



BOARD OF REGENTS

College of the Marshall Islands

Accredited by the Western Association of Schools and Colleges

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Board of Regents Minutes - Approved March 30, 2021

Members Present

Vice-Chairman Helmer Lang
Regent Marie Maddison
Student Regent Jae Marie Mae Digno

Regent Julius Lucky
Regent Mark Stege

Regent Harden Lelet
Regent Stiffney Paul

Member Absent

Chairperson Kathryn Relang
Regent Ione deBrum

Regent Claire Loeak

Regent Kino Kabua

CMI employees in attendance:

Dr. Irene Taafaki, CMI President
William Reiher, Executive Vice President
Stevenson Kotton, Vice President for Administrative and Business Affairs
Stanley Lorennij, Vice President for Land Grant
Dr. Elizabeth Switaj, Vice President for Academic and Student Affairs
Cheryl Vila, Institutional Research and Assessment Director
Rigietta Lord, Dean of Workforce, Adult and Vocational Education Services (WAVES)
Kelly Sebastian, Executive Officer/Executive Secretary for the CMI Board of Regents (ESBOR)

The meeting was called to order @ 9:36 AM

Agenda Items

1. Opening prayer & Roll call and call to order
2. Approval of the Agenda
3. Review of the last BOR meeting minutes
4. Board Chair Report
5. President's Report
6. Report and Proposal Action items
 - 6.1. Accreditation Review and next steps – VPASA
 - 6.2. Institutional Research Report - Cheryl Vila
 - 6.3. Participatory Governance Task Force Report
 - 6.3.1. Proposal for a Resolution to add two new committees to 620.01 (EC)
 - 6.3.1.1. Learning Support Committee
 - 6.3.1.2. Learning Environment and Academic Policy Committee

- 6.3.2. A Resolution to approve recommendations of the Participatory Governance Review Task Force, and the updated Participatory Governance Structure.
 - 6.4. Kwajalein Update
 - 6.5. Proposal for Facilities and Fee Increase
 - 6.5.1. A Resolution to approve the changes in Student Fees (Activity, Health, Insurance, and Facility Fees).
 - 6.6. Governmental Accounting Program and Courses
 - 6.7. New Policies
 - 6.7.1. Recognition of Prior Learning
 - 6.7.2. Course Waiver and Substitution
- 7. Matters for information
 - 7.1. AGB 2021 National Conference on Trusteeship, April 12-14
 - 7.2. CMI Academic Calendar 2021-23
 - 7.3. Spring 2021 Official Enrollment Data
 - 7.4. HR Recruitment Update
 - 7.5. CMI's Position Paper on Section 211(a)(1) of the amended Compact of Free Association, specifically Supplemental Educational Grant (SEG)
- 8. BOR request for future items and information
- 9. Executive Session

Minutes

1. OPENING PRAYER, ROLL CALL, AND CALL TO ORDER

Vice-Chairman Lang opened the BOR meeting with a prayer, then called the meeting to order at 9:36 am.

2. APPROVAL OF THE AGENDA

Regent Lelet moved to approve the CMI Board of Regents Agenda, with the suspension of the Standing Committee meetings for this meeting. Regent Maddison seconded the motion. The motion was unanimously approved.

- One member, Regent Stege, suggested allocating a longer period of time for the Standing Committee Meetings to enable a deeper review, analysis, and understanding of the related agenda items before voting.

3. REVIEW OF THE LAST BOR MEETING MINUTES

3.1. December 1, 2020 Meeting Minutes

Regent Maddison moved to approve the December 1, 2020 Meeting Minutes as presented. Regent Lucky seconded the motion. The motion was unanimously approved.

3.2. December 14, 2020 Special Meeting Minutes

Regent Lelet moved to approve the December 14, 2020 Special Meeting Minutes as presented. Regent Maddison seconded the motion. The motion was unanimously approved.

3.3. March 5, 2021 Special Meeting Minutes

Regent Maddison moved to approve the March 5, 2021 Special Meeting Minutes as presented. Regent Lelet seconded the motion. The motion was unanimously approved.

4. BOARD CHAIR REPORT

Since the Board Chair was not able to attend the meeting, the Chair's report was deferred.

