACE CONSCIOUS CURRICULUM FOR POLICE AND FIRST RESPONDER TRAINING

Bakersfield College commits to engage 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-Conscious Curriculum for Police & First Responder Training means:

- Augmentation of police academy training to include elements of the Transformational Policing Model and augmentation to 24 hours of training
- Partnership with the Bakersfield Police Department and Kern County District Attorney to diversify students in the program
- Expansion of applied learning and internship opportunities

BC makes the following commitments to advance Race-Conscious Curriculum & Training:

Under the leadership of Dr. Tommy Tunson, the Public Safety department commits to evaluate its curriculum for the Police Academy and other first responder programs. The police academy program will embed elements the Transformational Policing Curriculum into program requirements to increase training requirements to 24 hours.

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ADDENDUM 2-3

The Administrative, Classified, and Faculty Chairs of the Equal Opportunity and Diversity Advisory Council (EODAC) stands in solidarity with Bakersfield College leadership and the thousands across this nation condemning racially-motivated violence against African Americans/Black Americans. The EODAC Chairs are committed to aligning our efforts to strengthen our college culture toward becoming a culturally-inclusive, racially-conscious community.

We share the sentiments of anger, hurt, and frustration as expressed by our California Community College's Chancellor, Eloy Oakley. We stand alongside our African American/Black students, colleagues, and citizens in support of systemic change. We believe our students have the right to learn in an environment without fear of retribution, of losing their identity, or most importantly, of losing their lives.

We commit to defy the status quo of silence and complacency. We commit to speak and to act with complete belief that Black Lives Matter. We commit to justice, equity, truth, peace, and the opportunity to transform lives and communities through higher education.

EODAC has a responsibility to shape the cultural climate at Bakersfield College. We commit to recognize and end instances of institutional and structural policies, programs, and practices that have disproportionately impacted African American/Black students.

Our committee commits to Bakersfield College students, employees, our community, and, in particular, to people of color that we will be **Reactive, Active, and Proactive (RAP)** in addressing racism in all aspects of college and student life by developing and employing actionable equity strategies.

Bakersfield College EODAC commits to facilitate courageous, challenging, and uncomfortable conversations and actions per the experiences and needs of African American and Black students. EODAC commits to ensure a culturally competent staff through frequent and intrusive external and internal training, workshops, community forums, and other formats. EODAC commits to provide the leadership will elevate Bakersfield College's racially-conscious and culturally-competent culture, thereby improving the African American/Black community experience.

ADDENDUM 5-1

Bakersfield College is a Hispanic Serving Institution (HSI) with 67.93% of students enrolled identified as Hispanic in the 2018-2019 Academic Year. The table shows the disaggregated data for full-time faculty at BC by race. These data from fall 2018 show the faculty at BC is not representative of the student demographic. Scholars argue that institutions that serve a large demographic of Underrepresented Minorities (URM) students have a responsibility to hire faculty and staff that mirror their student population.

Furthermore, data show that institutions with faculty of color typically serve students of color with a deeper sense of belonging, higher test scores, and higher persistence rates.

Faculty - Race	Count	Percent
African-American	16	4.98 %
Asian	15	4.67 %
Hispanic	57	17.76 %
Pacific Islander	4	1.25 %
Unknown	12	3.74 %
White Non-Hispanic	217	67.60 %

Equally as important, is the mentorship and development of faculty of color. According to the literature, it is not enough to diversify the hiring process, it is vital to foster and cultivate newly hired URM faculty. That is why initiatives like the Faculty Internship Program assist with both goals. Not only are candidates given exposure to the classroom, they are also mentored by an established faculty member. Additionally, once candidates are recruited and trained through this program, exemplary candidates can be recruited to assist with campus-wide efforts such as rural initiatives, Inmate Scholars program, and Early College, among others.

ADDENDUM 5-2

In reviewing the legal implications of engaging in this work within the parameters of Proposition 209, the Task Force determined, with guidance from the Chancellor's Office General Counsel, that Proposition 209 does not limit the Chancellor's Office in making resources available to address faculty and staff diversity. In fact, providing resources needed to advance workforce diversity in the system is in direct support of Goal 5 of the CCCC Vision for Success. There are barriers to the extent that Proposition 209 does not allow for special consideration or preferential treatment of individuals based on race, sex, color or national origin. The Task Force acknowledged recruitment and hiring practices need to be applied broadly to ensure program benefits, information and resources are available to all individuals regardless of their race or gender. While a more conservative interpretation of Proposition 209 can limit the ability for the system to move faster in the implementation of policy and procedural changes, it is within the parameters of the law to account for non-racial factors when designing policies and procedures like outreach efforts to reach particular groups.²

ADDENDUM 5-3

Resources for developing, launching, and evaluating the survey and findings:

1. <https://www.insidehighered.com/views/2019/10/21/recommendations-institutions-diversifying-their-faculty-and-staff-opinion>
2. <https://diversity.umich.edu/data-reports/climate-survey/>
3. <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>
4. https://www.ucop.edu/student-affairs/files/07-campus_report.pdf
5. <https://www.hedsconsortium.org/heds-diversity-equity-campus-climate-survey/>
6. <https://collegecampaign.org/wp-content/uploads/2020/06/Left-Out-Governance.pdf>

Resources for Equity and Diversity Campus Training:

1. <https://academic senate.usc.edu/files/2015/08/Climate-Committee-Faculty-Diversity-Best-Practices-11-10-16.pdf>
2. Potential PLOs for developing an Equity and Diversity Community of Practice for Faculty:
 - a. Gain deeper understanding of BC students' holistic needs
 - b. Develop and enhance student learning outcomes related to diversity and equity;
 - c. Develop and enhance culturally inclusive readings, activities, lessons, and assessments to align with SLOs;
 - d. Develop a toolkit to appropriately engage in challenging and difficult conversations and dialogues with students and the campus community related to equity and diversity.

² Retrieved from: https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE