

TRANSCRIPT OF THE  
UNITED FACULTY OF FLORIDA  
NEGOTIATION MEETING

April 12th, 2016

Eastern Florida State College

Melbourne Campus

Melbourne, Florida

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The transcript of the United Faculty of  
Florida Negotiation Meeting taken before Jill Casey, Court  
Reporter, held on the 12th day of April, 2016, commencing  
at 3:00 p.m.

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RYAN REPORTING  
REGISTERED PROFESSIONAL REPORTERS

1670 S. FISKE BOULEVARD  
ROCKLEDGE, FLORIDA 32955  
(321) 636-4450  
FAX: (321) 633-0972

1 DR. MIEDEMA: We are here for the 2016 to '17  
2 reopener of the Collective Bargaining Agreement with  
3 UFF and under the contract we each, I'm doing this  
4 for the court reporter, we each can open one article  
5 and then we start our discussions. So, I will defer  
6 UFF, Niko, go ahead and start.

7 MR. KOUKOS: I apologize, this is my first time  
8 doing this.

9 DR. MIEDEMA: That's all right. That's why I  
10 thought let's do this.

11 MR. KOUKOS: UFF would like to open Article 13,  
12 there's a couple of things we want to touch in there,  
13 one of those being a possible sick leave buy back  
14 program and another one would be dependent tuition  
15 assistance program. So, there's those are the two  
16 main things in Article 13 that we like to take a look  
17 at.

18 DR. MIEDEMA: Okay. I have two areas that I  
19 need to discuss and I need some feedback from you  
20 guys on how we'll approach that. The first issue I  
21 need -- I want to talk about is in Article 8 and that  
22 has to do with department chairs. I would like to  
23 make a move to create department chairs that are not  
24 campus based but are college wide which may cause us  
25 to increase the number of department chairs, may

1       cause us to change how we do department chairs, but  
2       I'd like to take the next year to address that. So,  
3       what I would really be proposing is simply this.  
4       Department chair positions expire next May which  
5       gives us a whole year to figure out how many we need  
6       and in what areas we need them in.

7               Without addressing it through the contract I  
8       will just do the same thing but it will take me three  
9       years because as positions come up I'll just change  
10      them over to college wide. So, we can either address  
11      it now in that article or we can -- I'm making sure  
12      you understand that I will be addressing that over  
13      the next three years. The idea with that is not to  
14      decrease our expenses because it probably will end up  
15      costing us the same if not more, but the idea is one  
16      of accountability. So, when we have cross campus  
17      scheduling, we have cross campus curriculum, rather  
18      than having a cluster chair and four department  
19      chairs trying to argue about who's on top, we have  
20      one person that we hold accountable. It may mean in  
21      something like science that we have three or four  
22      different people. We may have one for biology,  
23      anatomy, physiology, chemistry because they will know  
24      their subject matter but they'll know it on a broader  
25      basis. So, that's the goal and that's the direction

1 I'm trying to move into. So, that's one issue that I  
2 wanted to look at.

3 The other issue has come up by statute and that  
4 is -- I don't know if you've been following it but  
5 the House introduced bill 7019 which has passed and  
6 is sitting on the governor's desk for signature and  
7 it has to do with cost of textbooks and instructional  
8 materials and there's some very major changes in this  
9 legislature including changing from thirty days to a  
10 forty-five day window and having to assess every  
11 semester every course in the college the cost of  
12 textbooks and instructional materials and noting the  
13 highs and the lows in trying to address this. It's a  
14 major change.

15 Now, we can either look at changing some of the  
16 language in Article 6.3 or we can enact item G in the  
17 contract, and I have copies of that for you also,  
18 which simply says all textbook selections will comply  
19 with applicable state statutes. Yes, sir.

20 MR. ZACKS: How does it affect the contract  
21 with Barnes and Nobles.

22 DR. MIEDEMA: Oh, we are meeting with Barnes  
23 and Noble Thursday to start to address --

24 MR. ZACKS: When I saw this that was the first  
25 thing that came to mind.

1 DR. MIEDEMA: Yes, I'm meeting with Barnes and  
2 Noble on Thursday to start to address how we look at  
3 that.

4 We've also actually applied for a grant to move  
5 more into open source textbooks which come at no cost  
6 to our students, the cost is the development. So,  
7 we've applied for a grant that would give us funds to  
8 help us to do that.