5. PRESIDENT'S UPDATE

President Taafaki presented her report and it can be found and view on the Board google folder:
<https://drive.google.com/drive/u/0/folders/1c5i4RvhGVM3v9fyTz9H7FgKNhKLT8FAU>

6. REPORTS AND PROPOSALS

6.1. Accreditation Review and next steps - VPASA

The CMI virtual Peer Review visit occurred from March 16-19. The review comprised small group and individual interviews, two campus and community sessions. At the final exit report meeting:

- The team shared their 'unofficial' thoughts, commendations, and recommendations.
- More time was spent on commendations than recommendations.
- There were fewer recommendations in fewer areas than in the past.
- There will be an opportunity to address factual inaccuracies once we receive the draft of the Peer Review Team Report.
- Recommendations and commendations are not official until the Commission makes its decision at its June meeting.
- After that, CMI may be required to do a follow up report and will be required to submit a midterm report after three years.

CMI will continue to use the accreditation cycle for continuous quality improvement.

- To ensure continuity, the Accreditation Steering Committee will re-form with one representative for each standard area, one for the QFE, and one for each of the constituent groups.

6.2. Institutional Research Report - Cheryl Vila

- We are seeing the highest-ever enrollment at CMI with 1169 students; with students slowly moving to other degree programs instead of LA and with students taking a second degree at CMI (graduates).
- 24% increase in enrollment from previous spring; first-time spring enrollment exceeded fall enrollment.
- The demographics of degree majors are changing with numbers slowly increasing for AA BUS and AS EEDU (AA-LBA declining by 1% every semester and decrease is compensated by an increase in AA BUS and AS EEDU).
- BA-EEDU enrollment has more than doubled from last Spring (106%).
- We have the first group of first-time students at the Wotje DE center (2%).
- Most of the BAEE students are CMI graduates either of AS-EEDU and AA-LBA. We have a few students from the AA-BUS and AS-NURS degree programs moving to the BAEE program as well.
- Developmental students are at high riskless in good and satisfactory academic and financial aid standings; more part time and are not taking required math courses. A group with the highest proportion of students in part-time (62%).
- Highest proportion of students in academic probation (22% prob+ 9% continued probation) and aid suspension (22% warning + 9% in suspension).
- A third or almost half of students at every level are not taking Developmental math courses.
- Talking to some students one of the things that we can improve on is the advising part, trying to push students to take their Developmental Math.

- Three areas where CMI is doing better than the top 10% of the cohort – Engaged Learning; Effective Track to College Readiness; Early Connections.
- While there are 3 areas as well where CMI's average score is lower – Academic and Social Support Network, High Expectations and Aspirations, Clear Academic Plan, and Pathway.
- Most of what CMI does well has to do with our academic support services and student's activities in groups.
- This study was undertaken by REL with data coming from CMI and PSS
 - There are 3 indicators to determine if a student is college-ready and shows early college success – placing into credit-bearing Math and English courses; earning all attempted credits during the first year, and persisting into the second year; 5% for indicator 1; 19% for indicator 2; 53% for indicator 3.
 - Results show that only 3% of our first-time students from fall 2015 to fall 2017 are college-ready and show early college success.
 - Should be noted that 2015-2017 is way before the time the college implemented the AP programs for math and English and the Math transition course
- The Academic and Financial aid data are all integrated into the SIS. The SIS has the transaction financial of the final report, the data are collected and imported into the financial system. There will be an update with this in the new system (SIS).
- IPEDS (Institutional Postsecondary Educational Data Systems): data reported in 2020 for 2019-20 academic year.
- With IPEDS, we can compare CMI with other institutions (PCC, COM, and GCC).
- Starting with unduplicated enrollment, CMI has a lower count than the median of the 3 institutions. However, CMI has a higher FTE.
- CMI is leading in terms of offering distance education opportunities. CMI has less than 1% but 0% for the other 3 colleges. Since 2019-20, the number of DE students has increased significantly.
- GCC, PCC, and COM are awarding more AA/AS degrees than CMI but CMI is the only college that awarded Bachelor's degrees.
- CMI students spend lesser than out-of-their-pockets; \$1000 lesser for a full year due to higher aid awarded, lower cost of living even with higher tuition and required fees.
- Note that the cohort considered in IPEDS adjusted back to 2013 since we started offering the BAEE program; thus the graduation rates does not coincide with how we are reporting 150% completion rate in our KPIs and reports (Fall 2017 as of now at 13% rate)
- Similar to the other institutions, CMI's major source of revenue is from government grants and contracts. CMI however gets funding from state appropriations as well but other institutions have higher funding coming from tuition and fees.
- In the U.S. Department of Education, our College Scorecard for Graduation Rate is 22%.

