Virtual Meeting of the Distance Learning and Student Services Members Council (DLSS MC)
February 16, 2022 (10:00 a.m. - 4:00 p.m. Eastern Time)

Attendees:
DLSS MC Members: Vicki Milton, (CC) Josh Strigle (CCF), Dr. Phil Simpson and Andrew Lieb (EFSC), Dr. David Jeager (FGCU), Dr. Rozalind Jester (FSWSC), Dr. Ujjwal Chakraborty (FSCJ), Robert Fuselier (FSU), Lori Driscoll, (GCSC)
Laurie Saylor (HCC), Dr. Michael Nathanson, (LSSC), Crystal Bundrage (NCF), Kristin Summers (NFC), Sid Beitler (PBSC), Holly Vaughn (PSC), Page Jerzak (SFC), Dr. Brian Crose (SSCF), Vicki Westergard (SPC), Jack Hall (SJRCS) Dr. Lemond Hall (Chair Elect, TCC), Dr. Kelvin Thompson (UCF), Dr. Brian Marchman (Chair, UF), Deb Miller (UNF), Dennis Walpole, (USF) Michelle Horton (UWF) and Geni Wright (VC).

Guests: Dr. Douglas Harrison, VP and Dean, School of Cybersecurity and Information Technology, University of Maryland Global Campus, FLDOE, Cheryl Dowd, Senior Director, Policy Innovations WCET - WICHE Cooperative for Educational Technologies. Dr. Nancy McKee, Associate Vice Chancellor of Innovation and Online Education with SUS Dr. Carrie Henderson, Executive Vice Chancellor of the Florida College System, Allyson Haskell, Senior Instructional Designer, UF CITT Panel: Dr. Heather Maness, Instructional Designer, UF CITT; Megan Mocko, Lecturer, Warrington College of Business; Dr. Diba Mani, Instructional Assistant Professor, College of Health & Human Performance. Kevin Hulen (UNF).

FLVC Staff: Dr. John Opper, Nashah Dawahre, Ashley Thimmes, Tom Tu, Kathy Parker, Mike Neff, Stevan Polansky and Richard Conn.

Welcome and Call to Order
Dr. Brian Marchman (UF), Chair, called the meeting to order and Ashley Thimmes with FLVC took a verbal attendance. Marchman asked if there were any new representatives of the Members Council. Andrew Lieb, collegewide chair for EFSC’s online and course-wide delivery content, introduced himself. Dr. Marchman then asked if there were any outgoing members. Dr. Ujjwal Chakraborty (FSCJ) said that FSJC’s alternate member Bea Harrison, had retired and a new alternate from the institution would be appointed soon.
Dr. John Opper said two members of the Council, Jennifer Veloff of PHSC with Dr. Kendall St. Hilaire with IRSC both left their positions and are no longer on the Council. Dr. Marchman said both would be big losses to the Council and wished them well. Dr. Marchman said he was recently named the next school director and superintendent of the UF Lab School. He said he learned a lot in terms of teaching and learning from the distance world and would take that with him to the Lab School.
Dr. Marchman asked for a motion to approve the minutes from the Oct. 12, 2021, meeting. Dr. Lemond Hall moved to approve the minutes. Vicki Westergard seconded to approve. The approved meeting minutes will be posted to the DLSS MC SharePoint folder.
Dr. Marchman then asked whether any members had any new business to discuss not on the regular agenda. There were none.

Future Meeting Planning for DLSS Members Council
Dr. Marchman opened it up for discussion for possible dates for the next meeting of the Members Council. Dr. Simpson proposed an early June date, possibly face-to-face. Josh Strigle proposed the first week of June. Dr. Thompson mentioned Daytona State as a possible site for the meeting because of its central location. Strigle said CCF may be able to host. After some further discussion, the Council decided to look at June 1, June 6-7, or June 7-8 as possible meeting dates and members would communicate through e-mail to finalize the date. Dr. Thompson said UCF could also serve as a host. Jack Hall (SJRCS) said his institution could be in the mix to host. The Council next discussed possible dates for a fall meeting. Westergard proposed Sept. 21-22 as a date for that meeting. A host institution would still be determined.
**Academic Integrity and the New Cheating Economy Discussion**

Dr. Thompson said the issue of academic honesty and integrity in online learning has become an increasingly important issue for institutions. Dr. Marchman said he and Dr. Opper scoured the landscape nationally for an expert in the field to speak on the subject and invited Dr. Douglas Harrison, VP and Dean, School of Cybersecurity and Information Technology, University of Maryland Global Campus, who was a former faculty member at FGCC. While waiting for Dr. Harrison to come on the call, some Council members discussed issues and experiences with academic integrity and remote proctoring at their respective institutions. Dr. Harrison then gave a presentation on the new cheating economy and what it means in the context of online learning as well as the threats to the quality and integrity of learning. He discussed the rising scale and scope of contract cheating where students buy coursework or full degrees from for-hire agents and peer-to-peer cheating, in which students share their course materials from their courses to commercial websites that present themselves as providing study help or tutoring support. Dr. Harrison said cheating is a big business, bringing in close to $1 billion in annual revenue. He said 16 percent of students worldwide have self-reported they have been involved in cheating and that it affects all types of institutions, modalities and learning models. Dr. Harrison broke down the three main threats to the integrity of learning and teaching in three categories – fraud (degrees or credentials for hire) academic misconduct, and copyright violations. Dr. Harrison then explained the various types of cheating that fall under those three categories. Dr. Harrison then talked about possible solutions to deal with cheating and academic integrity issues such as identity authentication for the student, which he said should be more established at institutions. Other methods Dr. Harrison discussed included similarity detection and proctoring, authorship authentication, training of faculty and students on proper attribution and research, using a bot crawler - a tool that scans the internet looking for copyrighted content. – and implementing automated workflows. Dr. Harrison then explained emerging pathways for legal action to deal with cheating and academic integrity issues including bringing trademark infringement cases and attacking the safe harbor of the Digital Millennium Copyright Act. Dr. Harrison then discussed ways beyond detection and deterrence to deal with these issues. Dr. Marchman thanked Dr. Harrison for his presentation and opened the discussion for questions. Dr. Opper asked if there should be a stronger partnership between the technical sides and academic sides of institution to help deal with academic integrity issues. Dr. Harrison said he hasn’t seen enough models, but he did endorse the model Dr. Opper was suggesting. Kevin Hulen (UNF) asked a question in the chat about to mitigate cheating and adaptive learning systems and what can online instructors do when content lives in third party systems. Dr. Harrison said the biggest thing instructors can do is ask questions up front before third party tools are integrated. Dr. Ujjwal Chakraborty said some homework help sites ask instructors to upload their exams to prevent students from getting help on such assignments from the site and asked Dr. Harrison if he recommended that approach for instructors. Dr. Harrison said he would be wary of that approach, but it does depend on the site. Dr. Marchman wrapped up the discussion and again thanked Dr. Harrison for his presentation.

**WCET SAN -Professional Licensure Update**

Dr. Marchman then welcomed Cheryl Dowd, Senior Director, Policy Innovations WCET - WICHE Cooperative for Educational Technologies, who gave an update on professional licensure. Dowd explained what the various responsibilities of the institution to offer programs leading to a professional licensure. Dowd then talked about the U.S. Department of Education’s second rulemaking committee under this administration, called the Institutional and Programmatic Eligibility Committee, and the scheduled timeline of that committee, including final voting of the development of the language of new or revised regulations in March 2022. If there is consensus language approved, it would have to be reviewed and be shared by Nov. 1, 2022, to be effective by July 1, 2023, which is the earliest a new regulation could be effective. Dowd then discussed the certification procedures and the proposed language to require institutions to ensure that the curriculum meets state educational requirements in order to provide Title IV Federal Financial Aid. Dowd also shared some resources with the Council to find the various licensure requirements and regulations. Dr. Marchman thanked Dowd for her presentation.

The Council then took a lunch break and reconvened at 12:30 p.m.

**Executive Director Update**

Dr. John Opper, Executive Director of the FLVC, first gave the Council an update on the ongoing Legislative session. He discussed HB 5201. Dr. Opper said the Legislature wanted to hear the results of the 2018 Student Textbook survey and the Legislature also invited some college and university representatives to talk about efforts to help
students with high textbook costs. This bill, which came out of the Education Appropriations Committee, resulted from those discussions. The bill creates the Student Open Access Student Repository and establishes a grant program under the statutory language of FLVC, targets top ten enrollment/material cost courses specifically within the general education core, creates a repository within the ILS, and requires that institutions identify courses in their catalog that utilize that have zero textbook costs to use an icon 45 days prior to the start of class. There is a $10.8 million appropriation tied to the bill and it is in the chairman’s budget recommendation. Dr. Opper said it has not been picked up by the Senate and will probably be a conversation by a conference committee at the end of session. He said it’s good that members of Legislature are interested in helping in textbook affordability costs.

Dr. Opper next discussed HB 7051/SB 7044 companion bill on postsecondary education. There are a number of provisions, but Dr. Opper said the one garnered the most attention is the accreditation section, which prohibits a college or university from being accredited by the same agency for two consecutive cycles. Dr. Opper said there are many implications including on SARA. An institution must be fully accredited to participate in SARA. The process to full accreditation could take two years with visiting teams and an institution would not be eligible to participate in SARA until it received full accreditation status. Dr. Opper said accreditation agencies treat online learning differently, some have separate standards. Dr. Opper said he wasn’t sure what chances the bill has of passing.

Dr. Opper next discussed the 2022 Textbook and Instructional Manual Survey. The survey was scheduled in 2020 but was delayed because of COVID. The survey has now been prepared and tested by the FLVC team. Input is being sought from SUS and FCS institutions about the questions and a letter will go out shortly asking chief academic officers for their help and collaboration on a survey. A web link to the survey will be provided for each institution to use. It will be up to the institutions how they distribute the link and how they ask students if they want to participate. Each institution will be provided their own date and frequency analysis. The window for the data collection will be March and April. Dr. Opper said some changes to the questions were made. One or two were dropped that were no longer relevant. He said he expects to see positive progress from students. Reports will be provided to institutions during the data collection to see how students are responding.

Dr. Opper next discussed a number of projects underway that FLVC is helping the FLDOE with including a new career planning and work-based learning coordination tool. FLVC has also been asked to help with the ITN for the modernization and update of the FASTER system as well as the review and modernization of the Florida Education, Training, Placement Information Program. These three projects are all underway. Dr. Opper then discussed the next FLVC OER Summit, which will be May 18-19. He said there is a planning committee underway for this event. The FCS Council of Instructional Affairs has formed a workgroup to study instructional modality and discuss best practices.

Dr. Opper next discussed the term the “Future of Higher Education” emerging as a trending topic. He said he has seen this title in a number of webinars and convocations in recent months. Dr. Opper then discussed the next ITN for products and services, which is slated to be Tutoring Systems. Dr. Opper next mentioned the IDN Network, which Tom Tu with FLVC works on and has helped develop an advisory committee of instructional designers from around the state. The IDN Network is growing well with about 400 subscribers. Recordings are posted of all webinars. The next webinar is scheduled for Feb. 22. Digital badging is also being used in the network as a professional development tool.

Dr. Opper next discussed the FLQMC, which now has 32 members. He then opened the floor for questions. Vicki Westergard asked whether the state is looking at a statewide badger implementation program for the badge mandate. Dr. Opper said they are not looking at a statewide badger mandate. The state is creating a credentials registry but said he didn’t know if they were looking at a badger implementation.

Dr. Opper then turned the update over to Nashla Dawahre, Director of Student Services at FLVC. She first updated the Council in Transient Student Applications. Applications are being processed for spring and summer 2022. She provided numbers for fall applications.
Dawahre next discussed the College 101 series in February, which FLVC is partnering with 14 other statewide partners to present. The event prepares students for admissions, financial aid, and any other aspect of applying to and paying for college.

Dawahre next discussed the schedule upload for the Statewide Catalog. The 2022-23 upload period begins May 1, and the deadline is July 1. There are 593 Zero Textbook Cost course sections in the Catalog.

Dawahre next discussed the RESTtrofit project, which enables institutions to become compliant with statutory requirements and establish or strengthen their connections to FLVC. She mentioned that eight institutions are on REST technology. A pilot project involving two institutions is underway to replace EDI with REST technology. Valencia College is already upgraded, and FSU is scheduled to be completed by June.

Dawahre then discussed the EMOP project and said that course uploads in the Catalog will have a big impact because they will also be used in the EMOP project. Work is underway to prepare the transfer of existing data to the Credential Engine Registry. Development work will continue in March-May 2022 and in the summer the upload will begin for institutions to upload their 2022-23 program data.

