**Board of Director’s Meeting Minutes of May 21, 2014**

1. CALL TO ORDER: VP of Finance/Acting EVP **Alhathal** calls meeting to order at **12:10 PM**.
2. ROLL CALL

Members Present Absent Members Guests

Katrina Mayol Gaozong Yang Dr. James Houpis

Thamer Fahad Alhathal Ellen Griffith

Marie Alexandra R. Ibarra Kenrick Ali

Stephanie Luna D. McKinney

Edward Andreini

Kathy Cutting

Jordan S. Leopold

Chris Gallagher

Raymund Cruz

Randy Saffold

Darrell Bailey

Marguerite Hinrichs

Eileen Barrett

Stan Hebert

1. ACTION ITEM **- Approval of the Agenda**

**Motion: (Leopold) to approve the agenda.**

**Motion Carries.**

1. ACTION ITEM **- Approval of the Minutes of May 14, 2014**

 **Approval of the Minutes of April 30, 2014**

**Motion: (Cutting) to approve the Minutes of May 14, 2014 and April 30, 2014.**

**Motion Carries.**

1. PUBLIC COMMENT **– Public Comment is intended as a time for any member of the public to address the board on any issues affecting ASI and/or the California State University, East Bay.**

No Public Comment.

1. DISCUSSION ITEM **– VP Student Affairs Search**

President **Mayol** addresses the following:

* Mitch Watnik has asked for ASI to appoint someone to be on the VP of student affairs search committee.
* In previous meetings Alhathal has showed interest and this is a discussion item to extend the invite to anyone else that may be interested.
* ED **Saffold** mentions that since this was discussed already at a previous meeting and if no one else shows interest then it can be amended to become an action item today. ED **Saffold** further mentions that he believes the ASI President can actually just make the appointment themselves so it may not need to be changed to become an action item.
* President **Mayol** further states that from her understanding, if there’s an emergency she can just appoint the person without it having to be voted on but she just wanted to invite people in case they were interested.

**05:56**

1. INFORMATION ITEM **– Resignation of ASI Director of CEAS**

President **Mayol** states that Wilson has resigned from his position because he now has a full-time job and he doesn’t feel he can do his part on the Board.

ED **Saffold** states that they have about 3 weeks left of the quarter so the question is do they really want to hunt to replace this person. ED **Saffold** further states that he made a suggestion to Alhathal about possibly having the newly appointed Director of CEAS for next year sit in for the remainder of time so they can get training for next year.

* The Board discusses that no one is running for the position of CEAS so this cannot be fixed.

**08:32**

1. ACTION ITEM – (Time Certain 12:45 pm) **Course Evaluations**, **Academic Advising and Extended Library Hours**, Report from University Chief Academic Officer, Provost

Dr. James Houpis

Provost **Dr. James Houpis** addresses the following:

* The provost is the chief academic officer so they oversee anything that relates to the faculty and the curricular component of the students education. He also shares co-curricular responsibilities with Stan and student affairs.
* He would like to come and speak with them on a regular basis to answer their questions and concerns.
* In relation to their concern about advising, he has asked the associate provost to form an advisory council. They have a lot of advising services across campus and they’re not coordinated very well so they are not sure where the holes are and where students are falling through the cracks. They need to have a better understanding of what’s going on and how to correct/improve measures.
* He tells the Board that if something important comes up they are allowed to send him an email.
* In regards to Planning for Distinction, it doesn’t enforce/mandate anything, it is just an informational document for various departments to look at – they are committed to shared governance. He thinks it’s a good idea for all academic departments on campus to have an introspective look at what they’re doing.
* Quarter to semester conversion – unofficially they’re scheduled to be completed converted by fall of 2018. When he discusses conversion, he is talking about transformation. They’re starting this summer with this conversion. In his opinion, semester is better for engaging students and allows for recovery and for the students and professors to have more in depth discussions.
* A2E2 Committee has student input and provides services to help with student success. The Chancellor wants to form a system wide committee on what is the proper use of a fee to serve the students due to some universities mismanaging student fee money. Another thing that came out of A2E2 is that they need to do a better job of informing students on where their funds are going.
* President **Mayol** informs Provost Houpis that the Board is currently drafting a resolution on course evaluations and would like for him to elaborate on things that are being discussed pertaining to course evaluations.
* Provost **Houpis** states that the decision was that the department as a whole can choose if they want to go all online or if they want to go all on paper. He further states that he would like an overall consistent decision. He understands the concerns about online but no system is perfect and even with the paper evaluations there are concerns. The main point is that this is an academic senate decision because in the end the senate votes on it.
* The Board discusses with the Provost about extending library hours.
* The international students will not be restricted to just seeing one advisor anymore.
* The Board discusses with the Provost their concern with advising and making advising University/system wide, also making advising conversations be documented on a computer system.
* VP of External Affairs **Ibarra** brings up a concern that students have regarding the second floor of the library being closed at certain hours. She also brings up about having texts/information to students being translated in different languages for international students.
* Provost **Houpis** mentions about a student that was multilingual but didn’t know all of the technical science language so he would take a course twice just to understand it. Provost **Houpis** further states that there has to be a better way of handling multilingual courses.
* Provost **Houpis** states that he hopes that the software that they’re putting in place will alleviate many of the issues that students are now facing.
* They hired a Director of Sustainability and she should start in the middle of June. They also have the provost council of sustainability that ED Saffold, Stan, Brad, and a variety of others are on. This council will reconvene in the beginning of fall.
* ED **Saffold** mentions about having a student seat on the Sustainability Council.

