I. Minutes: Approval of minutes for Academic Senate meeting of October 2, 2012 (pp. 2-3).

II. Communication(s) and Announcement(s):

III. Regular Reports:
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Vice President for Student Affairs:
E. Statewide Senate:
F. CFA:
G. ASI:

IV. Special Reports:

V. Consent Agenda:

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC Recommendation/ Other</th>
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<td>PSY 303 Intergroup Dialogues (4), 2 lectures/2 discussions</td>
<td>Reviewed 9/20/12, additional information requested from department. Recommended for approval on 10/4/12.</td>
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VI. Business Items(s):
A. Resolution on the Proposal for the Establishment of the Institute for Advanced Technology and Public Policy: Senator Sam Blakeslee PhD and Doug Piirto PhD (Professor CAFES), first reading continued (pp. 4-14).
C. Resolution on Support of Academic Senate CSU Resolution AS-3090-12/EX “Support of Proposition 30 on the November 2012 Ballot: Temporary Taxes to Fund Education—Guaranteed Local Public Safety Funding”: Executive Committee, first reading (pp. 16-18).

VII. Discussion Item(s):

VIII. Adjournment:
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE  

MINUTES OF THE  
ACADEMIC SENATE MEETING  
Tuesday, October 2, 2012  
UU220, 3:10 to 5:00pm  

I. Minutes: none.  

II. Communication(s) and Announcement(s): none.  

III. Reports:  
A. Academic Senate Chair: Rein reported on the functioning and the rights and  
responsibility of the Academic Senate. The goal of the Senate is to speak for the  
faculty and to be a representative of the faculty. In addition, Rein reminded  
everyone to be respectful of each other and the process.  
B. President’s Office: Kinsley reported that the Semester Review Task Force is  
meeting under the leadership of Rachel Fernflores. Membership and charge is  
available at <http://www.president.calpoly.edu/semesterreview> Cal Poly will  
be accepting applications until November 30. 2013-2014 enrollment target is  
16,000 FTEs. The review of CAP policies should be completed by June 2013.  
C. Provost: Kimi Ikeda reported on behalf of Enz Finken. Ikeda introduced Deb  
Larson, dean of CENG who will be the dean representative on the senate. There  
is a search for a Director of Graduate Education and for an Assistant Vice  
Provost for Industry Partnership and Sponsored Research. The CSU Board of  
Trustees will vote on the proposal to reduce the number of units to 180 in  
November.  
D. Vice Provost for Student Affairs: Allen requested a moment of silence for our  
students Brett Olson from the College of Liberal Arts and Jacob Van Staarveren  
from the College of Science and Math. Allen reported that the orientation  
program is composed of events such as open house, which introduces the campus  
to new and perspective students and their parents, SOAR, which provides an  
opportunity to introduce students to the SLO community, and WOW, which  
connects students with the SLO community and resources. The Enhance Campus  
Life Group has been charged by the President to provide recommendations that  
would transform the campus in terms of delivery of services and learning  
approaches that better meet the needs of today’s students.  
E. Statewide Senate: LoCascio reported that the CSU Board of Trustees is  
discussing a policy that would require programs to reduce to exactly 120/180  
units wherever possible. Additionally, the cost of attending Cal State Online was  
discussed as well as restructuring fees.  
F. CFA Campus President: Thorncroft reported that CFA is receiving a lot of  
questions about the possible calendar conversion and the implications to the  
contract. CFA does not want faculty to base their decision to change or stay on  
misconceptions. In addition, faculty are sharing with CFA that they think the
decision to convert to semesters has already been made, either by the President or by some mandate from the Chancellor. The most frequent comments include: faculty are outnumbered on the task force, timeliness, and the belief that “the president wants it to happen, so it’s going to happen.” CFA has no position on the calendar change but advocates a decision process that has the confidence of the institution and the vote of the faculty.

G. ASI Representative: Morrow reported that ASI will be conducting a campuswide voter registration drive from October 9-22. Three students, all members of the Board of Directors and from CSM, CLA, and CENG, have been appointed to serve on the Semester Review Task Force.

H. Other: David Conn reported on the importance of participating on the Great California ShakeOut on October 18, 2012. Additional information is available at <www.earthquakecountry.org>

IV. Special Reports: Rachel Fernflores, Chair of the Semester Review Task Force:
PowerPoint presentation is available at:
<http://www.academicensence.calpoly.edu/content/meetings_calendar>

V. Consent Agenda: The following were approved: FPE 555 Fire Protection Management in the Wildland-Urban Interface and Facilities Management and Operations (graduate certificate program).

