

**MEETING OF THE STUDENT SENATE**

**THURSDAY, MARCH 5, 2009**

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

**Studio C, Rarig Center--Twin Cities Campus  
105 Kiehle Hall--Crookston Campus  
173 Kirby Plaza--Duluth Campus  
7 Humanities and Fine Arts--Morris Campus**

This is a meeting of the Student Senate. There are 48 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. STUDENT SENATE NOMINATING SUBCOMMITTEE**

**Approval of Appointed Senators**

**Action**

**(2 minutes)**

**MOTION:**

That the Student Senate approve the appointment of the following Twin Cities student senators:

Kathryn Holahan – College of Liberal Arts

Kisa Pearson – College of Liberal Arts

Kenny Smith – College of Liberal Arts

Chelsea Stein - College of Food, Agricultural, and Natural Resource Sciences

**2. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS**

**Information**

Resolution on a Tuition Cap

Approved by the: Student Senate December 4, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

Resolution on a Twin Cities Campus Smoking Ban

Approved by the: Student Senate February 4, 2009

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

**3. LEGISLATIVE FORECAST AND BIENNIAL BUDGET REQUEST**

**Discussion**

**(30 minutes)**

**4. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS UPDATE**

**(5 minutes)**

**5. STUDENT SENATE/ STUDENT SENATE**

**CONSULTATIVE COMMITTEE CHAIR REPORT**  
(5 minutes)

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

**7. STUDENT SENATE STIPENDS**  
**Action**  
(5 minutes)

**FOR INFORMATION:**

The Student Consultative Committee, less its stipend-receiving members, shall review the performance of duties of all stipend-receiving members and vote on the approval, reduction, or withholding of the portion of their stipends allocated for spring semester. A two-thirds affirmative vote by the Student Consultative Committee is required for modification of stipend disbursement.

The Student Consultative Committee recommendation shall be presented to the Student Senate for approval at or before the Student Senate's last regular meeting of spring semester. Stipend receiving persons have a right to answer questions about or speak regarding the Student Consultative Committee's findings at this meeting if they so chose. A two-thirds vote of the Student Senate is required to modify the Student Consultative Committee recommendation.

**MOTION:**

The Student Senate Stipend Review Committee has reviewed the performance of the following stipend-receiving students: Ryan Kennedy, SSCC/Student Senate Chair; and, Marshall Johnson, SSCC/Student Senate Vice Chair. The recommendation from the committee is that:

- Ryan Kennedy receive \$500.00 of the \$500.00 spring semester portion of his stipend
- Marshall Johnson receive \$250.00 of the \$250.00 spring semester portion of her stipend

**COMMENT:**

The Review Committee felt that both students fulfilled the duties associated with their positions and therefore should receive the full spring semester portion of their respective stipends.

**ALICIA SMITH, CHAIR**  
**STUDENT SENATE STIPEND REVIEW COMMITTEE**

**8. RESOLUTION ON TRANSPARENCY**  
**FOR THE UNIVERSITY OF MINNESOTA LEADERSHIP**

**Action**  
(10 minutes)

**Resolution on Transparency for the University of Minnesota Leadership**

**Whereas** during these difficult economic times the University of Minnesota is going to have to make difficult decisions to accommodate budget restrictions, and

**Whereas** the announcement regarding the dissolution of the Graduate School at the University of Minnesota occurred in a manner with little transparency or discussion with faculty, students, and staff, and

**Whereas** large changes to structure without transparency and discussion leads to mistrust in the administration, decreased morale, and greater possibility for inefficient changes to occur;

**Therefore be it resolved that** the University of Minnesota leadership take renewed diligence to consult with faculty, students, and staff regarding substantial changes to the University of Minnesota's graduate, professional, and undergraduate programs and services,

**Be it further resolved that** the administration release a report detailing the University's financial goals and the ways that restructuring processes will meet and exceed those goals.