9 So, it's going to be a college wide effort that  
10 we all need to work on together and that's why since  
11 it is statute as soon as the governor signs it we  
12 either address it now or we know that we will be  
13 enacting G which makes the rest of it -- a lot of the  
14 language in the rest of that article no longer as  
15 applicable as it was.

16 So, those are two areas and even though they're  
17 two different articles, I just needed some direction  
18 from you all whether or not we want to address both  
19 of those or one of those and the other we'll  
20 implement administratively. Nothing like throwing  
21 you under the bus your first time, Niko, sorry.

22 MR. KOUKOS: No worries. As far as the Article  
23 8 with the department chairs, obviously some  
24 questions on that, I would like to know which way you  
25 want to go with that. Are you looking at a different

1 type of standard control where there is -- for  
2 instance, you said science, is there a department  
3 chair over science for all four main campuses and  
4 then on those campuses there will be somebody else  
5 there to help with the daily running of things.

6 DR. MIEDEMA: That will be the discussion we  
7 need to have over the next year because it will  
8 depend on the size of the departments that we create,  
9 and I don't have any preconceived ideas of how large  
10 each of these areas will be, it's something I would  
11 like to open for discussion because if we need to  
12 have an assistant department chair, associate  
13 department chair, whatever else we want to call it,  
14 we certainly need to take a look at that. And I'm  
15 not adverse to that, it's just nothing that's been  
16 addressed in the contract. The only thing that's in  
17 the contract right now is department chair. So,  
18 that's why I would like to say that expires next May  
19 and we'll have a new structure ready by then but I'd  
20 like to do that concurrently and cooperatively  
21 because what I want to do is just to have that  
22 accountability.

23 We have it now with program managers in health  
24 sciences and public safety. You're responsible for  
25 your courses wherever they're taught.

1 MR. KOUKOS: Yes.

2 DR. MIEDEMA: I want to model -- instead of  
3 program managers modeling after department chairs, I  
4 want departments chairs to model after program  
5 managers.

6 MR. KOUKOS: I understand. Yeah, because, you  
7 know, yeah, what does that do with the clusters? Are  
8 we eliminating the cluster chair or are we trying to  
9 consolidate it so that there is, you know, a single  
10 voice?

11 DR. MIEDEMA: I would like to see more of a  
12 single voice. It may be that the associate position  
13 that we do becomes that cluster chair person, or if  
14 it's a small cluster it may be the department chair  
15 that then becomes that voice but I think that it  
16 reduces some of the confusion of who is in charge.

17 MR. KOUKOS: Right.

18 DR. MIEDEMA: Who is the person we go to.  
19 Right now if I get a call from the president's  
20 office, which I frequently do because a student has a  
21 complaint about their math class, it takes me the  
22 first hour to figure out who do I talk to about this  
23 because it depends on what campus, what course, and  
24 if we had a point of contact I think we would have  
25 cleaner lines of accountability.

1           And the other part of that process is we're  
2           going to be looking at our structure for provosts,  
3           associate provosts and all those types of roles to  
4           try and keep those lines as clean and simple as  
5           possible, but that's going to be an evolution, that's  
6           not going to happen with me waving a magic wand and  
7           tomorrow everything is different. It's something  
8           that's going to require conversation working  
9           together, kind of like we did when we took a look at  
10          points for load and things like that. We really need  
11          to have the time to look at that. So, that's all I'm  
12          proposing on that area right now is that we have an  
13          end date for the current department chair and which  
14          gives us the whole year to talk about what makes  
15          sense.

16                 MR. KOUKOS: I'm a little bit confused. You  
17                 say the end date, right now the department chairs  
18                 according to the contract have a three year term.

19                 DR. MIEDEMA: Staggered, yes.

20                 MR. KOUKOS: Okay. So, what do you mean by  
21                 that, you want to change that?

22                 DR. MIEDEMA: Yes. Campus based department  
23                 chair as a position will go away next May, a year  
24                 from now.

