The Administrative Committee on Academic Affairs held its spring business meeting on Wednesday, February 21, 2007 at Macon State College's Rehearsal Room of the Theater Arts Complex. Dr. Cathy Rozmus, Chair and Vice President for Academic Affairs at Georgia Southwestern State University, called the meeting to order. The minutes of the summer 2006 (July 19, 2006) meeting were approved. Dr. Rozmus acknowledged the impending retirements of the following University System personnel: Dr. Ellis Sykes, Albany State University; Dr. Caroline Helms, Abraham Baldwin Agricultural College; and President James Burran, current President of Dalton State College and former VPAA at Abraham Baldwin Agricultural College. A retirement recognition was provided for outgoing Vice Chancellor Frank A. Butler with farewell remarks made by various administrators. Dr. Rozmus welcomed the following new attendees: Mr. Jere Morehead, Esq. the University of Georgia; Dr. Ellen Whitford, Armstrong Atlantic State University; Dr. Anderson Smith, Georgia Institute of Technology, Dr. Michael Crafton, University of West Georgia; Dr. Jane McBride Gates, Savannah State University; and Dr. Abiodun Ojemakinde, Albany State University.

CHIEF ACADEMIC OFFICERS' REPORT
1. General Education
Dr. Beheruz N. Sethna, Interim University System Chief Academic Officer, introduced Dr. Dorothy Leland, President of Georgia College & State University, who discussed a vision for general education in the 21st century and attendant revisions to the current core curriculum framework. President Leland explained that the current general education curriculum was developed ten years ago as part of the semester conversion process and required re-examination as part of the University System's new strategic planning principles.

President Leland described the following five strategic actions that are currently under discussion with regard to a revision to core curriculum revisions:
a) Restructure the USG core curriculum requirements to focus on a common set of content and performance outcomes that reflect the knowledge and skill needs of an educated person in the 21st century.
b) Pilot the use of an appropriate assessment instrument (or instruments) that aligns with USG core curriculum content and performance standards.
c) Support pilot programs on campuses that link the general education curriculum or study in the major to integrate and transform learning experiences that can be assessed and replicated at other USG institutions.
d) Refine current descriptions of faculty work to include faculty contributions in areas such as student advising, experiential learning, mentoring, instructional innovation, the scholarship of teaching and learning, and collaborative institutional planning aimed at improving student learning.
e) Create a regents' distinguished teaching faculty title to be granted by the Board of Regents in recognition of outstanding undergraduate instruction.

After sharing proposed strategic actions, President Leland explained that a revision to the core curriculum will require attention to how it is defined and linked with out-of-class experiences that serve to enhance educational programs and transform learning experiences. In addition, reward systems need to be calculated for faculty expectations with regard to a revised core curriculum. Such reframing expands the concept of faculty work. The revised core would be shaped around standards for student learning content and performance outcomes rather than area requirements. Some specific foci areas described by President Leland included preparing students to work in a diverse environment; revising the meaning of credit hours; and incorporating global literacy and foreign

language fluency. President Leland explained that the core curriculum revision required groups to serve on curriculum design and development teams and performance assessment teams.

The following draft timeline was shared with the Chief Academic Officers:
Summer 2007 – Develop first draft of learning outcomes
Summer 2007 – Teams work on curriculum design and address transferability issues
Fall 2011 – Begin implementation of a new core curriculum
Fall 2012 – Complete implementation of a new core curriculum

A sample of questions posed during the question and answer period follow:
-- What is the rationale for dividing assessment from development?
-- What are the key outcomes that the system seeks to achieve?
-- What is the direction for the current core curriculum?
-- What models are under consideration that are being used around the country?
-- What credit hour requirements would be needed to maintain accreditation under a new model?
-- Are proven models available that have been used in state systems?

President Leland shared that additional details would be forthcoming with the adoption of the University System's revised strategic plan.

2. Regents' Test
Dr. Sethna provided an update concerning calls to revise the Regents' Test and to determine whether it would be retained as an assessment measure in the University System. Dr. Sethna explained that efforts were underway to revise the Regents' Test and retain it as an assessment of basic reading and writing abilities as an assurance of basic graduate competencies. This is predicated upon the Spellings Report in which references to a mastery of English and mathematics are listed as recommendations for higher education.