VI. Business Item(s):
A. Resolution on the Proposal for the Establishment of the Institute for Advanced Technology and Public Policy (Blakeslee, CA senator/Piirto, CAFES professor): Piirto presented this resolution, which requests the Academic Senate’s approval for the establishment of the Institute for Advanced Technology and Public Policy. PowerPoint presentation by Sam Blakeslee is available at:
<http://www.academicensence.calpoly.edu/content/meetings_calendar>
Resolution will return as a first reading item.

VII. Discussion Item(s): none.

VIII. Adjournment: 5:00 pm

Submitted by,

Gladys Gregory
Academic Senate
RESOLVED: That the Academic Senate endorse the attached proposal for the establishment of the Institute for Advanced Technology and Public Policy.

Proposed by: Senator Sam Blakeslee PhD and Doug Piirto PhD (Professor CAFES)

Date: September 18 2012
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INTRODUCTION

To create the next generation of business leaders and entrepreneurs, not just employees, educational pedagogy must evolve to catch up with what is already occurring around the world.

The self-supporting Advanced Technology and Public Policy Institute at Cal Poly will create such a multi-disciplinary learning environment, a setting which will be unique within the university system. Students and faculty who participate in institute activities will be well suited to compete effectively in the 21st century economy and will find themselves in high demand.

The Advanced Technology and Public Policy Institute will be a non-partisan institute that creates ideas by strict adherence to established principles of academic freedom, which are key to arriving at the best problem solving knowledge.

In today’s 21st Century Economy new businesses excel because they understand the interactions and synergies between new advanced technologies, cultural and social practices and norms, markets, government policy, and public relations. The new compressed timelines for winning in the global marketplace does not allow the old silo approach to business planning and development. Multi-disciplinary teams must simultaneously identify and overcome complex and multi-faceted barriers to entry, often on their first try with no second chances.

This is very different from the world in which old brick and mortar Fortune 500 Corporations would set up insular functions and departments that would communicate with each other slowly, if at all. In that earlier 20th Century economy a captain of industry might spend 30 years moving between departments to acquire the knowledge and skill to run a corporation. Today’s entrepreneurs must know how to work effectively and rapidly with experts in multiple disciplines very early in their career if they are to rise to the top of the organization.

Notwithstanding these remarkable changes, most institutions of higher education have evolved at a markedly slower pace. In fact a student attending an average CSU in 1990 would detect little change in how educational services are delivered today. Cal Poly stands out as one of the few that has continuously evolved to keep up by utilizing their Learn by Doing model. However, more can be done to integrate this multi-disciplinary approach within the university.

MISSION

The non-partisan, self-supporting Advanced Technology & Public Policy Institute will create unique educational experiences that provide world-class learning and research opportunities for Cal Poly students and faculty while advancing the University’s statewide standing and prestige for its ability to constructively engage on cutting edge policy challenges facing California. The highest principles of academic freedom will guide all of the Institute’s efforts.

FUNDING

The self-supporting Advanced Technology & Public Policy Institute will be funded through fundraising.
GOALS

- **Increase Cal Poly's Recognition and Reputation:** Cal Poly is operating in a highly competitive academic arena in which there is a high demand for the nation's best and brightest faculty and students. Although already respected as a superb institution of higher learning, Cal Poly has the potential for rivaling such world-renown universities as U.C. Berkeley, Stanford, and CalTech. By providing new innovative high-quality programs that are unique and distinct from those offered by competing institutions, Cal Poly can enhance its reputation as being a high-impact leader in the field of higher education.

- **Improve Cal Poly's Ability to Attract Private and Public Support:** Across the nation state governments are struggling to provide sufficient resources to enable higher education to keep up with ever increasing costs. As a result, many Universities are raising tuition, lowering enrollment, and seeking increased private and public sector donations and grants to support high-quality and high-cost programs. Although Cal Poly has historically been successful in its fundraising efforts, the competition for scarce resources continues to grow. To increase the University's fundraising opportunities Cal Poly can cultivate targeted program offerings that inspire and motivate donors and grantors to invest even more generously in the institution.

