

MEETING OF THE STUDENT SENATE

THURSDAY, OCTOBER 30, 2003

11:30 A.M. - 1:30 P.M.

**25 Mondale Hall--Twin Cities Campus
308 Selvig Hall--Crookston Campus
Kirby Student Center Garden Room--Duluth Campus
Behmler Hall Conference Room--Morris Campus**

This is a meeting of the Student Senate. There are 58 voting members of the Student Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. ANNOUNCEMENTS
(2 minutes)**

**2. MINUTES FOR OCTOBER 2, 2003
Action
(2 minutes)**

MOTION:

To approve the Student Senate minutes, which are available on the Web at the following URLs. A simple majority is required for approval.

<http://www1.umn.edu/usenate/ssen/031002stu.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE/
TWIN CITIES CAMPUS ASSEMBLY**

**3. STUDENT SENATE CHAIR REPORT
(5 minutes)**

**4. STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR REPORT
(5 minutes)**

**5. ASSEMBLY/ASSOCIATION UPDATES
(5 minutes)**

**6. STUDENT HOUSING
Discussion
(10 minutes)**

7. PROPOSED UNIVERSITY SENATE CONSTITUTION AMENDMENTS

AND STUDENT SENATE NUMBERS

**Discussion
(25 minutes)**

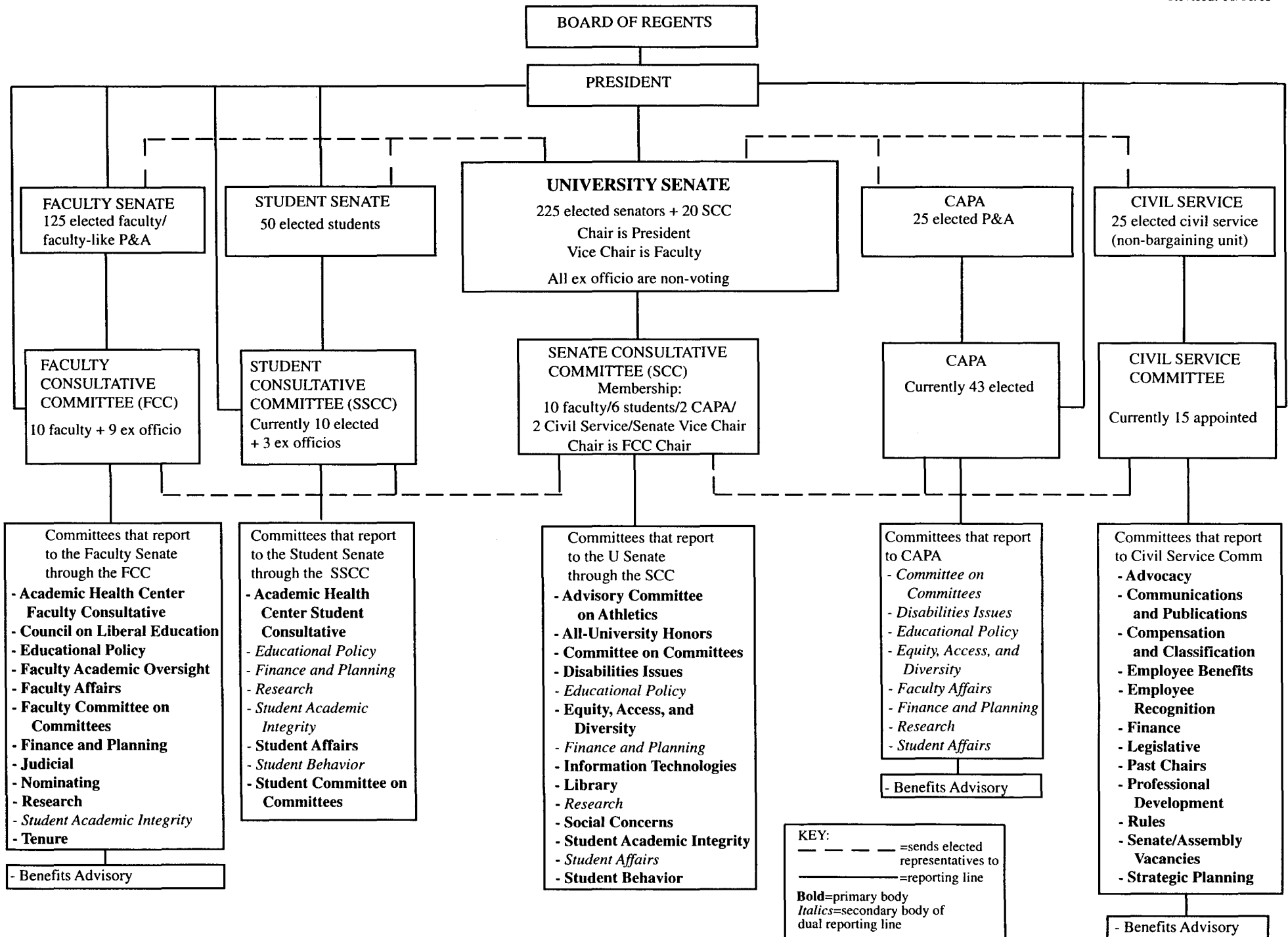
8. OLD BUSINESS

9. NEW BUSINESS

10. ADJOURNMENT

CURRENT AND PROPOSED CHANGES IN SENATE SEATS BY COLLEGE

COLLEGE	NUMBER OF FACULTY/P&A ELIGIBLE	CURRENT NUMBER OF SENATORS (20-1 RATIO)	PROPOSED NUMBERS	CHANGE	NUMBER OF STUDENTS ELIGIBLE	CURRENT NUMBER OF SENATORS (1000-1 RATIO)	PROPOSED NUMBERS	CHANGE
COAFES	300	15	10	-5	956	1	1	0
CBS	109	5	4	-1	1180	1	1	0
DENTISTRY	88	4	3	-1	425	1	1	0
GC	63	3	2	-1	1820	2	1	-1
HUM EC	86	4	3	-1	913	1	1	0
CLA	657	33	22	-11	12269	12	12	0
CSOM	138	7	5	-2	2927	3	2	-1
MN EXT SERV	47	2	1	-1	---	---	---	---
NURSING	50	2	2	0	240	1	1	0
PUB AFFRS	31	2	1	-1	---	---	---	---
IT	433	22	15	-7	3816	4	3	-1
UMC	64	3	2	-1	967	2	2	0
UMD-BE	---	---	---	---	1555	2	1	-1
UMD-FA	---	---	---	---	603	1	1	0
UMD-MED	44	2	1	-1	112	1	1	0
UMD-SE	---	---	---	---	2002	2	2	0
TOTALS:	3656	183	125		50041	59	50	



**CONCURRENT MEETING OF:
THE UNIVERSITY SENATE
THE FACULTY SENATE
THE TWIN CITIES CAMPUS ASSEMBLY**

THURSDAY, OCTOBER 30, 2003

2:30 - 5:00 P.M.

**25 Mondale Hall--Twin Cities Campus
308 Selvig Hall--Crookston Campus
Kirby Student Center Garden Room--Duluth Campus
Behmler Hall Conference Room--Morris Campus**

This is a concurrent meeting of the University Senate, Faculty Senate, and Twin Cities Campus Assembly. There are 260 voting members of the University Senate, 196 voting members of the Faculty Senate, and 215 voting members of the Twin Cities Campus Assembly. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. ANNOUNCEMENTS
(2 minutes)**

**2. MINUTES FOR OCTOBER 2, 2003
Action
(2 minutes)**

MOTION:

To approve the University Senate, Faculty Senate, and Twin Cities Campus Assembly minutes, which are available on the Web at the following URL. A simple majority is required for approval.

<http://www1.umn.edu/usenate/usen/031002sen.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE/
TWIN CITIES CAMPUS ASSEMBLY**

3. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Egolf V. Bakuzis
Profesor
Natural Resources
1912 – 2003

Theodore M. Breu
Associate Professor

Business and Economics – Duluth
1942 – 2003

Elizabeth A. Brown
Assistant Professor
University Libraries
1924 – 2003

Charles R. Bruning
Associate Professor
Curriculum and Instruction
1927 – 2003

William G. Shepard
Professor
Electrical Engineering
1911 – 2003

Donald E. Wells
Professor
Rhetoric
1926 – 2003

STUDENTS

Matthew D. Erickson
School of Business and Economics – Duluth

Brian Heiden
College of Liberal Arts

Amanda Speckien
College of Liberal Arts

Elizabeth Wencil
College of Liberal Arts

**4. ADMINISTRATIVE RESPONSES TO SENATE AND ASSEMBLY ACTIONS
Information**

University Senate

Constitutional Amendment (University Senate eligibility)

Approved by the: University Senate October 7, 2003

Approved by the: Administration **PENDING (Response due date January 2, 2004)**

Approved by the: Board of Regents **PENDING**

Constitutional Amendment (Student Senate Chair)

Approved by the: University Senate October 7, 2003

Approved by the: Administration **PENDING (Response due date January 2, 2004)**

Approved by the: Board of Regents **PENDING**

Faculty Senate

Academic Unit Governance Policy

Approved by the: Faculty Senate February 20, 2003

Approved by the: Administration See comment*

Approved by the: Board of Regents – no action required

* Administration did not approve the policy, but returned it to FCC asking that a few revisions be made

5. ALL-UNIVERSITY HONORS COMMITTEE

Award of Distinction

Information for the University Senate

University of Minnesota Award of Distinction

This award recognizes those who have attained distinction in their field, profession, and/or public or volunteer service and are not an alumnus or alumna of the University of Minnesota. Awards of Distinction are not awarded to encourage or reward financial contributions to the University.

A nomination for an Award of Distinction should be submitted to the All-University Honors Committee. The following format is to be used:

Nominee – cannot be or have been a member of the faculty, staff, Board of Regents, or an alumnus or alumna of the University.

Nominator – must be an alumnus or alumna of the University or a current member of the faculty, staff, or student body. **Board of Regents policy requires that no disclosure is to be made to the nominee, or persons other than those writing supporting letters, until a decision is forthcoming on the nomination.**

Letter from nominator – should focus on personal knowledge of the nominee's distinction in their field, profession, and/or public or volunteer service.

Dean, Chancellor or Vice President Support – As appropriate (indicated by the cover letter to the nomination.)

Nomination Summary – 50 words or less, restricted to outlining the nominee's accomplishments.

Outstanding Accomplishments – one page summary highlighting the individual's accomplishments.

Biographical Information – to include nominee's address, telephone/fax number, date of birth, education, employment, professional and public and/or volunteer service.

Supporting Letters – three ideally from both from the nominee's peers inside and outside the University; again, these are in addition to the letter from the nominator and should focus on personal knowledge as outlined above.

Number of Copies – 25 of each item, collated, stapled and clipped (no binders and folders).

Date for Submission – Recommend at least 6 months before the award is to be presented.

Submit to – honors committee of the appropriate college, if one exists, and if not, to the All-University Honors Committee, c/o Vickie Courtney, University Senate, 427 Morrill Hall, 100 Church Street SE, Minneapolis, MN, 55455.

The college honors committee forwards its recommendations to the Senate All-University Honors Committee. A nomination approved by the Senate All-University Honors Committee is submitted to the President and, finally, to the Board of Regents for approval.

NOTE: Persons writing letters of nomination should know that such letters will be legally available upon request, even to an unsuccessful candidate who becomes aware of the nomination. Nominators should also make sure that writers of supporting letters are aware that their letters, too, will be available on request.

Board of Regents policy requires that no disclosure is to be made to the nominee while his or her name is under consideration.

Units sponsoring Awards of Distinction are encouraged to provide travel support when funds are available. If this is not possible or creates a hardship for the nominating unit, it is encouraged to seek partial funding through the Office of the President. In general, award and citation costs are borne by University Relations, award ceremony costs by the nominating unit, and travel expenses (except as described above) by the awardee.

**SHIRLEY GARNER, CHAIR
ALL-UNIVERSITY HONORS COMMITTEE**

**6. FACULTY CONSULTATIVE COMMITTEE
Statement on Centrally-Scheduled Classrooms
Information for the Faculty Senate**

Capital improvements applicable to centrally-scheduled classrooms should NOT be the financial responsibility of the academic unit which houses the facility and should be exempt from the 1/6 cost-sharing principle which applies to other capital improvements that are not designated for HEAPR" [Higher Education Asset Preservation and Renewal, which appropriations are not subject to the requirement that the University pay one-third of the debt service].

Approved unanimously by FCC; also approved by the Senate Committee on Finance and Planning.

**JUDITH MARTIN, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**7. FACULTY AFFAIRS COMMITTEE
Parking Resolution
Information for the University Senate**

Whereas Parking and Transportation Services is initiating a new extra-cost Reserved Contract Parking program in selected garage and ramp facilities, effective October 1, 2004; and

Whereas this change reduces the value of a non-reserved contract without any corresponding reduction in its price; and

Whereas this change imposes severe negative effects on the educational mission of the university by substantially reducing the ability of evening students to park on campus in time to join their classes, and otherwise generally reduces the efficiency in the use of parking facilities, especially for events involving the general public; and

Whereas it is not egalitarian and sends the wrong message to students and the public; and

Whereas this change was introduced following the beginning of the academic year and without consultation with the faculty and staff; therefore

Be it resolved that the Senate Committee of Faculty Affairs requests that this proposed contract modification be prohibited unless and until appropriate consultation has been completed and the likely negative effects of its implementation studied and weighed.