25                 MR. KOUKOS: Okay.

1 DR. MIEDEMA: By that time we will have  
2 developed a different structure that will be able to  
3 replace it or we will reinstate the campus based  
4 department chairs.

5 MR. KOUKOS: Okay.

6 DR. MIEDEMA: So, if we don't have it in place  
7 we go back to what we're doing now and nobody loses.

8 MR. KOUKOS: So, just to sum up make sure we're  
9 on the same page. You want to get rid of the three  
10 year limit that's in here now, it will go to a one  
11 year term limit.

12 DR. MIEDEMA: For this year.

13 MR. KOUKOS: For this year based on -- or with  
14 a contingency that we will come up with a separate  
15 plan that will incorporate all the campuses and if  
16 that plan does not come up and agreed upon by both  
17 parties we revert back to the original language.

18 DR. MIEDEMA: Exactly.

19 MR. KOUKOS: Okay.

20 DR. MIEDEMA: We'll address that term under the  
21 college-wide as we meet for the year because we don't  
22 want all the college-wide to expire at the same time.

23 MR. KOUKOS: Yeah, that would not be good.

24 DR. MIEDEMA: No.

25 MR. KOUKOS: So, with that in mind, are you

1       wanting to rewrite -- because, you know, you're  
2       talking about the department chair, program manager,  
3       program coordinators, there's a lot of redundancy  
4       between a program coordinator and a program manager,  
5       between a program manager and a department chair,  
6       especially for something like myself who's a  
7       department chair of public safety who has several  
8       program coordinators, everybody that works there  
9       almost has a title. So, there's a lot of redundancy  
10      there. So, are you opposed to looking at it and  
11      maybe looking at everything as a whole?

12             DR. MIEDEMA: I would welcome the opportunity  
13      to look at the whole smear.

14             MR. KOUKOS: Yeah, you know, I look at it and  
15      there are some program coordinators who are being  
16      asked to do the jobs of program managers because  
17      they're a single person that's in that department.  
18      You know, there's no other faculty, there's nobody  
19      else but they're only a coordinator and to me reading  
20      this a program coordinator is meant to augment a  
21      program manager which is meant to augment a DC. You  
22      know, you have that command structure, you go from  
23      the top down, you don't go from the bottom up. So,  
24      you know, we definitely need to talk about some of  
25      the stuff that's in there and get rid of some of the

1           redundancy so that two and three people are not  
2           that's my job, no, that's my job.

3           DR. MIEDEMA: The defining characteristic  
4           between a program coordinator and a program manager  
5           in the past has been one budget and two  
6           multi-campuses but we've never really formalized that  
7           because we have exceptions and that's where we need  
8           to take a look at what that makes sense and I would  
9           welcome the opportunity to have a task force look at  
10          that from top to bottom.

11          MR. KOUKOS: Right, because not all department  
12          chairs have budget responsibilities either. Like me,  
13          again, I don't have any budget responsibilities, he  
14          does it all, I've never been given any.

15          DR. MIEDEMA: I did not know that. All right.  
16          That makes you a program manager. No.

17          MR. KOUKOS: But they have budget  
18          responsibilities too.

19          DR. MIEDEMA: Oh, you're now a program  
20          coordinator, you just really bumped yourself down.

21          MR. KOUKOS: No, but that's the issue is you  
22          don't have to fulfill all the requirements of a job  
23          position but if you're doing at least one then that's  
24          the job that you're doing, you know, and that's what  
25          I want to make sure that people are being fairly

1 compensated.

2 DR. MIEDEMA: Well, I think we need to take a  
3 look at that whole process and I'm very open to do  
4 that. I would not necessarily say that program  
5 managers or program coordinators expire next May, I  
6 think that could be a little chaotic. So, let's  
7 start with the department chairs as far as expiration  
8 but to include in the task force that we want to look  
9 at the structure of the whole thing.

10 DR. MARSHALL: So, with the program manager  
11 positions, are they, are they positions that are  
12 required by a specific accrediting body?

13 DR. MIEDEMA: Generally.

14 DR. MARSHALL: Like, for example, Dr. Earl and  
15 the vet tech that requires a program manager so we  
16 have put that in place for that program to meet  
17 requirements.

