
EASTERN FLORIDA STATE COLLEGE

AND

UNITED FACULTY OF FLORIDA NEGOTIATIONS

MEETING

TRANSCRIPT OF MEETING

DATE TAKEN: Monday, March 19, 2018

TIME: 3:30 p.m.

PLACE: Eastern Florida State College
Melbourne Campus
Building 8, Room 231
3865 North Wickham Road
Melbourne, Florida 32935

REPORTED BY: Lisa A. Bradshaw

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A P P E A R A N C E S :

EASTERN FLORIDA STATE COLLEGE:

- Sharon Cronk-Raby
- Dr. Sandy Handfield
- Dr. Linda Miedema
- Darla Ferguson
- Jack Parker

UNITED FACULTY OF FLORIDA:

- Dr. Katina Gothard
- Lynn Spencer
- Robin Boggs
- Andrew Lieb
- Harold Zacks

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P R O C E E D I N G S

DR. MIEDEMA: Let's get started. We had some things we were addressing last week and I just basically created the same agenda that we had last time since we hadn't finalized those issues and concerns.

So I will defer the floor to you, sir.

MR. LIEB: Sure. So do we just want to go by the items of the handout that I --

DR. MIEDEMA: Yes.

MR. LIEB: -- that I passed out?

I know, at this point, have you -- before you even dig into it, have you had a chance to dig into to any of concerns you had for the short-term online faculty assignment?

I know you needed to check on, I guess, you were saying something about FMLA. Because I don't think they were using this handout for FMLA. I don't think that's what we're suggesting at all.

DR. MIEDEMA: I have not looked at it.

MS. FERGUSON: I started to but I was waylaid with something else.

MR. LIEB: Okay.

MS. FERGUSON: I would definitely have that.

1 MR. LIEB: For the pilot course language, I
2 realize that I goofed here. I said their vote
3 would be counted as a vote for approval and I meant
4 non-approval. If you want to vote for something
5 you should have to go on the record and say I'm
6 voting for it, otherwise -- but I will fix that.

7 DR. MIEDEMA: Not a problem.

8 MR. LIEB: Do we have any other issues with
9 the pilot courses one?

10 DR. MIEDEMA: Let me take a quick peek.

11 No, that was my only question on that one.

12 MR. LIEB: Okay. Then we'll come back to the
13 short-term online faculty assignment.

14 With the department chair one, one question
15 that someone raised and I didn't have a chance to
16 think or write anything out, but where it says "in
17 carrying out their duties," and "will assume a
18 responsibility for implementation of the curriculum
19 for an instructional/non-instructional program
20 section."

21 When we say "the curriculum," are we referring
22 to the course offerings? Because the curriculum,
23 as it stands, typically, goes through the cluster
24 chair, not the department chair.

25 DR. MIEDEMA: That is carry-over language from

1 the past --

2 MR. LIEB: Okay.

3 DR. MIEDEMA: -- that has not been changed.

4 It should be course offerings.

5 MR. LIEB: So just change "implementation of
6 curriculum" to "for course offerings."

7 DR. MIEDEMA: Course offerings, yes.

8 MR. LIEB: Okay.

9 And the legal assistance thing; I think we
10 were okay with on those from last time.

11 DR. MIEDEMA: Yes.

12 MR. LIEB: The college-wide scheduling was
13 just adding in that last line that I changed to
14 "which to" and a "that" to appeal to my grammar
15 Nazi on this side.

16 DR. MIEDEMA: And we are still working on
17 making a college-wide list; we will have that
18 shortly.

19 MR. LIEB: Okay.

20 DR. MIEDEMA: Obviously, when you're looking
21 at the needs of four different campuses, the needs
22 change a bit from campus to campus. So it's taking
23 a little time to have that discussion.

24 MR. LIEB: Okay. For the faculty
25 responsibilities, I know we didn't change anything

1 in that first paragraph.

2 Under the priority for scheduling assignments,
3 I got the document you guys sent. We went over it.
4 This is, kind of, where we're coming back trying to
5 find a way that meets both of the things that we're
6 looking for. I think we're saying the same thing
7 but just finding a way that we all want to say it.