Authored by: Peter Gloviczki, Geoff Hart, Boyd Cothran and Kristi Kremers

**JOAO BOAVIDA, SENATOR**

## **9. RESOLUTION ON OPPORTUNITY MINNESOTA**

**Action  
(10 minutes)**

### **Resolution on Opportunity Minnesota**

**Whereas**, it is important for University of Minnesota students at all campuses to come together and work collectively on legislation that benefits all students; and

**Whereas**, the Minnesota State University Student Association and the Minnesota State College Student Association are already supporting this legislation; and

**Whereas**, two-thirds of Minnesota students graduate with debt, and that debt averages \$21,000<sup>1</sup>; and

**Whereas**, by offering a tax credit for college loan repayments, "Opportunity Minnesota" allows college graduates to contribute more to the state's economy earlier in their post-college lives; therefore be it

**RESOLVED** that the University of Minnesota Student Senate endorses the "Opportunity Minnesota" legislation.

#### **FOR INFORMATION:**

##### What is the problem?

Increasing tuition costs, combined with a struggling economy, have left more and more students with a rising amount of debt when they graduate from college. As of 2006, over two-thirds of seniors graduating from Minnesota's public universities have student loan debt, with that debt averaging \$21,000.<sup>1</sup> Our state's economic growth is slowing and unemployment rates are rising, creating fewer jobs that have the ability to revitalize our economy.

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<sup>1</sup> Minnesota Measures 2008, Minnesota Office of Higher Education

What is the solution?

Decreasing student debt relieves an unnecessary burden on Minnesota's youth and their families. By finding a comprehensive solution that can lower debt for graduating college seniors, jumpstart our state's economy, and help insulate Minnesota's economy from national recessions in the future, we can take great steps towards turning recent trends around.

What is Opportunity Minnesota?

Opportunity Minnesota is an innovative piece of legislation based off of a bill that passed Maine's legislature overwhelmingly in 2007. It relieves student loan debts for Minnesota residents that have graduated from a Minnesota higher education institution and continue to work in the state following graduation. This is designed to remove a large barrier that prevents many Minnesotans from attending college and also retains a strong work force for the state.

How can we pay for it?

Starting the program will require some upfront costs that can be paid for through a variety of methods: the state's higher education budget, alternative revenue sources, the nonprofit community, and others. After just a few years after the implementation of Opportunity Minnesota, the economic benefits of the program will outweigh the costs to operate it. At this point, the state could choose to start paying for the program or examine alternative funding sources that could continue the program.

**RYAN KENNEDY, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**10. OLD BUSINESS**

**11. NEW BUSINESS**

**12. ADJOURNMENT**

**CONSECUTIVE MEETINGS OF:**

**THE UNIVERSITY SENATE  
THE FACULTY SENATE**

**THURSDAY, MARCH 5, 2009**

**2:30 - 4:00 P.M.**

**Coffman Theatre--Twin Cities Campus  
220 Dowell Hall--Crookston Campus  
Kirby Rafters Room--Duluth Campus  
Science Auditorium--Morris Campus  
Room 424--Rochester**

This is a consecutive meeting of the University Senate and Faculty Senate. There are 261 voting members of the University Senate and 166 voting members of the Faculty 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. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS  
Information**

**Faculty Senate**

Amendment to the Policy and Protocol on the Student Rating and Peer Evaluation of Instruction

Approved by the: Faculty Senate December 4, 2008  
Approved by the: Administration February 20, 2009  
Approved by the: Board of Regents – no action required

Statement on University Responsibility to Researchers

Approved by the: Faculty Senate December 4, 2008  
Approved by the: Administration - See comment\*  
Approved by the: Board of Regents – no action required

\*The President supports the underlying principle of this policy statement, and is asking Vice President for Human Resources Carol Carrier to consider ways to incorporate the principle in the current comprehensive review process of administrative policies.