18 DR. MIEDEMA: Most of the time it is because of  
19 a accreditation requirement. We have a few that have  
20 not. So, again, over the years things have evolved  
21 and shifted and shaped a little bit differently and  
22 it's time to go back and take a look at what we're  
23 doing.

24 At the same time, I took a look at committees,  
25 you know, how many faculty are on how many different

1 committees, can we streamline the process so that we  
2 can be efficient and avoid some of that redundancy  
3 and I think it's just a need to take a look at how we  
4 can together create the environment to get the job  
5 done without carrying it out in the backs of a few  
6 people who really spend a lot of time spinning their  
7 wheels because of structure.

8 MR. KOUKOS: So, really all you want to do now  
9 is end the department chair as it is.

10 DR. MIEDEMA: With the understanding that we're  
11 going to work on this.

12 MR. KOUKOS: Yeah, with the contingency that if  
13 it's not voted on by both parties it just reverts  
14 back to the original one.

15 DR. MIEDEMA: Exactly.

16 MR. KOUKOS: That's all you're proposing.

17 DR. MIEDEMA: That's all I'm proposing in that  
18 article at all.

19 MR. KOUKOS: Okay. I had another question  
20 about the textbook thing.

21 DR. MIEDEMA: Um-hmm.

22 MR. KOUKOS: Yeah, obviously the statute when  
23 it gets signed in is going to be issue, how does that  
24 work on you wanting to talk about two separate  
25 articles?

1 DR. MIEDEMA: Well, that's why I'm saying I can  
2 do it without opening that as an article but you need  
3 to recognize the fact that that article will no  
4 longer -- a lot of it will no longer be applicable  
5 because we will go with point G which says that we  
6 follow statute.

7 MR. KOUKOS: Yeah.

8 DR. MIEDEMA: And we can do it next year when  
9 we go to do an opener, or if we are willing to  
10 address that now we can address it now and that's why  
11 I said either way --

12 MR. KOUKOS: That's what I was asking. Are we  
13 allowed to address it?

14 DR. MIEDEMA: What we normally do is we do one  
15 article each. We did one year go through and just  
16 correct syntax throughout it and we both agreed to be  
17 able to do that but that's the question that you  
18 should probably need to check out with --

19 DR. MARSHALL: Michael.

20 DR. MIEDEMA: -- Michael Moats. And that's why  
21 I expressed it that way so you can see both being  
22 very transparent this is what I need.

23 DR. MARSHALL: I don't see this as being a  
24 problem the way it's written though because it does  
25 say that we have to comply with statute. So, as soon

1 as the statute is changed, it doesn't matter what  
2 other language we have in here, we still have to  
3 comply.

4 DR. MIEDEMA: Exactly.

5 DR. MARSHALL: So, that's what we need to check  
6 with Michael to make sure of and then we could  
7 possibly hold off on the rest of this article until  
8 we do a full look and then just strip out and put  
9 that language in that says comply with current  
10 statute and that's all we need at that point.

11 DR. MIEDEMA: I only made a couple of these but  
12 you can kind of take a look at this too. This is the  
13 department chair. Just so you have something to  
14 refer back to.

15 MR. ZACKS: Have you looked at all the  
16 institutions and what they're using and asked around  
17 what works better so we can have like a template or  
18 something.

19 DR. MIEDEMA: For department chairs?

20 MR. ZACKS: As far as department chairs and the  
21 restructuring. I understand other institutions are  
22 bigger, some are smaller, but what works and what  
23 doesn't.

24 DR. MIEDEMA: This is a wide variety. In some  
25 places the department chair is not faculty, it's a

1 staff member who does -- works as the dean and just  
2 runs everything for that division. So, that's an  
3 opportunity too. We use to have a position where we  
4 had deans, we had academic deans but we moved to  
5 faculty because faculty wanted to be able to manage  
6 academic programs. So, we moved to that model. It  
7 could go back, I'm not saying I want to go back, but  
8 that is one option. Other places have called them  
9 different types of things. They've called them  
10 representatives, they call them liaisons, they call  
11 them department chairs. So, if you look at and  
12 surveyed each of the twenty-eight you're probably go  
13 to get twenty-eight different responses on how  
14 they've tried to organize it. At least that's what  
15 I've seen so far based on what they have on their  
16 website if their websites are accurate.

