

Crosswalk of “How Can BC Do Better?”

Nineteen of the 28 items in the “How can BC do better?” slides are *already being done right now* or mesh with *already approved* institutional commitments. “RE” = Racial Equity Commitments passed by Academic Senate and College Council in Fall 2020; “AB705 #” = answer to question # on the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans submission to CCCCCO by March 11. This list does not include possible actions in the future. Standing committees that have worked on these actions or commitments include: EODAC, Professional Development, AIQ, Program Review, and Assessment.

Area 1: Mattering and Affirmation

- Assess campus identity: follow-up survey/focus group work by OIE
- Build standards of inclusive teaching: BC’s application to join OEI’s Online Consortium Cohort has “culturally responsive teaching with a community of practice around online equity” as first bullet point---Senate resolution to join the consortium Feb 2018
- Engage race-consciousness in classroom practices: RE #1, #2; Umoja; AB705 #6.
- Assess strengths and weaknesses: follow-up survey/focus group work by OIE

Area 2: Cross-Racial Engagement

- Create racial dialogue opportunities: RE #2; EODAC meetings in 2020-21
- Engage staff and faculty: RE #2, #3; President’s Seminars in 2020-21 (see <https://www.bakersfieldcollege.edu/president/christian/presidents-virtual-seminar-series> and select the “Learning Together Series” tab);
- Engage the whole community: RE #4; #RealTalk on Race in America podcasts in summer/fall 2020; posting disaggregated student success on publicly available Renegade Scorecard.
- Provide ongoing and open communication: RE #2

Area 3: Racial Learning and Literacy

- Conduct academic program reviews: we analyze student success data disaggregated by gender, race/ethnicity, and age.
- Learn from successful examples: RE #2
- Provide structured learning opportunities: RE #2; President’s Seminars in 2020-21

Area 4: Encounters with Racial Stress

- Designate counseling professionals to support racially minoritized students: Affinity groups have support teams
- Provide professional development: RE #2; President’s Seminars in 2020-21; AB705 #6

Area 5: Appraisals of Institutional Support

- Create clear campus-wide messaging: RE document; BC Core values of Learning, Diversity, and Community give BC's definition of equity (used in Aspen Prize application): we provide opportunities for students from diverse economic, cultural, and educational backgrounds to achieve their educational goals and allocating our resources so that all students and employees are empowered to transform our community into one that gives voice and power to all people, where all members may participate through democratic engagement, regardless of gender, race, class, religion, disability, and sexuality; KCCD EEO Plan Components 7 and 9 (posted at <https://www.kccd.edu/human-resources/discrimination-free-work-environment>)
- Provide bias training for search committees: RE #3; KCCD EEO Plan Component 8
- Practice race-conscious leadership: KCCD management training through Hotep Consultants in 2020-21 (see [https://go.boarddocs.com/ca/kccd/Board.nsf/files/C3S5JU10861A/\\$file/KCCD%20Management%20ETS%20Final%20Update.pdf](https://go.boarddocs.com/ca/kccd/Board.nsf/files/C3S5JU10861A/$file/KCCD%20Management%20ETS%20Final%20Update.pdf) for report)

Area 6: Impact of External Environments

- Evaluate campus environment and policies: follow-up survey/focus group work by OIE; RE #1, #2; EODAC work
- Assess pre-college experiences: Early College; AB705 #3
- Partner with community: RE #4