Significant changes that have been prescribed for the university system include the following:
a) Strongly encourage students to take the Regents' Test in their second semester.
b) Institute specialized remediation for students who have taken the test multiple times.
c) Allow each campus to appeal the results of the Regents' Test for no greater than 0.1 percent (one-tenth of one percent) of test-takers (or one student, whichever is more).
d) Implement appeals for an alternative form of assessment, rather than for a waiver from demonstration of competencies in reading and writing.
e) Re-visit and re-evaluate the aforementioned recommendations after two years to examine the process, refine the process, and analyze student outcomes, particularly to determine if the success rate of multiple test takers has improved. Extra funding for the new approaches may need to be considered.

Exemptions to the Regents' Test based on a specific SAT score and grades in the "1101" courses remain the same. Institutions will be asked to analyze the correlation between grades in English 1101 and English 1102 courses with outcomes on the Regents' Test. A projected implementation date for the aforementioned changes is fall 2007.

3. Strategic Plan Update

Dr. Sethna described the following new strategic planning principles upon which the strategic plan for the University System will be based:

a)   As a result of its strategic actions, the University System will re-examine its general education curriculum, renew its commitment to a liberal arts education for this century, and improve the quality of undergraduate teaching and learning.

b)   As a result of its strategic actions, the University System will increase capacity to accommodate targeted, programmatic growth.

c)   As a result of its strategic actions, the University System will increase Georgia's control over its own future in a global economy.

d)   As a result of its strategic actions, the University System will work with all of Georgia's education agencies to meet national and international benchmarks on student preparation and achievement.

e)   As a result of its strategic actions, University System institutions will remain affordable by providing high-quality academic programs at a more competitive price and cost than comparable institutions.

The strategic planning principles will be presented to the Board in March 2007. Further updates will be shared as discussions progress on this matter.

4. System Level Projects Update

President Sethna shared the following list of system level projects:

a)   Improve enrollment management and planning;
b)   Improve retention and graduation rates;
c)   Broaden nurse education programs to all health professions to meet state needs;
d)   Develop early outreach programs to motivate middle-school students to plan for and attend college and expand access of low-income students to college;
e)   Address middle-school focus for the African-American Male initiative;
f)   Increase the number of K-12 students interested in math/science/engineering and teachers ready to teach in these fields;
g)   Enhance student advising;
h)   Enhance emergency preparedness/business planning;
i)   Improve capabilities related to energy management and cost efficiencies; and
j)   Enhance professional development of faculty and staff.

The projects are currently headed by a university system president. Reports will be due soon in the system office that outline next action steps, resources, needs, and the projected magnitude of change for the system and/or specific areas. Dr. Carlton Brown currently serves as the liaison to the presidents on the system level projects initiative.

5. Proposed Policy Manual Changes

Dr. Sethna explained that the *Policy Manual* is undergoing revisions such that the level of accountability and authority has changed in many cases from the Chancellor to presidents. These changes began with the first group of revised policies approved by the Board on February 13, 2007.

The Audit Committee of the Whole, in its first round of revisions, presented the list of policies below for change and approval. Comprehensive details concerning the Board agendas can be found on the USG web at the following URL: http://www.usg.edu/regents/agenda/

February 2007 Board Policy Manual Changes

Policy Manual	Identifier
Section 102	*Chancellor* The Chancellor recommends the appointment of presidents and senior level employees to the Board for approval.
Section 204	*Presidential Authority and Responsibilities* Presidents are responsible for the initial appointment, reappointment, salary, promotion, suspension, dismissal, and transfer of faculty members and administrative employees, except as otherwise specified in this manual. Presidents may grant leaves of absence for up to one year.
Section 207	*Organization Changes* Presidents are authorized to develop their organizational structures. Changes will be reported to the Chancellor two weeks prior to the effective date.
Section 303.2	*Learning Support Programs* The University System chief academic officer will issue administrative procedures regarding the operation of these programs.
Section 303.3	*Instruction Offered Externally* The designation of an off-campus instructional location as a campus, center, or consortium requires approval by the Chancellor.
Section 304.02	*Uniform Academic Calendar* The starting and ending dates for each semester shall be determined by the University System chief academic officer.
Section 303.04	*Exceptions* The policy remains the same but simply reflects a change in title to University System chief academic officer.
Section 310	*Academic Textbooks* The University System chief academic officer shall establish guidelines concerning the designation and sale of textbooks required for coursework.
Section 406.4	*Alcohol and Drugs on Campus* A copy of the rules and regulations adopted by each institution shall be filed with the Office of the Associate Vice Chancellor for Student Services.
Section 603.01	*Preamble* Presidents are responsible for the management of institution-specific or institutionally-identifiable intellectual property.
Section 704.022	*Elective Fees and Special Charges* The establishment of housing and food service fees has been delegated to institution presidents. Institutions must notify the Chancellor annually of approved housing and food service fees.
Section 704.0501	*Military Service Refunds* Presidents are authorized to enforce this policy.
Section 802.0804	*Educational and Professional Leave* Leaves of absence of one year or less with or without pay may be granted by presidents and reported to the Chancellor. Extension of such leaves require approval of the Chancellor or her/his designee.
Section 802.15	*Garnishment of Pay* Repeated instances of default may be considered sufficient grounds for termination.
Section 803.03	*Employment of Full-Time Lecturers* The reappointment process must follow procedures outlined by the institution.