17 MR. KOUKOS: It seems like the associate chairs  
18 are a really good way to go because you're not  
19 necessary going to reduce the total number of bodies,  
20 you're just going to put some a little bit higher  
21 than others so that there's a person to actually make  
22 that decision which is better for standard control.  
23 Now instead on one person being in charge of thirty  
24 people, one person's in charge of four people which  
25 makes it a lot easier to make decisions. So, I can

1 see that being beneficial to everybody. So, I will  
2 definitely get ahold of Michael and ask him about  
3 that. I don't, I don't think it's going to be an  
4 issue one way or the other, we'll get to it.

5 My turn for a handout. You know, we talked  
6 about the sick leave buy back last time, this is  
7 just -- now, this is K12 but this is an excerpt out  
8 of Broward County from their K12 system, from their  
9 collective bargaining. It's just an example, I'm not  
10 saying this is how we want to do it, I'm just saying  
11 that there are schools that are covered under the  
12 same chapter in the statute as we are that do sick  
13 leave buy back. So, it is doable.

14 Now, you know, obviously there's a couple of  
15 different ways we can do it. Theirs as you see  
16 really put an emphasis on don't call out sick, you  
17 know, the less you call out sick the more days you're  
18 allowed to buy back which does nothing but help the  
19 institution because now you're not paying me as the  
20 faculty who is calling out sick, you're paying my  
21 sick time as well as paying a substitute to come and  
22 fill in for that. So, if we decrease the number of  
23 days that people are calling out sick which means  
24 there's less cancelled classes, less unhappy  
25 students, less unhappy parents. So, something like

1 that may be an incentive.

2 Also, it actually saves you guys money because  
3 as you pay out for buy back now, the daily rate of  
4 pay for me at six years of service is a lot cheaper  
5 than it's going to be if I retire or even if I leave  
6 after ten or fifteen years. So, it saves the college  
7 money too because we're not taking as much time with  
8 us when we go towards our drop or retirement or  
9 fifteen plus years of service. So, it has a lot of  
10 benefits. And it obviously benefits the faculty  
11 because it's a way for us to increase our pay without  
12 having to work extra. You don't have to wait for it,  
13 I mean, it's our time, we're going to get it  
14 eventually but we know that there's going to be some  
15 limits like, one, it should be for tenured faculty  
16 which will cut down on the number of people being  
17 able to just come in and burn their time. You know,  
18 there should be a minimum number of hours you have to  
19 keep which will stop people from selling it all back  
20 so then when they get sick they have no time. So, we  
21 know that there needs to be perimeters on it but we  
22 think this is something that would --

23 DR. MIEDEMA: Are you comfortable with these  
24 perimeters that are listed here or have you not  
25 discussed that?

1           MR. KOUKOS: We've talked about it here, I  
2 haven't really brought this to other people because I  
3 just found this the other day. I like it because  
4 it's kind of an incentive to get people to come here,  
5 to stay at work and not call out sick. You know,  
6 there are people that are going to say, well, I have  
7 this personal time so I may use it but, you know,  
8 this is good for everybody because it enables us to  
9 buy our own time back as well as decrease the number  
10 of call outs for you guys.

11           DR. MIEDEMA: One of the things I'd want to  
12 make sure we looked at before -- I can't address this  
13 without having -- Mark Cherry's not here today to run  
14 the financials for me, but the sick leave pool would  
15 be one of the things that I see as a question.

16           MS. FERGUSON: Yeah, because --

17           DR. MIEDEMA: You can't sell your -- buy your  
18 time back and then go into the sick leave pool too.

19           MR. KOUKOS: But that would have to be  
20 something that would need to be in this by saying if  
21 you sell your time back this year or this quarter you  
22 are not eligible to use the pool, correct. Because  
23 then people would just sell they're time back, I'm  
24 sick and be pulling from the pool.

