



Board of Regents Orientation & Training Minutes - Approved May 13, 2020

Members Present

Chairperson Kathryn Relang	Vice Chairman Helmer Lang	Regent Ione deBrum
Regent Marie Maddison	Regent Julius Lucky	Regent Claire Loeak
Regent Kino Kabua	Regent Harden Lelet	Student Regent Alma Capelle
Regent Stiffney Paul	Regent Mark Stege	

CMI employees in attendance:

Dr. Theresa Koroivulaono, outgoing CMI President
Dr. Irene Taafaki, incoming CMI President
Dr. David Newnham, Board Orientation & Training Facilitator (through Zoom)
William Reiher, Executive Vice President (through Zoom)
Stevenson Kotton, Vice President for Administrative and Business Affairs
Dr. Elizabeth Switaj, Vice President for Academic and Student Affairs
Kelly Sebastian, Executive Officer/Executive Secretary for the CMI Board of Regents (ESBOR)

The meeting was called to order @ 9:05 AM

Agenda Items

1. Opening prayer & Roll call and call to order
2. Approval of the Agenda
3. CMI Graduation
4. Governance Wappepe
 - Academic quality: Presentation by Dr. Elizabeth Switaj (VPASA)
 - Strategic planning and institutional effectiveness
 - Financial integrity
5. Accreditation
 - ACCJC (Accrediting Commission for Community and Junior Colleges)
 - Role of the Board in Accreditation
 - Role of the President in Accreditation
 - Role of the ALO (Accreditation Liaison Officer): Presentation by Accreditation Liaison Officer (ALO) Dr. Elizabeth Switaj
6. Board of Regents' Roles
 - Individual roles as Regents
 - Civility
 - Board of Regents Bylaws



7. Overall Board duties & responsibilities
 - College operations
 - The President and CMI Employees
 - Participatory governance
 - Policy-making: relevant and effective
 - Board self-evaluation
 - President's evaluation
8. Closing session
 - Confirm BOR membership in the 3 Standing Committees
 - Academic Affairs (Academic Quality)
 - Strategic Planning (Strategic Planning & Institutional Effectiveness)
 - Finance/Risk Assessment/ Audit (Financial Integrity)
 - What's next?
 - Session evaluation
 - Presentation of Certificates

Minutes

1. OPENING PRAYER, ROLL CALL AND CALL TO ORDER

- Regent Relang asked Regent Lang to open the BOR meeting with a prayer, then called the meeting to order at 9:05 am.

2. APPROVAL OF THE AGENDA

- Regent Lang moved to approve the Agenda. Regent Maddison seconded the motion. The motion was unanimously approved.

3. CMI GRADUATION

- The plan that we put together, we have our graduates and 2 guests come in through the basketball court.
- We won't be shaking hands and handing the degrees, they'll put the degrees on a table on or near the stage.
- The graduation will be live-streamed and our VIPs will be invited to watch our live stream rather than being here physically.
- Each graduate has 2 guests, and each guest must have a ticket.
- 90% of the graduation program will be pre-recorded.
- The only "live" element in the ceremony will be the graduates marching for their conferral of Certificates/Degrees/Pins.
- All of the graduation ceremony will be live-streamed. The link will be placed on Facebook and the CMI Website, and the ceremony will be played on radio stations V7AB and FM 103.5.