6.3. Participatory Governance Task Force Report and Proposed Resolutions

The Board considered:

6.3.1. The Proposal for a Resolution to add two new committees to 620.01 (EC)

6.3.1.1. Learning Support Committee

6.3.1.1. Learning Environment and Academic Policy Committee

6.3.2. A Resolution to Approve the New Participatory Governance Structure

EVP presented the Participatory Governance Committee's 15 recommendations, which can be found through this link:

<https://docs.google.com/document/d/1rithGyYjQEqDmXo2vCM-KIJwiEFFsfixRqz81VPJ9QM/edit>

- Regent Stege asked how the Board's Standing Committees relate to the Committees of the Executive Council of CMI.
- The Acting Chair reminded the Regents that these are Standing Committees of the EC
- They are at the President and her team's level: they understand and see the overall operation at CMI.
- Regent Stege proposed a resolution to identify the Board and President as separate within the diagram (by color) and to establish communication bridges between Standing Committees of the Board and Standing Committees of the College. Regent Stege then questioned the reason for the Institutional Effectiveness Committee reporting to the VPASA when, in his view and based on what the sub-committees were concerned with, its role was more directly related to the responsibilities of the EVP. Standing Committees of the Board need a deeper understanding of the workings of the Committees of the College to be able to decide on policy.
- Regent Maddison recognized that the resolution to approve the Participatory Governance Structure has to do with promoting efficiency and effectiveness for the management of the College. With respect to Regent Stege's suggestion, she recommended the Board work with the President to see how we can move on and make the connection. The resolution is to improve the College's work, the next step is how the Board can be effective.
- President Taafaki referred to the Board's bylaws which identifies the responsibility of the Standing Committees of the Board of Regents to inform and advise the Board. Only the collective decision of the Board has authority. With regards to the proposed participatory governance structure, the recommendation of the Executive Council is to improve and develop participatory governance.
- VPASA clarified that the Institutional Effectiveness Committee is related to the accreditation liaison role.
- Regent Stege asked for evidence that the reporting line in the Governance structure matched the Strategic direction of the college for the next 20 years, and questioned if this is reflected in a way that is intentional and has been conducted and can be documented. He would like to see evidence as to why this or that committee should go under this VP.
 - VPASA: That typically was governed through the RSA of the committee but there was not a holistic process for that.
 - President Taafaki: At the moment, the structure is considered appropriate. We would see it in the output of the work. If the Senior Leadership consult and we feel that we're not reaching our Strategic objectives because of the structure, then the SLT will change it. We are achieving our strategic objectives in terms of student outcomes and new programs. Our annual report and accreditation review indicate that we're moving in the right direction.
 - Regent Maddison reiterated how Board members are overwhelmed, this is not the only Board we belong to. We can't understand everything about the College because there are people who are responsible for it. With respect to what Regent Stege says, trust in those who are doing the work is also important. We can't learn everything but at least have some idea of what's happening and based on our experience as well. Nothing is set in stone, let's try this out and if it doesn't work we can always change it in the future.

DECISION 6.3.

Regent Maddison moved to approve:

- The Resolution to approve the 15 recommendations of the Participatory Governance Review Task Force, and the updated Participatory Governance Structure: and
- The Resolution to add two new committees to 620.01 and the New Participatory Governance Structure with the two suggestions.
- Regent Stege seconded the motion.
- The motion was unanimously approved.