Section 803.07	*Evaluation of Faculty* The Policy change allows each institution to develop its pre-tenure review policies. Presidents are authorized to review and approve post-tenure review policies.
Section 803.1001	*Academic Professionals* Presidents may assign academic professional titles. Institutions are authorized to establish non-tenure track professional positions. Examples of such positions are Public Service Professional, Research Scientist, Research Associate, and Research Engineer. Persons in such positions may be involved in duties of a managerial, research, technical, special, career, public service, or instructional support nature.
Section 803.10402	*Criteria For Determining Salaries* The policy change eliminates the need for the Chancellor to approve publishing the criteria and method used to determine salaries. The criteria and evaluation methods shall be published in the faculty handbook of instruction.
Section 803.15	*Emeritus Title* The institution may confer the title of "emeritus" on any retired administrative officer who, at the time of retirement, had 10 years or more of honorable and distinguished service in the University System.
Section 912	*Names of Facilities* Presidents are authorized to name interior spaces (e.g., rooms, hallways, etc. within buildings and sports facilities). The Vice Chancellor of Facilities will be notified for informational purposes.

Responses to the Audit Committee's next round of recommendations were shared with the Chief Academic Officers. Divergent opinions on such topics as tenure, the admissions policy, endowed chairs, institutional strategic plans, and the grading policy will be resolved with upcoming recommended changes. Additional policy manual revisions will be shared with the Board in the coming months. A system to enable deliberation of the changes has been developed such that revised changes are presented to the Board as information items one month and then re-articulated for a vote at the next regularly scheduled meeting.

6. **Introduction of Vice Chancellor for Academic Planning and Programs**
Dr. Sethna introduced the new Vice Chancellor for Academic Planning and Programs, Dr. Sandra S. Stone. Dr. Stone was formerly the Associate Vice President for Academic Affairs and then acting Vice President at the University of West Georgia with Dr. Sethna's assumption of duties and responsibilities at the system office. A warm reception followed.

VICE CHANCELLOR FOR ACADEMIC PLANNING AND PROGRAMS REPORT
1. **Academic Affairs Planning and Projects**
Dr. Stone shared brief details concerning several projects and issues under deliberation in the Office of Academic Affairs. The following is a list of the items shared:
■ Rehire of USG retirees – the policy will be refined to address this issue
■ Guaranteed tuition plan – attempts will be made to track students
■ Plans to double the number and diversity of teachers – next action steps are underway under the tutelage of the P-16 office
■ Student health insurance – more effective rates and expanded coverage are being sought
■ Nursing student preparation – an ad hoc taskforce will soon present its recommendations
■ Customer service initiative – the initiative is part of Governor Perdue's initiative
■ Comprehensive program review – low performing programs will be highlighted and thresholds will be further assessed

