



## Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on November 5, 2022, in Sacramento, CA.

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

”Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.

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Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

Consent Calendar resolutions and amendments are marked with \*  
Resolutions and amendments submitted at Area Meetings are marked with +  
Resolutions and amendments submitted during the plenary session are marked with #

- \*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
- \*+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation
- \*+03.01 F22 Advancing IDEAA in Guided Pathways
- \*04.01 F22 General Education in the California Community College System Resources
- \*+04.02 F22 Proactive Planning and Support for Articulation and Counseling
- \*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees
- \*07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program
- \*+07.08 F22 Establishing Consistent Definitions for Course Resources
- \*+07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element
- \*+07.10 F22 Title 5 Regulations Governing Catalog Rights
- \*+07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population
- \*+07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial
- \*09.01 F22 Removing Barriers to the Adoption of Open Educational Resources
- \*+13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant
- \*+13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate
- \*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC
- \*+15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC
- \*+15.03 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer
- \*+15.04 F22 Establish an Equitable California State University General Education Breadth (CSU GE-B) Ethnic Studies Area F Review Process
- \*17.02 F22 Textbook Automatic Billing Concerns



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Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the Board of Governors and six recommendations to local academic senates in the paper “Noncredit Instruction: Opportunity and Challenge”<sup>7</sup> updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC’s strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing Education Committee

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Mayra Cruz has satisfied those requirements as a faculty member of the California Community Colleges, as her service includes three years on ASCCC Executive Committee, six years as the De Anza Academic Senate President, two years as the Foothill De Anza District Academic Senate President, three years as Career and Technical Education Faculty Liaison, and many years as a member of numerous ASCCC and Foothill De Anza Community College District committees, collectively well exceeding the required five years of significant service to the ASCCC;

Whereas, Mayra Cruz bravely and brilliantly represented the faculty voice leading the way in anti-racism and diversification work in multiple committees and task forces, such as the California Community Colleges Chancellor’s Office Diversity, Equity, Inclusion Workgroup, the Equal Employment Opportunity Committee, the Academic Senate for California Community Colleges Equity and Diversity Action Committee, and California Community College Curriculum Committee (5C), in addition to spearheading regional faculty diversification meetings and the writing of many equity-minded *Rostrum* articles and the writing of the ASCCC Anti-racism Education in the California Community Colleges paper and the Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges paper, and, in mentoring and unconditionally giving her love, support, and wisdom to many faculty, students, and staff throughout California and nationally, is considered by many as the ultimate equity elder who leads with cultural humility;

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<sup>7</sup> Noncredit Instruction: Opportunity and Challenge (2019):  
[https://www.asccc.org/sites/default/files/Noncredit\\_Instruction.pdf](https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf).









Whereas, A focus on helping “all” students succeed may result in minoritized student communities (African American, LatinX, Pacific Islanders, Southeast Asians, Native Americans) experiencing equity gaps not being a main focus of local Guided Pathways efforts, and California Community College Guided Pathways has featured presentations and information about Guided Pathways community college work outside of California, and has yet to feature Guided Pathways work in or from the California community colleges that centers advancing equity and/or removing barriers or improving support for minoritized students experiencing equity gaps;

Resolved, That Academic Senate for California Community Colleges encourages local academic senates to ensure that their campus’ Guided Pathways work maintains the commitment to advance equity and removing barriers for minoritized students and address these student populations’ academic and non-academic needs holistically;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that Guided Pathways professional learning robustly supports faculty to implement pedagogical practices that are Inclusion, Diversity, Equity, Anti-racism, Accessibility (IDEAA) centered; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to identify and present California Community College Guided Pathways implementations specifically addressing the California Community Colleges Chancellor’s Office Updated Vision For Success systemwide goals<sup>15</sup> at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

Whereas, There are multiple general education patterns established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1<sup>16</sup> areas of the Academic Senate for California Community Colleges, including curriculum, degree and certificate requirements, standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

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<sup>15</sup> “Update To the Vision For Success: Reaffirming Equity In A Time of Recovery” Systemwide Goal #5 is “R







Resolve





Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage<sup>48</sup> as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California  
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Whereas, The purview of local academic senates is to provide recommendations with respect to 10+1 academic and professional matters outlined in California Code of Regulations, title 5, §53200<sup>60</sup> regulations and the systemic institutionalization of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) is critical to faculty expertise;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5, §53200 titled "Definitions," where the local academic senate and its purview are defined, to explicitly include inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) in each of the 10+1 academic and professional matters, or as an eleventh item to the current ten academic and professional matters, totaling 11+1;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to facilitate a diverse taskforce, formed using anti-racist, inclusive, and transparent methods to determine the specific language to revise California Code of Regulations, title 5, §53200<sup>61</sup>; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources of how local academic senates can infuse cultural responsiveness, equity-mindedness,

Contact: Mitra Sapienza, City College of San Francisco, Area B

Whereas, Instructional support faculty are not hired at an appropriate level and the student to non-instructional faculty ratio (based on the type of position) varies greatly and are generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language<sup>62</sup>;

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,<sup>63</sup> which sets forth the minimum staffing levels for certificated and classified staffing in libraries and media centers, and libraries are required to have a certificated librarian on staff during all hours the library is open; and

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<sup>60</sup> California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>61</sup> Ibid.