8 We ended up just striking that line as a
9 general practice, because we figured, you know
10 what, if they're saying that we're doing this, we
11 need to have it. It's seems kind of redundant.

12 I did alter the line to "individual faculty
13 schedule should allow for availability over four
14 work days in the form of student instruction,
15 office hours, or other duties as assigned. Faculty
16 is not necessarily required to teach all four work
17 days, provided the needs of the students are being
18 met."

19 And then I added in "fully online faculty are
20 expected to monitor courses at least four working
21 days" and then "all faculty assignments must be
22 fair and equitable.

23 DR. MIEDEMA: Okay. We'll take a look at that
24 when we caucus, but that --

25 MR. LIEB: Okay.

1 DR. MIEDEMA: -- but it...

2 MR. LIEB: I think it helps address your
3 saying that we need to be able --

4 DR. MIEDEMA: Yes. Absolutely.

5 MR. LIEB: -- to have people on campus, but we
6 still want to have flexibility to where if
7 someone's schedule is working out for the best
8 interest of the students, they can do it over two
9 or three days, for teaching anyway.

10 For priority for scheduling assignments, under
11 A, I just struck the "all" because it doesn't seem
12 necessary.

13 C, I believe, was mostly a suggestion that you
14 guys sent over; if you want to take a look at that
15 for a second and see if we see any issues there.

16 DR. MIEDEMA: It gives us the right to say, "I
17 really need you to teach this class because we've
18 exhausted all other resources."

19 MR. LIEB: Meaning we have no other option.
20 There is no instructor; there is no nothing. It
21 doesn't give the right for an overload, but --

22 DR. MIEDEMA: We don't like to exercise that
23 if we don't have to. But there may come an
24 occasion where that becomes necessary.

25 MR. LIEB: I did add in there, too, "the

1 online courses may be assigned in the span or
2 through mutual consent between the supervising
3 administrator; the faculty member; and the
4 supervising administrator for e-learning," because
5 I don't think we want to run into the problem where
6 someone -- and one of the campus provost says,
7 "Yeah, I want you to teach one online," and then
8 e-learning is like, "I don't have one to give you."

9 DR. MIEDEMA: Exactly. It needs to be a
10 coordinated effort.

11 Okay. Yeah, we'll look at that a little more
12 closely.

13 MR. LIEB: Okay.

14 DR. MIEDEMA: And it looks, on first blush, it
15 looks like it captured our conversation. We can
16 hopefully get an answer to you today.

17 MR. LIEB: Okay. Sounds good.

18 And then with office hours, trying to find a
19 balance between it all has been interesting and
20 challenging. We're hopeful that this, kind of, it
21 creates a delineation between the face-to-face and
22 the online office hours.

23 We did put it down to where you guys had
24 submitted it to us for the three days on campus, we
25 put it to two. Not that most faculty aren't on

1 here more, but, at least, this gives flexibility if
2 something's going on that they need it to be, you
3 know, over, at least, you know, I'm going to be on
4 campus face-to-face two days instead of the three.

5 I don't know if that's something you guys will
6 probably want to talk about with caucus.

7 DR. MIEDEMA: We will talk about that, too.

8 I think the most important thing is that we
9 clarify so that everybody has the same
10 expectations.

11 MR. LIEB: I agree.

12 DR. MIEDEMA: So we'll take a look at that.

13 MR. LIEB: I also added in Number 3. It was a
14 suggestion from a faculty member that five hours of
15 office time online or at an alternate off-campus
16 location.

17 Let's say if someone says, "You know, I don't
18 want to do them online but I'll available at Barnes
19 & Noble," and the provost is okay with that, then I
20 don't see why we shouldn't be able to have that
21 flexibility with that.

22 DR. MIEDEMA: It makes sense.

23 MR. LIEB: The next part, three-day, was just,
24 kind of, cleaning up; like I had one case where it
25 had a one in the parentheses before, spelling it

1 out. So I just was just fixing that.

2 Four was the same thing, just cleaning up "on
3 campus or at an alternate location."

4 I added in the "on campus" because we're
5 trying to delineate or differentiate between the
6 two so I added that in Number 5.