- Students will be coming out in groups (10 graduates and 20 guests), with their guests to receive their degrees.
- For the Ebeye graduation (June 2), we'll do it by Zoom and the Jaluit graduation (June 4) will take place as usual.
- After receiving their degrees, and before leaving the stage, the graduates will turn their tassels and then exit out towards the basketball court. Guests will exit along with their graduates. Giving the next group of students and programs to go next to receive their degree. This format has been designed to avoid a mass exodus at the end.
- Regent Stege: what risk mitigation measures can we incorporate to the plan. This will be what people will talk about. The example should be 6ft apart not 2ft apart.
 - As the mission dictates we are student centered, we need to hear their voice plus we have to balance it with what you've said.
 - We are in a state of Preparation.
 - When our students did this, they wanted to do it for all the schools.
- Chairperson: how was the meeting with the Minister when the team went? The plan was presented to the Minister as well. That is something that needs to be addressed by the Minister and the Government because the Memo was for Public Schools.
 - The meeting was positive and the Minister was very supportive.
 - The positive message here is we listen to our students and we're also adapting things to try to be responsible (leading by example).
- Dr. Irene thinks the risk is huge. USP cancelled its graduation for May 8. Safety is the number one priority now.
- Regent Maddison: Leading by example is to be accompanied by a smart leadership. We have to look at different situations.
- Regent Kabua: who makes the final decision if the graduation is happening or not? There are a lot of creative ways to do graduation, can the College look into this?
 - This year the decision about graduation has come before the Board, usually it does not as it is an operational matter.
 - Dr. Theresa recommended an online graduation which would be live-streamed.
 - Many of the graduates don't want to do that.
- VPBAA: The challenge now in other schools is enrollment. If we don't get the students for Summer or Fall we might close the College. Once the negative message goes out, students might not be interested in coming back. CMI is ready with masks, internet, online classes and food.
- Regent deBrum: College, this is where they should allow graduation. The Government should discourage graduation in high schools but to open it up at the College level. I support the item in the ceremony of handing out the degrees for the students.
- Regent Lang: In MBCA, what I saw in our students when we were going to cancel graduation was that the students were "down and sad" but when we did the graduation the talk today is when they'll go to college and most of them *want to come here. I know* it's a sensitive discussion, we don't have the virus and this is a once in a lifetime [experience] for the students. It was exciting when we finished and graduated. I agree

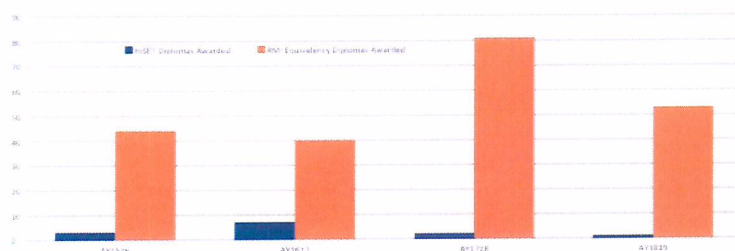


with the graduation. It's their time and we can accommodate their wishes. I made that decision and wrote to the Commissioner and Minister, it has raised a lot of discussions and arguments now but my students are happy.

- There are 4 options on the table to vote by a show of hands.
 - Option 1: The Graduation Plan = 0 vote
 - Option 2: The administrators and Virtual (only using student photos) = 0 vote
 - Option 3: Look into other potential options for the ceremony = 0 vote
 - Option 4: Build on the current Graduation Plan provided and make it a standard to practice distancing = 8 votes
- Chairperson: We'll build up on the current Graduation Plan and request the revised Plan by Friday for the Special meeting on Monday May 27, 2020 at 9am.
 - Ebeye Regents will connect through Zoom.

4. GOVERNANCE WAPPEPE

- Academic quality: Presentation by Dr. Elizabeth Switaj (VPASA)
 - Outcome 1: Academic Quality
 - Oversight of all matters pertaining to the College including learning and teaching quality, student services and accreditation.
 - Adult Basic Education
 - Offered in Uliga, Ebeye, Jaluit, and soon Wotje
 - Plans to expand to Kili