Border Searches of Electronic Materials

Approved by the: Faculty Senate February 5, 2009  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

**2. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY**

**FACULTY/ACADEMIC PROFESSIONALS/STAFF**

C. Edward Bowers  
Professor  
Civil and Mineral Engineering  
1919 – 2008

Dennis L. Nelson  
Professor  
Economics – University of Minnesota Duluth  
1929 – 2009

Sharon L. Wikstrom  
Assistant Director  
Development  
1939 – 2009

Donald H. Yardley  
Professor  
Civil Engineering  
1917 – 2009

### **STUDENTS**

Karin C. Murphy  
Carlson School of Management

### **3. STUDENT ACADEMIC INTEGRITY COMMITTEE Scholastic Dishonesty Reporting Process for Twin Cities Graduate Students Information for the Twin Cities Delegation**

#### **Purpose:**

The purpose of this document is to provide a recommendation to the Office for Student Conduct and Academic Integrity (OSCAI) on a structure for communication with instructors and program administrators about instances of scholastic dishonesty by students in the Graduate School<sup>1</sup> (but not professional students) on the Twin Cities campus. It is hoped that by taking advantage of the existing structure of the academic programs it will be possible to remove some of the barriers to instructor reporting that may exist with the current method, and allow the Directors of Graduate Studies (DGS) to provide guidance. In addition this process will provide notice to program directors and colleges. This structure should also prove valuable for general communications from OSCAI to instructors and places the Directors of Graduate Studies (DGS) in a position to facilitate this process.

#### **Scope:**

This document covers graduate students in all levels of courses. Undergraduate and professional students will be covered separately.

#### **Recommendation:**

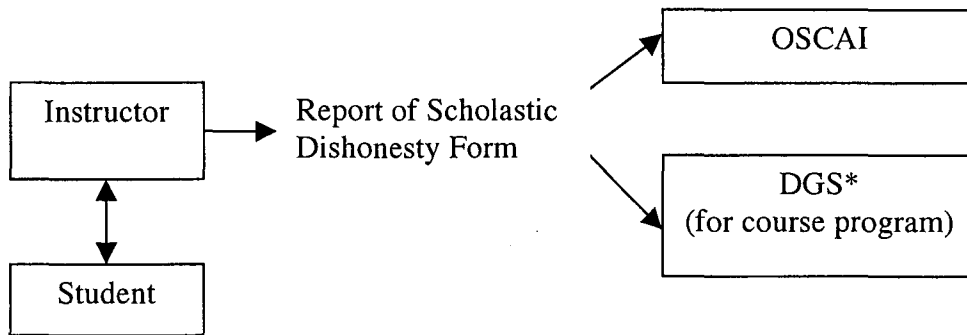
There are two parts to the communication in the reporting process: 1. The instructor reporting the incident and, 2. The OSCAI notification.

#### **1. Instructor Reporting**

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<sup>1</sup> This recommendation will have to be revised to reflect the new graduate program structure after the Graduate School replacement restructuring is complete.

The following diagram summarizes the reporting process.



\* or equivalent person for graduate programs.