<sup>62</sup>





Whereas, California Code of Regulations, title 5, §59402 states that required instructional materials “ means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course”<sup>76</sup> establishing “ instructional materials” as inclusive of textbooks, supplemental materials, and course supplies required to achieve course objectives but not included in the federal requirement of the costs required to be displayed in an institution’s Internet course schedule; and

Whereas, Discussions regarding approaches to minimizing the costs associated with attending college and legislation related to course cost transparency should clearly differentiate between the costs of textbooks and supplemental materials (the focus of the Higher Education Opportunity Act, California Education Code § 66406.9,<sup>77</sup> and California Education Code §78052<sup>78</sup> and course supplies;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that the phrase “ instructional materials” is defined as textbooks, supplemental materials, and course supplies, a more inclusive definition than that employed in the Higher Education Opportunity Act’s cost transparency requirements, California Education Code §66406.9<sup>79</sup> no-cost section marking requirement, and the California Education Code §78052<sup>80</sup> definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area C

Whereas, The Academic Senate for California Colleges advocated to establish a course section data element that, at a minimum, differentiates between sections requiring the purchase of a textbook or oth

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary<sup>82</sup> for



Whereas, California community college district catalog rights are governed by contract law, as





Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to re-evaluate the necessity of the non-disciplinary actions of subjecting students to probation, dismissal [California Code of Regulation]

Whereas, The 2022 Standards, Policies and Procedures for Intersegmental General Education Curriculum Version 2.3<sup>100</sup> states that textbooks “ must be identified in the Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR,” a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers <sup>101</sup>);

Resolved, That the Academic Senate for California Community Colleges support removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified; and

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "IGETC Standards, Policies and Procedures" to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

Whereas, Multiple reports indicate that, since 2020, the COVID-19 pandemic has caused learning loss and educational disruption that have resulted in alarming declines in K-12 student mathematics and English scores, chronic absenteeism, lack of student engagement, and mental health challenges, negatively affecting student success and exacerbating longstanding equity gaps<sup>102</sup>;

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<sup>100</sup> Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is

Whereas, The Academic Senate for California Community Colleges has urged all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic (Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption<sup>103</sup>);

Whereas, The 2022–2023 state budget provides \$650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant, with the intention that funds are used for activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic (see California Community Colleges Chancellor's Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant<sup>104</sup>); and

Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting<sup>106</sup>







ICW, but do not allow for TMC development to be initiated through proposals submitted by local academic senates; and

Whereas, The lack of a mechanism allowing for local academic senates to submit proposals for the creation of new Associate Degrees for Transfer means that potentially valuable insights into curricular trends, and the interests and needs of students, may not be fully considered or understood;

Resolved, That the Academic Senate for California Community Colleges support empowering local academic senates to submit proposals for the creation of new Transfer Model Curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup to draft revisions to its policies, procedures, and guidelines in order to permit local academic senates to submit proposals for the creation of new Transfer Model Curriculum, which is the foundation of Associate Degree for Transfer, and report its recommendations by the 2023 Fall Plenary Session.

Contact: Mickey Hong, Los Angeles City College, Area C

Whereas, AB 1460 (Weber, 2020)<sup>117</sup> required the California State University to institute, "as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified"<sup>118</sup>;

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern<sup>119</sup> and annually submit course proposals to the California State University Chancellor's Office for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a 3-unit course;

Whereas, The implementation of AB 1460 (Weber, 2020)<sup>120</sup> by the California State University Chancellor's Office resulted in an inconsistent and flawed process for California State University General Education Breadth Ethnic Studies Area F review of the four disciplines which make up Ethnic Studies; and

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<sup>117</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>118</sup> Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

<sup>119</sup> CSU GE Breadth pattern can be found at <https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/pages/eo-1100-and-1110-policy-changes.aspx>.

<sup>120</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

Whereas, Numerous approvals and denials of California community college (CCC) courses proposed for Ethnic Studies Area F inclusion occurred due to a discrepancy between the information from the California Community College Chancellor's Office (CCCCO) and the California State University General Education Breadth Ethnic Studies Area F policy in the June 29, 2022, memorandum stating CSU GE-B Requirements indicates "courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies,"<sup>121</sup> where the CCCCCO June 29, 2022, memorandum ESS 22-300-011, titled "Ethnic Studies Course Certification for CSU GE Breadth Area F," under the header "Guidance for Effective Ethnic Studies Course Approval" indicates "the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy"<sup>122</sup>;

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office, California Community College Ethnic Studies Faculty Council, and the California State University Ethnic Studies Taskforce to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity,

Whereas, AB 1705 (Irwin, 2022)<sup>125</sup> may result in additional California Community Colleges Chancellor's Office guidance on "limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances"<sup>126</sup>;

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where "about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards" and "about 40% of 11th graders" in California not meeting grade standards in English<sup>127</sup>; and

Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students in placement into mathematics and English courses to act as Equitable Placement and

Amend the first Resolved

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more ~~teaching and/or counseling~~ faculty members supporting students in placement into mathematics, English as a Second Language/English for Speakers of Other Languages, and English courses to act as Equitable Placement and Student Success Liaison(s); and

Contact: Gabriel Martinez, Berkeley City College, Area B

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

Whereas, Inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, but such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052<sup>129</sup> funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052<sup>130</sup>; and

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Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consult with their Open Educational Resources Liaisons when developing their Zero Textbook Cost Program plans;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program and may serve as the college's Open Education Resources Liaison; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college's open educational resources and Zero Textbook Cost Program efforts.

Contact: Michelle Pilati, Rio Hondo College, Area C