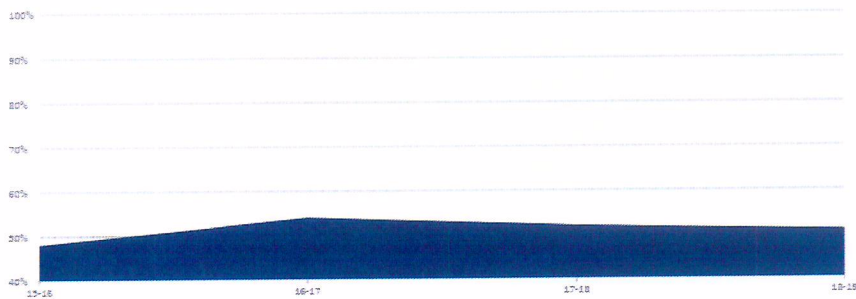
- Plans to revise curriculum to adult high school model
- College Preparatory Instruction
- Developmental education

- Accelerated programs: 40% of level 2 students complete developmental education within 2 years (more than double previous numbers)
- Math bridge
- Certificate and Degree Programs
 - B.A. in Elementary Education
 - A.A. Degrees in LA and Business
 - A.S. Degrees in Elementary Education in Nursing
 - Certificates of Completion in Teaching, Special Education, Public Health, Marshallese Language Arts, Marshallese Social Studies, Accounting Clerkship, and Vocational Carpentry
 - Advanced Specialization Certificates in Severe Disabilities and Deaf Education



- Maritime certificate programs
- Adult and Continuing Education
 - Youth Corps
 - Solar panel training
 - Sports officiating training
 - Garden projects
 - Construction trades boot camp
 - Workforce Development Training
 - Work ethics
 - Accounting
 - Agroforestry
 - Student Support
 - Registrar
 - Admissions & Records
 - Counseling
 - Engagement & Equity
 - Residence Halls
 - Campus Health Center
 - Learning Support
 - Library
 - Academic
 - Support Program
 - Nuclear Institute
- Quality Assurance
 - Program reviews will be a 3 year process.
 - Outcomes assessment
 - Key Performance Indicators
- Key Performance Indicators
 - College Scorecard Completion Rate: 22%

Fall-to-Fall Retention Rate



- Strategic planning and institutional effectiveness
- Financial integrity

5. ACCREDITATION



- ACCJC (Accrediting Commission for Community and Junior Colleges)
 - What is Accreditation?
 - Accreditation is a quality assurance process that colleges, universities and educational institutions or programs undergo to confirm that they meet a strict and recognized set of services and operational standards. Accreditation is a form of endorsement that colleges and universities use to let potential students know that their programs offer a valid education that is officially recognized by the U.S. Department of Education.
 - What are Standards in Accreditation?
 - Standards of Accreditation provide an accountability framework for institutions that first and foremost seek to ensure that institutions offer well-developed programs that prepare students for their chosen fields of work or study. Standards outline the expectations for accredited member institutions.
 - ACCJC – Accrediting Commission for Community and Junior Colleges
 - Focus on ACCJC's four Accreditation Standards:
 - Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
 - mission and purpose of each institution and institutional effectiveness achieving the mission
 - data-driven assessment and continuous quality improvement and of student achievement and learning
 - clarity, accuracy and integrity of institutional information and processes
 - Standard II: Student Learning Programs and Services
 - quality and rigor of instruction, student support, learning services
 - academic policies and processes
 - Standard III: Resources
 - capacity of human, physical, technological and financial resources to support achievement of mission and maintain institutional integrity
 - Standard IV: Leadership and Governance
 - decision making roles and responsibilities and the capacity of leadership to support and achieve mission and student success
 - the effectiveness of the governance structure, the CEO, and the governing board, including leadership roles and responsibilities in multi-college districts or systems
 - Governing Boards and Effective Leadership and Governance
 - The following principles are drawn from the publications of the Association of Governing Boards (AGB) and describe a high-performing



governing board. Many of them parallel principles found in the Commission's Standards, as noted.