There is a requirement in HB 847 that requires FLVC to see how it can expand its services to the technical centers and colleges. An informational webinar was hosted to get feedback and a survey was done to see what FLVC services they need the most and an analysis is underway. Dawahre then asked if there were any questions. Deb Miller asked whether there was a list of contacts for all program uploads. Dawahre said there is a list under the Catalog.

**System Updates**

Dr. Nancy McKee, Associate Vice Chancellor of Innovation and Online Education with SUS gave an update on the 2025 Strategic Plan for Online Education. A mid-term review was completed, and updates presented to the Innovation and Online Committee. They will hopefully be approved at the March meeting. Among the revisions is the addition of a performance indicator and related goal for textbook affordability. The performance indicator is the percentage of course sections with textbooks and instructional materials that are free or cost $20 or less per credit hour. The report for spring 2021 that 59 percent of the courses met those criteria. That has been increased to 63 percent for the goal for 2025. Dr. McKee said it was projected originally that by 2025, 40 percent of undergraduate credit hours would be in distance learning courses. That percentage was on track to be met until the pandemic hit. The goal has been adjusted to reflect what the universities were projecting for those out years. The percentage projected is now 35 percent. Dr. McKee then talked about the Board’s Innovation and Online committee asking the Steering committee of provosts to help them plan for the post pandemic world. Dr. McKee said the provosts met with many groups across the campuses and developed a report with several recommendations and that report was presented to the board’s Innovation and Online Committee in January. That committee asked the Steering Committee to focus on a handful of recommendations to be implemented in the short term within the next 12 months. The Steering Committee has done that and those will be presented to the Innovation and Online committee in March.

Dr. McKee then discussed some of the recommendations including expanding tele-counseling for mental health and substance abuse, the distribution of best practices in remote and flex instruction and student resources, and leveraging volume contracts, savings, software, and technology. Dr. McKee mentioned there is a new chair for the Board of Governors’ Innovation and Online Committee – Edward Haddock, co-chair, and CEO of Full Sail University. Dr. McKee then mentioned the State University System created a college and career planning tool, called My Florida Future, which is on the Florida Board of Governors website. It’s an interactive site that allows anyone to explore data at the system level or at the institutional level. It includes information on salaries, graduate employment, student debt and other factors.

Dr. Carrie Henderson, Executive Vice Chancellor of the Florida College System, then provided an update on the digital badge that was established through House Bill 1507, for successful completion of a general education core course. Henderson said her division has been working very closely with the Office of the Board of Governors to establish a process for identification of those badges. As part of House Bill 1507, there were several components
around marketing, career readiness skills and ensuring that Florida has the talent it needs to meet the workforce demands of the future. One of the areas was a desire to bring the skills that students learn through general education coursework and translate that to something that is meaningful to an employer. There is a provision that requires, beginning in 2023, that Florida College System and State Universities System award a digital badge upon successful completion of series of general education core courses that demonstrate career readiness. The goal of the badges is not to change the content of general education core courses, but help the student translate what they learned in those courses to knowledge and skills that employers require.

Dr. Henderson than discussed the principles driving the work and the badging process -identifying a badge to pilot, effective communication, and forming a faculty committee to make recommendations about what the content should be and then work to validate with employers to ensure that the content is aligned with what employers are looking for. Dr. Henderson said the hope is the badge would be finalized in the next month or so. The badge will eventually be published for public postsecondary institutions.

Dr. Henderson then discussed the creation of EMOP, which will have information about supply, labor, market supply demand and educational attainment. The platform will have three areas of information, first looking at labor supply and demand and what are the gaps between what postsecondary institutions are producing and what the employers need. The second category looks at program ROI and the third looks at program quality, which examines student success at the program level, what you retention and completion rates look like and outcomes and outputs. Dr. Henderson then talked about the project steps needed to get EMOP to a dashboard. Work is being done with FLVC on the project and with vendors for data integration, analytics, and utilization. Dr. Henderson then mentioned a section in HB 1507 that creates a new program approval process for CTE programs across the state and establishes an incentive for programs to undergo a review process through the State Board of Education to have their programs approved. That approval means eligibility to receive incentive funding subject to legislative appropriation. Dr. Henderson said a program inventory was to get relevant data and put them all in one place. Currently, the state does not have an active list of programs across the Florida college system. In districts, enrollment data is relied on as a proxy to whether a program is active, but it’s not certain until it starts showing up in the data systems. Work is underway by Credential Engine, which is the organization that managed the Credential Registry, and FLVC to pull resources together and work to create a master program inventory based on data that institutions already input into the FloridaShines catalog with data that already at the state level using program enrollments. Institutions in FCS have until April 15, 2022, to get their templates back and that will show all active programs for 2021-22. In late spring 2022, institutions will be asked to upload their active programs for the 2022-23 FloridaShines catalog, in late spring 2023, institutions are asked to upload programs to the 2023-24 FloridaShines catalog.

