In the 2019 ACCJC Accreditation Re-affirmation letter, Bakersfield College was recognized with a commendation focused upon leadership and engagement that explicitly recognized the Accreditation and Institutional Quality (AIQ) Committee and ACCJC Standard IV.A.I. The commendation reads:

Commendation 1: The team commends the College for its exceptional leadership and active engagement to advance student learning and achievement as indicated through the work of governance committees such as Program Review, College Council, Accreditation and Institutional Quality; institutional reports including Closing the Loop and State of the College; and adopting the Guided Pathways framework with intentional outreach to high schools, creating completion coaching teams, and using data coaches to support student success . This is the result of institutional leaders creating an empowering environment to drive innovation. (I.B.4, II.A.7, II.C.5, II.C.6, IV.A.I)

At the heart of Standard IV is explicit recognition of valued contributions of all members of the college campus, and empowerment to drive innovation regardless of status. The prelude to Standard IV: Leadership and Governance expects that “the governing board, administrators, faculty, staff, and students work together for the good of the institution” and Standard IV.A.1 reads:

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Given the established committee’s recognition as an exemplar by our accrediting body, the AIQ committee categorically rejects any pressure by the Academic Senate to qualify who on the committee can and cannot vote. All AIQ members, regardless of status or official titles, have a role to play and enjoy the privilege of having their voices heard on accreditation and institutional quality issues.