- Governing Boards Act as a collective entity (IV.C.2) – The board is a corporate body; it governs as a unit with one voice. This principle means that individual board members have authority only when they are acting as a board. They have no power as individuals to act on their own or to direct college employees or operations.
- Governing Boards Represent the Common Good (IV.C.4) – The board exists to represent the public or, in the case of private institutions, its owners. The Board is responsible for balancing and integrating a wide variety of interests and needs into policies that benefit the common good and the future of all its constituencies.
- Governing Boards Set Policy Direction (IV.C.5, 12) – The board establishes policies that give direction and guidance to the CEO and staff of the institution. A major board responsibility is to define and uphold an institutional vision and mission that clearly reflect student and community expectations, as well as a realistic assessment of institutional resources necessary to accomplish the mission and related goals.
- Governing Boards Employ, Evaluate and Support the CEO (IV.C.3, 12) – The successful board maintains a good relationship with the CEO. The board empowers the CEO to oversee the operations of the institution and avoids intruding into those operations.
- Governing Boards Set Policies for Institutional and Board Operations (IV.C.7, 10, 11) – The successful board adopts policies that set standards for quality, ethics, and prudence in institutional operations and in the operation of the board itself.
- Governing Boards Use Resources to Achieve Mission (IV.C.1, 8) – The successful board ensures the institution's mission is periodically evaluated and adequately funded. The successful board also ensures its policies and resource allocations are linked and align with the educational priorities defined through the institutional mission and plans.
- Governing Boards have Responsibility for Financial Integrity (IV.C.5) – The successful board regularly monitors financial performance and policy. The board should require institutional leadership to maintain adequate reserves and to quickly address any issues discovered through external audits and reviews. The short and long-term fiscal sustainability of the



institution is a primary board responsibility and is particularly critical at time of financial stress.

- Governing Boards Monitor Performance (IV.C.8) – The successful board holds institutions accountable for student success and institutional effectiveness. The board adopts the institution's direction and broad goals as policy and then monitors the progress in achieving those goals. Board policy should set expectations for the use of sound student outcome data in program and institutional reviews and planning. For example, if the board adopts a policy goal that the institution will train workers for a particular industry, the board should receive regular reports on progress toward that goal, including from the target industry.
- Governing Boards Create a Positive Climate (IV.C.9, 11, 13) – The successful board sets the tone for the entire institution. Through the behavior of board members and the board's policies, the successful board establishes a climate in which learning is valued (including learning by board members), where assessment and evaluation are embraced, and where student success is the most important goal. Effective boards are ethical and act with integrity, which also promotes a positive climate. The board must have a code of ethics and policies for dealing with behavior that violates its code.

- Role of the Board in Accreditation
- Role of the President in Accreditation
- Role of the ALO (Accreditation Liaison Officer): Presentation by Accreditation Liaison Officer (ALO) Dr. Elizabeth Switaj
 - Accreditation: ALO
 - Be a critical point of contact with ACCJC.
 - Maintain accreditation records.
 - Stay up to date on policies, eligibility requirements, and standards.
 - Advocate for the accreditation process.
 - Help explain and ensure adoption of Commission recommendations and requirements.
 - Facilitate timely reports to the Commission.
 - Serve as the key resource person in planning the institutional self-evaluation process for the ISER: Institutional Self-Evaluation Report.
 - Prepare the institution for an evaluation team visit.
 - Accreditation: ISER
 - Due to ACCJC Jan. 4, 2021
 - Team visit Mar. 15-18, 2021
 - Current status



- Standards committees drafting - staff, faculty and student members
- Accreditation steering committee meeting weekly
- Expected full draft over the summer
- There will be a formal first read to gather the Board's specific feedback and a Board final read November/December for approval.
- The visit for the comprehensive review, historically it happened every 6 years; going forward it will be every 7 years.
- Regent Lelet: Has the team visited the DE centers? I'd like to convince them to come over. I had a brief discussion with Irooj laplap Mike Kabua to ask CMI if we can bring it back to Ebeye. There is an old facility which is ready.
 - 2 years ago we had a team visit to check up on the progress on the Bachelor's degree, it was a visit based on our substantive change.
 - When they came, they got off the United flight and we put them on a AMI flight to Jaluit.
 - It will depend on what the team wants to do.
 - The other option is to do a video introduction.
 - Chairperson: Would a request go for them to include in their plan to visit the DE.
 - Yes, we could request.
 - The Ebeye concept paper and working with the Minister. We'll have two sites on Ebeye (Ebeye and Guegeegue).
- There is an online training for ACCJC and at the very end you'll get a certificate.
- Chairperson made a recommendation to make the ACCJC course mandatory for Regents to take. Regent Lang seconded the motion. The motion was unanimously approved.