25           DR. MIEDEMA: That's one thing I thought about.

1           MR. KOUKOS: I think most faculty understand  
2           that as well but, you know, most people view it as  
3           their time and, you know, people that are the sole  
4           practitioner in a program don't take days off because  
5           they can't, you know, they have nobody else to teach  
6           their classes. So, there's people that have hundreds  
7           of hours and they, you know, they just don't take any  
8           of it and instead of waiting fifteen, twenty years to  
9           get it they can pull out a little bit at a time if  
10          they need it, so.

11          DR. MIEDEMA: We'll certainly research that and  
12          we'll have answers by the time we get together next  
13          time.

14          MR. KOUKOS: And then the other thing in  
15          Article 13 is obviously the dependent tuition  
16          assistance program and what we're looking for is  
17          we're not looking for the college to pay for our  
18          children to go to other schools, we're talking about  
19          classes here. We're talking about, you know,  
20          deferment of classes that are taken at EFSC and  
21          maybe, you know, not necessarily books and supplies  
22          and things like that but, you know, it would be  
23          another thing -- you know, that would just be another  
24          benefit to the faculty to help keep faculty here.  
25          So, I know we've talked about that before, we're

1 going to talk about it again. So, hopefully you guys  
2 can take a look at that and maybe we can come to  
3 something that would just be a benefit for people.

4 DR. MIEDEMA: Did you have any ideas on  
5 perimeters for that, up to X amount of credits or had  
6 you just thought of it?

7 MR. KOUKOS: I don't think we've gotten that  
8 far because, you know, that's kind of up to you guys,  
9 you know, what are you willing to take a hit as far  
10 as tuition costs.

11 Now, we also have to look at it just because a  
12 faculty member has that benefit doesn't mean they're  
13 going to use it. There are plenty of children that  
14 are going to have scholarships to go to other  
15 schools. So, it's not like you have to worry about  
16 every single dependent coming here. So, I don't  
17 think it's going to be that huge of a cost. So, I  
18 would like to see it, you know, given under the same  
19 perimeters as a full time faculty, you know, they  
20 would be given the same benefit as a full time  
21 faculty member.

22 You know, you can attach something like a GPA  
23 requirement where they need to keep a good GPA  
24 requirement to stay in the program, you know. And  
25 this benefits people who have paid off their student

1 loans and are not going any further in the school  
2 because a tuition assistance program for somebody  
3 that doesn't have loans because we added that with  
4 the full book but doesn't plan on going any further  
5 in their education, that's a benefit that's useless  
6 to them. So, now if we can attach it to their  
7 depends, now it's a benefit that is actually useful  
8 to a larger number of our faculty.

9 DR. MIEDEMA: And we would also have to offer  
10 that to all staff then too because it's not fair to  
11 offer it to faculty and not offer it to staff. So, I  
12 need to figure out budget wise what that would  
13 potentially cost the college.

14 DR. MARSHALL: You have to consider too that I  
15 think probably most of the people here that have  
16 dependents who are going to come here, those  
17 dependents are probably already dual enrolled. So,  
18 it's probably a very small percentage of students  
19 that it's actually going to cost money out of pocket  
20 for the college because they're probably going to  
21 come through here on a dual enrollment program if  
22 they're already in the school system here. We hope.

23 MR. KOUKOS: Yeah. But with those points taken  
24 in, you know, hopefully we can come to some kind of  
25 agreement and get that added in for an extra benefit

1 to get people to want to come here and more so want  
2 to stay once they're here, so.

3 DR. MIEDEMA: Okay. I'm not quite sure how we  
4 get a handle on what that potential cost is but we'll  
5 work on that and get some information together.

6 MR. KOUKOS: Is there -- is there a  
7 possibility, and I don't know, I want this to come  
8 out correctly, but is there a possibility of almost  
9 like a trial, maybe not instituting it forever, but  
10 this may be very difficult to hammer numbers down  
11 because of all the variables we just said, you know,  
12 many people have college age children, how many  
13 people have Bright Futures, how many people are going  
14 to get full rides, how many are going to go to other  
15 schools, how many staff members have children, you  
16 know, there's so many different variables it might be  
17 difficult to actually get a true fiscal response on  
18 it. So, maybe there's a possibility that we opened  
19 it up with the provision of only having it last, you  
20 know, one annual year or one calender year or  
21 something like so that we can actually have some real  
22 numbers.