Adopted unanimously September 9, 2003

Endorsed unanimously by the Academic Health Center Finance and Planning Committee September, 2003

**JOHN FOSSUM, CHAIR
FACULTY AFFAIRS COMMITTEE**

**8. COMMITTEE ON COMMITTEES
Equity, Access, and Diversity Committee Review
Information for the University Senate**

**Committee on Committees Review
of the
Equity, Access and Diversity Committee**

The Senate Committee on Equity, Access, and Diversity (SCEAD) was created in 2001 to replace the Senate Equal Opportunity for Women Committee already addressing the issues of women on campus because of a perceived need to also address issues of equality and access with respect to communities of color and other under-represented groups. At the same time, the Senate was concerned that the issues of women not be submerged in the process. For that reason, and to understand whether the new structure is appropriate and effective, a review of SCEAD was scheduled after two years. As stated in the University Senate Bylaws, Article III., Section 6,

“The role and performance of the Equity, Access, and Diversity Committee will be reviewed during the 2002-2003 academic year, with a special emphasis on the extent to which the work of the existing Committee on Equal Opportunity for Women has been carried forward”.

The Senate Committee on Committees, in consultation with the Consultative Committee, undertook this review. The following procedures were followed:

- a) A subcommittee was formed to outline a procedure to follow for the review. The committee membership included two members from the Faculty Committee on Committees (Dian Lopez, chair and Deon Stuthman) and two members from the Student Committee on Committees (Matt Dewerff, chair and Zeina Dajani). The subcommittee met early Spring Semester and developed draft questionnaires to send to relevant groups on campus and a set of recommendations to the Senate Committee on Committees on how the review could be conducted.

- b) The Senate Committee on Committees directed the chair to send the questionnaires (see appendix) to the following: Mary Lay, Chair of the Senate Committee on Equity, Access and Diversity; Jeanie Taylor, Director of the Office for University Women; Sally McKee, Associate Vice-Provost for Multicultural and Academic Affairs; Amy Kaminsky, Chair of Women's Studies on the Twin Cities Campus; and Coordinate Campus women's organizations. Two of the questionnaires were returned. One was from Mary Lay, Chair of the SCEAD, and the other from Jeanie Taylor, Director of the Office for University Women. The responses contained a list of the accomplishments the committee has made over the past two years, as well as concerns and recommendations for the committee. The Committee invited Mary Lay, Chair of the SCEAD, to a Senate Committee on Committees meeting April 30, 2003.

As a result of this review, the Committee on Committees learned of the accomplishments of the committee as well as issues that should be addressed further by the committee. The following is a summary of the accomplishments, areas of concern identified by the SCEAD, recommendations for the SCEAD, and actions to be taken by the Committee on Committees to facilitate the SCEAD.

a) Accomplishments of SCEAD:

1. The SCEAD is addressing women's issues. Because many of the women's issues also affect other minority groups, it has been found helpful and many times more effective to have a committee that addresses these concerns simultaneously. To ensure adequate attention, however, the committee is discussing creating a subcommittee with membership from SCEAD and from other constituencies to focus particularly on women's issues.
2. The SCEAD has invited a series of administrative and program representatives to their meetings. Carol Carrier has briefed the committee on periodic reviews of administrators and how their success and challenges in maintaining diverse units is assessed. They have met with Joel Maturi and Karen Weaver to discuss the climate in the newly merged Men's and Women's Athletic Department.
3. The SCEAD is working on an invitation to other Senate committees and subcommittees to bring to SCEAD for review policies and procedures as they are being discussed in other committees and before they are established and implemented so that issues that might affect diversity may be addressed in a more timely manner.
4. The SCEAD has addressed many issues including a Gender Salary Resolution, a University-wide Climate Survey of faculty, students, and staff, staff access to courses offered through the Career Enrichment Center, and how to broaden SCEAD's reach to the coordinate campuses.
5. Jeanie Taylor, Director of the Office of University Women states: "This committee has become an important part of my efforts toward gender equity on this campus within the larger context of multiculturalism. The committee has been attentive and accessible, and members of the committee have been ready to address issues as they arise."

b) Areas of concern identified by the SCEAD and mechanisms the SCEAD has identified to address the concerns:

1. The primary concern is the identification of an effective mechanism(s) to solicit ideas, relevant policies, and input from the campus community. The SCEAD is concerned that issues, policies and procedures are not being brought to the committee for discussion and recommendations. The SCEAD would especially like to be consulted by administrators on

issues under their purview. The committee has invited administrators to SCEAD meetings to provide input. The SCEAD recommends that ex-officio members of SCEAD send an alternate representative to SCEAD meetings if they cannot attend themselves.

2. The SCEAD is concerned about addressing the needs of the coordinate campuses. They are discussing creating a subcommittee to address these issues.
3. The SCEAD is concerned that they are not addressing students' issues and recommends more active student members.

c) Recommendations made by the Committee on Committees to the SCEAD Committee:

1. Form a subcommittee to continue to address identified issues of women on campus, as proposed by SCEAD.
2. Continue to solicit administrative units and other Senate committees to bring to the SCEAD any policies and procedures within the realm of the committee's charge. The SCEAD committee should continue to invite administrators to their meetings and continue to work on making the committee's presence known to the university community. It is recommended that Professor Lay follow through with the plan to send a message to administrators and other senate committees to invite them to bring equity/access/diversity issues to the SCEAD committee as they are formulating policy. It is also recommended that Professor Lay draft a message to all faculty in the fall inviting them to identify issues of equity/access/diversity.
3. Consider the following possible issues for next year's agenda (identified by the Committee on Committees): a) differential effects of the budget cuts on women and minorities; b) ensuring that University salary studies explore gender and race differences, when possible without revealing individual salaries; c) that a spousal hiring condition does not affect hiring decisions; d) the inadequacy of bridge funding for hiring women/minorities who are "target of opportunity" hires; and e) the hiring of women faculty especially in the science and engineering departments where there is sometimes a disparity.

d) Actions to be taken by the Committee on Committees to facilitate the SCEAD Committee:

1. The Committee on Committees will recommend the appointment of the Director of the Office of University Women as an ex-officio member of the SCEAD Committee.
2. The Committee on Committees will send to committee chairs the suggestion that they be mindful of equity/access/diversity issues when doing their business and to bring those issues to the SCEAD Committee.
3. The Committee on Committees will seek the assistance of the Provost in making administrators aware of SCEAD and the need to bring relevant issues before the committee.

Appendix:

Message to the Chair of the EAD Committee:

The Senate Committee on Equity, Access, and Diversity (SCEAD) was created because of a perceived need to address issues of equality and access with respect to communities of color and other under-represented groups, and to replace the Senate Equal Opportunity for Women Committee already addressing the issues of women on campus. At the same time, the Senate was concerned that the issues of women not be submerged in the process. For that reason, and to understand whether the new structure is appropriate and effective, a review of SCEAD was

scheduled after two years. To conduct that review, the Committee on Committees would appreciate your answering the following questions, in consultation with the rest of the SCEAD membership:

1. Did the charge to SCEAD effectively establish a foundation for the Committee's work? Should the charge be modified in any way to assist you in your work?
2. Have you been able to establish an effective agenda for the committee's work? What would help you be more effective? What obstacles have you found to being effective?
3. Please list the issues that the committee has addressed since it began meeting as a committee. Have you been able to focus effectively on the issues of women and also on the issues of communities of color and other underrepresented groups on campus? Has the combination of these two agendas been helpful? Problematic? Please be as specific as possible.
4. Has the ex officio membership of the committee provided the expertise and connection with the administration needed for you to perform effectively?

Thank you very much for your input,

the Senate Committee on Committees

Sent to the Office of University Women, Office of Multicultural Affairs, Office of Women's Studies and like offices on the coordinate campuses:

The Senate Committee on Equity, Access, and Diversity (SCEAD) was created because of a perceived need to address issues of equality and access with respect to communities of color and other under-represented groups, and to replace the Senate Equal Opportunity for Women Committee already addressing the issues of women on campus. At the same time, the Senate was concerned that the issues of women not be submerged in the process. For that reason, and to understand whether the new structure is appropriate and effective, a review of SCEAD was scheduled after two years. To conduct that review, the Committee on Committees would appreciate your answering the following questions:

1. From your perspective, has SCEAD been able to focus effectively on the issues of women as it also addresses the issues of communities of color and other underrepresented groups on campus? Has the combination of these two agendas been helpful? Problematic? Please be as specific as possible.
2. Have you developed an effective working relationship with SCEAD?
3. Do you see a Senate Committee as having an effective role to play in reviewing and supporting the efforts of your office and other initiatives related to the issues of women on campus?

Thank you very much for your input,

the Senate Committee on Committees

**CATHERINE FRENCH, CHAIR
SENATE COMMITTEE ON COMMITTEES**

9. ADVISORY COMMITTEE ON ATHLETICS

**Revised Athletics' Policies
Information for the Twin Cities Campus Assembly**

The packet of athletics' policies approved by the Assembly Steering Committee will be available at the meeting.

**ARTHUR ERDMAN, CHAIR
ADVISORY COMMITTEE ON ATHLETICS**

**10. CLERK OF THE SENATE/ASSEMBLY REPORT
Electronic Vote Results
Information for the University Senate**

FOR INFORMATION:

Following the October 2, 2003, University Senate/Twin Cities Campus Assembly meeting, an electronic vote was taken to pass two constitutional amendments. At the end of the three working day voting period, 161 votes in favor of and 1 vote against were recorded for the Senate eligibility item and 160 votes in favor of, 1 vote against, and 1 abstention were recorded for the Student Senate Chair item. The amendments needed 121 votes in favor, therefore these amendments were approved.

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**11. SENATE/FACULTY CONSULTATIVE COMMITTEE REPORT
(5 minutes)**

**12. SOCIAL CONCERNS COMMITTEE
Recycling Paper Resolution
Action by the University Senate
(5 minutes)**

Recycling Resolution

Whereas, the University of Minnesota is a large institution that puts a substantial demand on resources and,

Whereas, the University of Minnesota is a world-class institution of higher learning that needs to be a leader in sustainable practices in the community and,

Whereas, over 2,000 students and faculty have given signatures of support for a policy of using *only* post-consumer waste (pcw) recycled paper and,

Whereas, some departments of the University of Minnesota currently purchase 30% pcw recycled paper at a cheaper price than paper with zero recycled content.

Whereas, the U of M community demonstrates strong support for this change in policy and this policy is a simple and economical step to lessen our impact on our natural environment.

Therefore, the University Senate recommends that the University of Minnesota adopt a policy that all departments, computer labs and libraries on its campuses purchase paper that is a minimum of 30% pcw recycled paper. Exceptions to this policy may be made in instances where a paper requirement must be met. Even under these conditions, the University of Minnesota should try to use recycled paper whenever possible. In this way, the University of Minnesota will set an example for other schools and institutions to follow.

Approved by the Social Concerns Committee, May 2003.

COMMENT:

In 1996-97, the University Senate passed an Energy and Environment Conservation Policy for the University (). Affirming the principles of that resolution, the Social Concerns Committee suggests a specific action that the University can take towards creation of a more sustainable campus: establishing a minimum post-consumer waste (pcw) content standard for the majority of paper used by the institution. Currently, the University promotes office paper recycling, but in order to have strong markets for this paper, we must also help create demand for recycled products. Paper with a minimum of 30% pcw content is currently priced at or below 0% pcw paper. Thus, we foresee no negative financial consequences of this policy.

**MARGARET KUCHENREUTHER, CHAIR
SOCIAL CONCERNS COMMITTEE**

**13. SOCIAL CONCERNS COMMITTEE
Printer Resolution
Action by the University Senate
(5 minutes)**

Printer Resolution

Whereas, paper conservation saves the University of Minnesota money and

Whereas, paper conservation lessens our demand on resources.

Therefore, the University Senate recommends that every department, computer lab and library on its campuses purchase at least one duplex printer to be phased in as current printers are replaced. This policy makes paper conservation a more accessible option for students and faculty.

Approved by the Social Concerns Committee, May 2003.

COMMENT:

This resolution suggests a second action the University may take to reduce its use of natural resources. Though duplex printers will require an initial investment on the part of the University, in the long run they will reduce paper use (and expense) by a significant amount.

**MARGARET KUCHENREUTHER, CHAIR
SOCIAL CONCERNS COMMITTEE**

**14. SOCIAL CONCERNS COMMITTEE
Mount Graham Resolution**

**Action by the University Senate
(10 minutes)**

Resolution Of The Senate Social Concerns Committee On Mount Graham Telescopes

RESOLUTION

WHEREAS, the Mount Graham telescope project has elicited over fourteen years of great controversy as a result of the project's exemption from the American Indian Religious Freedom Act, the National Historic Preservation Act, the Endangered Species Act, the National Environmental Policy Act, and the National Forest Management Act; and

WHEREAS, Mount Graham (known as *Dzil Nchaa Si An*), located in southeastern Arizona is a holy place and sacred mountain to the San Carlos Apache and the White Mountain Apache, and is considered a living locus of spiritual energy, central to the religious practices and history of the Apache people; and

WHEREAS, any permanent modification of the present form of Mount Graham constitutes a display of profound disrespect for the San Carlos Apache and White Mountain Apache as well as a serious threat to the survival of a number of endangered species; and

WHEREAS, the University of Minnesota's involvement in this project tarnishes the image of the University of Minnesota, Minneapolis and St. Paul, and the surrounding communities,

WHEREAS, the Senate Social Concerns Committee stands behind its previous statement that "On ethical, material, political and cultural grounds, we cannot afford to join the MGIO [Mount Graham International Observatory] project," and

NOW, THEREFORE, BE IT RESOLVED, that the Senate Social Concerns Committee at the University of Minnesota hereby still strongly opposes any involvement by the University of Minnesota in the Mount Graham telescope project; and

BE IT FURTHER RESOLVED that the Senate Social Concerns Committee opposes the University of Arizona's request to the U.S. Forest Service in 2002 that they be allowed to place additional telescopes on Mount Graham; and

BE IT FURTHER RESOLVED that the Senate Social Concerns Committee seeks to have the University of Minnesota withdraw its participation in the Mount Graham telescope project, break its affiliation with the University of Arizona Department of Astronomy and the Research Corporation that controls the telescopes on Mount Graham, and find a more suitable place to conduct astronomy;

BE IT FURTHER RESOLVED by the Senate Social Concerns Committee that a copy of this resolution will be presented to the University Senate, the Faculty Senate, and the Student Senate, as well as the President and Board of Regents of the University of Minnesota.