6. Board of Regents' Roles

➤ Individual roles as Regents

- New regents have varied learning needs and styles, backgrounds, motivations for being on the board, and schedules and desires for learning opportunities. Therefore, local orientation to the regent position will be different for each new regent. However, the time and effort involved in providing a substantive overview and Regents roles and responsibilities will reap future benefits.
- Regents should strive to:
 - Learn about Regents Roles and Responsibilities
 - Learn about the College's Programs, Degrees, History and Culture
 - Learn about External Trends and Issues, both regionally and internationally
 - Learn about College Planning Processes and Budgets
 - Learn about Board Meetings, Board Operations and By-laws
 - Learn about the "Flow of information" and the "Chain of Command"



- Practice Good Human Relations Skills
- Use the following to Help you learn
 - The Board Chair, the President, mentors or experienced Regents
 - Resources from the Association of Governing Boards (AGB – CMI is a member)
- Learning is never-ending. Regents who engage in ongoing education about their roles, responsibilities, and important issues, are outstanding models and policy leaders for their college.
- Civility
 - Civility is the demonstration of respect for people and society. This includes working productively with people to seek common ground and being able to disagree without disrespect. The following are illustrative examples:
 - Manners and Politeness
 - Tolerance
 - Respect
 - Benefits of Doubt
 - Civil Dialogue
 - Taking the High Road
 - Diligence
 - Volunteerism – The word civility extends from the Latin civilis meaning “relating to citizens.” It’s earliest use related to being a good citizen. As such, civility is associated with the notion that you
 - Owe society more than it owes you.
- Board of Regents Bylaws
 - Eleven Articles including:
 - Definitions
 - Responsibilities of Board
 - Membership and Organization
 - Meetings of the Board
 - Standing Committees of the Board
 - New Board Member Orientation
 - Chief Executive Officer
 - Personnel Matters
 - Board Professional Development
 - Code of Conduct
 - Conflict of Interest
 - Fiduciary Responsibilities
 - Amendments to Bylaws
 - Board Pledge:
 - To recognize that to serve on the Board of Regents of the College of the Marshall Islands is to commit oneself to achieving the stated mission of



this school with vision and perspective and supporting the community college movement in general.

- To devote time, energy, thought and study to the duties and responsibilities of a Regent of the College so that I may render effective and creditable service to the citizens, staff and students who I represent.
- To work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arises during vigorous debates of points of issue. Civility and mutual caring for one another and for the employees of the college shall guide the conduct of board members. Board members shall not engage in attacks that are purely personal in nature and shall not attack the integrity of individuals without factual foundation. Board members shall promote mutual respect among one another and among all college employees and shall not use their position to embarrass, intimidate or threaten staff members. Members of the Board of Regents are leaders in the community and their conduct is important to the college and to the community.
- To base my personal decisions upon all available facts in each situation: to vote my honest conviction in every case, not swayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the board.
- To remember at all times that as an individual I have no legal authority outside the meetings of the board; therefore, I must conduct my relationships with the community college staff, the local citizenry and the press on the basis of this fact and to engage in no private action that will compromise the Board.
- To avoid the reality or the appearance of conflict of interest and to refuse to use my Board position for personal or partisan gain, thereby ensuring that the welfare of the institution is placed above personal interest or the interests of family members or others who may be personally involved in substantial affairs affecting the institution. Board members shall not use their position to advance their own economic, professional or social status.
- To resist influencing the vote or other action of other Board members, or the actions of any employee, through threat, promise of award, deception, exchange of vote or by means other than legitimate open discussion.
- To forward through the Board Chair or College President any request for information about the college faculty or staff.
- To bear in mind that the primary functions of the board is to establish effective policies for the college and to delegate authority for the



administration of the educational program and the conduct of college business to the president and staff.