23 DR. MIEDEMA: Darla just suggested that we  
24 might want to do a survey too just to kind of get an  
25 idea of what's out there. So, that's certainly

1 reasonable to take a look at doing too. We'll take  
2 information and we'll see what we can come up with.  
3 Unfortunately, on both of those issues I can't give  
4 you an answer off the top of my head but I certainly  
5 think that we can take a look at being able to  
6 address.

7 MR. KOUKOS: Something else --

8 DR. MIEDEMA: So, we have our homework and you  
9 have your homework.

10 MR. KOUKOS: Yeah. Something else I wanted to  
11 talk about and it's not necessarily directly linked  
12 to the contract because we kind of it did it -- we  
13 talked about it last time but was the inversion of  
14 the fourteen faculty.

15 DR. MIEDEMA: Yes.

16 MR. KOUKOS: I don't know if there was some  
17 miscommunication or if somebody wasn't sure what we  
18 were asking for but according to the e-mail I have,  
19 which was from Tammy Leon, she says after pondering a  
20 little while longer I've concluded that someone feels  
21 these individuals should have received salary  
22 adjustments for the one year of service and that's  
23 not what we were asking for was an adjustment for the  
24 year of service, we were asking for an adjustment  
25 because due to when these faculty members were hired,

1           somebody that was hired directly after them got a  
2           raise.  So, they started out and they were able to  
3           bump up quicker than the people hired just the year  
4           before.  So, even though -- because the information  
5           I'm looking at here has their base salary, that's not  
6           what we're talking about.  We're not disputing that  
7           their base salary is incorrect but that because of  
8           when they were hired versus when other people were  
9           hired and the raises they got.  For instance, the  
10          last contract we had it was heavy on the front end  
11          but nothing on the back end.  So, people that were  
12          hired, they may have been hired one year apart could  
13          have as much as three and a half percent difference.  
14          So, that's what affected these fourteen faculty was  
15          not necessarily the starting, it was that when they  
16          started versus when their peer started a year or two  
17          after them, that peer was actually making more  
18          because of when they started versus the raises in the  
19          contract.  That make sense?

20                 DR. MIEDEMA:  No.

21                 MS. FERGUSON:  No, it doesn't.

22                 DR. MIEDEMA:  Simply stated, no.

23                 MR. ZACKS:  I picked up by the third time we  
24          talked about it.

25                 DR. MIEDEMA:  What I have done is that

1 information and e-mail that you have I've sent to  
2 Laura Earl and she said she would get with some of  
3 you and we'd sit down and we'll have that discussion  
4 because it's probably a simple enough when you see it  
5 based on individual by individual, but looking at the  
6 general information and explanation you just gave me,  
7 I'm still not sure that I can understand why somebody  
8 is getting paid more or less than someone who got  
9 hired a year later. So, I would just like to be able  
10 to take a look at it. Starting salaries have not  
11 changed so that's why I'm not quite sure where this  
12 is coming from. So, we just need to sit down and  
13 have that conversation and I did speak to Laura Earl  
14 a few days ago and said we need to sit down and hash  
15 that out. Because we went back to HR and said  
16 where's that original e-mail and that's the one that  
17 you have.

18 MR. KOUKOS: Yeah.

19 DR. MIEDEMA: And Tammy sent that out to Darla  
20 and I. So, I forwarded it on to Laura saying okay,  
21 we need to take a look at this again. So, we'll  
22 address that.

23 MR. KOUKOS: Perfect.

24 DR. MIEDEMA: All right. Anything else that we  
25 need to address?

1           MR. KOUKOS: Of course, we're going to talk  
2 about money. Just -- I got to find my thing. Here  
3 we go. We kind of looked at the schools that we were  
4 compared to for salaries of some of the  
5 administration and when we looked at the schools for  
6 equivalency for just the two semesters, we were  
7 behind about, I wish I would have brought more  
8 copies, about Fifteen Hundred Bucks for the median.  
9 That's the information that we give to the -- what  
10 was that report?

