**This document outlines the differences in AIQ and Academic Senate recommendations:**

# 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.”

**ACCJC Mission Criteria**: according to ACCJC, the recommended review criteria for standard 1.1 states that the institution mission should appropriately reflect the community and students it serves, nature and structure of the institution (public, private, non-profit, etc), commitment to equitable outcomes, and demonstrate alignment with ACCJC’s Policy on Social Justice.

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| **AIQ:** AIQ felt that BC’s mission was only missing one of those criteria; nature and structure of the institution (public, private, non-profit, etc). AIQ recommends the following amendment to the institution mission, along with one grammatical change. | **Senate**: agreed but one individual questioned if we needed to specifically call out “the state of” this was not the consensus among senate and there was no vote for this suggested change. |
| *As a public community college in the state of California[[1]](#footnote-1)* 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 *environments promote equity and foster[[2]](#footnote-2)* students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world. | *As a public community college in California,[[3]](#footnote-3)* 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 *environments promote equity and foster* students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world. |

# Vision: reviewed with no recommendations at this time

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| “Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.” |

# Values: BC has 6 core values. AIQ reviewed all 6 and is recommending the following changes.

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| **Value** | **AIQ** | **Senate** |
| **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.” | reviewed with no recommendations at this time | reviewed with no recommendations at this time |
| **Integrity:**“We continue to develop and follow an ethical and moral consciousness which places the collective well-being 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.” | “We ~~continue to develop and follow~~ *cultivate*[[4]](#footnote-4) 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.” | “We ~~continue to develop and follow~~ *cultivate* an ethical and moral consciousness which promotes individual and collective health and wellbeing[[5]](#footnote-5); 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.” |

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| **Value** | **AIQ** | **Senate** |
| **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.” | “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 *ability, gender, national origin, race, religion, sexuality, socioeconomic status*[[6]](#footnote-6) in terms of access and barriers to resources and opportunities.” | “We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening **to**[[7]](#footnote-7) and witnessing different experiences helps us to understand and contextualize power and privilege related to *ability*, **ethnicity**[[8]](#footnote-8), *gender, national origin, race, religion, sexuality, and socioeconomic status* in terms of access and barriers to resources and opportunities.” |
| **Community:**“We commit to the well-being 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.” | reviewed with no recommendations at this time. | reviewed with no recommendations at this time. |

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| **Value** | **AIQ** | **Senate** |
| **Sustainability:**“We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.” | We recognize our responsibility for continuing and maintaining this institution which has been shaped by over ~~100 years~~ *a century* of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our *human, fiscal,*[[9]](#footnote-9) and environmental resources into the future. | We recognize our responsibility for continuing and maintaining this institution**,**[[10]](#footnote-10) which has been shaped by over ~~100 years~~ *a century* of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our *human, fiscal,* and environmental resources into the future. |
| **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. | We believe health and wellness to be integral, ~~and~~ foundational elements of learning; ~~and~~ we understand that a holistic education improves all aspects of society and the individual, including the mind, body, and spirit[[11]](#footnote-11); through education, we will positively impact the health of the natural environment and the global community. | We believe health and wellness to be integral, ~~and~~ foundational elements *of learning*; ~~and~~ we understand that a holistic education improves all aspects of *society and the individual, including the mind, body, and spirit*; through education, we will positively impact the health of the **individual**,[[12]](#footnote-12) natural environment and the global community. |

1. AIQ Added “As a public community college in the state of California.” [↑](#footnote-ref-1)
2. AIQ Changed “environment” to its plural form, which grammatically changed the words “promote”

 and “foster” from their plural forms. [↑](#footnote-ref-2)
3. Senate possible suggestion to remove “in the state” [↑](#footnote-ref-3)
4. AIQ changed to “cultivate” intending stronger action [↑](#footnote-ref-4)
5. Senate questioned the concept of placing collective wellbeing and health above the self. There was much discussion about what that means and if that was intended the way it was stated. [↑](#footnote-ref-5)
6. 6 AIQ replaced “disability” with “ability,” “class” with “socioeconomic status,” added “national origin,” and alphabetized the list. [↑](#footnote-ref-6)
7. Senate agreed with AIQ recommendations but also recommended adding “to” after listening, [listening “to” and

witnessing different experiences…] [↑](#footnote-ref-7)
8. Senate recommended adding “ethnicity’ to the list of protected groups [↑](#footnote-ref-8)
9. AIQ Changed to “over a century” and begin with “human” to emphasis people over money. [↑](#footnote-ref-9)
10. Senate noted a missing comma after institution in the first line [↑](#footnote-ref-10)
11. AIQ Flipped order of society and individual, added comma, for grammatical consistency. [↑](#footnote-ref-11)
12. Senate recommended adding “individual” to clarify positively impacting the health of the human not just the

environment [↑](#footnote-ref-12)