Approved by the Social Concerns Committee, May 2003.

COMMENT:

In the Fall of 2001 the Social Concerns Committee began examination of issues surrounding the University of Minnesota's intentions to join the Mt. Graham International Observatory / Large Binocular Telescope project (MGIO). The Committee devoted several months to careful study of this issue, including testimony from Professor Leonard Kuhi, Chair of the Department of

Astronomy, members of the University's American Indian Affairs Committee, local activists, members of the Mt. Graham Coalition, two native elders from the Apache Survival Coalition, and through affidavit from Anthropologist Keith Basso, a leading authority on Apache culture.

After considering all available information, the Committee drafted a position report expressing serious reservations about the University's involvement in the project. This document is available at: . Quoting from that report are the most important of the committee's concerns, "Significantly, what is at stake here is **not** historical, economic, scientific, or legal 'reality'; rather, this is a question of how we are to be *seen*, of the symbolic power and violence of *actions*, and of the *relationships* we wish to set with our communities in this particular moment in history.... On ethical, material, political and cultural grounds, we cannot afford to join the MGIO project"

The University of Minnesota has since decided to join the Mt. Graham project (see minutes of the Board of Regents Finance & Operations Committee, October 10, 2002,). Continuing concerns about the ethical ramifications of this action prompted the Social Concerns Committee, in keeping with its charge to be concerned with the "interrelationship between the University and the broader social community," to draft the current resolution, and to forward it for approval by the University Senate. (Passed by a vote of 14-1-1.)

**MARGARET KUCHENREUTHER, CHAIR
SOCIAL CONCERNS COMMITTEE**

**15. SENATE CONSULTATIVE COMMITTEE
Proposed Amendments to the University Senate
Discussion by the University Senate
(40 minutes)**

**16. PRESIDENT'S REPORT
(10 minutes)**

**17. QUESTIONS TO THE PRESIDENT
(10 minutes)**

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, October 28, 2003.

18. OLD BUSINESS

19. NEW BUSINESS

20. ADJOURNMENT

ACA/FAOCIA Policies

- 1.) ACA Competition and Anti-Discrimination Policy
- 2.) ACA Statement on April 12th Dinkytown Riot
- 3.) ACA Statement on Integrating Academics and Athletics 2003
- 4.) Academic Reporting
- 5.) Gladys Brooks and Norman Borlaug Academic Progress Award
- 6.) FAOCIA Graduating Senior Award
- 7.) Policy on Contact and Obtaining Information about a Student Athlete's Academic Progress for Faculty, Instructors, Staff, and Coaches
- 8.) Policy on Eligibility and Continuation
- 9.) Policy for Fifth Year Aid For Student-Athletes Who have Completed Athletic Eligibility
- 10.) Policy Foreign Tour (Summer Months)
- 11.) Policy on University Responsibility To Physically Injured Student-Athletes
- 12.) Policy on Review of Grade Changes for Student Athletes
- 13.) Policy on Scheduling
- 14.) Process for Major Athletics Search and Advisory committee Membership
- 15.) Rule Violations Reporting Policy
- 16.) Statement for Review of the Student-Athlete Conduct Guidelines and Student Appeal Process
- 17.) Student Athlete Hearings
- 18.) Student-Athlete Hearing Procedures, Reduction or Cancellation of Aid
- 19.) Student-Athlete Hearing Procedures, Denial of Permission to Contact
- 20.) Summer School and Fifth-Year Aid
- 21.) Procedures for Approving Student-Athletes' Participation in Invationals as Representatives of the University of Minnesota

ACA COMPETITION AND ANTI-DISCRIMINATION POLICY

The University of Minnesota Athletics Department strongly endorses the NCAA Principle of Nondiscrimination:

"The Association shall promote an atmosphere of respect for and sensitivity to the dignity of every person. It is the policy of the Association to refrain from discrimination with respect to its governance policies, educational programs, activities and employment policies."

To promote an atmosphere of respect the University of Minnesota Athletics Department shall make every effort to avoid scheduling home events with schools that use Native American mascots. The use of Native American mascots by athletic teams is perceived by many in our community as portraying Native American culture in demeaning and stereotypical ways. Consequently, the department will strongly discourage the scheduling of athletic events on campus when the team(s) involved use Native American mascots. When teams using Native American mascots participate in athletic events on this campus, the Native American mascots, nicknames and symbols will not be permitted to be displayed (except as they pre-exist on teams uniforms, equipment and apparel). Teams will be described and announced using the institution's name only.

In addition, the University of Minnesota's Athletics Department shall make every effort not to host any preseason, regular season or postseason competition at sites, venues, or facilities which have membership requirements or practices which result in discrimination on the basis of race, gender, national origin, religion or sexual orientation.

REVIEWED AND APPROVED BY ACA, SPRING, 2002

Approved by the Assembly Steering Committee, Oct. 03

Advisory Committee on Athletics Statement on April 12th Dinkytown Riot

The Advisory Committee on Athletics (ACA) is a committee of the University of Minnesota Twin Cities Campus Assembly. Its membership is comprised of faculty, administrators, staff, students, and alumni who meet regularly during the academic year as one of two faculty governance committees charged with oversight of various policies pertaining to intercollegiate athletics at the University. The ACA is charged with providing advice and consultation to Central Administration and to the Department of Intercollegiate Athletics on these and other matters.

We are all outraged by what happened in Dinkytown this past Saturday evening, April 12, in the aftermath of the Gopher men's hockey team victory over the University of New Hampshire to capture the NCAA Hockey Championship. The focus of that evening and since that evening should have been on the marvelous accomplishment of a team of student-athletes and their coaching staff. After all, they are the first team in over 30 years to win back-to-back national championships in men's hockey. And they did so after an outstanding and challenging regular season. Instead, an estimated 1,500 people from different walks of life, some clearly intoxicated, poured into the streets in and around Dinkytown and caused over \$100,000 in property damages after the game on Saturday evening. There has been extensive press coverage of the evening and its aftermath. So much so, in fact, that the University's peaceful celebration of the team's accomplishments on Tuesday evening was unfortunately almost overshadowed by coverage of the scope of damage and the various sanctions being applied by law enforcement and the University.

It is essential from our standpoint that those responsible for Saturday evening's destruction be identified as swiftly as possible and penalized appropriately. It is also especially important at this time to remember that what happened Saturday evening in no way reflects on student-athletes at the University of Minnesota. And, what happened Saturday evening in no way reflects on the integrity of our intercollegiate athletics program, its members, or leadership. It is also important to remember that the willful destruction of property or willful harm to individuals immediately before, during, or after a home or away athletics event is as condemned by the University's intercollegiate athletics community as it is by any other constituency within the University community. Peaceful and sportsmanlike behavior is a core value for intercollegiate athletics and for the entire University community. Insuring that peaceful and sportsmanlike behavior occurs is in *everyone's* best interest.

What happened Saturday evening is not just an external community problem but a University problem as well. This is a problem that now requires several constituencies, including central administration, faculty governance, and student government to figure out *together* how to prevent the reoccurrence of what happened in Dinkytown in 2002 and in 2003.

Throughout the ACA's three-year tenure no issue has consumed more of our collective time and energy than the integration of intercollegiate athletics on campus. Despite their accomplishments in the classroom and in their respective arenas of competition, many student-athletes and coaches unfortunately continue to feel as if they are treated as unwelcome outsiders in the University community. The ACA has had and will continue to have discussions about how to enhance the integration of intercollegiate athletics into campus life. All of us should stay focused on working together to accomplish this goal. We condemn what happened Saturday evening in Dinkytown, and we will not allow the actions of a few hooligans to undermine our ability to achieve this goal.

ACA STATEMENT ON
INTEGRATING ACADEMICS AND ATHLETICS
2003

“Intercollegiate athletics fosters positive identification and goodwill for the state and its University among graduates, citizens of the state, and individuals across the country. This good will, public support, and identification help the University serve its varied missions in all its activities.”

Board of Regents Policy on Intercollegiate Athletics

According to the Board of Regents, the Intercollegiate Athletics Program is an integral part of the University. Efforts must be made to break down the barriers that exist between athletics and academics within the University, and to promote an atmosphere of mutual respect and trust. Despite accomplishments in the classroom and in their respective arenas of competition, many student-athletes and coaches often feel as if they are treated as unwelcome outsiders in a University community that should regard them with as much respect as other contributing community members.

The Advisory Committee on Athletics therefore strongly supports the integration of athletic administrators and coaches into the University governance structure so that they are no longer isolated from the broader University community. Efforts also must be made to insure that student-athletes are treated as integral members of the University community, eligible to participate in all its activities and to take full advantage of the opportunities and services that the University can provide to facilitate their development and graduation. Toward this end, the Advisory Committee on Athletics more specifically supports and encourages:

- Coaches and other P&A staff in the Athletics Department, who meet the eligibility criteria, to apply for positions on University-wide committees.
- Appearances by coaches at departmental or collegiate sponsored forums or meetings where issues that are relevant to student-athletes are discussed. This includes meetings of the Twin Cities deans and collegiate orientations for new faculty and department chairs.
- Meetings between coaches and faculty to discuss the particulars of majors or career opportunities with groups of students.
- Recruits to have an opportunity to meet with faculty from colleges/departments where student-athletes hope to enroll.
- Regular informal meetings between faculty, coaches, and other Athletics Department staff, to discuss a variety of issues affecting campus life.
- Broadening the guest coach program.
- Student-athletes to invite faculty members to the student-athlete scholar banquet.

These are some examples of the kind of *positive* contact that should and can take place between coaches, other staff in the Athletics Department, faculty, instructors, and other university staff to enhance a sense of community among all constituencies on campus. On an annual basis, the Advisory Committee on Athletics, in consultation with the Athletics Department and others, should make every effort to expand this set of positive contacts and to carefully monitor the success of all such efforts to promote the integration of athletics and academics at the University.

Approved by the Assembly Steering Committee, October 03

ACADEMIC REPORTING

To assist the Faculty Academic Oversight Committee on Intercollegiate Athletics (FAOCIA) with meeting its duties and responsibilities the Director of Academic Counseling and Student Services - Intercollegiate Athletics shall submit the following reports to the Committee for information and discussion:

Report	Frequency	Comments
Graduation Rate Reports	Annually	Includes rates for the athletics departments
For Tendered Student-athletes		And for each sports team.
College Enrollment	Annually	Includes college enrollment for the athletics Department and for each sports team.
Academic Report	Semester	Includes data by department and sport team. Average credits passed; average semester GPAs; average cumulative GPAs; percentage of student-athletes below a 2.0 and the percentage above a 3.0.
Report on the number of student-athletes who are on probation or suspended for academic reasons.	SEMESTER	

The following confidential information is available to the FAOCIA faculty members.

Report	Comments
Waiver of Policy on Eligibility and Continuation (2.00 Rule)	Includes the academic status of student-athletes who were grant Waiver by FAOCIA its 2.00 Rule Competition.
Grade Reports of student-athletes and team.	Grade reports of team members over time.
Graduation Rate of Tendered Student-athletes by team.	Reports of the graduation rates team members over time.

**THE GLADYS BROOKS AND NORMAN BORLAUG
ACADEMIC PROGRESS AWARD**

The purpose of these awards is to recognize the Women's and Men's Athletic team that has demonstrated the highest level of academic improvement.

CRITERIA:

1. The athletic teams selected must be eligible according to University, Conference, and NCAA regulations.
2. The athletic teams' annual median GPA will be calculated. That score will be compared to the team's prior year median GPA.
3. GPAs will be based on Big Ten "eligibility" standards. GPAs for transfer students prior to participation at the University of Minnesota will not be included in determining the median team GPA.
4. Members of the FAOCIA will review the team GPAs and select a team from the Women's and the Men's athletic teams that has demonstrated the highest level of academic progress and is in good standing within the University.
5. The chair of FAOCIA will announce the teams selected at the first fall semester FAOCIA meeting.
6. The award will consist of a plaque to be placed in the Academic Learning Center in Bierman and a tree (either in front of Bierman or to be planted) with a recognition marker.

The establishment of these awards was approved in the spring of 1997 by the former committee structure.

FAOCIA Graduating Senior Award

This award is given by the Assembly Faculty Academic Oversight Committee on Intercollegiate Athletics (FAOCIA) and recognizes student-athletes who achieve well both scholastically and athletically. The Graduating Senior Award recognizes those student-athletes who have maintained a high scholastic record and are graduating.

Award Criteria:

Qualifying candidates must have completed four years of athletic participation and be able to demonstrate the ability to graduate within five years of the date of initial enrollment.

Recipients must:

1. Be eligible according to University, Big Ten and NCAA regulations.
2. Be a member for a sports season for four years on one or more intercollegiate athletics team.