11           DR. MARSHALL: Can I speak?

12           MR. KOUKOS: Yeah.

13           DR. MARSHALL: So, we looked at the Florida  
14 fact book, the most recent, and based on the raise  
15 that Dr. Richey was given, compared our salaries with  
16 those four other colleges that he was compared to and  
17 we did come up with a little bit of a difference. We  
18 have a lower salary here than the average of those  
19 other colleges and it works out -- it depends on the  
20 category and I think probably in our data we might  
21 have an outlier or two when we're talking about the  
22 advanced Masters degrees because I think we might  
23 have some health sciences people in there that are  
24 getting, you know, a reasonably good salary to keep  
25 them here, but on average we have about a Fifteen

1           Hundred Dollar difference in what we're making versus  
2           the average of what those three colleges are making  
3           at the Master's level, at the Bachelor's level and at  
4           the Ph.D level.

5           DR. MIEDEMA: I'm not sure that there's  
6           anything we can do about that because we already came  
7           with a wage agreement and the percentage increase  
8           that we were going to do. So, I'm not sure that  
9           there's any opportunity to address that this year. I  
10          can take a look at the information that you have but  
11          I'm not sure that we have any -- since we already had  
12          an agreement I'm not sure that we have the  
13          opportunity to make that change at this point in  
14          time. It's something we could take a look at but if  
15          you send me that information I can speak to it, just  
16          don't hold your breath. I hate to say that but.

17          MR. KOUKOS: Works for me. That's all we have.

18          DR. MIEDEMA: Okay. So, we each have our  
19          homework assignments.

20          MR. KOUKOS: Yes, ma'am.

21          DR. MIEDEMA: How long would you like to be  
22          able to do your homework so we can reconvene. I'd  
23          like to get it done before you guys leave for summer.

24          MR. KOUKOS: That makes two of us. I mean, we  
25          have finals weak the week of May 2nd.

1 DR. MARSHALL: Oh, we're coming back before  
2 that.

3 MR. KOUKOS: Yeah, I know, I'm just saying  
4 that's four weeks away. So, it's not like week -- I  
5 mean, hopefully we can sit down one more time and.

6 DR. MARSHALL: How is next Thursday afternoon  
7 for everybody, the 21st? Because we have a campus  
8 open house on Tuesday so I can't do that.

9 MS. HANFIELD: I'm doing an awards at 2:00  
10 o'clock here on campus. Next Thursday.

11 DR. MARSHALL: And next Monday would be too  
12 soon. How about the 25th?

13 DR. STEIN: 25th?

14 DR. MARSHALL: Monday April 25th.

15 DR. STEIN: That works for me.

16 DR. MIEDEMA: That's fine, I have a pretty  
17 clear calender.

18 DR. MARSHALL: Would everybody be okay with  
19 2:00 o'clock?

20 MR. KOUKOS: That works better for me.

21 DR. MARSHALL: Okay. Let's do that.

22 MR. ZACKS: Same location?

23 DR. MIEDEMA: Same location.

24 DR. MARSHALL: Dr. Miedema, you'll send out the  
25 meeting announcement?

1 DR. MIEDEMA: No way.

2 DR. MARSHALL: Thank you.

3 DR. MIEDEMA: Absolutely. And if I have any  
4 information that we gather prior to that I'll send it  
5 to you prior so you have the opportunity to review it  
6 before we get together and hopefully that way we can  
7 finalize our opener. I'd really would like to make  
8 sure it is done before summer vacation.

9 DR. MARSHALL: We will be.

10 MR. ZACKS: Not an issue.

11 DR. MIEDEMA: Very good.

12 DR. MARSHALL: Are we adjourned, folks?

13 DR. MIEDEMA: Then we are adjourned.

14 (Thereupon, the meeting was concluded at 3:40  
15 p.m.)

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STATE OF FLORIDA )  
( SS:  
COUNTY OF BREVARD)

I, JILL CASEY, Court Reporter and Notary  
Public, certify that I was authorized to and did  
stenographically report the foregoing meeting and that the  
transcript is a true and complete record of my  
stenographic notes.

DATED this 13th day of April, 2015.

\_\_\_\_\_  
JILL CASEY  
Court Reporter