**1:07:51**

1. ACTION ITEM – **Resolution on Course Evaluations**

**Motion: (Ibarra) to table this action item – resolution on course evaluations until after the time certain item with the provost has been completed.**

**Motion Carries.**

**09:50**

President **Mayol** addresses the following:

* Reads the resolution:
	+ WHEREAS, the Associated Students Incorporated (ASI) Board of Directors of California State University, East Bay is the recognized voice of over 14,000 students; and
	+ WHEREAS, it is the mission of the ASI Board of Directors to advocate for students on the issues that concern them; and
	+ WHEREAS, the ASI Board of Directors recognizes that course evaluations are greatly influential in determining instructor effectiveness which determines the potential for promotion, tenure, and retention of faculty; and
	+ WHEREAS, the ASI Board of Directors recognizes that the transition from paper to online course evaluations may contribute to decreased student participation; and
	+ WHEREAS, the ASI Board of Directors seeks to maximize student participation in course evaluations; and
	+ WHEREAS, there have been reported student concerns from Spring Quarter focus groups facilitated by ASI College Directors regarding the importance and value of course evaluations; and
	+ WHEREAS, the ASI Board of Directors believes the current course evaluation questions do not accurately measure effective teaching; and
	+ WHEREAS, ineffective teaching can negatively affect a student’s ability to both graduate and succeed; therefore let it be
	+ [RESOLVED, that the ASI Board of Directors strongly recommends that course evaluations be administered consistently with online submissions across all departments of the University; and let it be further
	+ OR
	+ RESOLVED, that the ASI Board of Directors strongly recommends that course evaluations be administered consistently with all paper submissions across all departments of the University, with the exception of online submissions for online only classes; and let it be further]
	+ RESOLVED, that the course evaluation questions be aimed towards evaluating the quality of the instructor, centered on teaching effectiveness, and helping to inform improvements in teaching; and let it be further
	+ RESOLVED, that the ASI Board of Directors strongly recommends that there be student representation on the Evaluation of Teaching Subcommittee to give input on course evaluation questions; and let it be further
	+ RESOLVED, that the ASI Board of Directors requests that students be informed on the post course evaluation process, specifically that the concerns expressed in these evaluations are being heard and addressed; and let it be further
	+ RESOLVED, that the ASI Board of Directors also requests that students are informed that their submissions are anonymous despite being attached to their net ID which is used for authentication only to encourage students to participate and give their honest opinion; and let it be further
	+ RESOLVED, that the ASI Board of Directors recommends that the Associate Provost and the chair of the Student Evaluations of Teaching Subcommittee meet with the new ASI Board annually in the winter quarter to inform them about the evaluation processes and issues about the current state of teaching and teaching evaluations report on the overall general rating of teaching and instruction; and let it be finally
	+ RESOLVED, that copies of this resolution shall be distributed widely, including, but not limited to: CSU East Bay President, the CSU East Bay Provost, the CSU East Bay Academic Senate, and the general student population of CSU East Bay.
* Some of the Board members have replied to her on their preference of paper vs. online. Some of them expressed that they prefer paper because it ensures student participation. Some of them expressed that they should move forward with online because they’re eventually going to go in that direction anyways and the sustainability with online evaluations.
* VP of External Affairs **Ibarra** states that she did an informal Facebook survey through the ASI Facebook page and students expressed the want to complete the online evaluations in class and being given enough time to do them. From the survey, students preferred the online way over the paper, as long as the online evaluation was administered in the class.
* President **Mayol** states that Gaozong sent her an email saying that she preferred the online evaluation over the paper evaluation because it gives her time to think about what she wants to say about the course which allows her to give more qualitative feedback.
* ED **Saffold** questions how they would fill out the online evaluations during class time. Would everyone fill them out on their phone or does every student bring a laptop to class?
	+ The Board discusses that this varies dependent on the student.
* The Board discusses what they feel the CSU East Bay student body would prefer, paper or online.
* Interim VP, Student Affairs **Hebert** states that they want to make sure to state that they still want to know about the process of these evaluations.
* Director, Legislative Affairs **Leopold** states that paper evaluations would be more suitable in getting more students to participate because with online evaluations all they receive are reminder emails and students might forget.
* Director, Recreation and Wellness **Gallagher** questions whether or not teachers can make the evaluations a class assignment.
	+ President **Mayol** states that she would think that this would be a conflict of interest.
* Director, Environmental Affairs **Cutting** suggests that they make a kiosk for students to fill out the online evaluations.
* Director, CLASS **Luna** expresses that she likes the paper evaluations better because some students forget to do the online evaluations, and she also likes the idea of online only students taking their evaluations online.
* President **Mayol** states that considering this is a difficult topic to come to a consensus on, they will bring the resolution back next week for a vote. In her opinion, she thinks they should move online because paper is becoming outdated. She doesn’t think they should be too fazed that the online evaluations have a lower student turnout because it’s something that has to be learned and people have to get used to it. They’re going to vote on this resolution next week but she really wants them to think about their decision.