Exceptions are allowed for:

- Those students who have transferred to the University of Minnesota and have fulfilled the four-year participation requirements with their participation at another school(s).
 - Those students, who because of injury or illness, were not allowed to compete during one competitive season
3. Be in the fourth year of athletic competition and:
 - If in the fourth year of initial enrollment the student must present an approved program for graduation, or
 - In the fifth year of initial enrollment the student must present an approved program for graduation no later than summer school following that fifth year.
 4. Have a minimum GPA of 3.00 for academic work while in college. [Transfer students are eligible for this award but have a cumulative 3.00 GPA from ~~previous~~ all institutions.

GPA will be calculated according to the University of Minnesota procedure for all students.

A tentative list of candidates for this award will be submitted to and approved by the respective coach and athletics director before the list is submitted to the FAOCIA for final approval.

This award is given at the annual scholar-athlete event.

Revised Spring Semester 2002.

Approved by FAOCIA and Assembly Steering Committee spring 2003

POLICY ON CONTACT AND OBTAINING INFORMATION ABOUT A STUDENT-
ATHLETE'S ACADEMIC PROGRESS
FOR
FACULTY, INSTRUCTORS, STAFF AND COACHES

This policy is intended to provide coaches, other staff members in the athletics program, faculty/instructors and staff with the ability to obtain information about a student-athlete's academic progress while avoiding any appearance of improper contact.

The following policy shall be followed:

Coaches and other staff members in the athletics program may work with the athletic academic counselors to obtain information about a student-athlete's academic progress, including their attendance in class.

It is the role of the academic counselor in ACSS to be the contact between the faculty/instructor regarding any issues related to student-athlete academic progress or attendance. This means that coaches and other staff members in the athletics program may not directly contact faculty members or instructors about the academic standing or progress of a student-athlete in a course (either by written, face-to-face contact, or via email or voicemail). It also means that faculty/instructors should not directly contact a coach to obtain information about a student-athlete (either by written, face-to-face contact, or via email or voicemail).

If a coach or other staff member in the athletics program needs information regarding a student-athlete's academic progress:

- The academic counselor in ACSS should be contacted. The academic counselor should initiate any contact with a faculty/instructor/TA/staff regarding academics or class attendance.
- If however, the counselor is unable to obtain the necessary information about a student-athlete, the academic counselor in ACSS should inform the Director of Academic Counseling and Student Services (ACSS). The Director of ACSS will then contact the faculty member/instructor/TA/staff.
- If for any reason the Director is unable to obtain the information, the Athletic Faculty Representative will be asked to intervene on behalf of the Academic Counseling and Student Services Office.
- It will be at the discretion of the faculty representative to determine if additional contact with ACSS and the coach is needed.
- For questions about this policy or implementation of these procedures, contact the Director of Academic Counseling and Student Services (ACSS).

The Director of ACSS will evaluate the contact guidelines at the end of each semester to insure that it is an effective means of monitoring academic standing or progress and report the results to the FAOCIA.

Approved by FAOCIA and Assembly Steering Committee spring 2003

POLICY ON ELIGIBILITY AND CONTINUATION

I. GRADE POINT AVERAGE STANDARDS FOR ELIGIBILITY AND CONTINUATION

- A. In order to be eligible for practice and competition in athletics during the first year, a student-athlete must meet all applicable Big Ten and NCAA rules.
- B. To be eligible for competition in any term following the conclusion of summer school of student's first year, a student-athlete must meet all applicable Big Ten and NCAA rules and maintain a University Of Minnesota cumulative grade point average of no less than 2.00.
- C. If the student-athlete is eligible under Big Ten and NCAA rules on the first day of the term but does not meet the requirement in IB, the student-athlete shall become eligible for competition during the term when the student reaches the 2.00 standard. (For example, an incomplete is completed after the first day of class such that a student-athlete's GPA is now at least a 2.00).
- D. Student-athletes who fail to meet the 2.00 GPA standard for competition will maintain their eligibility for athletic financial aid if they meet the Big Ten Conference standard for receipt of such financial aid.

II. STANDARDS FOR MAINTAINING CREDITS:

- A. All student-athletes must register for a minimum of 26 credits during the regular academic year (fall and spring semester).
- B. Exemptions from the minimum credit rule may be made for extenuating circumstances by the director of Academic Counseling and Student Services in consultation with the athletics director.
- C. Student-athletes must receive approval from the director of Academic Counseling and Student Services prior to withdrawing from a class.
- D. In order to be eligible for competition during any year, a student-athlete must meet all applicable Big Ten and NCAA rules with respect to credit completion and progress towards a degree.

REPORTING:

Each term the director of Academic Counseling and Student Services will provide the Faculty Academic Oversight Committee On Intercollegiate Athletics (FAOCIA) a grade

report which includes the number of student-athletes per team whose Big Ten grade point average falls below the 2.00 standard and an academic plan* for each student-athlete included on that list. In the fall of each year the director of academic counseling will provide the FAOCIA a graduation report detailing the graduation data for each team for the previous six years.

WAIVERS:

The faculty members of the Faculty Academic Oversight Committee On Intercollegiate Athletics, by majority vote upon appeal from the Athletics Director, may waive the provisions of IA, IIB, and/or the 2.00 standard of IB for an individual student-athlete. Waivers may be granted on the basis of improved academic performance and not on the basis of athletic skill.

This policy shall apply to all student-athletes, including transfer students. Calculation of a transfer student's grade point average shall be in accord with normal University practice (e.g., grades earned at the coordinate campuses will continue to be factored into the University of Minnesota GPA).

PROCESS FOR REQUESTING A WAIVER

- The athletics director must make a written request to the chair of FAOCIA to waive the 2.00 standard.
- If warranted, the chair of FAOCIA will schedule a meeting at which the student-athlete and coach will be asked to present the circumstances and any other mitigating circumstances.
- The athletics director, ACSS director and academic counselor should also be present at this meeting.
- After all circumstances have been presented, the voting members of FAOCIA will go into closed session and vote on the request.
- The committee's decision to waive or not waive the request will be communicated in writing to the athletics director, coach, student, academic counselor and the director of ACSS.
- The staff to the committee will communicate in writing, to the registrar's office, the committee's decision.

INDIVIDUAL ACADEMIC PERFORMANCE CONTRACT

The FAOCIA's decision to restore the eligibility to a student-athlete who has fallen below the 2.0 required by the University of Minnesota but is above the 1.8 GPA required by the Big Ten in the second year or 1.9 in the third year, may include an individual academic performance contract. If a contract is warranted, the following steps will be taken:

- The chair of FAOCIA, or the chair's representative, will design an academic performance contract for the student-athlete. A majority of the members of the FAOCIA must review and approve the initial contract. (Subsequent revisions of

the contract may or may not be voted on at the discretion of the FAOCIA members.)

- The chair of FAOCIA will schedule a meeting to review the contract with the student-athlete, coach, academic counselor and athletics director. The contract is to be signed by the student-athlete, coach, academic counselor, athletics director, and chair of FAOCIA.
- The academic performance contract will be specific in listing tasks, deadlines, and methods of reporting efforts and/or progress. While the ultimate responsibility is with the student-athlete, specific monitoring responsibilities may be assigned to the coach, the academic counselors, and others. For example, the student-athlete may be required to meet with the FAOCIA to review progress.
- If deemed necessary, the chair of FAOCIA and/or the faculty representative may consult with present or past faculty of the student-athlete and other academic counselors.
- The chair of FAOCIA shall distribute copies of the contract to the student-athlete, the coach, the academic counselor, the athletics director, and the director of academic counseling. A copy of the contract will be kept on file in the office of the staff of the FAOCIA.

***SEE NEXT PAGE FOR REQUIREMENTS OF ACADEMIC PLANS (THIS IS SEPARATE FROM THE ACADEMIC CONTRACT.)**

The effective date of this regulation is July 1, 1987.

Approved by the FAOCIA fall semester 2001 and 2002; approved by the Assembly Steering Committee, spring, 2003

Semester Academic Plan
Intercollegiate Athletics – University of Minnesota

Student-athlete: _____

Team: _____ Semester: _____ Year: _____

Academic Goals (This section to be completed by the student-athlete):

Give a brief description of any issues that may have contributed to your academic performance last semester:

What are your overall educational objectives at the University of Minnesota?

What changes do you plan to make this semester to improve your grades?

Strategies for academic improvement (This section is to be completed by the student-athlete, head coach, and academic counselor):

Consequences for not meeting strategies (This section is to be completed by the student-athlete, head coach, and academic counselor): Consequences may include such things as limiting practice time, team travel, competition, etc.)

I agree to follow through with the strategies as presented above and to any consequences that may occur because I did not complete the necessary strategies.

Signature of student-athlete: _____

Signature of head coach: _____

Signature of academic counselor: _____

Copies to: ACSS, FAOCIA, Athletic Director, Head Coach, Student-Athlete

**UNIVERSITY OF MINNESOTA POLICY
FOR
FIFTH YEAR AID FOR STUDENTS-ATHLETES
WHO HAVE COMPLETED ATHLETIC ELIGIBILITY**

- I. To be eligible for a grant-in-aid in the fifth 12 month period following the initial date of a student's matriculation at two or four year collegiate institution the student must:
- A. Meet the Conference criteria for fifth year assistance as noted in Rule 15.01.5C:
1. Have exhausted athletic eligibility;
 2. Be CURRENTLY enrolled as a full-time student or the credit level necessary to complete the degree requirements.
 3. Have received certification from the college office that course work is a prerequisite to graduation; and
 4. The grant-in-aid shall be limited to the maximum amount received during the student's preceding full academic year and shall be awarded for the shortest period of time necessary to achieve the baccalaureate degree.
- B. Meets the University of Minnesota criteria for fifth year aid:
1. The student must have earned at least 105 semester credits toward a degree in the preceding 8 semesters; and
 2. Must have maintained a cumulative Big Ten GPA of at least 2.0.
 3. Must have completed the application procedure for U of M fifth year aid by the established deadline.
- II. Student-athletes who signed a contract with a professional sports organization (or who for other reasons become "professionalized" under Conference and NCAA rules) but who are later released from contracts may be awarded financial aid in the fifth or sixth year after matriculation if the following conditions are met:
1. The student-athlete is no longer under contract nor is receiving compensation from a professional sports organization.
 2. The student-athlete does not receive more than five years of aid during the five to six year period.
- III. The Athletics Director will have the discretion to waive the University of Minnesota criteria for fifth year aid, due to mitigating circumstances.

REVISED FALL 2002

Approved by FAOCIA and the Assembly Steering Committee spring 2003

UNIVERSITY OF MINNESOTA POLICY**FOREIGN TOUR (SUMMER MONTHS)**

In order for a student-athlete to be eligible for competition in a foreign tour which takes place during the summer months the student-athlete will need to be eligible for competition for the ensuing academic year. A senior who has exhausted athletic eligibility would need to meet 5th year academic eligibility standards.

REVIEWED FALL 2002

Reviewed and Approved by FAOCIA and the Assembly Steering Committee Spring 2003

**Policy on University Responsibility
To Physically Injured Student-Athletes**

Participation in intercollegiate athletics carries with it the inherent risk of physical injuries. Students participating as athletes assume certain risks that he or she may suffer injuries in connection with intercollegiate athletic activities. When such injuries occur, the University cannot assume indefinite responsibility for continuing medical care that might be subsequently required. Subject to the limitations stated hereinafter, however, the University does choose to accept certain obligations.

I. University Obligations

In addition to any health insurance coverage, when a student-athlete is injured during practice, competition, or University-sponsored travel to or from competition under the Intercollegiate Athletics Department auspices, the University will provide the following assistance to the injured student-athlete as is permissible under NCAA rules.

- A. Athletically-related financial aid an amount no less than what the athlete was receiving at the time of the injury will be continued until the student-athlete receives his or her baccalaureate degree or through the fifth year of college enrollment, whichever comes first.
- B. Approved medical costs associated with the injury will be submitted to the student-athlete's personal insurance policy. Claims in excess of the student-athlete's coverage will be subject to the provisions of the University's Athletic Accident Insurance Policy. The University reserves the right to obtain independent opinions from medical personnel approved by the University about the necessity and reasonableness of any particular treatment of an injury.
- C. Within twelve months of termination from the team or exhausted eligibility, the University will provide medical care for athletically related injuries. Extension of this period will be considered based on the evaluation and recommendation of medical personnel approved by the University. To assure University provided medical care, it is the student-athletes'

responsibility to report athletically related injuries to the athletic department's Sports Medicine staff within a reasonable time of discovery and through the Sports Medicine exit evaluation.

II. Limitations

The foregoing is subject to the following limitations.

A. Any student-athlete who sustains an injury or has a diagnosed illness prior to enrollment at the University must so notify his or her University coach and athletic trainer in writing. Subsequent re-injury or exacerbation of the illness may not entitle the student-athlete to the benefits described in Part I of this policy.

B. If appropriate University medical staff certify that an injured student-athlete has recovered sufficiently to reasonably permit him or her to compete, and that student-athlete nonetheless voluntarily chooses not to participate in athletics, the obligation of the University to provide further medical care for subsequent injuries or illness and athletically related financial aid terminated.

C. All treatment of injuries must be authorized or administered by the University. Any outside treatment obtained by an injured student-athlete without University authorization will not create an entitlement to reimbursement from the University.

D. A student-athlete injured in events or competition not conducted or sanctioned by the Intercollegiate Athletics program of the University is not eligible for continued assistance.

E. No provision of this policy shall be interpreted to conflict with applicable NCAA, WCHA or Big Ten Conference rules and regulations.

III. General Provisions

A. This policy is intended to establish the minimal limits to entitlement. The Athletics Director may, at his or her discretion, extend aid to student-athletes whose coverage by this policy is doubtful or for other reasons they deem appropriate. In no event, however, may athletically related

financial aid of any sort be extended beyond the fifth year of enrollment or a point at which the student receives a baccalaureate degree.