- To recognize that it is as important for the board to understand and evaluate the educational programs of the community college as it is to plan for the business of college operation.
- To welcome and encourage active cooperation by citizens of the Republic of the Marshall Islands.
- APPENDIX II
 - Disclosure form for Regents and Employees of the College

7. Overall Board duties & responsibilities

➤ College operations

- The President and CMI Employees
 - The President and CMI employees, which include staff, faculty, and administrators represent the operational unit of the college. The Board hires the college president as its only employee and then empowers the college president to be the CEO of the operational unit of the college and to oversee and manage the “day-to-day” operations of the college. The operational component of the college has been structured so that all constituent groups (students, faculty, staff, and administration) are represented in the decision-making process; however, it is the president who is responsible for those decisions and their outcomes. The president, in-turn, reports the outcomes on a regular basis to the Board of Regents, and it is the Board who annually evaluates the president’s performance.
- The President:
 - The Board of Regent’s Bylaws and CMI Act 1992 clearly state and define the role of CEO
 - Article VII of the BOR Bylaws states:
 - ☐ The Chief Executive Officer of the College shall hold the title of President.
 - ☐ The President shall have full control of the conduct of the affairs of the college.
 - ☐ The President shall be the official advisor to and executive agent of the Board of Regents and its committees.
 - ☐ The President serves at the pleasure of the Board and shall hold the office until resignation or removal by the Board.
 - ☐ The President shall, as educational and administrative head of the College, exercise a general superintendence over all affairs of the institution, and bring such matters



to the attention of the Board as are appropriate to keep the board fully informed in meeting its policy-making responsibilities.

- ☐ The President shall have the power, on behalf of the Regents to perform all acts and execute all documents to make effective the actions of the Board or its committees.
- Article VII of the BOR Bylaws further states:
 - Powers: The powers of the President of the College are subject to limitations by the Board and include (but are not limited to) the following
 - ☐ to see that rules and regulations of the College are established and implemented; to attend all meetings of the Board and report on the affairs of the College;
 - ☐ to keep the Board advised as to the needs of the College;
 - ☐ to devote her or his entire time to the business of the College;
 - ☐ to select and appoint the employees of the College as provided by Board policies and applicable law;
 - ☐ to establish, plan, organize, coordinate and control the positions, duties, services, and compensation of such employees in service to the College;
 - ☐ under the general direction of the Board; to cause to be prepared such data, information, and reports as to comply with applicable laws; and
 - ☐ to perform such other additional duties as the Board may require.
- Article VII of the BOR Bylaws states:
 - President-Board Relationship:
 - ☐ The relationship is one of open and direct communication between the President and each Regent, based upon respect for the role to be performed by each other and a dedication to the greater goals of the College.
 - ☐ The President reports to and works directly with the Chair of the Board who communicates the collective will and decisions of the Board to the President.
 - ☐ The President serves as the official channel for all communications between the Board of Regents and the college students, faculty and staff, as well as



government and community agencies, businesses, organizations, and college legal counsel.