- **Advance Faculty Scholarship, Professional Development, and Personal Satisfaction:** Most faculty are attracted to their academic fields due to their personal passion for knowledge, learning, and teaching. To ensure that Cal Poly faculty maintain their excitement for academic pursuits throughout their careers the University benefits from providing opportunities for advanced scholarship and pedagogical development. Though difficult to quantify, probably no other factor plays a larger role in a student's learning experience than a professor who is energized and informed through exposure to cutting edge ideas and thought leaders.

- **Train Tomorrow's Leaders:** Although many Universities are happy to simply graduate their students and hope that they will be gainfully employed, Cal Poly can realize its goal of graduating future entrepreneurs, captains of industry, and leaders in public service who have the potential to change the world in which they will operate. One need only review the resumes of such leaders to find that institutions such as Columbia, Harvard, Berkeley, Stanford and others are frequently the launching pad for their impactful careers. Cal Poly has the potential of producing future generations of such leaders. Doing so not only greatly enriches the lives of its current student population, but also creates cohorts of lifelong ambassadors who provide valued civic benefits and later support of the University's mission.

**STRATEGIES:**

1. Establish a University wide Institute that forges relationships between leaders in the public, private and academic arena to promote whole-systems thinking to explore solutions to current technology-driven policy challenges.
2. Utilize Cal Poly’s Learn by Doing methodology to provide students with “hands-on” learning experiences that enhance student fulfillment and success while increasing future employability, especially for positions of leadership.

3. Support the Teacher-Scholar Model within the Institute to provide opportunities and funding for integration of faculty research, teaching, and scholarship in all six colleges (College of Agriculture, Food, and Environmental Sciences, College of Architecture and Environmental Design, College of Engineering, College of Liberal Arts, Orfalea College of Business, College of Science and Mathematics).

4. Publicize and promote Cal Poly’s capacity to make a significant impact on relevant cutting edge issues that affect the California economy and public policy.

STRATEGY #1: Forge Relationships – Whole System Thinking

• WHOLE SYSTEM THINKING: The Institute will forge relationships and partnerships in three broad areas that bring together leaders in public policy, academia, and the private sector. Participants from each of these sectors will be identified from the entities such as the following:

  o Public Policy: State Legislature, CA. Public Utilities Commission, CA Energy Commission, CA Air Resources Board, State Water Board, CA Department of Food and Agriculture, CA Department of Forestry and Fire Protection, etc.

  o Private Sector: Tech-Net, Silicon Valley Leadership Group, Tech America, BioCom, BayBio, etc.

  o Academia: Interested faculty and students from the six colleges who would like to engage in institute activities are welcome and needed (College of Agriculture, Food, and Environmental Sciences, College of Architecture and Environmental Design, College of Engineering, College of Liberal Arts, Orfalea College of Business, College of Science and Mathematics)

STRATEGY #2: Learn by Doing – Teams & Curriculum

Problem solving in the 21st-Century Innovation Economy requires the ability to operate in cross-disciplinary teams that facilitate seamless communication and coordination with those who have expertise in areas such as science & technology, public policy & ethics, social and cultural practices and norms, finance & strategic planning, marketing & communications.

• TEAMS: Annually conduct a two-quarter Institute Fellows Program for students and faculty (when possible, use upper division special topics courses) in which students from diverse disciplines are organized into teams to tackle advanced technology challenges that exist at the cutting edge of current public policy development.

  o Institute Student Fellows will be nominated by colleges/departments and then formed into cross-disciplinary teams as is done in MBA programs to work on a specific
whole-solution approach to an identified advanced-technology public policy challenge. Examples of such topics include:

- Integrated Water Sensor and Control Systems for Water Conservation in Agriculture
- Cellulosic Biofuels for Transportation
- Genetically Modified Organisms in foods, pharmaceuticals, and consumer products
- Desalination Systems for Fresh Water in Water-Limited Coastal Communities
- Fuel Cell, Co-Gen, and Renewable Distributed Generation in Manufacturing, Agriculture, and Institutional settings
- Green Building Technologies and Material Science for Residential and Commercial Construction
- Waste to energy solutions
- Solar/Distributed Energy
- Cyber Security

EXAMPLE #1: Water Conservation

The state’s current approach to regulating agricultural water runoff is widely criticized by the agricultural community as being costly, cumbersome, confusing, and largely an exercise in monitoring, measuring, and documenting agricultural activities rather than actually improving water quality.