7 Number 6, something that was brought up is
8 that, right now, the way that it was currently
9 written with faculty and PSAV programs, that it's,
10 I imagine, the intent was for working aviation
11 where you're working with the student for 12 hours
12 that day.

13 That same thing happens with clinical
14 programs. I don't know how we want to call that,
15 but do we want -- we're asking or thinking that we
16 should allow health sciences or what other clinical
17 sites, when they're doing that kind of work. They
18 should be able to do the same thing.

19 DR. MIEDEMA: That's what Number 5 was meant
20 to address and if that's not clear, we need to
21 clarify that language.

22 MR. LIEB: Okay.

23 DR. MIEDEMA: Because it says "instructional
24 assignments; include health science and public
25 safety courses, for which clinical or field

1 experience is required to participate," in
2 students --

3 MR. LIEB: Okay. So 6 was just supposed to be
4 an addition. So maybe, I'll look at some way to
5 combine the two to --

6 DR. MIEDEMA: Combine the two, we added, last
7 time around, we added in the PSAVs.

8 MR. LIEB: Got you.

9 DR. MIEDEMA: We didn't have them before; we
10 just had health sciences and public safety. So
11 we're trying to be inclusive. So we may be able to
12 pull that into one statement.

13 MR. LIEB: Cool.

14 And the next one on there was just under
15 instructional faculty responsibility, was just
16 changing "attendance" to "census reporting."

17 I moved it originally, but then ended up just
18 striking it because we had in there "to perform any
19 other duties required to fulfill their
20 instructional or program obligations" and then
21 elsewhere in this article was whether it was
22 delineated elsewhere in this article, why do we
23 need a statement saying hey, look, read the rest of
24 this article.

25 DR. MIEDEMA: I agree. And the more places

1 you put the same language the more apt you are to
2 change a word.

3 MR. LIEB: And that can change meaning.

4 DR. MIEDEMA: And that causes an inconsistency
5 within the document. So if we can, we need to
6 reference something from one article to another,
7 it's better than repeating it.

8 MR. LIEB: And then I added in, for number,
9 the new Number 6, "at the conclusion of each
10 academic term each faculty member is expected to
11 review."

12 That way, even, we don't have anybody just
13 going around saying I have to do the documentation,
14 please could you look at your things.

15 DR. MIEDEMA: Okay. We talked about that.

16 MR. LIEB: And then we added in with the new
17 Number 7, "The faculty is expected to meet the
18 needs of their primary department/division before
19 requesting or accepting courses outside of their
20 primary department or division."

21 That way for -- hopefully, it addresses people
22 that are cross-credentialed or split positions to
23 where they're able to say, look I have to meet the
24 needs of the position I was hired for first and
25 then I can do these other ones.

1 DR. MIEDEMA: That's good.

2 MR. LIEB: With the load point obligations, we
3 had the language in there saying that the honors
4 course -- if it's counting for load, it needs to be
5 at least 50 percent enrollment just because it's, I
6 don't think anybody thinks that it would be fair or
7 equitable to give someone a full class credit for
8 two people.

9 DR. MIEDEMA: Five students for five classes;
10 that would be a great sign up.

11 MR. LIEB: Sign me up.

12 I did add in there "a cross-credentialed
13 faculty may elect to use one course they are
14 credentialed to teach that is outside of their
15 primary assignment in place of an online or honors
16 course to meet the load point obligation."

17 So that way if someone says you know what, I
18 don't want to come, but I want to teach SLS1101,
19 they could do that for that one course.

20 But it means, then, that they would not be
21 able to count an online or an honors course for
22 load. You wouldn't be able to --

23 DR. MIEDEMA: Do both.

24 MR. LIEB: -- do both.

25 DR. MIEDEMA: Okay.

1 MR. LIEB: That was, again, just taking out an
2 unnecessary...

3 With department chairs stuff. I ended up
4 striking the supervising administrator is the
5 option for the first selection cycle. Since the
6 first selection cycle's already happened, so, we
7 shouldn't have overlap so there's no need for the
8 language anymore.