Improving Academic Integrity and Authenticity in Online Assessments – Panel Discussion

Dr. Marchman introduced a panel discussion on Academic Integrity and Authenticity in Online Assessments. It was moderated by Allyson Haskell, Senior Instructional Designer, UF. The panelists were Dr. Heather Maness, Instructional Designer, UF CITT; Megan Mocko, Lecturer, Warrington College of Business and Dr. Diba Mani, Instructional Assistant Professor, College of Health & Human Performance. Each panelist gave a short presentation to share their experiences in teaching authentic and alternative assessments. Dr. Mani shared three examples of such with the Council, including using poster presentations, article presentations and using Honorlock exams. Mocko then shared experiences about her graduate level course in programming and using statistics. The course has three assignments, which are project based and get more difficult through the semester. The idea is to start off with a really structured assignment at the beginning so that by the time students get to the last assignment they are almost in a team-based data science environment. Mocko then explained each of the assignments in detail. Dr. Maness then presented other tips for online assessments such as utilizing automated feedback in Canvas quizzes or in Google forms, and enabling Turnitin for writing assignments, even for PPTs. Haskell then asked the panelists some questions related to their experiences. The first question asked was since alternative assessments increased grading load compared to auto graded exams or quizzes, what strategies have the panelists used to manage the increased grading load? Dr. Mani said that all alternative assessments she uses require peer evaluations and every activity in her class has a rubric that is automatically uploaded to the LMS. She also uses undergraduate teaching assistants. Mocko said she also uses the teaching assistant support with rubrics to help make grading more manageable and she uses feedback forms. The panelists were then asked why they choose the alternative
assessments. Mocko said she wanted to make sure her students could communicate their findings in a team environment, both verbal and in writing. Dr. Mani said traditional exams are more prone to cheating and she wanted to also expand the questions she could ask from a traditional exam setup. Mockup then described changes she had to make to the switching from an auto graded exam to an alternative project-based assessment. Dr. Mani talked about the guidance she gives to students who submit their presentations to her through Canvas or another LMS. She said she records tutorials, which she posts on Canvas. Mocko was asked about peer feedback, and she described how she helps students prepare to provide feedback and grade using a rubric. Dr. Maness was asked about using the repository with Turnitin. She said she has shifted to not using the repository because of privacy issues. She also talked about the different type of projects she has seen as a way of learning through authentic assessments. Dr. Mani then discussed what type of asynchronous tools can be used for alternative assessment such as Flip Grid. Each of the panelists were then asked to share advice for instructors who are thinking of creating their own alternative assessments. Mocko said to start out small and let students choose tools with which they are comfortable. Mani to create tools proactively for the students at the beginning of the semester. Dr. Marchman asked if there were any strategies to make sure each student was contributing equally to a group setting. Dr. Maness said students can be surveyed about how students feel about their group members. Mocko said if you have a larger group, sometimes it’s easier for a student to not get involved. Dr. Mani said she does pre and post questions as well about how students feel about working in a group. She also said she does not mandate group presentations when the course is asynchronous. Dr. Marchman thanked Dr. Haskell each of the panelists for participating in the discussion.