- Policy Manual changes – additional revisions are forthcoming; suggestions are solicited
- High School Graduation Requirements – discussions are underway with the Department of Education to narrow the gap between current requirements and college entrance preparedness
- RPG: Retention, Progression, and Graduation – assessment efforts will use this collected data
- Drug Prevention – additional information will be shared in the coming months
- Linkages with other Education Agencies – through the Alliance of Education Agency Heads and other entities, the USG is working to develop partnerships with the Department of Education, the Department of Technical and Adult Education, and the Georgia Student Finance Commission
- Promotion and Tenure, MFE System – with potential changes in Policy, tenure may reside at the presidential level if approved by the Board
- International Programs – the GLOSSARI project was launched to assess the value added benefit and learning outcomes of study abroad participants
- Military Education – additional work is underway to be more responsive to military personnel educational needs
- Financial Aid – the Board seeks to examine and develop more opportunities for need-based aid
- Program Review – efforts are underway to devise an electronic submission system and reduce the review time
- Degrees and Majors – periodically check the list and send corrections to Dr. Stone
- Professional Development and Succession Planning – a system level initiative has been developed to provide the conduit by which existing personnel can assume leadership roles

Dr. Stone requested that the Chief Academic Officers provide recommendations and ideas in the suggestion box at the meeting or send her an e-mail within the next couple of weeks.

ACTION ITEMS

1. **Proposed Revisions to Regents' Principles for Teachers**

Dr. Jan Kettlewell, Associate Vice Chancellor for P-16 Initiatives, presented the EPAAC recommendation concerning revisions to the *Regents' Principles for the Preparation of Teachers for the Schools*. The purpose of the proposed revision was to align the *Regents' Principles* with both the National Council for the Accreditation of Teacher Education 2001 Standards and the Georgia Framework for Teaching. ***The motion carried with full approval.***

2. **Proposed Revisions to Regents' Principles for Leaders**

Dr. Kettlewell presented the EPAAC recommendation concerning revisions to the *Regents' Principles for the Preparation of Leaders for the Schools*. The purpose of the proposed revision was to reflect changes that have occurred as a result of the Georgia Professional Standards Commission and the University System of Georgia's efforts to streamline requirements and to move to performance-based preparation programs in two areas: Quality Assurance and Collaboration. The category of Responsiveness is under development. Approval in principle was sought to allow faculty members time to redesign their programs according to sunset provisions in effect through June 2008. Progress reports on program redesign are scheduled for submission in July 2007. ***A motion for approval was tabled. A new motion for a vote of confidence was placed. With this motion, it was recommended that the current set of principles be rescinded and then returned to the Chief Academic Officers for further action at a later date. The revised vote of confidence carried.***

3. **Area F – Birth – Age Five Teacher Preparation**

Dr. Kettlewell presented the EPAAC recommendation concerning the establishment of an Area F for Birth to Age Five Teacher Preparation programs (18 semester hours). According to the recommendation, the following three new courses were recommended by the Birth to Five Consortium that addresses the standards of the National Association for the Education of Young Children and the Division for Early Childhood of the Council for Exceptional Children:

HPER 1XXX: Childhood Health and Wellness
PSYC 2XXX: Introduction to Child Development
SOCI 2XXX: Introduction to Family Development

The aforementioned courses make up the 18 semester hours along with those education courses that are considered common to all teacher preparation programs as listed below:
EDUC 2110: Investigating Critical and Contemporary Issues in Education
EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
EDUC 2130: Exploring Learning and Teaching

A motion to vote by roll call (yeas and nays) carried with one nay of the assembled body.

4. **Revision in Area F for Middle Grades Teacher Preparation, Concentration in Mathematics**

Dr. Kettlewell presented the EPAAC recommendation concerning a revision to the Area F requirements for Middle Grades Education, Concentration in Mathematics. The recommendation was as follows:

"Area F for students majoring in middle grades education with a concentration in mathematics would be required to complete MATH 1113 (Pre-Calculus) or higher as part of Area F if they have not completed MATH 1113 (Pre-Calculus) (or a more advanced course) in Area A or Area D of the core curriculum. Area F for middle

grades education includes 9 hours of courses in education, two courses in one academic concentration, and one course in a second academic concentration. ACMS endorses requiring MATH 1113 (Pre-Calculus) or a more advanced course having MATH 1113 (Pre-Calculus) as a prerequisite in the program of study for middle grades education majors choosing to concentration in mathematics."

A motion to vote by roll call (yeas and nays) carried with full approval.