9 DR. MIEDEMA: Yes.

10 MR. LIEB: Down where it says "qualified
11 applicants will be chosen from full-time faculty,"
12 I struck the "tenured" there because the department
13 chair needs to be tenured, yes, but if you have
14 someone who is coming in as a program manager,
15 that's not necessarily a true statement so, to make
16 sure that we're not narrowing down areas that put
17 us in a bind.

18 DR. MIEDEMA: We have had a number of program
19 managers that we've hired in from the outside,
20 directly into program manager roles because they
21 met all the qualifications for a brand-new program.

22 MR. LIEB: I just realized, to back up for
23 just a second, with the 8.1-1, load point
24 obligations.

25 I know that we don't have it explicitly stated

1 in here, but we've, based on prior practice for the
2 department chairs that are fully online, they've
3 met their load fully online, I don't read this to
4 prevent that.

5 Do you think that we need to add in the
6 language that would clearly say it?

7 DR. MIEDEMA: Oh, probably just to make sure
8 we're clear; we should put a sentence in there that
9 says fully online faculty may meet their obligation
10 100 percent.

11 Okay. Yeah, I think that's a good
12 clarification.

13 MR. LIEB: And with the fully online
14 positions, I know that I can't find it anywhere in
15 the contract that talks about how are we deciding
16 who is, all of a sudden, hey, tell you what, I'll
17 let you teach fully online this semester to where
18 it's not necessarily being made available for other
19 people to apply.

20 I'm not saying other people have to be
21 selected for it, but, we'd like to see something
22 where we could figure out whether we deal with it
23 like we do with transfers from one campus to
24 another or, somehow, to where let's say, they are
25 saying you know what, we really need a full-time

1 English online and anybody that's within the
2 college could apply for it. Then it would be
3 treated just like a vacancy transfer at any other
4 campus where it would go through the process.

5 DR. MIEDEMA: Right. There is nothing
6 currently in the contract that addresses that. We
7 have had discussions with the provost about the
8 number of fully online faculty we need to have and
9 what disciplines we need to have them in because we
10 think that's an important consideration.

11 We want to know that our core courses, our
12 major disciplines that are taught online, that
13 there is somebody in a full-time capacity who can
14 oversee the instruction of those courses to make
15 sure they're meeting both the e-learning and the
16 competency outcomes.

17 Take, for instance, Chuck, sitting back here,
18 how many programs are you responsible for?

19 MR. KISE: Oh, there's well over 20.

20 DR. MIEDEMA: And are you the expert in each
21 of those?

22 MR. KISE: No. I have to find somebody that I
23 can rely on.

24 DR. MIEDEMA: So we're looking at that right
25 now, as far as what disciplines we need to make

1 sure we are adding online and an opportunity for
2 doing that.

3 And then we would, our plan was to do exactly
4 that; to post it for anyone. We would want some
5 expectations that they have taught online before
6 they go fully online, so we would have to put some
7 minor requirements --

8 MR. LIEB: Stipulations.

9 DR. MIEDEMA: -- on there, otherwise we're
10 going to drive Chuck crazy with ten new faculty
11 teaching online who have never taught online.

12 MR. LIEB: Does this mean that the college,
13 right now --

14 DR. MIEDEMA: He's been my boss before so he
15 knows how hard it is to teach --

16 MR. LIEB: Does this mean they we're, the
17 college, is currently exploring realignment or
18 restructuring of e-learning at this point?

19 DR. MIEDEMA: Yes, sir.

20 There's a meeting on Friday to address a
21 restructuring of e-learning and we've included
22 online faculty and staff and non-online faculty.

23 So there's been information sent out to a
24 variety of individuals who are willing to
25 participate so we can have that open discussion.

1 And I would encourage any of you that would
2 like to attend; it's in this building, up in the --
3 it's in Titusville.