B. Copies of this policy are to be distributed to members of the coaching staff and to student-athletes at times and places, deemed appropriate by the directors of athletics.

REVISED FALL 2002

Approved by ACA/FAOCIA and the
Assembly Steering Committee, Spring 2003

Policy on Review of Grade Changes for Student Athletes

The Faculty Academic Oversight Committee on Intercollegiate Athletes (FAOCIA) will review grade changes for student athletes on a regular basis.

A weekly grade change report will be sorted and sent to the chair of FAOCIA, Director Of Compliance, and the Director of ACSS from the Office of the Registrar.

The FAOCIA Chair and the Director of Academic Counseling and Student Services (ACSS) will review the list for specific concerns or unusual circumstances. The Faculty Athletic Representative responsible for the given team will be notified with the details.

The Faculty Athletic Representative will call a meeting with the student-athlete, the ACSS academic counselor, And The Director of ACSS, to obtain the facts surrounding the grade change request. The faculty representative will notify the athletics director and coach that a meeting is being called.

If the situation warrants it, the Faculty Athletic Representative may also contact the faculty member, and/or relevant parties including the department or college office directly to discuss the circumstances surrounding the grade change request.

The Faculty Athletic Representative will report the results to FAOCIA, who will then decide whether any further action is indicated. For example, further action may involve letters to or meetings with the Vice president for Administration, Collegiate Deans, the Vice Provost for Undergraduate Education, the Athletic Compliance Office, the Director of Athletics, coaches, and the involved student-athlete.

Approved by FAOCIA May 02

Approved by the Assembly Steering Committee, spring 2003

POLICY ON SCHEDULING

Policies having to do with the scheduling of events and practices are province of the Faculty Academic Oversight Committee (FAOCIA) as they directly relate to the academic performance of student athletes.

The following policies and procedures will pertain*:

I. Athletic Events

- A. The schedule of athletic events would include no more than nine class days away from campus, including travel, per student, Monday–Friday during any semester. (See section IV.B)
- B. During the first week of each semester student-athletes may not miss the first class meeting of any course for athletic events, including travel, unless the student-athletes verify to their coach that they have obtained prior approval for their intended absence from the faculty member or instructor. Because the first week of each semester is preceded by a vacation period, it is necessary for the student-athlete to submit to the faculty member or instructor, a written request to hold a place in that class if absence is anticipated.

The Statement of Policy Concerning Absence from Class by Students who Participate in University-Approved Non-Curricular Activities states: The University recognizes the desirability of student participation in various approved non-curricular activities that conflict at times with class attendance. It endorses a policy of reasonable accommodations as described in the policy on makeup examinations for legitimate absences. Specific rules and responsibilities are available in the minutes of the November 11, 1949 Senate meeting and the policy on makeup examinations for legitimate absences passed at the April 19, 2001 Senate meeting.

- C. Home athletic events may not be scheduled before noon on any class day during the regular academic year. (See attached Procedures for Approving Student-Athletes' Participation in Invitationals as Representatives of the University of Minnesota.)
- D. Athletic events, including related travel, may not be scheduled from the beginning of Study Day to the end of Finals Week. Requests for exceptions to this policy must be presented to the FAOCIA before being submitted to the Senate Committee on Educational Policy (SCEP) by the athletic director/designee [see attached SCEP policy]. Athletic events that are part of the logical progression [SEE E.1] to a Conference or NCAA championship are excluded from this prohibition.

- E. In those instances where post-season competitive events occur during Study Day or Finals Week (either of Day School or of Extension Classes), the Senate Committee on Educational Policy will consider them approved (that is, without requiring explicit action on the part of the Committee) subject to the following conditions:
1. The event is in logical progression in the sport leading from in season competition to conference or regional championships and then to national championship competition; [Logical progression shall be defined as qualifying for an event or a series of events based on successful prior competition. Participation in Big Ten, NCAA or WCHA contests shall be deemed logical progression if all teams in that league are eligible to participate in that contest. Class days missed for such events will not be counted toward the regular season permitted maximum]; and
 2. The coach or other staff member in the athletic program can demonstrate to the Director of Academic Counseling and Student Services-Intercollegiate Athletics that satisfactory alternative academic arrangements have been made; and
 3. The event is conducted under the aegis of the NCAA or the appropriate national sport governing body if it is not the NCAA.
- F. Any other post-season competition, such as bowl games or invitational events requires the specific approval of the FAOCIA. However, when these events fall during Study Days or Finals Week, specific approval of SCEP is required before participation may occur.
- G. All competition by varsity teams, or student-athletes on those teams, which is sanctioned or supported financially or otherwise materially by the University, must be approved in advance by FAOCIA in the same manner it approves regular schedules. Such approval includes those instances where competition involves teams or individuals not formally affiliated with the University, and it includes any competition that may occur at times other than during the normal academic year. On those occasions when the Committee will not meet before the proposed competition is to occur, the Chair of the FAOCIA or designee shall poll FAOCIA members [by telephone or e-mail], seeking authority to approve or disapprove University representation in the event.
- H. University-sponsored athletic events (if not previously approved) held during Summer Session must have prior approval of FAOCIA.
- I. All intra-squad events that take place outside of the Twin Cities metro area must be approved in advance by FAOCIA. ("Twin Cities campus" is interpreted to include the Humphrey Metrodome.)
- J. By state law (Minnesota Statutes 1982, Sect. 202A.19), no event may be scheduled by the University that would take place after 6:00 p.m. on the day of a major

political party precinct caucus, unless permission has been granted by the Board of Regents.

*Procedures for obtaining exceptions to policies are found in Section IV.

K. It is the responsibility of the student-athlete and academic advisors to avoid scheduling classes that regularly conflict with scheduled events. Evening classes are discouraged, especially those that meet on evenings prior to or on a scheduled event. It is the responsibility of the academic advisors to monitor evening class time missed, due to approved travel.

K.1. Missed class time for athletic events scheduled away from campus is counted as follows for days on which classes are scheduled Monday through Friday:

a.	Scheduled time of departure from campus	Class Days Missed
	Before 12:00 noon	1 day
	After 12:00 noon - 2:00 p.m.	1/4 day
	After 2:00 p.m.	0 days
b.	Scheduled time of return to campus	
	Before 8:00 A.M.	0
	After 8:00 A.M.	3/4 day

2. Missed class time for home events is counted as follows:

12:00 noon - 2:00 p.m.	1/4 day
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II. Practice

- A. First year and transfer student-athletes must be excused from practice to attend the academic components of University and college Orientation programs.
- B. A student-athlete must be excused from all scheduled practice to attend scheduled classes.
- C. Regular or scheduled practice should not take place on study day. Student-athletes' examination schedules must be considered when scheduling practice during finals week.

III. Reporting

REFER TO SCEP POLICY (attached)

IV. Schedule Approval Process and Exceptions

- A. Proposed competition and travel schedules events and proposed schedule changes shall be submitted by the Athletics Director or designee to the chair of the FAOCIA. The committee will approve a schedule if it meets the policy provisions. If the schedule does not meet policy provisions, the schedule will be brought to the next meeting of FAOCIA, which will determine whether or not to make an exception. Schedules of athletic events will be considered approved following the next regularly scheduled FAOCIA meeting unless they violate the criteria herein stated.**

- B. An academic plan is required for any travel causing a student-athlete to be away from campus for more than nine missed class days per semester. Coaches in collaboration with the student-athlete and the academic counselor shall regularly make academic plans for their team members while on extended trips. An academic plan includes the travel itinerary and provisions for student-athlete study during travel, including appropriate hours for study, access to necessary resources and appropriate time and space for examinations. The academic plan shall be submitted in advance to the FAOCIA for approval. (See section I.A.)**

- C. If a team or individual team member misses more than nine class days during any semester without prior approval, the athletics director or designee must report back to the FAOCIA, with proposed consequences where deemed appropriate. The expectation is that the excess time will be subtracted from the permitted nine days during the corresponding semester of the next academic year. Additional consequences may also be imposed.**

REVISED May 2001

REVISED FALL 2002

Approved by SCEP and Assembly Steering Committee, May 2003

**GUIDELINES AND TIMELINE FOR SUBMITTING COMPETITION AND TRAVEL
SCHEDULES TO THE FACULTY ACADEMIC OVERSIGHT COMMITTEE ON
ATHLETICS (FAOCIA)**

1. Proposed competition, travel schedules and proposed schedule changes are to be submitted by the athletics director or designee to the chair of the FAOCIA.
2. Tentative fall semester schedules need to be approved by the Committee no later than April 15. Tentative spring semester schedules need to be approved no later than October 1.
3. Actual travel schedules and missed class days must be submitted to the chair of the Committee, at minimum, two weeks prior to the start of each semester. For fall semester, August 15 and for spring semester, December 15.
4. The Committee will approve a schedule if it meets the policy provisions. (See Policy on Scheduling). Any scheduling changes that occur during a semester must be submitted to the chair of the FAOCIA with an explanation of why the schedule needed to be changed.
5. Athletic events, including travel, may not be scheduled from the beginning of Study Day to the end of Finals Week. Requests for exceptions may be presented to the Senate Committee on Educational Policy (SCEP) by the athletic director/designee. Athletic events that are part of logical progression to a Conference or NCAA championship are excluded from this prohibition (see Policy on Scheduling).
6. An academic plan is required for any travel causing a student-athlete to be away from campus more than two class day absences per week or more than nine missed class days per semester. The academic plan shall be submitted in advance by the director of academic counseling to the chair of the FAOCIA and requires approval (see attached academic plan for travel report).
7. The athletics director/designee shall provide the FAOCIA with a final report on the actual class days missed within no more than 30 days of the end of the last sport season of that semester, for those teams who miss between 6-9 days.
8. The director of ACSS will provide the FAOCIA with a final report on the actual number of evening classes missed because of approved travel for each sport at the end of each semester.

**Academic Plan for Travel Report
Intercollegiate Athletics - University of Minnesota**

Instructions for Completion:

1. The head coach is to complete and sign the Academic Plan for Travel - Team Report and attach:
 - a schedule of activities during the time away from campus
 - a list of all student-athletes traveling
2. The coaching staff is to work with the student-athletes on the completion of the Academic Plan for Travel - Individual Student-Athlete Reports. It is important that the students complete the reports as completely, accurately, and legibly as possible.
3. When all the forms are completed, the Team Report is to be signed by the head coach and then the academic counselor.
4. The completed forms are to be submitted to the chair of the Faculty Academic Oversight Committee on Intercollegiate Athletics, c/o University Senate, 427 Morrill Hall.
5. Forms are to be submitted no later than 5 school days prior to the start of travel.
6. Accurate and timely completion and submission of the forms is the responsibility of the Athletic Department(s), not Academic Counseling and Student Services.
7. Failure to complete and submit these forms may result in the Faculty Academic Oversight Committee on Intercollegiate Athletics revoking travel approval.

Academic Plan for Travel - Team Report
Intercollegiate Athletics - University of Minnesota

Team: _____ Head Coach: _____

Reason for Travel: _____

Departure from campus date and time: _____

Arrival on campus date and time: _____

Number of athletes traveling: _____ (Attach list of those traveling)

Team BigTen Semester GPA: _____ Team Cumulative GPA: _____

Include a statement indicating study opportunities available to student-athletes and facilities available during those times.

Attach an itinerary of the time away from campus, including all times available for student-athletes to study.

This form is to be completed by the head coach to be submitted with the student-athletes individual plans to the Chair of the Faculty Academic Oversight Committee on Intercollegiate Athletics.

Signature of head coach: _____

Signature of academic counselor: _____

**PROCESS FOR ON MAJOR ATHLETICS SEARCH AND ADVISORY
COMMITTEE MEMBERSHIP**

At least one voting faculty member, other than a faculty athletics representative, from both FAOCIA ACA (to be designated by the Committee's chair) must serve on each search committee or advisory committee for new major appointments in the athletics department.

This provision in no way restricts service by additional Committee members.

Major appointments are defined as the athletics director, associate athletics directors, head coaches, directors of compliance and academics. Faculty, student, staff, and alumni representation is encouraged beyond this, but is not required.

Proposed termination of major appointees (as defined above) will be brought to the attention of the Committee chairs in a timely manner.

The Senate staff to the FAOCIA and ACA should be contacted regarding committee representation on the search or advisory committees.

Revised Fall 2002

Reviewed and approved by the FAOCIA, ACA and the Assembly Steering Committee, Spring 2003

Rule Violations Reporting Policy

1. INTRODUCTION

The University of Minnesota is committed to operating its athletics program in a manner consistent with the letter and the spirit of the National Collegiate Athletic Association (NCAA), Big Ten Conference, Western Collegiate Hockey Association (WCHA) and University rules and regulations.

The University affirms that all athletics department staff members, student-athletes, and university employees are obligated to report any violation or possible violation of which they are aware. An individual may report the alleged, rumored, or suspected violation verbally or in writing, and it may be reported anonymously. Alleged violations may be reported to any or all of the following:

1) Director of Athletics Compliance; 2) Director of Athletics; 3) Faculty Athletics Representatives. The Athletics Compliance Office provides the training and education of coaches, staff and students; the review and modification of athletics department and University operating procedures to ensure compliance with those rules; and prompt institutional response when rule violations do occur.

2. PROCESS FOR REPORTING RULE VIOLATIONS

- A. Information will be forwarded to the Director of Athletics Compliance who will examine the situation and communicate directly with the Athletics Director and the Office of the General Counsel;
- B. All violations will be reported to the athletics governing body (NCAA, BIG TEN, WCHA) with confidential copies to the Athletics Director Faculty Athletics Representatives, Chair of the Faculty Academic Oversight Committee (FAOCIA) and the Advisory Committee on Athletics (ACA), and to the President of the University.