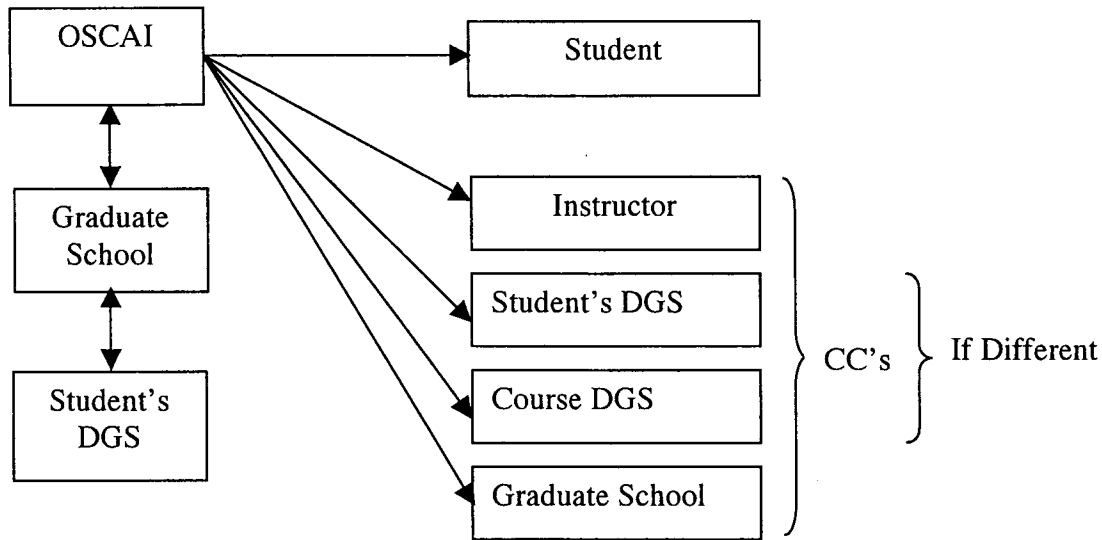
This process goes as follows: The instructor informs the student that there is a problem and discusses with the student what the resolution to the problem will be (for example, F on the assignment, F in the course, etc.) The instructor can use the DGS for the program that is offering the course as a resource in this process. A Report of Scholastic Dishonesty Form (see below) is filled out. The instructor is asked to indicate that the student has been informed. The instructor then files this form with the DGS for the program that offers the course and OSCAI. This completes the reporting process.

Because the DGS of the unit that offered the course is notified of the incident, there is also the opportunity to identify patterns of misunderstanding in course expectations and proactively address them with syllabus information and guidance to students, for example.

Role of the course DGS (as opposed to the DGS of the student's program, who becomes involved in step 2 below) in this process is to provide information about the process to the instructor and the student. *The course DGS is not a decision maker or part of the appeals process.* Determination of penalties resides solely with the instructor and the appeals process.

## 2. OSCAI Notification

After an incident is reported to OSCAI they determine if any further response is warranted (in the case of repeated or egregious instances) and consult with the Graduate School and DGS of the student's program to determine if that program wishes to impose any other sanctions on the student. In any case, OSCAI sends a letter to the student indicating that they have received a report of the incident. Copies of the letter are sent to the instructor and the DGS for the program in which the student is enrolled and which offered the course, if different, and the Graduate School. The following diagram summarizes the notification process:



This notification process is also used to announce the results of a hearing by the Campus Committee on Student Behavior (CCSB), should it be required.

Report of Scholastic Dishonesty Form Content Recommendation

This form should include the following:

- Instructor and class identification
- Student identification
- Nature of the incident (instructions to include copies of any relevant work, etc.)
- Instructors response to the incident (F on paper, F in course, etc)
- Place to indicate that the student was informed.
- Place to indicate that the course DGS was informed.
- Source of information for student appeals process
- Instructions for filing the form

OSCAI Educational Communications

OSCAI needs to provide information about implementation of this process and about other issues related to academic integrity from time to time to instructors. This should be carried out by OSCAI informing the program DGS (with copies to the Dean of the Graduate School and Deans of colleges with graduate programs) and then letting the DGS communicate with the instructors in their program. This will keep the DGS aware of the process and allow the DGS to answer questions and inform new faculty of the process.

Approved January 28, 2009

**TOM SHIELD, CHAIR**  
**STUDENT ACADEMIC INTEGRITY COMMITTEE**

**4. STUDENT ACADEMIC INTEGRITY COMMITTEE**  
**Scholastic Dishonesty Reporting Process for Twin Cities Students**  
**for Non-Course related Academic Activities**



## Information for the Twin Cities Delegation

### Purpose:

The purpose of this document is to provide a recommendation to The Office for Student Conduct and Academic Integrity (OSCAI) on a structure for communication with faculty and program administrators about instances of scholastic dishonesty by students in academic activities that are not related to a specific course on the Twin Cities campus. These activities include exams (written preliminary, etc.), theses and other academic work that is connected to their program, but not a specific course.

### Scope:

This document covers students at all levels on the Twin Cities Campuses.