5. Proposed Revision to Method of Calculating GPA for Admission into Teacher Preparation
Dr. Jan Kettlewell presented the EPAAC recommendation to revise the method of calculating GPA for admission into teacher preparation programs. The revision recommends that students have a 2.50 cumulative GPA, but that colleges may calculate the resultant GPA in one of two ways:
   a. At least a 2.50 cumulative GPA in all college courses attempted (current policy).
   b. At least a 2.50 cumulative GPA that considers only the grade received in the last attempt of
        the course.
A motion to vote by roll call (yeas and nays) carried with two nays from the assembled body.

6. Area F Recommendation on Software Engineering
Dr. Kris Biesinger, Assistant Vice Chancellor for Advanced Learning Technologies, presented a recommendation from the Academic Advisory Committee for Computing Disciplines to establish an Area F for Software Engineering (18 semester hours). A recommendation to establish the Area F was based on the need to facilitate transferability between and among institutions.
A motion to table the recommendation carried with full approval.

7. Area F Recommendation on Information Systems
Dr. Kris Biesinger presented a recommendation from the Academic Advisory Committee for Computing Disciplines to establish an Area F for Information Systems (18 semester hours). A recommendation to establish the Area F was based on the fact that heretofore no official Information Systems Area F was applicable for the state. The Committee recommends establishment of an Area F to facilitate transferability and because it is a computing discipline.
A motion to vote by roll call (yeas and nays) carried with full approval.

DISCUSSION ITEMS

1. **Work Hours Eligibility for USG Rehires with TRS Benefits**
Ms. Diann Green of the Return to Work Division of the Teachers Retirement System of Georgia presented the TRS policy on hiring TRS retirees. According to the Teachers Retirement System, "retired members of TRS have the ability to be employed on either a full or part-time basis under certain terms and conditions. All employment of a TRS retiree must be reported to TRS prior to employment. All compensation whether on an hourly or salaried basis cannot exceed 49% of the compensation that would normally be paid to the individual if he or she worked on a full-time basis in the position. Before returning to work in any capacity in a TRS-covered position, TRS retirees must have a break-in-service of at least one month." During the question and answer session, Ms. Green explained that 49% of workload is locally defined at an institution because of variability. Ms. Green further explained that contract employees can only make up to 50% of their average annual compensation used to calculate their retirement benefit.

2. **ORP Contributions**
Ms. Dorothy Roberts, Interim Associate Vice Chancellor for Human Resources, explained that in terms of ORP contributions, legislation on this matter occurred in 1996 with no further action. A committee has been formed and empanelled by Chancellor Davis to develop recommendations. Some of these recommendations involve administrative action while others require legislative action. Administrative changes to date include the ability to make vendor changes at the beginning of a fiscal year and to determine and define who is eligible to participate. Legislative changes on the horizon include whether ORP and TRS participants will have the authority to opt-in or opt-out of coverage in a one-time opportunity. Per Ms. Roberts, an initial meeting was held between TRS and the Office of the Governor. Under the auspices of Ms. Roberts' office and the Office of Legal Affairs, this topic is being developed for a meeting between Chancellor Davis and Governor Perdue.

3. **Criminal Background Checks of New Employees and Faculty Offer Letters**
Mr. J. Burns Newsome, Associate Vice Chancellor for Legal Affairs, explained that offer letters for new faculty need to come from the President with requisite and appropriate language or from the Chief Academic Officer pending presidential approval. Mr. Newsome explained that certain elements of an offer must be included in such letters. The Office of Legal Affairs is working to have templates available to institutions for use with faculty recruitment and hiring.

Mr. Newsome then explained that with revisions in practice and policy, criminal background checks will be conducted on new employees. A request for proposals has been publicized for a vendor to provide background checks on new employees for all university system institutions and the system office. With this new practice, Mr. Newsome advised that recruitment letters should indicate that an offer is subject to the results of the applicant's background check. Mr. Newsome added that the Board expects verification of academic credentials as well. The vendor contracted for the university system will research public records. General guidelines will be issued by the Office of Legal Affairs and proposed revisions to the Policy Manual will be presented in the spring.

4. **Schedule of Classes (18 – 24 month schedule)**
Ms. Tonya Lam, Associate Vice Chancellor for Student Services, asked for a straw poll to "test the water" for adding a Thursday or Friday at the beginning of an academic year or extending a term by a week in the fall for the 2008 – 2009 academic calendar. The resultant preferences were delineated by a show of hands:

Poll Number	Calendar Option
17	Add a Friday at the beginning of the term and a Monday at the end of the term.
5	Add a week at the beginning of the term.
0	Add a week at the end of the term.

