

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3314-18/FGA
January 25, 2018
First Reading/Waiver

**RESOLUTION OPPOSING THE GOVERNOR'S PROPOSAL FOR A STATE-MANDATED
ONLINE LEARNING LAB**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) stand
2 in opposition to the Governor's proposal for a state-run higher education Online Learning
3 lab, with respect to both its control of curriculum and delivery mode of that curriculum; and
4 be it further
- 5 **2. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
6 recommend a review, and analysis, in conjunction with Chancellor's Office of Academic
7 Technology, of the intended and unintended consequences of the structure and functions of
8 the proposed online learning lab; and be it further
- 9 **3. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
10 recommend that such analysis be brought to the attention of the Governor's office and the
11 Higher Education analyst at the Legislative Analyst's Office (LAO), and be discussed with
12 the Chairs of the State Legislative Committees on Higher Education; and be it further
- 13 **4. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
14 recommend a further evaluation, in conjunction with Chancellor's Office of Academic
15 Technology, of the efficacy of online instruction in general pursuant to resolution [AS-3250-](#)
16 [16/FGA \(Rev\)](#) and to make these data available to faculty, administrators, and Legislators to
17 assess the desirability of establishing a) requirements for the training of faculty to teach

18 alternative types of fully online courses, and b) protocols for offering face-to-face or hybrid
19 equivalent classes for each fully online course offered; and be it further

20 **5. RESOLVED:** That the ASCSU distribute this resolution to the CSU:

- 21 • Board of Trustees,
- 22 • Chancellor,
- 23 • Chancellor's Cabinet,
- 24 • Campus Presidents,
- 25 • Campus Chief Information Officers,
- 26 • Campus Senate Executive Committees, and the
- 27 • CSU Provosts/Vice Presidents of Academic Affairs,

28 ***RATIONALE:*** *Structurally, the Governor's proposal fails as it is redundant and*
29 *unnecessary. His goal to improve and facilitate online instruction at the CSU is currently*
30 *being met in multiple ways. First, the CSU is already recognized nationally as one of the*
31 *most supportive university systems in facilitating online instruction. Second, the*
32 *Governor's reference to Open Educational Resources (OER) is already mandated and*
33 *funded under AB 798, with the CSU as the fiscal agent for this effort. Third, the Office of*
34 *Planning and Research is not the appropriate department to house such a facility, as it is not*
35 *under or directly related to higher education's administrative umbrella. What the Governor*
36 *and Legislature need to understand is that each segment of higher education in California is*
37 *administratively structured both as a centralize and distributed system of independent*
38 *campuses; centralized for the purposes of allocating and controlling resources and goals, but*
39 *decentralized for the purpose of effecting enrollment, curriculum, personnel matters and*

40 *student success. Superimposing a model, however well intended, by creating a bureaucracy*
41 *in an unrelated department of state government, to plan and control the content and*
42 *delivery of higher education curricula, is as inefficient and costly as it is unmanageable.*

43 *The Governor's proposal fails in its intended functions, as well. First, higher education in*
44 *California is a multi-tier model. What functions as online instruction for the UC student*
45 *may be very different from what addresses the CSU student, which in turn is considerably*
46 *different from what is best suited for the CCC. Even assuming that all curricula are*
47 *universally equivalent across educational segments (which they are not), it cannot be*
48 *assumed that all students learn in the same manner in these differing venues. Imposing a*
49 *universal model, such as "learning science," is both a spurious exercise and a dangerous*
50 *assumption.*

51 *Taken together, the counter-arguments to both the structure and function of the Governor's*
52 *proposal suggest that differences (inter-system, inter-campus, and intra-campus) need to be*
53 *recognized in curriculum content, faculty delivery, and student learning and that the "one*
54 *size fits all" model of online learning suggested by the Governor's proposal, flies in the face*
55 *of accumulated, data-driven evidence to the contrary.*