Recent advances in technology are now allowing sensitive tensiometers to measure soil adhesion as a proxy for moisture content. Spikes with multiple sensors can measure moisture in a 3D grid at targeted depths across the entirety of a planted field. These sensors can wirelessly send moisture data back to a central control system on a continuous basis. That system can then turn drip irrigation systems on and off in a manner that optimally wets the field at the proper depths and times for the specific crop that is being grown.

In the near future, this technology could conceivably be integrated into the state’s regulatory and public policy strategy with the following benefits.

- Reduced use of water for agricultural operations
- Improved crop yields due to optimal wetting during key growth phases
- Minimized silt runoff from fields into nearby sensitive riparian habitats
- Minimized conveyance of nitrate-laden fertilizer residue from the crops into the aquifer used for drinking water

Although this technology may not yet be fully ready for deployment in all applications, the concepts are showing enormous promise.

A thoughtful analysis involving students with backgrounds in technology, agriculture, computing, business, public policy, sociology, and communications could devise important proposals that could drive thinking of the state’s policy makers while helping grow new jobs and lowering costs for agricultural operations.
EXAMPLE #2: Google Government

Accountability measures have passed both the Legislature and the ballot which require increased transparency in how the Legislature conducts its business. Proposition 122 limited the ability of the Legislature to hold closed meetings by either the full body or its committees. The Legislative Open Records Act allows interested persons to inspect legislative records. Additionally, the Legislature passed the Bagley Keene Act which states, “The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.”

Despite these measures, the Legislature continues to conduct its business largely outside of the public’s eye. Every year thousands of bills are presented during hundreds of committee hearings. While most hearings are technically open to the public, only some are broadcast and the archived record is limited and difficult to obtain.

Currently, if a member of the public wishes to review a specific legislative hearing, they must submit a written request under the Legislative Open Records Act, specifying the date and location of the hearing. The file is then located and copied onto a DVD which is then mailed to the requester. This process may take days or weeks to complete. However, there exists no mechanism for a member of the public to look back through a search tool for specific issues, language or a particular exchange.

Emerging technologies are allowing for more automated capture, transcription, archiving and searching of information than ever before. An online searchable database of Senate and Assembly hearings would revolutionize the public’s ability to participate in and influence the legislative process.

Just as students from Stanford University launched California Common Sense using information technology to open up the state’s finances, Cal Poly students could be on the cutting edge of developing technological applications that bring the full record of legislative deliberations to the public’s fingertips, allowing the public to easily ‘Google Government’.

- First Quarter: lectures and readings
  - On campus presentations by Cal Poly Institute Faculty Scholars with expertise in the relevant subject areas for the problem addressed in this quarter
  - On campus presentations by experts in public policy and government including current and former elected officials and agency experts
  - On campus presentations by technologists and industry leaders including venture capitalists, clean-tech entrepreneurs, and established companies
  - Readings and analysis of case studies of examples of how advanced technologies encountered support or opposition when they raised the potential of affecting existing markets and public policy.
• Second Quarter: Fellow Proposals
  o Each Student Fellowship will conclude with written proposals developed by each cross-disciplinary team that describes their strategies for addressing a current real-world challenge in a way that integrates the technological, public policy, social and cultural and public relations/communications dimensions of the project. Each student will be responsible for writing the chapter that incorporates their expertise in the proposal.
  o Written proposals will be provided to affiliated Institute Fellow Faculty, participating legislative offices, policy makers, and corporate partners to help advance the discussion beyond the walls of the University.
  o For participating students the student contribution to the proposal can possibly serve as a basis for the student’s Senior Project and/or later graduate work. Upon completion of the second quarter, Student Fellows will receive a non-degree or Cal Poly unit certificate of accomplishment.

• Institute Student Leaders – Interns and Stipends for Certificate Bearing Student Fellows
  o Obtain work experience with industry and public sector partners at their workplace
  o Conduct follow-on research through continued development of their Fellow Proposal
  o Mentor current-year students in the Fellows Program
  o Investigate and identify grant opportunities in private and public sector
  o Work with Institute Faculty Scholars to assist with grant writing for funding with other non-profits, educational foundations, state and federal agencies.

