Bakersfield College Diversity and Equity Commitment Addendum

Glossary of terms that inform the Bakersfield College Diversity and Equity Commitment

The below definitions come from the **CCCO DEIA Glossary of terms**
Please see the linked document for the footnoted origins of the below definitions

Accessibility: The "ability to access" the functionality of a system or entity, and gain the related benefits. The degree to which a product, service, or environment is accessible by as many people as possible. Accessible design ensures both direct (unassisted) access and indirect access through assistive technology (e.g., computer screen readers). Universal design ensures that an environment can be accessed, understood, and used to the greatest extent possible by all people.

Anti-Racist: A person who actively opposes racism and the unfair treatment of people based upon their race. They recognize that all racial groups are equal (i.e. there is nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. An anti-racist challenges values, structures, policies, and behaviors that perpetuate systemic racism, including their own racial biases.

Anti-Racism: The active promotion of policies that promote fair treatment of all people and promote racial equity. Practicing antiracism requires identifying, challenging, and upending policies and practices that perpetuate racism on an individual, interpersonal, institutional, or structural basis.

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived, unconscious, or unreasoned. A bias is an unreasonably negative feeling, preference, or opinion about a social group, grounded in stereotypes and prejudices.

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Everyone and every group has inherent worth, and should be valued. To support the success of our students, the inclusion of diversity requires moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences.

Equity: An approach to the distribution of resources that accounts for systematic inequalities, and provides more for those who need it most. Conversely equality indicates uniform distribution of resources among

people, regardless of their need. Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.

Equity-Minded: Is a model framework for identifying causes of equity gaps in outcomes and identifying actions needed to reduce them. Rather than focusing on student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices require inquiry, evaluation, and improvement. Inequities may be reduced through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race falsely defines human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.

Racism: Is the intentional or unintentional use of power to isolate, separate or exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

Racism (Covert): A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.

Racism (Individual) refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism. Examples include believing in the superiority of white people, not hiring a person of color because "something doesn't feel right," or telling a racist joke.

Racism (Interpersonal) occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.

Racism (Institutional) occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent

is to create advantages. Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.

Racism (Overt): Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.

Racism (Structural) is the normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of white domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students may include low-income, minoritized, disabled, and first-generation students.

Guiding Documents that inform the Bakersfield College Diversity and Equity Commitment

Text of Title V Regulations

Chapter 2.5 of Division 6 of Title 5 of the California Code of Regulations

§ 51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges.

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the

ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an antiracist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

Note: Authority cited: Sections 66271.1, 70901, 70901.5 and 87105, Education Code. Reference: Sections 66251, 66252, 66270 and 87100, Education Code. The statement can be found in Title 5 Regulations using the following link:
https://govt.westlaw.com/calregs/Document/IEE7F670D5AAE46E4B27852DFC5CF02C4?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1

ACCJC Policy on Social Justice

Commission Commitment to Social Justice

The Commission recognizes the moral necessity of promoting equity and diversity through its policies and practices, and creating a climate of inclusion and anti-racism among its membership. While issues of diversity encompass many historically marginalized groups, the pressing nature of racial inequity in higher education demands immediate attention. Therefore, the Commission's current commitment to promote equity, diversity, and foster inclusionary practices is rooted in its understanding of historical and systemic institutional racist structures and policies that exist in society, stemming from prejudice, discrimination, and implicit biases, which have benefited white people and disadvantaged people of color. Consistent with its mission to advance educational quality and student learning and achievement, the Commission is committed to applying its leadership, advocacy efforts, and position of influence to dismantle historical and institutional racism and eradicate educational inequities. To this end, the Commission will engage in anti-racist work by taking an equity minded approach to its Standards and the revision process leading to the 2024 Standards. In addition, the Commission will recruit more colleagues of color for peer review teams; recruit more colleagues of color to be Commissioners; and infuse anti-racism discussions into ACCJC's professional development programs through conferences, symposiums, and webinars for member colleges and for ACCJC staff and Commissioners.

Commission Expectations for Representatives of the Commission

The Commission expects that all individuals associated with the Commission, whether as Commissioners, peer review team members, consultants, administrative staff or other agency representatives, will embrace and carry forward this commitment to social justice, in all interactions; work effectively with people from diverse backgrounds and professional levels; and respect multiple perspectives to support the advancement of educational quality in the region represented by ACCJC's public and private institution types, dispersed in

wide-ranging geographical locations from California to Hawai'i and the Pacific Region, Guam, American Samoa, the Republic of Palau, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Commonwealth of the Northern Marianas Islands, and all other geographic areas where the Commission may conduct its business.