**1:23:19**

1. INFORMATION ITEM – **Center for Restorative Justice**

**Eileen Barrett** addresses the following:

* They had a conference on this on campus that brought together a wide array of people: people from the community that work in schools, social workers, and criminal justice majors.
* She’s been teaching at the University for about 28-29 years and she doesn’t believe that they do a good job at handling harassment issues.
* Goes over how the University’s website has issues with navigating through it; in particular, when you want to make a claim regarding sexual harassment.
	+ She believes the University should be aware that the official ways aren’t as clear as they would like them to be.
* Questions students might ask:
	+ It says the University “is committed to creating an atmosphere free of unlawful discrimination.”
	+ How do I know what’s lawful or unlawful harassment? – do they have to talk to a lawyer about this.
	+ Does that mean discrimination that might technically be lawful is ok? – this isn’t welcoming
* What might discourage a student:
	+ Why is this under Risk Management?
	+ What do they mean by “internal control”?
	+ Who is the office of investigations investigating?
	+ Before I do anything I have to read a 17 page Executive Order 1074 from the CSU?
* Discouraging reporting:
	+ Then I have to file a 3-page form that begins with this warning:
	+ “Students who file a complaint are required to cooperate with the investigation/review, including but not limited to, attending meetings, being forthright and honest during the process and keeping confidential the existence and details of the investigation/review.”
* Sexual Harassment Policy for Students:
	+ According to this policy, “The Director, Employment Relations and Practices, the President's designee, shall oversee implementation of the University's sexual harassment policy for students, regularly review policies and procedures, and design training for campus constituents.”
	+ But there is no such person.
* Where to report harassment – website has incorrect information, this is correct:
	+ Charles Batey is the correct person;
	+ His title is Chief Investigator, Office of Investigations;
	+ He is not listed in the online directory;
	+ Nor is his office listed.
	+ Batey was hired to replace L. Nolan but his hire was never announced to the University community.
	+ Director, Student Life Programs & Leadership **Hinrichs** states that they have a different process for this at orientation but only the freshmen and transfer students that choose to attend hear this so there is still a large group of students that aren’t getting information about sexual harassment, sexual assault, or alcohol use in relationship to this.
* Title IX:
	+ Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and violence.
* Senate Bill 967 (Introduced)
	+ Senate Bill 967 will require California colleges and universities to address campus sexual violence by requiring them to adopt consistent victim-centered sexual assault response policies and protocols that follow best practices and professional standards.
* Their Core Message:
	+ We believe CSU East Bay should take a similar victim-centered approach to harassment, bullying, and discrimination. We advocate an approach that moves beyond victimization to empowerment
	+ Inform campus community about harassment, bullying, and discrimination
	+ Encourage reporting
	+ Respond with compassion
	+ Support throughout the process
	+ Implement this 10 step plan
* Alignment with Mission and ILOs:
	+ We want out campus to deal with issues of diversity and social justice in a concrete way on our own campus.
	+ We advocate using problems as teachable moments for the entire campus community (students, staff, faculty, administrators)
	+ Restorative Justice process is a great example of a high impact learning activity.
* #1:  Mandatory training of all administrators, faculty and staff:
	+ on issues related to sexual harassment, hostile workplaces, and respect across ethnic, racial, gender-identity, sexual orientation, and religious differences;
	+ more rigorous, robust, and thoughtful than the current, perfunctory online training;
	+ essential for upper-administration to receive solid training in all aspects of harassment, they set the tone for the rest of the campus.
* #2:  A well-planned publicity campaign:
	+ Raise awareness about harassment and publicize where students, faculty, and staff should go to report a problem and to include
		- An easy-to-find, visually appealing, and centralized website;
		- A colorful, aesthetically pleasing poster displayed in every department office and on every bulletin board;
		- Informative and visually appealing emails distributed to all administrators, faculty, and staff with relevant information about harassment and where to report it.
* #3:   Create a new position of ombudsperson:
	+ Tasked with taking proactive steps to create a campus that is safe and welcoming for ALL (students, staff, faculty)