• Future Growth Possibilities:
  o Graduate student involvement in Institute projects
  o Paid summer research work for faculty and students

STRATEGY #3: Teacher-Scholar Model

Cal Poly faculty members from all six colleges are key. They will bring invaluable insight, expertise, and pedagogical experience to all aspects of the Institute’s functioning. Possible contributions range from developing methodologies for selecting problems to address with students, participating in course design, and advancing their own scholarly knowledge and expertise. Working with the Institute, Faculty Scholars can strengthen implementation of the teacher-scholar model at Cal Poly in several ways:

• Establish Faculty Scholars program which provides research and teaching opportunities to Cal Poly faculty who wish to participate in the Institute. May establish a grant/stipend program as resources come available.

• Strengthen cooperative ties between Cal Poly, Industry, and State Policy Leaders

• Improve awareness among Industry and State Policy Leaders of Cal Poly faculty research capacity to engage on topical and relevant research issues that have funding

• Improve awareness among Cal Poly faculty of the current pressing research challenges that are being pursued by the private and public sector in California

September 11, 2012
• Help network faculty with private and public sector opportunities to conduct grant-supported research

• Working in the area of policy also creates opportunities for faculty to serve their discipline in support of the teacher-scholar model.

STRATEGY #4: Outreach - Enhance Cal Poly's Reputation

• Conduct publicized annual policy conference addressing cutting-edge problems which highlight Cal Poly's leadership with participation by:
  o World class guest speakers and thought leaders
  o Experienced voices in government, academia, and industry
  o Institute Student Fellows, Institute Student Leaders and Institute Fellow Faculty

• Institute Fellows/Leaders Program for Cal Poly Students
  o Provide a unique learning and resume building opportunity that will serve as a magnet for high-quality students from around the state and nation.

• Expanded Advancement and Fundraising
  o Assemble new networks of Partners and Sponsors from the employer, advocacy, and public policy community
  o Assist in raising funds for Cal Poly Foundation by demonstrating Cal Poly's innovation and forward-leaning programs

• Annual community awards luncheon held locally to recognize student and faculty contributions; and build awareness and local support

GOVERNANCE & STAFFING

Due to the unique and inter-related nature of the various partners and sponsors, three separate advisory bodies will be constituted to ensure diverse inputs from those with expertise in industry, government, and academia:

• Institute Leadership and Staff
  o Director – Sam Blakeslee, Ph.D. (volunteer)
  o Faculty Sponsor, Doug Piirto, Ph.D.
  o Program Director
  o Program Administrator
  o Student Interns

• University Advisory Committee
  o One faculty member from each college
  o Chaired by Dr. Doug Piirto, Institute Faculty Sponsor

• Industry Partners Advisory Board
ANTICIPATED TIMELINE

- 2012: Finalize requisite authorizations with Cal Poly

- 2013: Establish relationships with key partners
  - Work with faculty and deans to better understand current activities on campus and how Institute can support their efforts
  - Work statewide to identify industry and government partners who would become Partners and Sponsors of the Institute’s efforts
  - Based on feedback from campus, industry, and government leaders finalize seminar topics and materials for first-year rollout
  - Work with faculty and deans to identify Student Fellows for first-year rollout

- 2013: Launch first Seminar
  - Fall & Winter Terms
  - Fall Term used to network with Partners and Sponsors, prepare for 2015 Seminar

- 2015: After first Seminar explore the potential to add additional sections
  - Work with interested faculty to empower them to use the model if they have an advanced technology issue they wish to use as a subject around which to build a cohort of students
  - Work with interested faculty to help them obtain speakers and develop their own programs with Institute Partners and Sponsors
COORDINATION WITH UNIVERSITY ADVANCEMENT

In development

EXAMPLES OF INSTITUTES IN CALIFORNIA

Examples of higher-education public policy institutes that utilize the contributions of former elected officials already exist in California’s CSU, UC, and private colleges.