### Recommendation:

There are two parts to the communication in the reporting process: 1. The person reporting the incident to OSCAI and 2. The OSCAI notification.

#### 1. Reporting

This will vary depending on the circumstances of the incident, but all incidents are to be reported to the OSCAI. The OSCAI office will provide a form on their web site for this purpose.

#### 2. OSCAI Notification

The OSCAI notification process will follow either the undergraduate or graduate notification process depending on the level of the student's program. See these documents for details.

#### Report of General Scholastic Dishonesty Form Content Recommendation

This form will have to be much more general than the course related forms and thus it will be left to the OSCAI to design this form based on their experience with these types of cases.

Approved January 28, 2009

**TOM SHIELD, CHAIR  
STUDENT ACADEMIC INTEGRITY COMMITTEE**

### **5. INTRODUCTIONS**

**Dean James Parente, College of Liberal Arts  
(5 minutes)**

### **6. SENATE CONSULTATIVE COMMITTEE REPORT**

**(3 minutes)**

### **7. MINUTES FOR FEBRUARY 5, 2009**

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

### **MOTION:**

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

<http://www1.umn.edu/usenate/usen/090205sen.html>

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE**

**8. UNIVERSITY SENATE OLD BUSINESS**

**9. UNIVERSITY SENATE NEW BUSINESS**

**10. UNIVERSITY SENATE RECESS**

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**ITEMS 11. THROUGH 16. ARE FACULTY SENATE BUSINESS ONLY.**

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## MEETING OF THE FACULTY SENATE

### 11. FACULTY CONSULTATIVE COMMITTEE REPORT (5 minutes)

### 12. FACULTY LEGISLATIVE LIAISON UPDATE (5 minutes)

### 13. FACULTY AFFAIRS COMMITTEE FINANCE AND PLANNING COMMITTEE Health Care Savings Plan Action by Faculty Members Only (10 minutes)

#### MOTION:

That the Faculty Senate advises the President that it revises its motion of May 1, 2008, which read as follows:

"The Faculty Senate recommends to the President that the University adopt a Health Care Savings Plan for the faculty that uses the 0.5% of the 2.5% faculty contribution to the Faculty Retirement Plan. If there are questions about the details of the plan, the administration will consult with the appropriate Faculty Senate committees and the Faculty Senate."

To now read:

The Faculty Senate recommends to the President that the University redirect 2.0 percentage points of the 13% points the University currently contributes to the individual's Faculty Retirement Plan to the individual's Health Care Savings Plan.

Approved unanimously January 27, 2009, by the faculty members of the Faculty Affairs Committee and the faculty members of the Finance and Planning Committee at the Faculty Affairs Committee meeting

Endorsed unanimously January 29, 2009, by the Faculty Consultative Committee

#### COMMENT:

At the urging of a number of constituents, the Senate Committee on Faculty Affairs (SCFA), in conjunction with the Senate Committee on Finance and Planning (SCFP), revisited the Health Care Savings Plan (HCSP) option for faculty. In brief, the HCSP is a vehicle to allow employees, group by group, to save money for health-care expenses after they leave the University or retire. It is the only fringe benefit program that allows tax-exempt contributions and tax-exempt withdrawals. Because it is a tax-free vehicle, it allows retirees to save substantial money, but the plan must be the same for each employee in each group (by federal law). Civil Service employees have already adopted an HCSP.

It is estimated by Money magazine that a person retiring in 2016 may need savings of \$200,000 to cover Medicare premiums and out-of-pocket costs. HCSP savings may be used for a wide range of expenses from aspirin to long-term health insurance to traditional reimbursable costs. HCSP savings never expire. Both SCFA and SCFP believe that it is in the best interests of the

faculty that HCSP accounts be established through the redirection of 2.0 percentage points of the University's contribution.