COMMENT: No potential violation is so minor that it will not be examined. In responding to violations such factors as to whether or not the violation is intentional, whether any competitive advantage is gained (e.g., recruiting, competitive, or for the student-athlete involved), whether a student-athlete's eligibility

is affected, and whether the violation is recurring will be considered.

REVISED FALL 2002

Reviewed and approved by ACA and the Assembly Steering Committee
Spring 2003

**STATEMENT FOR REVIEW OF THE
STUDENT-ATHLETE CONDUCT GUIDELINES
AND STUDENT APPEAL PROCESS**

The Guidelines and Student Hearing and Appeal Process are outlined in the Student-Athlete Handbook. The FAOCIA shall review annually the athletics departments' Conduct Guidelines and Appeal Process.

REVISED FALL 2002

Reviewed and approved by the FAOCIA and the Assembly Steering Committee Spring 2003

Student-Athlete Hearings
University of Minnesota Intercollegiate Athletics
NCAA Bylaws 13.1.1.3.1, 14.5.5.2.10, 15.3.2.4

Hearing Procedures

1. Athletic Department decides to take any of the following actions:
 - a. denies request for any other four-year institution to contact the student-athlete about transferring,
 - b. denies permission to use the one-time transfer exception,
 - c. reduces or cancels the student-athlete's athletic scholarship during the period of the award, or
 - d. reduces or does not renew the student-athlete's scholarship for the next academic year.
2. Department issues letter of decision to student-athlete with copies to the head coach, and the Athletic Compliance Office.
3. Student-athlete will be notified in this letter that he/she has two weeks from the date of the letter to appeal the decision to a hearing panel at which time the student-athlete has the right to present pertinent information and offer testimony of witnesses. Such request should be made to the Athletic Compliance Office using the *Hearing Request* form.
4. Upon receipt of a request for a hearing the Athletic Compliance Office will contact one of the following to act as the chair of the committee:
 - a. A representative from the Office of the Vice President & Chief of Staff for permission to contact and one-time transfer hearings, or
 - b. A representative from the Office of Student Financials for reduction or cancellation of aid hearings.
5. The chairperson will then assemble a hearing panel comprised of the following:
 - a. The University Professor that is serving as the respective Faculty Athletics Representative,
 - b. A member of either the Advisory Committee on Athletics or the Faculty Academic Oversight Committee on Intercollegiate Athletics, and
 - c. A representative from the Office of the Vice President & Chief of Staff.
6. The chairperson will attempt to schedule a hearing as soon as the hearing panel can be assembled and all interested parties are available.
7. The hearing will closely resemble the attached order of proceedings.
8. The hearing panel will issue a written decision within two weeks to the student-athlete, his/her parents, the athletic department, the head coach, and the Athletic Compliance Office.
9. The decision of the hearing panel may not be appealed by the student-athlete.

Student-Athlete Hearing Procedures

University of Minnesota Intercollegiate Athletics

NCAA Bylaw 15.3.4.1 and 15.3.5.1

Reduction or cancellation of aid during the term of the award and non-renewal of financial aid

1. Athletics department decides to reduce, cancel, or non-renew a student-athletes financial aid under NCAA Bylaw 15.3.4 or 15.3.5.
2. The Financial Aid Office issues letter of decision to student-athlete with a copy to the head coach, athletics director and the athletics compliance office.
3. Student-athlete will be notified in such a letter that he/she has two weeks from the date of the letter to appeal the decision to a hearing panel at which the student-athlete has the right to present pertinent information and offer testimony of witnesses. Such request should be made to the Athletics Compliance Office.
4. Upon receipt of a request for a hearing, the Athletics Compliance Office will contact the Financial Aid Office which will then appoint a hearing panel and schedule a hearing as soon as the hearing panel can be assembled and all interested parties are available. The hearing panel shall be composed of the following individuals: 1) Representative of the Financial Aid Office (will serve as chair); 2) the respective Faculty Athletics Representative; 3) Member of the ACA, appointed by the chair of ACA or FAOCIA (the senate staff to the ACA should be contacted regarding the membership of the ACA); and 4) Representation from The Office of Campus Life And the President's Office.
5. The hearing will closely resemble the attached order of proceedings
6. The hearing panel will issue a written decision specific to the decision of the athletics department within two weeks to the student-athlete, his/her parents, the athletics department, the head coach, and the Athletics Compliance Office. Any further recommendation/comments from the panel shall be advisory only.
7. The decision of this hearing panel may not be appealed by the student-athlete.

Approved by ACIA May 20, 1999

Approved by the Assembly Steering Committee, spring 2003

Student-Athlete Hearing Procedures
University of Minnesota Intercollegiate Athletics
NCAA Bylaw 13.1.1.3
Denial of Permission to Contact

1. Athletics department decides to deny a request for any other four-year institution to contact the student-athlete about transferring under NCAA Bylaw 13.1.1.3.
2. Athletics Compliance Office issues letter of decision to student-athlete with a copy to the head coach and the athletics director.
3. Student-athlete will be notified in such a letter that he/she has two weeks from the date of the letter to appeal the decision to a hearing panel at which the student-athlete has the right to present pertinent information and offer testimony of witnesses. Such request should be made to the Athletics Compliance Office.
4. Upon receipt of a request for a hearing, the Athletics Compliance Office will contact the President's Office which will then appoint a hearing panel and schedule a hearing as soon as the hearing panel can be assembled and all interested parties available. The hearing panel shall be composed of the following individuals: 1) the respective Faculty Athletics Representative (will serve as chair); 2) Member of the ACA, appointed by the chair of ACA (the senate staff to the ACA should be contacted regarding membership of the ACA); and, 3) Representation from The Office Of Campus Life and the President's Office.
5. The hearing will closely resemble the attached order of proceedings.
6. The hearing panel will issue a written decision specific to the decision of the athletics department within two weeks to the student-athlete, his/her parents, the athletics department, the head coach, and the Athletics Compliance Office. Any further recommendation/comments from the panel shall be advisory only.
7. The decision of this hearing panel may not be appealed by the student-athlete.

REVISED FALL 2002

Approved by ACIA May 20, 1999

SUMMER SCHOOL AND FIFTH-YEAR AID

The faculty academic oversight committee on intercollegiate athletics (FAOCIA) strongly endorses the availability of summer school and fifth-year aid for student-athletes.

SUMMER SCHOOL AID

Although summer school participation can enhance the academic performance and graduation rate of all student-athletes, we believe the institution is obligated to provide summer school aid to those student-athletes whose academic background requires enrollment in developmental courses.

To be eligible for a summer school grant-in-aid the applicant:

- Must meet NCAA and Big Ten conference governing rules.
- Must complete the summer school application procedure by the established deadline.

All requests for summer school aid shall be submitted to and reviewed by the Office of Compliance. The director of compliance will report annually, fall semester, to the FAOCIA on who received summer aid.

FIFTH-YEAR AID

Assuming a student-athlete has used up his or her four years of eligibility in four academic years and would not otherwise be on aid, fifth-year aid should be granted in accord with applicable Big Ten and NCAA rules and could consist of need-based grants-in-aid, employment, a loan, or outright continuation of the grant-in-aid.

Reviewed and approved by ACA, 2003

Approved by the Assembly Steering Committee, spring 2003

**PROCEDURES FOR APPROVING STUDENT-ATHLETES' PARTICIPATION
IN INVITATIONALS AS REPRESENTATIVES OF THE
UNIVERSITY OF MINNESOTA**

This procedure must be followed if class days missed exceeds the nine-day missed class policy.

1. The coach will notify the athletic academic counseling staff as soon as a student-athlete is asked to participate in an "invitational" or other events that will cause the students' absence from class to exceed nine-days.
2. The academic counselor promptly reports to the athletics director in writing, the student's current academic status. The counselor may choose to give a recommendation relative to participation in the event.
3. If the athletics director decides to recommend participation, the director notifies the chair of the FAOCIA.
4. The chair convenes the FAOCIA for review for official approval. If a committee meeting cannot be scheduled in time, the chair will make a determination on behalf of the committee and will report to the FAOCIA on the and his/her determination on behalf of the committee.
5. If approved, the student-athlete writes to each faculty member explaining his/her upcoming absences.
6. The director of compliance will report annually to the FAOCIA on all the requests to participate in athletic events that cause an excess of nine absences.

REVISED FALL 2002

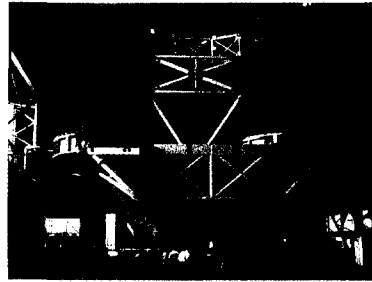
Reviewed and Approved FAOCIA and the Assembly Steering Committee
Spring 2003

Large Binocular Telescope - update sheet

Univ. of Minnesota Astronomy Dept. , Oct. 2003

TELESCOPE

Coupled 8.4m, F 1/1.142 telescopes
Adaptive F/15 secondaries
16 metric tons / primary mirror
Pre-assembly in Italy (pictured right)



EMERALD PEAK (Mt. Graham) ASTRONOMICAL PROPERTIES

Latitude: 32°42.1'

Altitude: 3190 m

Approximate "seeing": <1" (appropriate for adaptive optics)

Low precipitable water vapor, (Clear skies ~2.5mm) infrared sensitive

PARTNER INSTITUTIONS

Arizona (U of A, ASU, NAU) 25%

Italy (Arcetri, Bologna, Roma, Padova, Brera) 25%

Germany (Max-Planck Heidelberg, Munich, Bonn; Potsdam) 25%

Ohio State University 12.5%

Research Corporation (OSU, Notre Dame, **U MN**, UVA) 12.5%

CURRENT STATUS

Contract signed October 2002; first \$1 million payment made

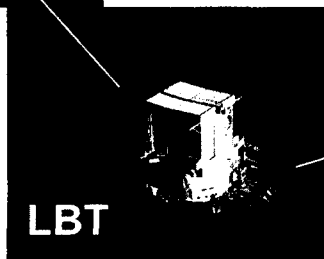
Construction – telescope structure near completion, first primary mirror figured, tested, sent to site. Adaptive optics successful.

Research programs / observations by UM underway for past year

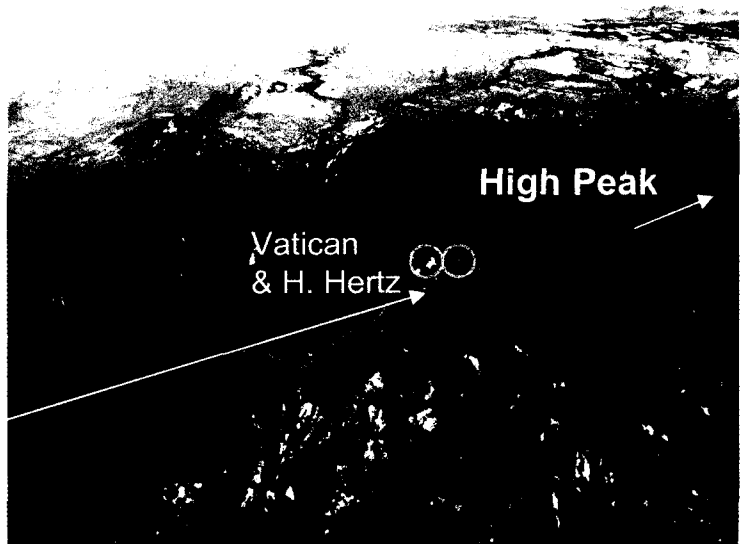
Northern Tribes Initiative – San Carlos Outreach Program

see over and first quarterly report

Ongoing monitoring of Red Squirrel population and habitat



LBT



UM partnership with San Carlos Apache Tribal Council

“... the San Carlos Apache Tribe was committed to addressing a much larger set of societal, economic, and political barriers that had long contributed to the historic marginalization and structural exclusion of the San Carlos Apache People. They asked us for our help, quite directly in fact, in addressing these larger set of structural issues. As Chairwoman Kathy W. Kitcheyan explained ... the Tribe desired a “partnership with the universities that helps us strengthen our own tribal sovereignty, so that we can be involved in all the decisions that affect our lives as Apache People.”

That broadly stated vision of Chairwoman Kitcheyan inspires and directs the principal goals and the purposes of the projects that we have set out to undertake in this proposal.”

**Tri-University Partners (Universities of Arizona, Minnesota and Virginia):
Educational Outreach Plan for the Northern Tribes Initiative – San Carlos
Outreach Program**

The Mt. Graham Coalition (opponents of LBT)

“We do not know whom the Mt. Graham Coalition represents, nor do we know its systems of support or interests. Their efforts have been largely polite, careful, principled and helpful, but neither they nor their materials (printed or web-based) make clear where their interests lie. They are highly skilled at forming and directing public opinion, and simply said, they have taken over the narrative of Mt. Graham.”