6.4. Kwajalein Update

- EVP Reiher provided an overview of the background to the CMI initiative on Kwajalein including the 2020 facility expansion plan to enable the college offer more services and programs, and the subsequent comprehensive needs assessment to prioritize programs both on the Base and on Ebeye itself. These needs were described in the Inception Report in which five major areas were identified as mechanical, construction, English, safety and electrical training. There were also nine recommendations based on the survey results to ensure the most relevant and informed training program and training support services. The consultants have been retained to complete the following subsequent stages of the project:
- Stage 1 - Development of the draft 'Kwajalein Career & Technical Education Training Plan 2021-2023'.
- Stage 2 - Pilot: first course and program rollout and evaluation. Establish the Industry Advisory Board.
- Stage 3 - Review: final review of courses, programs, adequacy of trainers and administrative structures. Evaluate the apprenticeship program and confirm the Industry Advisory Board. Confirm the Cycle of Continuous Improvement for the Kwajalein Career & Technical Education Program.
- President Taafaki informed the Board that the CMI consultants are currently engaged in consultation with the leadership and other organizations on Kwajalein to look at specific areas for women and that preparation of the proposal for funding is in process, with the three major elements, (1) concept for construction, (2) the need assessment, and (3) course design. In May, once CMI receives the Stage 1 midterm report on the program and the appropriate design courses, a funding proposal will be submitted to the U.S. and other donors. By mid year we should have an idea of what the funding streams are.
 - Regent Stege suggested that if EDA were to be identified as the funding source, a DOI technical assistance program grant (TAP) would be required in order to prepare the national economic survey, which he understands to be a prerequisite for such funding.
 - President Taafaki responded that this prerequisite has not been advised by the US Ambassador or Minister Kitlang who has been in touch with the contact at DEA, but thanked Regent Stege for the recommendation and stated EVP will follow up contact with Carlos at OCIT to learn more about the requirements for the TAP.

6.5. Proposal for Facilities and Fee Increase

VPBAA introduced the background to the Resolution to approve the changes in Student Fees (Activity, Health, Insurance, and Facility Fees).

- The student activity fee is already exhausted, the proposal is to increase this fee by \$5.
- The Health Fee is similarly increased to maintain the level of service.

Description of Fees	Current Fee		Amount Increased		New Fee	
	FT	PT	FT	PT	FT	PT
Activity Fee	\$ 35	\$ 15	\$ 5	\$ 5	\$ 40	\$ 20
Health Fee	\$ 35	\$ 20	\$ 5	\$ 5	\$ 40	\$ 25
Insurance Fee	\$ 15	\$ 15	\$ 5	\$ 5	\$ 20	\$ 20
Facilities Fee	\$ 170	\$ 12	\$ 100	\$ 258	\$ 270	\$ 270

- The Insurance fee is increased to cover any future liability, these students have an increased fee and increased benefit.
- The Facilities fee will contribute to the improvement of facilities on campus including building a three floor building, the top floor of which will house the student learning center (fitness and lounge), the second floor will be for the programs and the first level will provide parking.
- In response to a question raised regarding the coverage of Insurance , VPBAA will share the Insurance Policy (Moylan) with the President and the President will share it with the Board. Insurance is required by federal, Title IV all students have this. The insurance fee is yearly.
- By 2021-2022 pell grants will increase by \$100.

DECISION 6.5

- **Regent Maddison moved to approve the proposal for Facilities and Fee Increase.**
- **Regent Lucky seconded the motion.**
- **The motion was unanimously approved.**

6.6 Governmental Accounting Program and Courses

The Board was invited to approve the Government Accounting Certificate program comprising 15 credits (5 courses with 3 credits each). Details were provided by the Dean of Workforce, Adult and Vocational Education Services (WAVES), who explained how the program was first piloted with the Ministry of Finance over 10 months. Following the pilot, there was a request to sustain the program due to the need for trained resources in this area. It was clarified that:

- The purpose was to up-skill government employees and build the nation's pool of individuals trained in accounting and financial statements preparation and analysis.
- The College has the AS in Business, but the degree courses focus on commercial and business accounting.
- This program will cover governmental accounting particularly US Generally Accepted Accounting Principles (US GAAP) for governments as promulgated by the Governmental Accounting Standards Board (GASB).
- The five Courses:
 - GA100 (Accounting Fundamentals) - Discuss foundational accounting topics including the accounting cycle (with emphasis on journalizing of different financial transactions), accounting ledgers, the trial balance and the chart of accounts (COA).
 - GA101 (Governmental Accounting) - Examine specialized governmental accounting topics following U.S. Generally Accepted Accounting Principles (GAAP) issued by the Governmental Accounting Standards Board (GASB).
 - GA102 (Funds Financial Statements) - Discuss two funds financial statements required under US Generally Accepted Accounting Principles (US GAAP) for the general purpose financial reporting of governments.
 - GA103 (Government-wide Financial Statements) - Examine two government-wide financial statements required under US Generally Accepted Accounting Principles (US GAAP) for the general purpose financial reporting of governments.
 - GA104 (Budgetary and Management Reporting) - Examine governmental budgets, the budgetary comparison schedule required under the GASB reporting model including the

Management's Discussion and Analysis (MD&A) for the general purpose financial reporting of governments.