**KATHRYN HANNA, CHAIR  
FACULTY AFFAIRS COMMITTEE**

**JUDITH MARTIN, CHAIR  
FINANCE AND PLANNING COMMITTEE**

**14. FACULTY SENATE OLD BUSINESS**

**15. FACULTY SENATE NEW BUSINESS**

**16. FACULTY SENATE ADJOURNMENT**

**17. UNIVERSITY SENATE RECONVENE**

**18. STATE OF THE UNIVERSITY ADDRESS  
(40 minutes)**

**19. QUESTIONS TO THE PRESIDENT  
(20 minutes)**

**20. UNIVERSITY SENATE ADJOURNMENT**

Dear President Bruininks,

As an employee and alumna of the University I am deeply concerned about the recent announcement of a 25% cut to the Regents Scholarship program. I believe this cut will disproportionately affect lower income employees and will decrease the University's ability to continue to attract the caliber of staff it currently employs. I am also concerned that, with no timeline or cap in place, this cut will lead to a dramatically decreased tuition benefit program.

The tuition provided by the Regents Scholarship is an employee benefit that, in my view, serves three main purposes:

- 1) It attracts and retains talented staff of all skill levels while promising access to continued education.
- 2) Grants access to higher education to those who may not be able to afford it independently .
- 3) Underscores the University's mission of being dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

I urge you to revise the proposed 25% cut to the Regents Scholarship when you send your recommendations to the Regents. In a time where we all need to be prudent, I believe there is still a way to compromise. The University needs to be cognizant of the fact that this benefit produces a better, stronger community. Especially in these uncertain times the University should not contribute to a cut in productivity.

The University should consider:

- 1) A waiver of the 25% employee responsibility to those in undergraduate degree programs.
- 2) A cap or timeline that will prevent a permanent dilution or elimination of the Regents Scholarship.
- 3) A system that would allow employees to take a certain number of credits per semester before contributing a percentage.
- 4) Including affected stakeholders in future decisions and processes involving key employee benefits.

About 60% of the University's workforce is comprised of Civil Service and Bargaining Unit employees. This category of employee is the lowest paid at the University and is also mostly women. This cut of the Regents Scholarship will affect these invaluable employees at a rate far different from how it will affect Professional and Administrative staff like myself. This unequal result is perhaps one of the most alarming consequences of the benefit cut.

Over five years ago I took a job with the University, taking a pay cut from my previous job, so that I could get my MBA. I would not have been able to afford the cost of a master's degree on my own. The risk paid off, and, in the past five years, I have earned a graduate degree and was able to switch careers at the University. Access to the tuition benefit allowed me to enhance my career and my income at a rate that would not have been possible without an advanced degree.

I understand that in comparison to other institutions, the tuition benefit at the University of Minnesota is generous. The fact remains that it is a part of our culture and a source of pride and advancement. In the scheme of things this cut may seem like a help to the budget. It also may be seen as a market adjustment to bring the University in line with peer schools. But especially at this time, and in light of no pay increases until potentially 2010, the cut seems overly negative and disproportionate. We should be

able to find a way to ease budget issues but also continue to differentiate ourselves from the rest of the market.

I hope the University will reconsider its move to put more of the burden of education on the employees and will make more of an effort to engage those that will be the most affected in the process of finding a solution that make sense for the budget and the people of the University.

I would be willing to work with the appropriate people in the administration to offer my time, skills, and opinion in crafting a solution that will better suit the employees and the U.

Warm regards,

Rebecca Monro, MBA  
Associate Director, Institute for Research in Marketing  
Carlson School of Management  
[rmonro@umn.edu](mailto:rmonro@umn.edu)  
612-626-7940

Dear Colleagues,

Please take a look at the e-mail below and the attached letter. If you support trying to keep the tuition benefit intact and **if you are willing to have your name included as a supporter, please e-mail my colleague Letta at [letta@umn.edu](mailto:letta@umn.edu)**. Please distribute this widely. Thanks.

Rebecca

Good afternoon,

All of you will have received Sunday night's e-mail update on the University's strategy to address current budget shortfalls, and this Thursday President Bruininks will look at the budget in his State of the University address. One point, in particular, concerns me and my colleagues.