Commission Expectations for Member Institutions

The Commission is committed to a mission-based higher education model that assures equity, educational opportunity, and success for all students by upholding standards that require member institutions to address historical inequities. The Accreditation Standards thread together the following principles and requirements for institutions to strengthen their ongoing culture of continuous quality improvement to promote equity, diversity, and inclusion:
- An institution's mission and goals reflect a commitment to meeting the educational needs of its students (Standard IA, Eligibility Requirement 6);
- Provide data disaggregated and effective mechanisms to identify performance gaps, implement strategies to mitigate gaps, and engage in dialog on student equity (Standard IB, Eligibility Requirement 11 and 19);
- Effective use of delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students (Standard IIA);
- Learning outcomes on the ability to engage diverse perspectives (Standard IIA);
- Providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method to assure equitable access (Standard IIC, Eligibility Requirement 15);
- Promoting policies and that support diverse personnel and assessment of employment equity and diversity (Standard IIIA); • An institution's mission and goals are the foundation for financial planning to meet the educational needs of its students (Standards IIID, Eligibility Requirement 18);
- Policies and procedures for decision making roles and responsibilities to ensure appropriate consideration of relevant perspectives (Standard IVA);
- Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IVA, IVB, IVC).

The Commission is deeply committed to embracing the diversity of its member institutions in the context of their unique mission. It therefore requires member institutions to use data and evidence to inform practices to improve equity and expects that institutional policies and practices foster a sense of inclusion and belonging among its diverse stakeholders. While each institution will address in their own way the opportunities to improve educational equity, support diversity, and create a campus culture of inclusion, the Commission is dedicated to supporting institutions in their pursuit of educational excellence.

Vision 2030 excerpts

Section III Leading with Equity

Vision 2030 continues California Community Colleges' commitment to set bold goals for the system to pursue transformational change to ensure institutions truly work for all students across race, ethnicity, religion, class and gender with a focus on students who are harmed by persistent systemic barriers linked to their racial and ethnic identities. (Page 6)

Section III, Goal 3: Equity in Support

Vision 2030 recognizes the critical importance of supporting the whole student, delivering support to them where they are and when they need it. Vision 2030 prioritizes student access to financial aid that covers the full cost of attendance and recognizes that it is still insufficient to ensure the baseline financial stability for students to thrive. Therefore the Chancellor's Office will support colleges to facilitate students' seamless access to social safety net programs and opportunities to earn income through education-aligned, career-related work experiences. Vision 2030 recognizes the historical and ongoing disproportionate impact of societal racism, especially for Black/African American and Latinx/Hispanic communities, Asian American Native Hawaiian Pacific Islander (AANHPI) communities, Indigenous communities and other students who are harmed by persistent systemic barriers linked to their racial and ethnic identities. California Community Colleges will address these historic barriers through our equity in support goal. Equity in support necessitates a paradigm shift from the prevailing approach that predominantly relies on waiting for students to apply for services to a proactive approach that brings support directly to those in need. This shift acknowledges the inherent inequalities present in the existing structures, where students from marginalized communities must shoulder additional and compounding financial, administrative and psychological burdens to access services and support.

To achieve Equity in Support, California Community Colleges must: 1) maximize student receipt of resources and support, with a particular focus on direct aid and establishing formal agreements with the county or counties in their service area to coordinate and strengthen support services for our students; 2) remove student burdens related to accessing support; and 3) allow colleges greater flexibility to meet students' diverse needs. Through immersive field engagement and dynamic demonstration projects, the Chancellor's Office will coordinate system-level support of effective local partnerships which requires a systematic approach to establish connections with social safety net programs and service providers, facilitate equitable student access to these services, and ultimately strengthen the student centered support ecosystem that embraces and supports every student in need. (Pages 9-10)

Excerpts from Kern Community College District Policy and Procedures

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

Strategic Goal Four: Reduce Equity Gaps

BP 7100 Commitment to Diversity

The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.

[AP 7100 Commitment to Diversity](#)

The District is committed to promoting diversity campus wide through its student body as well as its employees. One of the District's core values is diversity and inclusivity. This value states, "We respect and welcome all differences, and we foster equal participation throughout the campus community." The District maintains a commitment to diversity through the recruitment and retention of employees and students that reflect the diversity of the communities served. Every effort is made to initiate and establish specific activities and programs designed to meet the District's diversity goals and objectives, to foster equal participation, and to ensure a campus climate that welcomes and respects differences.

Excerpts from [Bakersfield College Educational Master Plan 2023-2028](#)

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 to engage productively in their communities and the world.
Approved by College Council, March 3, 2023

Vision (usually referred to as BC Values)

Learning: We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

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.

Wellness: We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

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.

Community: <u>We commit to the wellbeing of all members of our community</u>; we maintain strong ties with the surrounding community, and we respond to their needs by serving as <u>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.</u>

Sustainability: We recognize our responsibility for continuing and maintaining this institution which has been shaped by over one hundred years of resolute and tenacious labor and judicious foresight, so <u>we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.</u>