- ☐ The President sits with the Board and participates in its deliberations but does not vote. The President attends all meetings except those related to his/her personal position as President. (annual evaluation and/or contract negotiations)
 - ☐ The President prepares and submits to the Board periodic reports on the progress of the College.
 - ☐ The President develops personnel procedures and practices for personnel matters as well as for programs, services, activities and regulations, with the College faculty and staff, in order to keep the Board free to make broad policy decisions.
- The President:
 - The Board of Regent's Bylaws state and defines the President-Board relationship
 - Article VII of the BOR Bylaws states:
 - Evaluation:
 - ☐ The Board shall conduct an evaluation of the President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the President as well as this policy. The Board shall evaluate the President using an evaluation process developed and jointly agreed to by the Board and the President.
 - ☐ The criteria for evaluation shall be based on Board policy, the President's job description, and appropriate performance goals and objectives.
 - The Instrument of Evaluation
 - The Instrument of Evaluation measures the President's performance on 11 evaluation factors:
 - CMI Strategic Plan
 - Strategic Leadership
 - Educational Leadership
 - Organizational Management
 - Fiscal Management
 - Work Plan
 - Fund Raising
 - External Relations
 - Internal Relations
 - Board and Governance Relations



- Personal Characteristics and Values
- CMI Employees:
 - The CMI Act 1992 regarding states:
 - §211. Employees of the College.
 - (1) Article VII of the Constitution (Public Service) shall not apply to or in relation to the College.
 - (2) In accordance with Subsection (1) of this Section a personnel system for the College shall be adopted which provides that employees of the College are not employees of the government or its political subdivisions. College of the Marshall Islands Act 1992 14 MIRC Ch.2 §212
 - (3) Except for officials of the College serving at the pleasure of the Board, every official, faculty member, and other employee of the College shall be entitled to hold his or her position during good behavior, subject to suspension, demotion, layoff, or dismissal only as provided in the personnel regulations of the College; provided that the tenure of a contract employee is the term stated in his or her contract. No employee of the College may be suspended, demoted, laid off, dismissed, or otherwise discriminated against because of sex, marital status, race, religious or political preference, place of origin or ancestry.
 - (4) In appointing and promoting officials and other employees of the College, criteria and procedures shall be utilized which are fair, objective, and practical and result in the impartial selection of the ablest person for the particular job: provided that preference shall be given to qualified citizens of the Republic;
 - (5) Individuals who are employees of the College upon entry into force of the Chapter may continue to serve in their current positions. [P.L. 1992-13, §11.]
- Participatory governance
 - What is Participatory Governance?
 - Participatory Governance is the set of practices under which college faculty, staff, and students participate in significant decisions concerning the operation of their institutions. Colleges and universities are very special types of institutions with a unique mission—the creation and dissemination of ideas. It is widely understood that broad participation in decision-making increases the level of employee investment in the institution's success.
- Policy-making: relevant and effective
 - Based on research and practice regarding relevant and effective Public Policymaking, the Pew Charitable Trust and the MacArthur Foundation has recommended Evidence-Based Policymaking to serve as a guide for effective



government policy. The key components of evidence-based policymaking include:

- Program Assessment
 - Development
 - Implementation oversight
 - Outcomes monitoring
 - Targeted evaluation
- Board self-evaluation
- Instrument of Evaluation – 8 Areas
 - 1. Institutional Effectiveness
 - 2. Relationship with the President
 - 3. Community and Government Relations
 - 4. Faculty, Staff, and Administrative Relations
 - 5. Institutional Leadership
 - 6. Fiscal Management
 - 7. Board Qualities
 - 8. Board Qualities of Individual Members
- President's evaluation

8. CLOSING SESSION

- Confirm BOR membership in the 3 Standing Committees

Strategic Planning Committee

Chairperson

Members:

1. Regent deBrum
2. Regent Lelet
3. Regent Kabua
4. EVP Reiher

Finance/Risk Assessment/

Audit Committee

Chairperson

Members:

1. Chairperson Relang
2. Regent Loeak
3. Regent Paul
4. Regent Lucky
5. VPBAA Kotton

Academic & Student Affairs

Committee

Chairperson

Members

- Vice Chairman Lang
- Regent Stege
- Regent Maddison
- Student Alma Capelle
- VPASA Dr. Switaj

- Presentation of Certificates



Meeting adjourned @ 12:39 PM

Scribe

Kelly Luce Sebastian,
Recording Secretary

Reviewed & Approved by

Chairperson, Board of Regents

5/27/20

Date approved