Data Analytics – Regular and Substantive Interaction Considerations
Josh Strigle (CCF) and. Andrew Lieb (EFSC) gave a presentation on data analytics and Regular and Substantive Interaction considerations. Strigle gave some background on RSI, which has been around a while. Each institution is specifically responsible for their RSI process. Strigle then outlined the five elements the department will focus on to determine whether an institution meets the RSI standard. Strigle said online office hours for students would meet one of the criteria for substantive interactions. Strigle explained the definitions of “regular” and “substantive” in the regulation. Lieb said a system level platform that shows whether an instructor is really interacting with their students doesn’t exist right now. Lieb described the reporting limitations with LMS, third-party vendors and institutional tracking. Lieb then explained the modified central model for online oversight being used at EFSC. It includes a faculty council that oversees distance education, a dedicated collegewide chair and Dean who oversee all online courses and collaborate with discipline-based collegewide chairs when conducting online observations and a department specializing in online delivery that oversees mandatory online course design and delivery training. Lieb then detailed EFSC’s version of online quality standards. Most RSI tracking was piloted with adjunct evaluation/observation. There is an evaluation form specifically designed for each evaluation/observation and an online observation interaction reflection is to be completed by the adjunct in advance. Both forms are filed with HR and will be available to any auditors or accrediting agencies. Lieb then described the evaluation process for full-time faculty that is allowed by the CBA. Strigle then described the RSI process at CCF. He said faculty are trained on RSI and are asked to complete worksheets on all aspects of distance learning education with an emphasis on RSI. The worksheet is stored for documentation. Interaction is reviewed as part of the quality course review process. A question was asked whether the RSI criteria are met from QM reviews. Lieb said the course design aspect certainly can be. Strigle said the department wants real-time interaction with a faculty member and if there’s a gap in knowledge and addressing it. Sid Beitler asked what the process is for making sure these interactions occur and if they would be reported to the government. Strigle said he hasn’t heard any specific plans yet. He said it behooves each institution to have some sort of formalized process. Dr. Opper said the renewed issue in RSI happened as a result of an issue with the Western governors years ago and some federal aid money had to be returned. These new regulations provide some additional definitions.

Operating Procedures Review
At the October meeting the first reading was held on some changes to the operating procedures. Dr. Marchman then detailed each amendment. At the June meeting, nominations will be taken for Chair of the Council with Dr. Lemond Hall set to take over that role. A chair-elect will also be nominated.
The first change is on Page 1, Section C (2), under Selection and Terms for Officers that “nominations would be accepted at the last regularly scheduled meeting each academic year” and add “and alternate” representatives are eligible for office. Dr. Marchman this would increase participation.

The second change would be to Page 2, Section D(4), Quorum and Voting, adding “that in the event a quorum is not present at a regularly scheduled meeting, the Chair may designate a finite period, of no more than one week, for institutional representatives to submit their vote via email. The vote must be received by the chair from the institutional representative’s email address.

Another change would be to Page 4, Section F,( 2), Amendment and Review of Procedures, which would strike the wording “and be approved by the FLVC CEO, and add “the executive head of the FLVC will review the modifications for consistency with FLVC authorizing statute and other applicable policy. Inconsistencies will be reported back to membership for reconciliation.

Dr. Thompson asked whether there was a wide understanding of “academic year” that is accepted across all the institutions, and if not, whether alternate wording should be used. Dr. Marchman said that was a good point and it was his assumption they were using July 1 to June 30, and proposed adding such wording to the operating procedures. After some discussion, to avoid any confusion, the decision was made not to use the term “academic year” and use the dates “from July 1 to June 30” in the operating procedures.

Vicki Westergard said there has been a past chair, chair elect and chair dynamic on the Council and wondered how that could continue. Dr. Marchman said he would make some considerations and that he was willing to serve in the year ahead. Dr. Thompson proposed adding language that only official institutional email would be used to vote to eliminate the possibility that some platform that is not secure and authenticated could be used. That change was accepted. A motion was made to accept all proposed changes to the operating procedures by Dr. Thompson and a second was made by Dr. Simpson. Dr. Marchman said he believes there is a quorum and Dr. Opper said 21 primary members are needed to vote. A roll call was then taken by Ashley Thimmes of FLVC to see if he changes would be accepted. The roll call vote showed there were 18 votes to accept the changes and no objections. With the lack of a quorum, Dr. Marchman proposed moving the matter to the June meeting. There was some discussion about whether alternate members could vote if the primary member could not attend. Dr. Opper said the bylaws say the changes to the bylaws have to be accepted by the majority of the primary members.

New Items from Any Member and Wrap-up and Adjournment
Dr. Marchman asked if there were any new items from any Council member. Hearing none, he asked if there was a motion to adjourn. The motion was made by Vicki Westergard and seconded by Dr. Brian Crose. The meeting was then adjourned.