Report of the UM Social Concerns Committee, March 2002

Item of New Business

RESOLUTION

Whereas the Faculty Senate represents all of the teaching faculty at the University of Minnesota and

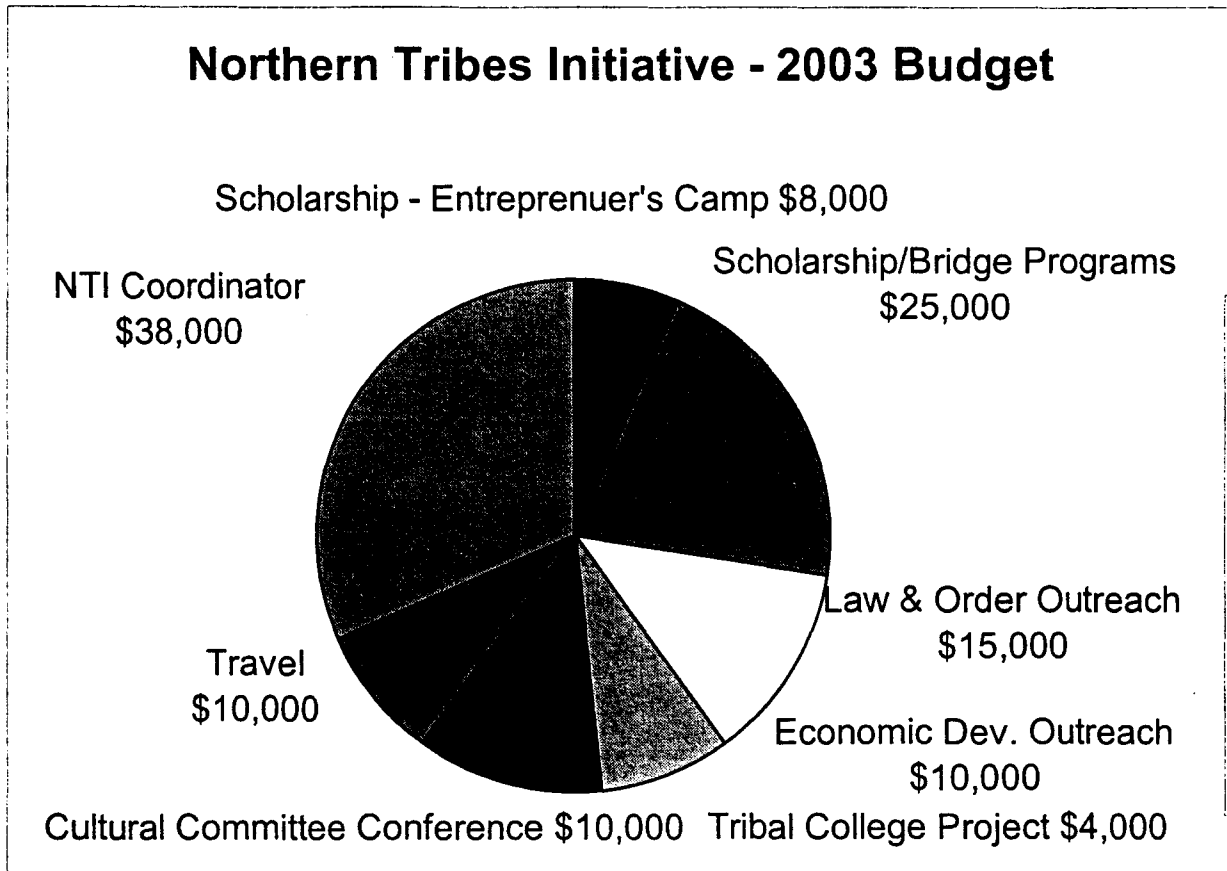
Whereas all teaching faculty depend on the services of our loyal and hard working clerical staff and

Whereas the administration, facing a difficult financial period, has failed to come to agreement with representatives of the clerical staff, precipitating an unprecedented strike and,

Whereas it is unbecoming and contrary to the ideals of a great academic institution to deny its less privileged staff members aid with such fundamentals as adequate health care,

Therefore be it resolved that the Faculty Senate encourages and urges the administration to take a flexible, generous and humane approach to negotiating an early end to the strike, bearing in mind that the employees involved, many of whom have selflessly served the University for decades, are among our least generously compensated.

Northern Tribes Initiative -San Carlos Outreach Program 2003
Quarterly Report – October 1, 2003



The Northern Tribes Initiative (NTI) San Carlos Apache Outreach Program was conceived as a tri-university project involving the University of Arizona, University of Minnesota and the University of Virginia, each contributing \$40,000 per year to support programs and enhance resources for specifically targeted Indian tribal communities in the areas of education, self-government and community and economic development.

The NTI San Carlos Outreach Program was launched on July 1, 2003, with the funding provided by the tri-university partners. This Quarterly Report narrates the activities of the NTI Working Group at the University of Arizona during this period.

An NTI Working Group had been established at the University of Arizona in spring of 2002 to develop a planning and coordination process with tribal officials for the Outreach Program. The initial NTI Working Group was comprised of Richard Powell, Vice-President of Research, Mary Jo Fox, Director of American Indian Studies, Robert Williams, Faculty Co-Chair of the Indigenous Peoples Law and Policy Program, Claudia Nelson, Coordinator of AIS Economic Development, Robert Hershey, Director of the Tribal Law Clinic and Donald Nicholls, Vine Deloria Jr. Fellow at the law college. Members of this Working Group met with representatives of the University of Virginia and University of Minnesota in May 2003 in order to review and discuss the action plan developed in coordination with tribal officials. The plan responded to stated tribal needs in the areas of scholarships/bridge programs for San Carlos High School students, strengthening tribal sovereignty and self-governance, preliminary planning for a tribal community college, and economic and community development initiatives. The tribe's response to the creation of a cultural advisory committee was also discussed at the May meeting.

Following that meeting and the tri-university partners' agreement on a Project action plan, the NTI Working Group immediately set out to begin its work on the following described activities.

Scholarship Fund

The July 1 deadline for the start-up of the Project meant that the Program got a relatively late start in the academic year to begin awarding scholarships to San Carlos students entering college in August. As well, the time lag in processing of the contributions by all the tri-university partners meant that we did not have all of our budgeted funds in hand on July 1 to begin awarding scholarships. Nonetheless, we are happy to report that the Working Group was able to assure that those San Carlos students who had been admitted to the U of A received significant scholarship awards. Three students, Jeremiah Bahlen (freshman), Rochelle Hubble (sophomore) and Talina Marie Ward (Junior), from the San Carlos Apache Tribe were awarded Rupkey Scholarships in the amount of \$1480 each. Jeremiah Bahlen also participated in the university's Newstart Program that helps prepare students for their first year of college work.

The Working Group allocated monies budgeted for the Project's Scholarship Fund for the 2003-2004 academic year to help develop a "pipeline" for Indian students to colleges and universities. After consultation with the tribal manager, Terry Rambler, the Project awarded eleven full-stipend scholarships to San Carlos Apache high school students to attend the 2003 Native Nations Institute Summer Entrepreneur's Camp, held on-campus at the U of A. The eleven scholarship recipients were determined by the eleven Tribal Council representatives of the San Carlos Apache Reservation.

The idea of developing a "pipeline" of San Carlos students through the use of summer bridge programs and other strategies was suggested by Chairwoman Kitcheyan, who herself is an educator and former principal of the San Carlos Apache Reservation high school. The Chairwoman believes that the first step for any successful college scholarship program for her people is to establish on-campus summer bridge programs and the like that allow San Carlos Apache students to expand their exposure to the university environment and also to provide academic and other forms of support and enrichment. The feedback from the San Carlos Apache students who attended the Native Nations Institute's summer entrepreneurs camp at the University of Arizona and tribal officials who have talked with those students has been extraordinarily positive. See Appendix "A," containing the report from Native Nations Institute on the results of the youth camps and a number of letters of appreciation from San Carlos students.

As a part of this ongoing effort to "build the pipeline," the NTI has formed a Working Group sub-committee, comprised of Professor Mary Jo Fox, Claudia Nelson and Jaime Eyrich, a U of A Ph.D. candidate (Indian Education), to develop a program that would offer a menu of summer bridge camps to 25 to 30 Indian students with emphasis on students from the San Carlos Apache Tribe. The camp experience would be coordinated as part of a broader program of academic enrichment and college preparatory support, administered by the NTI Working Group on campus during the summer of 2004.

The NTI Education Team, along with the San Carlos Apache Education Director, identified a number of areas of focus such as math, science, writing, English, American Indian Studies and athletics that should be included as part of the menu of opportunities for this project. The NTI Working Group is looking to incorporate existing summer bridge programs offered at the University of Virginia and University of Minnesota into the menu of programs that would be made available to these Indian students through the award of full-fee stipend scholarships.

Ideas for the menu of summer bridge programs include:

The U of A Native Nations Institute (NNI) Youth Entrepreneurs Camp. NNI offers two camps per summer for 25 Indian students per camp. The camp teaches Native students entrepreneurial skills such as business plan development, marketing, presentation skills, etc. The cost of the camp is about \$600 per student.

MGIO Summer Youth Program. In the summer of 2003, six students were chosen from the San Carlos Apache community of Bylas to work on Mount Graham. The students were paid and worked forty hours per week. The work included hazard tree maintenance and a number of jobs both at the base camp and on the mountain. The Program is in its

ninth year and has had very positive responses from the community. Members of the Apache Tribal Council participate in the selection of student candidates for interviews.

The American Indian Studies Education group is in the process of developing a summer academic camp for Indian students to upgrade their skills in math, science, English and American Indian studies.

The San Carlos Apache Tribe has requested the NTI to support students in the University of Arizona's summer sports camps

The Working Group will work with our University partners to identify summer bridge programs at their schools that can be incorporated into our menu of program offerings. For example, the University of Virginia offers a creative writing summer program for high school students. There are other academic enrichment opportunities available as well for high school students on campus during the summer. One goal of the project is to find as many ways as possible to link with the resources offered by all the partners to enhance the overall outreach initiative to the Tribe.

As a part of this initiative the NTI Education group will visit the San Carlos Apache Reservation with Rebecca Swift, an employee of the University of Arizona and member of the San Carlos Apache Tribe, to help students and parents prepare applications and familiarize them with university support programs such as Newstart and student resource centers.

Law & Constitution Initiatives

The U of A Indigenous Peoples Law and Policy Program (IPLP), under the direction of Professor Robert A. Williams and Professor Robert Hershey, is working closely with the San Carlos Apache Law and Order Committee. The Law and Constitution team has already visited the San Carlos Reservation to assist in the selection process of a new Chief Judge for the Apache Tribal Court in June 2003. The team, consisting of distinguished members of the law faculty and graduate level students, has also met with the SCAT Law and Order Committee to assist the tribe in reviewing tribal resolutions and codes. The process will allow the San Carlos Apache Tribe to eliminate obsolete laws, update new ones, and to check for any inconsistencies or conflict of laws between various codes or laws.

The revision of the tribal Constitution initiative will involve faculty and graduate students through the IPLP Program working closely with the already established San Carlos Apache Constitution Committee. The tribe has been engaged in constitutional reform for a number of years and has produced a series of revisions since 1997. The Tribe has requested the assistance of the Tribal Law Clinic at the University of Arizona to move these revisions beyond the stage of

discussions. The IPLP Program has assembled a legal team to review the process, advise on issues of: membership, separation of powers, executive functions, judicial structure, and other areas and to ultimately bring the constitutional revision to the next phase of public education, a referendum, and submission to the Secretary of the Interior. The NTI team met with the Constitution Committee on August 28, 2003 and is in the process of scheduling a full day session in the near future at the request of the San Carlos Apache Tribe.

The Economic Development Outreach

This is one of the longest standing programs the University has had with the San Carlos Apache. Through the American Indian Studies Program, the University has sent key people to help the San Carlos Apache and other tribes in Arizona with economic development in Indian Country. The projects vary but the expertise to coordinate projects and programs on reservations like San Carlos has remained consistent. Allocations of money into this area will be used to fund a number of key economic outreach or community development initiatives in San Carlos. There have already been four visits to the San Carlos Reservation by this NTI team since the beginning of the new budget year.

Hamp Merrill, a member of the NTI group and economic development advisor for American Indian Studies at the University of Arizona, is currently working on a project that the Chairwoman of the San Carlos Apache Tribal Council calls "*a computer for every child program.*" In a meeting with the San Carlos Tribal Council in March 2003, the two superintendents of the school boards that service the San Carlos Reservation identified a need for computer facilities in the communities. Most of the children are brought to schools that are distant from their actual homes, so when they return back to their communities, there is no resources for them to do research or work on computers. The proposed answer at this meeting of the Tribal Council, school districts superintendents, NTI group and President Likins of the University of Arizona was to try to find funds to create resource centers in communities that Apache children could use after school to do homework and research. Hamp Merrill has currently been able to acquire six computers for this initiative and is consulting with the tribal education board to best place these resources. Ideally, more computers and resources will be secured to provide learning centers in key areas throughout the reservation.

Tribal College Initiative

At the request of Chairwoman Kitcheyan and the San Carlos Tribal Council, the NTI Education Committee met in June 2003 at San Carlos. The Tribal Council wanted to prioritize the establishment of a Tribal College at San Carlos and requested the assistance and expertise of the University of Arizona in its development. Bob Martin, a member of AIS and President of the Tohono O'Odham Tribal College, made a presentation at the time on the costs and process for creating a tribal college. The Tribal Council was impressed by the

detail and answers this presentation provided and requested a tour of the Tohono O'Odham Tribal College.

Cultural Advisory Initiative

The process of developing Cultural Advisory process with the San Carlos Apache Tribe has been on-going since spring of 2003. A number of discussions were held with tribal officials and community members on what a Cultural Advisory process ought to look like. Based on those discussions, the Tribe, through its Chairwoman and Tribal Council was invited by the University to select representatives for a cultural advisory committee that would address the range of issues involved in developing this unique tri-university relationship with the San Carlos Apache: scholarships/bridge programs for San Carlos High School students, strengthening tribal sovereignty and self-governance, preliminary planning for a tribal community college, and economic and community development initiatives. The Working Group is also working closely with tribal officials on developing, as part of this cultural advisory committee's functions, a process for meaningful consultation between the Tribe and the tri-university partners, focused on protecting the spiritual and cultural values of the Tribe particularly with respect to the Mt. Graham International Observatory. We have discussed with tribal officials the idea of organizing an Apache cultural conference, site to be determined, that would initiate this process through a series of workshop groups and discussion, led by tribal members and others with knowledge and expertise on a variety of interdisciplinary topics that would include Apache history, culture and beliefs, and other issues of relevance to the charge of the cultural advisory committee.