For the purposes of this straw poll, starting date was defined as the start of classes and ending date was defined as the end of classes. The timeframe does not include registration.

5. Work in the Schools, Policy 803.17, Implementation Issues

Dr. Ronald J. Henry, Provost and Vice President for Academic Affairs at Georgia State University, discussed implementation issues associated with Policy 803.17, Work in the Schools. Dr. Henry explained that Policy 803.17 was passed by the Board of Regents in October 2006 and documents the fact that institutions with teacher preparation programs will be expected to collaborate with K-12 schools. In addition, university system guidelines were issued regarding the support and rewards for faculty who participate in approved teacher preparation and school improvement efforts. Dr. Henry stated that we need two strategies (e.g., bottom up and top down) to increase the amount of collaboration between higher education faculty and K-12 schools linked with changes in culture, policies, and practices. It is proposed that with support from the National Science Foundation, college educators can become more involved with science and mathematics teachers, increase classroom effectiveness strategies, and enhance student learning outcomes. Dr. Henry shared case studies and examples of how to define teaching, scholarship, service, discovery, and engagement under the new policy. Additional discussion followed concerning implementation of the policy.

6. Instructional Delivery Plans

Dr. Kris Biesinger presented a revised format for submitting instructional delivery plans. The revised format would not be program specific, but rather, provide a broad overview of an institution's plans, support, infrastructure, and resources for the external delivery of a program. The revised format includes specific questions concerning student service responsiveness, faculty resources, and assurances of quality, efficiency, and effectiveness. Chief Academic Officers were encouraged to use the new format.

7. Report from the Nursing Task Force

Dr. Joan Darden, Vice President for Academic Affairs at Darton College, provided an overview of the work of the Nursing Task Force. Based on Dr. Darden's presentation, the Nursing Education Task Force was established in August 2006 and was preceded by a Health Professions Education Task Force that was formed from September 2005 though June 2006. The Nursing Education Task Force was charged with "developing a strategy that maximizes utilization of current resources and capitalizes on opportunities to collaborate across institutions and organizations in increasing the supply of registered nurses in Georgia."

The objectives of the Nursing Education Task Force are the following:
a) Increase the number of new RNs prepared in the USG by 50% by year 2010.
b) Insure data-based health workforce policy and decision-making capabilities for elected officials, educational institutions, and health delivery entities.
c) Define the Nursing Education Task Force's responsibilities, structure, processes and outcomes by June 2007.

Based on the work of the task force, the nursing workforce shortage exists at a time when a nursing faculty shortage is being experienced locally and nationally. These shortages are expected to increase by year 2020. To date, the task force has requested funds for increasing nursing faculty salaries and presented a report to the university system and office of the Governor. The task force plans to develop a state-wide plan for use in clinical placements, identify retention strategies to improve graduation rates, make recommendations to address related educational issues, and secure and distribute funds to increase nursing faculty recruitment and salaries.

8. VISTA Update

Dr. Tom Maier, Interim Vice Chancellor – OIIIT, provided an update concerning the activities of VISTA, the project that provides Blackboard (formerly WebCT) hosting services. Dr. Maier explained that VISTA had recently experienced slow responses to the point of inoperability in at least two clusters of institutions. Short-term and long-term strategies were developed to remedy downtime and outages. A short-term strategy is to "keep computer clusters in VISTA from growing to sizes larger than other successful installations." Additional hardware has been requested to divide established clusters into smaller groups. In addition, data retention strategies will be investigated such that items will remain on an archived backup system that is separate from the existing database.

9. Administrative Committee on Graduate Work Update

Dr. Gretchen Caughman, Chair of the Administrative Committee on Graduate Work, provided an update on the Committee's activities and vision. The group seeks to be at the forefront of best practices in graduate education and increase access to graduate programs. The Committee's goals for academic year 2007 – 2008 are to 1) increase awareness of the value and economic impact of graduate education within the state of Georgia; 2) advocate relevant, effective, and efficient graduate programs across the state; and 3) provide access to graduate program opportunities through a centralized information system.

The meeting adjourned at approximately 4:00 p.m. on Tuesday, February 21, 2007. Dr. Rozmus indicated that future meeting dates would be forthcoming.

Respectfully Submitted,
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USG