

## **Resolution on Equitable Access to Technology**

Whereas, the Berkeley City College Academic Senate recognizes that computers and internet access are essential educational tool for students;

Whereas, the Academic Senate for California Community Colleges has long recognized the digital divide [1] evident in the lack of access to technology to support college instruction and services and has made system-wide and local recommendations in the 2003 paper “The Impact of Computer Technology on Student Access and Success in The California Community Colleges;” [2]

Whereas, the Academic Senate for California Community Colleges has adopted Resolution 11.01 (Fall 2021) Equitable Access to Technology;

Whereas, the communities that Berkeley City College serves continue to lack the technology for affordable and sufficient internet access and access to computers, which became more pronounced with the transition to remote instruction and services in response to the COVID-19 pandemic;

Whereas, Inequitable access to technology disproportionately impacts students, especially students living in poverty, students of color, and students with disabilities; [3]

Resolved, that the BCC Academic Senate urge the BCC Administration to develop a college plan for technology support to obtain Chromebooks or equivalent technology and Hot-Spot internet access for students;

Resolved, that the BCC Academic Senate urge the BCC Administration and the Peralta Community College district to secure stable funding to ensure equitable access to Chromebooks and Hot-Spot internet access;

Resolved, that the BCC Academic Senate urge the BCC Administration and the Peralta Community College district to develop an equitable technology distribution plan to lend out technology to the students with the greatest need.

Adapted from Equitable Access to Technology, Academic Senate for California Community Colleges Resolution 11.01 (Fall 2021) [4]

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1. "As used here, the term "digital divide" refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities." [Organisation for Economic Co-Operation and Development, Understanding the Digital Divide, 2001, 5.](#)
2. [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)
3. [US Department of Education, Office of Civil Rights, Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students](#)
4. <https://www.asccc.org/resolutions/equitable-access-technology>