Travel/Incidental Expenses

The final budget allocation deals specifically with money that is expended by members of the NTI teams to travel to and from the San Carlos Apache Reservation and to deal with incidental expenses that may come up during the budget year. One such incidental expense is the framing of the San Carlos Apache pictures that the Vice-President of Research Dick Powell reproduced as a part of a repatriation request from members of the San Carlos Apache Tribal Council. There have already been six trips to the San Carlos Reservation and the budget estimates are based on an average of a trip per week made by at least one member of the NTI Working Group.

Budget Allocations
for Period Starting July 1,2003 to June 30,2004

NTI Contributions:

University of Minnesota	\$40,000
University of Virginia	\$40,000
University of Arizona	<u>\$40,000</u>
Total Budget	\$120,000

Projected Expenses:	Total
	\$120,000
NTI Coordinator \$38,000	\$82,000
Scholarship –Udall \$ 8,000	
Center Camp	\$74,000
Scholarship – Bridge \$25,000	
Programs	\$49,000
Law & Constitution \$15,000	
Initiative	\$34,000
Economic Dev. \$10,000	
Outreach	\$24,000
Tribal College \$4,000	
Initiative	\$20,000
Cultural Advisory \$10,000	
Conference	\$10,000
Travel/Incidental \$10,000	
Expenses	\$0

October 20, 2003

Department of American Indian Studies
Room 2 Scott Hall, 72 Pleasant Ave SE
University of Minnesota
Minneapolis, MN 55455
Phone: (612) -624-1338

Dear Members of the Faculty Senate:

We are writing this letter in support of the Senate Social Concerns Committee's resolution opposing the University of Minnesota's involvement in a telescope project on Mount Graham.

The majority of faculty and staff in the Department of American Indian Studies stand opposed to the university's decision to participate in the Mount Graham telescope project. We expressed our opposition in a letter sent to the university's former President, Mark Yudof, on March 15, 2002, but we never received a reply until after the university reached its decision. In fact, we received the same form letter sent to other people on and off campus opposing the project. Importantly, we have never been consulted on this matter by any official deliberative body of the university.

There are two ethical issues that we wish to address here. The first revolves around the religious rights of the Apache people in Arizona. The second pertains to the ethics of a process by which a duly constituted body of this university community was not afforded an official and meaningful public forum in which to communicate their concerns on a matter of profound concern.

In the eyes of the San Carlos and White Mountain Apache people, the Mount Graham telescope project contributes to the further desecration of a site that has been sacred to them for centuries. This site is believed to hold the spiritual forces necessary for the well-being of the Apache peoples. It is, in their epistemology, a conscious living presence understood as a healer, protector, and teacher. Mt. Graham to Apaches is as sacred as the Vatican is to Catholics, the Salt Lake Temple to Mormons, the Wailing Wall to Jews, and Mecca to Muslims.

It is a moral outrage when any group, knowingly, desecrates a religious site (or participates in a process that leads to this result) and/or obstructs a people's ability to practice freely their religion in culturally appropriate ways. We decry all instances where churches, temples, synagogues, and mosques are defaced, and we object to anyone who directly or indirectly condones such practices even in the name of science. We ask on what grounds does the university defend its right to participate in a process that adversely affects a central religious site of an American Indian nation? In the absence of any publicly defensible rationale, we can only conclude the University of Minnesota is not taking the Apache people's religion seriously. So far, the University has

not spelled out the grounds on which it is exempting the Apaches from considerations that it would not likely apply in arguments for the use of sites important in other religions. As a consequence, the University's decision appears to represent a form of discrimination by which rules and standards are being applied on the basis of a group's race, ethnicity, and religious practice.

From our perspective, this is not a matter of religion against science. Apache ways of knowing the world also include processes of empirical observation that stand at the foundation of Western science. The difference as in all other comparisons of science and religion is that the two ultimately rest on fundamentally different ontological premises. No one, we hope, at this university would argue that any scientist on this campus cannot have a religion, nor would we hope that any one would advance the proposition that the Apache or for that matter any other American Indian people who practice their traditional religion, cannot be scientists. This is not the issue, and quite frankly, we find it objectionable when we hear that some of our colleagues are casting the argument in this light. One result is that some of the remarks of the University's central administrators and Regents have been interpreted and construed by the Apaches and the local Minnesota Indian community as culturally insensitive and arrogant. When, for example, the Vice-President of External Affairs states, as reported in the Star Tribune that the university is moving ahead with the telescope project because it supports "research and intellectual curiosity," we must ask whose curiosity is being privileged here? When a regent tells the Apaches, as reported in the St. Paul Pioneer Press, that they too can "learn about the heavens" if only they allow themselves to participate in the university's astrophysical endeavors, the implication [that the Apache view is "invalid" or "primitive"] is condescending and disrespectful. What does this suggest or imply about the University's impression of the ways Apaches reach an understanding of the universe?

In the development of the Mount Graham telescope site, the University of Arizona was exempted, through a midnight rider attached to a larger piece of pro-environmental legislation, from all U.S. laws intended to protect tribal religious practice and traditional cultural properties. We find it troubling that the stewards of the University of Minnesota would use this cover as protection to engage in actions that evade the spirit of laws aimed at protecting the traditional religious beliefs and practices of American Indians and that undermine the free exercise clause of the First Amendment. We also object to the University's efforts to pit itself against the legal rights and sovereign interests of several American Indian nations whose duly elected officials have passed several resolutions condemning the telescope project.

Further, we oppose the reasoning that since the structure for holding the still uncompleted telescope has been constructed and the damage already inflicted on the site, the University of Minnesota bears no responsibility and should not be held accountable for any desecration at this site. If any institution is to be blamed, it is the University of Arizona and the affiliated research corporation that owns the project. It is at their door not ours that objections to the project need to be placed. Whatever the legal merits of this argument might be, it is truly troubling on ethical grounds as

outlined above. Our position is that the university must acknowledge its responsibility for the direct or indirect harm or damage its actions inflict or incur.

Faculty on this campus who engage in research involving human subjects are required by policy and law to have their research proposals and methods evaluated by the Institutional Review Board in order to ensure that no harm comes to the subjects and that no confidentiality is breached. In most disciplines and professions that deal with the human condition, there are also codes of conduct that prohibit practices bringing harm to human subjects. Scholars and researchers who violate these policies and codes are subject to censure. Indeed, what is happening to the Apaches as a result of the telescope project on Mount Graham would constitute a serious ethical violation in many of the professions and disciplines represented at this university. In this light, we ask how the University of Minnesota can hold some segments of its faculty to rigid ethical standards and exempt others whose research impacts individuals and communities in potentially damaging ways? Surely, university policy should make all research subject to the same set of standards.

Another argument used to justify the Mount Graham decision is that the Apache people will receive jobs, scholarships, and other concessions in return for the university's participation in the telescope project. We object to the idea that generosity may exist when a community does not want what is offered or when, to our knowledge, no duly elected representative of any of the Apache tribal nation in Arizona has ever agreed to accept a gratuity from the University or even agreed to negotiate on its behalf. Nor has any Apache leader entered into the kind of extensive consultations that might lead to some sort of trilateral agreement between Arizona, Minnesota, and any of the Apache tribes in Arizona. The idea that our institution has a right to "give" Apaches access to their sacred mountain, where they have practiced their religion for at least six centuries, and that we are "offering them something they never had before," in Regent Frank Berman's words on October 11, indicates that our stewards not only lack a knowledge and appreciation of tribal sovereignty, but they have little understanding and even less respect for Apache Indian history and culture. Otherwise, they would never put such offers and conditional "agreements" on the table in the way they have. As members of the American Indian Studies Department have maintained from the beginning, and as we would have explained to the university's central administration if we had been asked, American Indian traditionalists cannot and will not discard or disrespect their strongly held religious beliefs with offers of scholarships, jobs, and other gratuities.

The crux of the matter is that astronomers at the University of Minnesota want to use a telescope that is being built on land sacred to the Apaches of Arizona. The Apaches will never consent to this invasion, and they will continue to fight and struggle for their mountain as long as it takes to make it whole again. The University cannot change this, so it is insincere to claim that we are proffering something for which there are no takers. By its actions and decisions, the University is investing in a project that brings harm to people on psychological, social, and spiritual grounds. It is participating in an endeavor that also materially harms the Apache people by changing the ecological character of a mountain they have depended on over countless generations for traditional food and medicine. This mountain is also home to eighteen endangered species that are now

threatened by the construction, maintenance, and use of telescope facilities. In fact, there are a whole series of environmental concerns that we haven't even addressed here. We might mention as well that the building of this telescope and the others being proposed for this site are opposed by numerous national and international organizations, including, among others, the National Congress of American Indians, the Sierra Club, the Audubon Society, the National Council of Churches, and the United Nations Human Rights Committee. It is little wonder, then, that a number of prestigious institutions in the United States have refused to participate in this telescope project on ethical grounds, including Michigan State University, Harvard, and the Smithsonian Institution.

There is also another ethical issue at stake: the responsibility the university bears to insure that gifts, contracts, and grants serving one of its units do not deliberately damage the vitality and promise of another. The stature and integrity of the American Indian Studies Department at the University of Minnesota have been damaged by the Mount Graham decision, and the department will be harmed even more if the university remains committed to the telescope project. We find it extremely disturbing that the administration, knowing the department's concerns about the potential damages their decision might inflict on the reputation and credibility of our unit, never bothered to consult us, much less prepare us, for what it should have known we would have to face in the event the telescope project was approved. We were never given the courtesy of a meeting with Central Administration officials.

The department has already felt the reverberations of the decision in very direct ways, and we know that they will most likely continue for some time to come because the University of Minnesota's decision has struck a very raw nerve in Indian Country. It has threatened something American Indian people everywhere respect and hold dear -- the sanctity of their sacred sites. The following represents only a partial list of the consequences that we see unfolding as a result of the decision on the telescope project.

- This decision has seriously diminished our credibility in local Indian communities and undermines the positive and hard efforts we have made to bring about meaningful collaborations throughout the region. It will take years to rebuild some of the trust we gained and that has now been jeopardized. After all, highly influential local community people were witnesses to what unfolded here at the university on the 10th and 11th of October 2002. And if they were not here, they heard and read about it in The Circle, Indian Country Today, and News from Indian Country.
- Many of our students have expressed deep shame, since they have been implicated in this process as members of the University of Minnesota. Some students present at the Regents' meeting last year wept in disbelief at what they witnessed and at the patronizing and culturally insensitive remarks they endured. These include some of our best and brightest students. As an institution, we agonize over why we cannot attract and retain American Indians and other students and faculty of color in science programs. But this should not be

surprising when we are perceived by many as expressing disdain and contempt for the intellectual traditions of American Indian communities.

- In this light, we must ask what does the Mount Graham decision mean for our ability to recruit and retain some of the best and brightest American Indian students at a graduate and undergraduate level? Will parents want to send their children to a school that disregards their values, and will students want to come to an institution that dismisses and trivializes their beliefs? These considerations may also impact the University's ability to attract and retain talented American Indian staff and faculty.
- We are anxious about the repercussions on our status among fellow CIC institutions and in academic circles nationwide. Until the Regents' decision, we were able to promote our program and our institution as the finest in the Big Ten and the Midwest. We now go forward in a context in which Michigan State University, which also has a fine American Indian Studies Program, now stands on the moral high ground because of their institution's rejection of the telescope project. Further censure may put us in the category of the University of Illinois whose commitment to a demeaning mascot, "Chief Illini," has resulted in great difficulty in recruiting American Indian students and faculty. The offense of U of I, while serious, pales in comparison from an American Indian viewpoint to an institution that knowingly participates in a project that desecrates a sacred site.
- Our friends, Ron and Judy Libertus, who have so generously donated endowments to the department are now deeply concerned about the implications of what the telescope decision means for their gifts. We can only imagine what this now means for on-going and future capital campaigns on our behalf. Some of the well-endowed tribes in Minnesota, from whom the department might have been able to secure sizeable gifts to support some of our programs, may not donate funds to an institution that stands opposed to and insults some of the cultural precepts they value. Similarly, some of our most successful American Indian alumni are going to be ambivalent about giving to this institution. This raises another concern: how will the telescope decision impact the department's ability to seek funds from private foundations that can easily invest their monies in other universities with impeccable ethical standards.
- We are also concerned about what the decision means for future stands this university will take on ethical issues that are especially important to the tribes of this state and region. We fear that if the university does not adopt higher ethical standards concerning the impacts of non-human research on the communities it serves, it will be perceived as hostile to American Indian people and their interests.
- Above all, we are profoundly saddened by the visible pain and suffering our institution has inflicted on the Apache people, not only because of the decision itself but as much by the disrespectful process by which the decision was reached.

We are heartened by the Social Concerns Committee's resolution, and we appeal to the Senate to support it in order to return a measure of dignity and honor to an institution we have been proud of. We encourage the university to reevaluate its hasty decision on the telescope project and to do so in a way that brings openness and dignity to a deliberative process that not only affects the Department of American Indian Studies but the entire university community.

Sincerely,

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Cc: Robert Bruininks, President, University of Minnesota
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