	+ Tasked with helping and supporting students, faculty, and staff who feel they are being or have been subjected to harassment, discriminatory, or bullying behavior by other students, staff, or faculty
* #4:   Establish a Center for Restorative Justice directed by the ombudsperson:
	+ to resolve conflict, encourage difficult dialogues, provide guidance and counseling for those who have been harmed
	+ to cross student affairs and academic affairs, and be open to all staff;
	+ to collaborate with the Faculty Diversity and Equity Committee, the Diversity Center, Faculty Development, LEEP, and the Office of University Diversity, Fairness Committee
* #5:   Provide opportunities for victims to discuss their cases:
	+ The Center for Restorative Justice would provide opportunities for those who have been harassed to discuss their cases and the administration’s handling of their cases and to receive referrals for support and advice from experts outside the University.
	+ Note: This will be mandated for victims of sexual assault if SB967 becomes law. This is a best practice.
* # 6: Education about all forms of discrimination, harassment and bullying:
	+ The Center for Restorative Justice and the ombudsperson who directs the center would provide information and ongoing education about the subtle and not-so-subtle forms of discrimination, harassment and bullying, including micro-aggressions.
	+ Target: Entire campus community
	+ Short Term: Bring CFAs workshop on unconscious bias to campus this spring.
* #7:   Move the Office of Investigations out of Risk Management:
	+ The current structure gives the impression that the University is more concerned about the risk to the University than harm done to the victims of harassment.
* #8: Require annual reports:
	+ Require the Office of Investigations and the Office of Equity and Diversity provide to FDEC and the University community annual reports that detail the number of people who report harassment and discrimination, the number of people who file reports, and the number of people found guilty.
* #9: Require external review:
	+ Any academic or administrative department that has three or more reported incidents of harassment or discrimination must have an external review;
	+ If the reviewer finds issues, the unit will be provided with training and support from the Center for Restorative Justice.
* #10: Establish and endow diversity awards:
	+ Establish and endow diversity awards for students, staff, and administrators (as well as faculty) for their knowledge of equity, prejudice, discrimination and diversity in education; their leadership on issues of equity and education; and their courage to consistently speak up and name discrimination, prejudice, and the mistreatment of women and people of color.
* The draft of the plan that they have to improve this is as follows:
	+ Vision:
		- California State University, East Bay seeks to create a campus climate that is welcoming, caring, and responsive to all members of the community. Our University’s atmosphere will not only be conducive to learning, but also personally and culturally fulfilling. The campus climate should facilitate the kinds of learning called for in our Institutional Learning Outcomes, with an emphasis on deep engagement with issues of diversity, difference, social justice, sustainability, critical thinking and collaboration.
	+ Mission:
		- In order to ensure that our campus welcomes and supports a diverse student body, and meaningful cross-cultural engagement, we will continue to improve our transparency and accountability, and respond to the backgrounds, interests, concerns, and differences among our campus community. While the University has multiple programs that address diversity issues, we must not be complacent, and must continue to seek new approaches that will enable us to reach our Vision. We must celebrate our successes, enhance our efforts to do better, prevent violations of our values and commitments, and if harms occur, be willing to restore justice.
	+ Goals:
		- Celebration
			* California State University, East Bay is one of the most diverse institutions in the United States. But for far too many years, we have been the East Bay’s “best kept secret.” We are fortunate to be in a demographically diverse region. Now is the time to build on this good fortune and become a radically inclusive and welcoming university.
			* We hope to become a model university recognized not only for our diversity but also for the ongoing actions we take to achieve and sustain a positive campus climate. We wish to attract faculty, staff and students who share similar values to join the East Bay Community. We have in place a cadre of committed and talented faculty and staff with a range of expertise that includes multiculturalism and social justice, and we have a richly diverse student body eager to learn and willing to engage in deep, meaningful discussions.
			* We want all members of our community to participate in the rigorous and exciting intellectual tasks of teaching and learning, while enhancing our understanding of diversity and our practice of social justice.
		- Action Items:

a. Week of Inclusiveness.

b. Website overhaul, to highlight our diversity and social justice initiatives.

c. News releases that frequently highlight our campus diversity and social justice initiatives, and our community collaborations.

d. Faculty searches that infuse the importance of campus diversity throughout the hiring process and that link all searches to our institutional learning outcomes. .

e. Student recruitment that highlights our positive campus climate and the curricular and co-curricular activities that will enable the students to be more learned, prepared, caring, and socially engaged global citizens.

* + - Enhancement
			* While there are many positive things happening on campus we can enhance our existing structures, activities, and programs. Our university has the people necessary; our next task is to build our relationships to each other so that more people experience our campus as a community.
			* We can enrich our relationship with local East Bay communities. Our location is a significant net positive for the university community. Local communities in the East Bay are among the most progressive in the nation when it comes to advocating for social justice and diversity. We need to create additional links between our campus and these local communities.

a. New faculty start-up for affinity hires

b. Faculty development.

c. Faculty Learning Communities.

d. Student Development.

e. Service Learning and Community Engagement.

f. Improve internal communication on diversity and social justice issues

* + - Prevention
			* To prevent harassment, discrimination, retaliation, and bullying behavior our campus needs clear policies and procedures in place. Those policies and procedures must be accessible and posted in multiple locations (website, posters, training manuals, etc.). We propose a new ombudsperson position as the first point of contact for all members of the campus community, providing referrals and clear and accurate information about policies and procedures.
			* Action Items:
				+ To address conflict resolution, create an ombudsperson position to serve the entire campus community. A university Ombudsperson will be an independent, neutral third party who assists students, faculty, staff and administrators in resolving problems, concerns and complaints through informal means: counseling, negotiation, mediation, and restorative justice processes. These positions are not only common on university campuses, nine of our sister campuses within the CSU have established such positions (see appendix A). Moreover, UC President Janet Napolitano argued that “Every campus should have an official who serves as an ombudsperson, responsible on his or her own or through other staff for providing confidential advice about perceived acts of discrimination, bias, and harassment involving faculty, students, and staff from all parts of the campus.” Currently all UC campuses have ombuds positions.
				+ New faculty Development Trainings:

a. University Policies and Procedures re. Sexual Harassment

b. Unconscious bias

c. Cross cultural communication

* + - * + Ombuds Website would host a “one stop shop” with links to Office of Investigations, UPD, Office of Diversity, Diversity Center, and training opportunities.
		- Restoration
			* Recognizing that we are a diverse campus, we need policies, practices, and space to work through differences. In our view, conflict and misunderstandings between members of the campus community are opportunities for growth and learning. We should not run away from conflict. Instead, we should embrace the philosophy, principles, and techniques of Restorative Justice.
			* Throughout the East Bay region, Restorative Justice (RJ) is being practiced in schools, community centers, and courtrooms. Restorative justice emphasizes resolving conflicts, healing and empowering those who have been harmed, developing understanding across differences, and restoring genuine community and justice. On May 9, faculty and students in Criminal Justice, Educational Psychology, and Social Work worked on the first Restorative Justice Conference on our campus and have plans to make this collaboration with social workers and community activists an annual event.
			* Action Items:

a. Establish a Center for Restorative Justice. The Center would work creatively to resolve conflicts; emphasize our commitment to an environment free from harassment and discrimination; and promote diversity, equity, inclusion, and social justice on campus. We think such a center would align many of our Institutional Learning Outcomes. As such, CRJ would have the potential to create opportunities for high impact learning, student research, and engagement with our communities and to support ongoing interdisciplinary research in the areas of restorative justice. We believe that investment in this CRJ would improve the retention and graduation rates of all our students, enhance our ability to recruit and retain faculty, staff, and administrators of color, and connect to the work being done on restorative justice within our regional, national, and international communities.

b. Work with University Police Department, Student Development and Judicial Affairs, Student Life and Leadership, and Student Housing and Residential Life to develop policies that would allow staff and administrators to refer students to restorative justice process in lieu of disciplinary measures. We could also consider working with plagiarism and grade fairness cases, as appropriate.

c. Work with Academic Affairs, Deans, and CFA to encourage them to refer interpersonal conflicts, cross cultural and gendered issues to the CRJ for mediation and resolution.

d. Provide internships to students to train them in restorative justice processes and have them lead talking circles on campus and in local communities

e. Host annual Restorative Justice Conference with participation from community members throughout the East Bay.

f. Enrich our existing curriculum and course offerings in restorative justice (Criminal Justice, Social Work, and Educational Psychology) and develop restorative justice curriculum throughout other disciplines. Within two years, develop an interdisciplinary certificate in restorative justice.

g. Develop faculty expertise in Restorative Justice through trainings, annual conference, and hiring.

h. Commit to affinity faculty hires in Restorative Justice.

* Main goal is to have a Center for Restorative Justice.
* The Board discusses their support for this initiative and giving students another outlet.
* Students have been taking a class on restorative justice and have been working with the community regarding restorative justice.
* They want the student center for academic achievement to be involved with this so there will be translators.

**35:26**

1. DISCUSSION ITEM – **Conflict of Interest Policy Adoption**

ED **Saffold** addresses the following:

* As Board members, they all signed a conflict of interest statement but at this year’s Chancellor’s audit they found out that this document isn’t enough. There also should be a policy that goes along with it that dictates when they’re supposed to sign it and the procedure and process for this.
* He has adopted a policy from Stanislaus and Northridge to create a policy for ASI. This is currently under review by Brad Wells’ office and risk management.
* He would like for them to approve the conflict of interest statement at their next Board meeting. All of them have been sent the policy and he would like for them to review it.

**1:25:12**

1. ROUND TABLE REMARKS

**Saffold**: Compliments the Programming Council on their excellent International Cultural event that they had yesterday. There wasn’t a time when there were less than 200+ people in the room. He also compliments the Board on the comments that they made to Marc’s special events team on the Spring Mayhem event and states that it’s always good for staff to hear that they’ve done a good job.

**Mayol**: Great job to the Programming Council on their event yesterday and great job to the models. Spring Mayhem was really fun too and it seems like a lot of students really enjoyed the two events. Thanks everyone that helped out with the Intercultural Student Mixer and she hopes that this is a start to building the relationship between ASI and international students.

**Cruz**: The Programming Council event was a fun event but he also wants to thank the people that picked up the food for the event and he gives a special thanks to the people that volunteered to model and the MCs. Thanks everyone that helped with and supported the event and states that 262 people checked in, not including some of the staff, volunteers and models. **Alhathal** mentions that there were a lot of people that didn’t check in.

**Saffold**: During the Spring Mayhem event they did do some damage to parts of the University so they will be billed for the damage.

**Alhathal**: What they spent on Spring Mayhem this year was way less than any other year and they had about the same amount of turnout. Thanks the Programming Council for their event yesterday and expresses how shocked he was by the turnout.

1. ADJOURNMENT

Meeting adjourned at **1:39 PM**.

Minutes Reviewed by: **ASI VP of Finance**

**Name: Thamer Fahad Alhathal**

Minutes Approved on:

**5-28-14**

**Date:**