- The program can serve as an elective for students in the Business or Liberal Arts degree and if CMI decides to develop the Bachelors program some of these courses will be embedded into this.
- The plan is to deliver in hybrid mode, face to face, and online for Ebeye.
- It will be Pell eligible.
- The Ministry of Finance employees will check their financial status.
- Regent Stege questioned the need for such a program after currently employed public service employees have been trained. He used this as an example of the need for the ASA Standing Committee to have all questions addressed and answered prior to Board meetings stating how it is hard to make a commitment on behalf of the College when the financing is dependent on several questions that we haven't answered.
 - VPBAA: For those who are not Pell eligible then ADB would need to provide us the funding, only those that have financial assistance would be registered. We wouldn't run it if the enrollment is low, it depends on the number of students in the course.
 - VPBAA: This is the same set up as every other course we have at CMI. If there is a demand for the course they register, but if not the course will not be offered. As mentioned, we did a pilot and don't see any problem in terms of financing this certificate.
- Regent Stege then asked if any thought had been given to making the courses applicable to non-government organizations to increase their potential pool of applicants.
 - VPBAA explained that there are two ways of reporting financial reports, one is for private and the other for governmental. This course was developed for people to understand how government fund accounting works. The degree-level accounting course we have is focused on the private sector and not on government reporting. The program was developed specifically to train the Public service staff on governmental fund accounting and preparing of trial balance. We also extended the invitation to BOMI because they were interested and to other entities.
- Regent Stege reiterated his question about the ability of CMI to sustainably finance the courses in the program.
- Regent Maddison recognized the program as a major need, not only for those currently employed but for future employees. She noted how many local government books are not auditable.
- Regent Stege enquired how long it would take students to complete the program.
- Dean: 2 semesters, the arrangement that was made in the first group, they were released on Tuesdays and Thursdays, 2 hours in a week.

DECISION 6.6

Regent Maddison moved to:

- **Approve the Governmental Accounting Program and Course.**
- **Regent Lelet seconded the motion.**
- **The motion was approved by five Regents voting Yes,**
- **One Regent voted No.**

6.7 New Policies

6.7.1 Recognition of Prior Learning

VPASA presented the Recognition of Prior Learning Policy. This policy is intended to replace what we currently have which is credit by examination. A written examination is not always the correct way to assess prior learning. Students may be awarded credit for prior learning on the basis of verified achievement of learning outcomes specified in the approved curriculum outlines for specific courses.

- Verification of achievement of learning outcomes may be conducted via examination, portfolio review, or other appropriate assessment tool (experts will do this). Credit may also be awarded for achievement of specific credentials or certification with standardized learning outcomes.
- President Taafaki stressed this is a particularly critical policy which will allow CMI to move forward particularly with respect to the Kwajalein project. It allows due recognition to those already in the workforce with skills and experience but no formal certification. It involves collaboration with employers to recognize workers' existing skills, assists with certification and enables workers to advance in their respective careers with appropriate salaries.
- VPASA: ACCJC does have their own policy on Recognition of Prior Learning and the key points in that policy are that Colleges develop their own policy and that RPL must be based on demonstrated learning rather than simply experience.

DECISION 6.7.1.

Regent Maddison moved to:

- **Approve the Recognition of Prior Learning Policy.**
- **Regent Lucky seconded the motion.**
- **The motion was unanimously approved.**

6.7.2. Course Waiver and Substitution

VPASA presented the Policy on Course Waiver and Substitution. Course Waiver and Substitution is used in cases where it's determined that a student has essentially met the goal of the course but instead of awarding them credit, they're given an opportunity to take a different course.

- A substitution would be if there are two courses that have similar outcomes or one that has higher level outcomes but along the principle is another. They would be allowed to take that other course instead.
- A waiver is where you're through the program and we come to believe that a student has achieved those outcomes, we don't award them credits for the course that's been waived but they could take something different instead. We have students who started their associate degree before CMI 101 was a requirement and now they are coming back for the Bachelor degree.
- This policy put limits on waiver and substitution, it can only be 10% of a program.
- Students with documented disabilities who have made a good faith effort to complete a course with appropriate learning and teaching accommodations, or for whom a course is clearly inappropriate given the nature of the disability, may be granted a course substitution.
- Historically there was a practice of using waiver and substitution here without a policy.
- We have to be very careful that program outcomes are still met, the number of credits is maintained, and the number of general education credits is maintained.
- President Taafak informed the Board how this has been a practice at CMI but without a policy to support and limit the practice. If we have a policy, we can state it in the handbook, students are informed about what is available to them.
- Regent Stege asked how waivers and course substitutions worked in practice, citing the example of a certificate program where 10% of requirements may be fulfilled through course waivers or substitutions. If this policy applied, 10% seem like a lot.