- Panetta Institute: California State University, Monterey Bay
  - Founder – Leon Panetta (former Congressman)

- Maddy Institute: California State University, Fresno
  - Board Chair – Dave Cogdill (former State Senator)

- Jess Unruh Institute of Politics: University of Southern California
  - Director – Dan Schnur (former Chair of Fair Political Practices Commission)

- Institute for Governmental Studies: University of CA, Berkeley
  - National Advisory Council – over a dozen top Sacramento lobbyists and advocates in banking, oil, real estate, insurance, technology.
WHEREAS, The existing Cal Poly Continuing Education unit has identified several benefits to adopting the name, "Cal Poly Extended Education;" and

WHEREAS, These benefits include consistency with similar units within the CSU; and

WHEREAS, The name change is supported by the staff of Continuing Education, the Vice Provost of International, Graduate and Extended Education, The Provost, and the President; and

WHEREAS, The name “Continuing Education” infers an emphasis on post-secondary non-credit programs and continuing education units (CEUs), which are a relatively minor component of the unit’s activities and future strategy; and

WHEREAS, The use of the term “Extended Education” conveys the role of the unit to extend the reach and scope of Cal Poly’s educational programs to meet California’s workforce development needs; and

WHEREAS, Such a name change will assist in identification, advancement, and publicity efforts to enhance self-support educational initiatives at Cal Poly; therefore be it

RESOLVED That the Academic Senate of Cal Poly endorse the name change from “Cal Poly Continuing Education” to “Cal Poly Extended Education.”

Proposed by: Vice Provost of International, Graduate and Extended Education
Date: October 4 2012
RESOLVED: That the Academic Senate of Cal Poly support the Academic Senate CSU resolution AS-3090-12/EX entitled “Support of Proposition 30 on the November 2012 Ballot: Temporary Taxes to Fund Education – Guaranteed Local Public Safety Funding.”

Proposed by: Academic Senate Executive Committee
Date: October 9 2012
Support of Proposition 30 on the November 2012 Ballot: Temporary Taxes to Fund Education - Guaranteed Local Public Safety Funding

AS-3090-12/EX

RESOLVED: That the Academic Senate of the California State University (ASCSU) support Proposition 30, Temporary Taxes to Fund Education. Guaranteed Local Public Safety Funding; and be it further

RESOLVED: That the ASCSU commend the California State Student Association for its early support of Proposition 30 and for its commitment to educate and mobilize CSU students and others to support Proposition 30; and be it further

RESOLVED: That the ASCSU urge campus senates to endorse Proposition 30 and to encourage their campus faculty, staff, students, alumni, families, and friends to support Proposition 30; and be it further

RESOLVED: That this resolution be distributed to the Board of Trustees, campus presidents, campus senate chairs, California State Student Association, California Faculty Association and other collective bargaining units in the CSU, Intersegmental Council of Academic Senates, membership of the California State Legislature, Governor Jerry Brown, and the “Yes on Prop 30” campaign.

RATIONALE: At the July 17, 2012 meeting of the CSU Board of Trustees, the importance of Prop 30 for the CSU was made clear. According to AVC Robert Turnage, campuses are already struggling with the effects of the $750 million reduction in state support last year. The failure of Prop 30 on the November 2012 ballot would guarantee another $250 million trigger cut to the California State University system. If this trigger cut is implemented, annual state support for the system will fall to approximately $1.8 billion, a loss of annual funding of almost $1.2 billion, or 39 percent, from the peak level of state support of nearly $3 billion in the 2007-08 fiscal year.

On that day, the Board of Trustees approved a resolution endorsing Proposition 30 "given its direct relationship to the systems' fiscal stability and funding levels in 2012-2013 and beyond." (http://www.calstate.edu/BOT/Resolutions/Jul2012.pdf). The California State Student Association had previously unanimously approved "A Resolution in Support of Governor Brown's Tax Initiative Proposal" (CSSA-06-12) on July 15, 2012. The California Faculty Association and numerous other education, public safety, business/community groups, and labor organizations also endorse Prop 30 (http://www.yesonprop30.com/index.php/endorsements).

The ASCSU joins others in supporting funding for public education and safety. We recognize the importance of investing in the future of California, and that such investment includes funding for the education of California’s citizens. Should Proposition 30 fail, the CSU will again be forced to cut enrollments and leave those seeking an education with
fewer affordable and accessible options, severely limit programs and services that impact the quality of education provided to those enrolled, more severely limit the quality and scope of research and service that impacts our campuses and broader communities, and lose even more employees. Ongoing budget cuts diminish the ability of the CSU to fulfill our mission and obligation to enhance the quality of life for our students and to improve conditions throughout the state and beyond. Predictable state support is critical to control tuition costs for students and their families.

Approved Unanimously by the Executive Committee of the Academic Senate of the
California
State University, July 31, 2012

This endorsement was also supported without dissent by 50 of the 53 ASCSU senators who responded to an email inquiry from the ASCSU Chair.