President Bruininks has proposed that the school's generous Regents Scholarship benefit for full-time faculty and staff be reduced to 75% of tuition, with employees shouldering 25% of the cost. This is estimated to save the U \$2.5m annually (for reference, the U's budget in the 2006 fiscal year was \$2.37b), but will disproportionately affect the U's lowest-paid workers. The majority of the employees who use the Regents Scholarship are in the civil service and bargaining unit group (which, itself, is predominantly female) and, for them, the opportunity to earn an undergraduate degree can also translate into possible promotions, raises, and even new career paths. As the U's annual tuition goes up, however, that 25% will result in higher and higher actual costs and become prohibitive for these very same employees as they confront financial challenges at home. The measure may also reduce the U's prospective pool of employees by reducing the benefit the U is uniquely able to offer as an employer: higher education.

I respectfully ask that supportive faculty and P&A staff add their voices to the attached letter which requests that this proposal be dropped in continued budgeting efforts. I will send this letter to the Office of the President, the Board of Regents, and the Minnesota Daily tomorrow afternoon (in advance of the State of the University talk); **if you are willing to have your name included as a supporter, please e-mail me ([letta@umn.edu](mailto:letta@umn.edu))**, and I will add you before I send it out. Please do forward this (widely!) as you see fit.

With appreciation,  
Letta

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Letta Wren Christianson  
Program Coordinator  
Institute for Research in Marketing  
Carlson School of Management  
[letta@umn.edu](mailto:letta@umn.edu) | 612-624-9849  
<http://www.carlsonschool.umn.edu/marketinginstitute>

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To President Bruininks and the Regents of the University of Minnesota:

We write to respectfully urge that the President's proposed 25% cut to the Regents Scholarship extended to the University of Minnesota's full-time employees be reconsidered. While the scholarship would remain a generous benefit even at a reduced rate, this cut would disproportionately affect those who are among the U's lowest-paid employees but who are also arguably most benefitted by the program.

The largest group currently accessing Regents Scholarship funding for coursework is comprised of Civil Service and Bargaining Unit employees (most of whom, in turn, are women). As P&A and Faculty employees are required to

hold undergraduate degrees, the CSBU group is also the group for whom the pursuit of a higher education is most directly beneficial. For these employees, earning an undergraduate or graduate degree may be too costly out-of-pocket, but that very degree would offer the possibility of promotions, raises, and even new career paths.

Further, as the University institutes a hiring freeze and works to control salary costs, it is also considering an additional tuition hike atop the planned 4.5% annual rise, according to President Bruininks' February message "Meeting the State Budget Challenge." This means that the proposed 25% tuition cost for employees will translate into a larger actual expense each year and will become increasingly prohibitive for staff who also face budget challenges at home.

Finally, the University's unique ability to offer education as a benefit has helped attract and retain high-quality employees. Many staff members like us have chosen a career at the University precisely because of the Regents Scholarship benefit. Reducing this enticement will reduce both the depth and breadth of the University's available pool of talent and disappoint current employees for whom the full tuition benefit was an impetus to University employment.

While we recognize the \$2.5m estimated savings is important for the University, we feel that the lowest-paid members of our University community have already shouldered a number of cost-saving measures in recent years. The current measure would serve as a barrier to the University's mission to provide higher education on a broad scale and would effectively lower the quality of the staff serving the community at large by preventing their continuing education efforts. The long-term costs to the University of enacting this change may far outweigh any short-term budget gains. We therefore urge you to reconsider your recommendation to reduce the tuition benefit offered by the Regents Scholarship.

Respectfully,

Letta Wren Christianson (BA '06)

Emily Dombeck (BS expected 2010)

Rebecca D. Monro (MBA '07)

With the support of Faculty and P&A members:

Joshua A. Page (Sociology)

Akshay R. Rao (Marketing)

Ron Aminzade (Sociology)

Jeremy Pieper (Learning Abroad Center)

Seth Werner (Marketing)

Joanna O'Connell (Spanish and Portuguese Studies)

Sally J. Kenney (Center on Women and Public Policy)