- VPASA: The certificates are already short and are aimed for specific career areas. For 15 credits it would not apply. For a 1 year certificate it would be 1 course. For the Associates degree it would be 2 courses and for the Bachelor's degree it would be four courses.
- Regent Stege introduced a motion to reduce the 10% to 5% course waiver limit.
 - VPASA: The primary restriction within the policy is that the program outcomes still have to be met, that it can be substituted if there is a course with similar outcomes or with outcomes that are in a higher level. It can only be waived if we have some other way of seeing that they meet the outcome of the course.
- Regent Maddison asked what 5% would mean.
 - VPASA: It would mean it wouldn't apply for the 1 year certificate, except perhaps for a couple of the 1.5 credit courses we have in vocational carpentry. It would mean one course in the Associates degree and two courses for the Bachelor's degree.
- President Taafaki informed the Board that the policy had been reviewed by the Executive Council, was considered appropriate and a standard policy across Community Colleges. However, she suggested that the Board defer the proposal and she would request VPASA to go back and bring some comparable waiver and substitution policies to be shared with the Board for review.
- Regent Stege: If the EC did review and approve this, maybe all we need is to see the deliberation of their review.
 - President Taafaki: It exists in the EC minutes.
- Regent Maddison recognized that the discussion has been on the percentage.
- President Taafaki drew attention to the reference in the policy for students with disability. The 5% limiting it to one course may be prejudicial to such a student.
- Regent Stege emphasised the need to maintain standards, we highlighted where it was focused on in the policy within this limitation of the waiver and the question was whether 10% was suitable standard-setting with the idea that it was not, we would like to raise that standard and maintain it at 5%.
- Regent Maddison upheld the need for the policy, it's been practiced without the policy. VPASA came up with the 10% because that's reasonable and it maintains the integrity of the College. Conclusion, she doesn't see any problem with this as proposed but if the other members don't agree we have to come up with the justification of the 10% in writing and then share it for a vote online.
- VPASA: Perhaps we could also in a year's time bring a report to the Board showing how many have been granted and if it does look like it's a runaway situation bring it back in.

DECISION 6.3.1.

Regent Maddison moved:

- **That the Board defer a decision on the approval of the Course Waiver and Substitution Policy pending the Board's opportunity to review information on the policies and procedures of other community colleges and also the explanation from the President and VPASA on the rationale for 10% course waiver and substitution allowance. An online vote on the policy will then be taken.**
- **Regent Lelet seconded the motion.**
- **The motion was unanimously approved.**

7. MATTERS FOR INFORMATION

7.2. AGB 2021 National Conference on Trusteeship, April 12-14

7.3. CMI Academic Calendar 2021-23

7.4. Spring 2021 Official Enrollment Data

7.5. HR Recruitment Update

7.5.1 Thirteen of our faculty appointments are affected and some are teaching through zoom. There are seven new positions for Fall. Of four non-faculty, 2 locally hired and 2 are working remotely. Currently three are in Kwajalein in the quarantine center. About 17 members of our staff are not here because of Covid-19, total employees of the College is 187.

7.6 CMI's Position Paper on Section 211(a)(1) of the amended Compact of Free Association, specifically Supplemental Educational Grant (SEG)

7.6.1 President Taafaki: Last year CMI presented a paper to the compact team, requesting reinstatement into the Compact of two Federal Student Aid Programs:

- i) Federal Supplemental Education Opportunity Grant-FSEOG and
- ii) Student Federal Work-Study

7.6.2. The Minister responded very favorably requesting CMI to prepare a briefing letter to him to share with a firm hired in Washington to lobby ahead of time. This has now been submitted and has been appreciated.

8. BOR REQUEST FOR FUTURE ITEMS AND INFORMATION

8.2. Regent Stege requested for an ASA Standing Committee and the members present agreed.

Meeting adjourned @ 2:53 PM



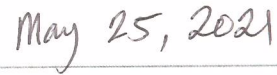
Scribe

Kelly Luce Sebastian,
Recording Secretary



Reviewed & Approved by

Kathryn Relang
Chairperson, Board of Regents



Date approved