4 MR. KISE: No, no, no. It's in room 208, in
5 this building.

6 DR. MIEDEMA: Yeah. I thought it was --

7 DR. HANDFIELD: I thought it was Titusville.

8 MR. KISE: I have 208, room 208.

9 DR. MIEDEMA: I was going to say, "It is?"

10 DR. GOTHARD: Better than finding out on
11 Friday when you're in Titusville.

12 MR. LIEB: Right.

13 You know, that's where I would have been.
14 Just saying.

15 DR. HANDFIELD: It is this building.

16 MR. KISE: Sandy, you have got a different
17 agenda then.

18 MS. HANDFIELD: I guess.

19 MR. LIEB: What time?

20 MS. HANDFIELD: Maybe they just didn't want me
21 to be there.

22 DR. MIEDEMA: 9:00 until noon, they have it
23 scheduled for.

24 MR. LIEB: Okay.

25 DR. MIEDEMA: But the idea of doing that was

1 to have that kind of a conversation so we do it in
2 the light of day. No one is doing anything
3 sub rosa to anybody.

4 We just want to talk about what is the natural
5 progression in management of e-learning?

6 Chuck, you'll be there, right?

7 MR. KISE: Mmm-hmm.

8 DR. MIEDEMA: Okay. Thank you.

9 MR. KISE: I'll be on this campus, Sandy.

10 MR. LIEB: As we go through -- as we go
11 through that transition of creating some of these
12 fully online positions, I'd like to introduce, a
13 memorandum of my understanding, to help the
14 department chairs that are currently there, that
15 may have been under, said, okay, yes, after you're
16 done with your department chair, you're able to
17 stay online. Is that something you guys would be
18 open to having?

19 So like say, if, Chuck, who is -- if someone
20 decides they want to run for department chair for
21 that department, he's termed out. At that point
22 he's not able to run unless no one else does.

23 DR. MIEDEMA: I don't know that -- for the
24 long term that's a sustainable thing to say.

25 MR. LIEB: No, not for long term.

1 DR. MIEDEMA: If you become department chair
2 and automatically get to stay.

3 MR. LIEB: I'm saying for the current ones,
4 right now.

5 DR. MIEDEMA: For the current ones. Okay.

6 MR. LIEB: Kind of, like, a sunset clause, if
7 you will.

8 DR. MIEDEMA: Okay.

9 MR. LIEB: To where, just to help out the ones
10 that have been planning around it. For the future
11 I think we need to find a way then to how do they
12 transition back to the campus that they came from;
13 I think absolutely.

14 DR. MIEDEMA: I agree.

15 MR. LIEB: But we want to have that
16 understanding of people going into it knowing that
17 versus --

18 DR. MIEDEMA: Well, let me, when we caucus,
19 we'll make a quick call to the supervising
20 administrator for e-learning and see if we can get
21 an answer for you.

22 MR. LIEB: Okay. That would be great.

23 And if it is something, I'll go ahead and
24 write that up for next time to give you guys.

25 DR. MIEDEMA: We can look at that. I'd be

1 happy to.

2 MR. LIEB: Okay.

3 So where under the department chair stuff,
4 going back to that, there was some delineation
5 about, I did add in there about what we talked
6 about: "For any online position and full-time,
7 tenured full-time faculty member who has taught at
8 least four courses over the last two or more years
9 in a department and meets all other requirements
10 may apply."

11 So that way if somebody has been teaching
12 online for the last two years, meaning you didn't
13 teach it three years ago, you have taught for the
14 last two years and are currently there.

15 DR. MIEDEMA: Mmm-hmm.

16 MR. LIEB: Because, let's say, I taught an
17 online course 15 years ago and now I want to go
18 back and do it, a lot's changed. I mean --

19 DR. MIEDEMA: We never have changes in
20 e-learning. I'm only kidding.

21 MR. LIEB: With the re-entry of online
22 department chair, obviously, I left it blank
23 because I wasn't sure how we want to explore that.
24 I'll start writing some stuff up that might be able
25 to go on from there.

1 DR. MIEDEMA: Thank you.

2 MR. LIEB: In that case, do we want to caucus
3 for a few minutes to go over any of the stuff in
4 here that you guys said you wanted to take a look
5 at?

6 DR. MIEDEMA: Do you want to do 6.3 before we
7 caucus?

8 MR. LIEB: Sure. We can do that.

9 DR. MIEDEMA: That way we can have all of the
10 issues --

11 MR. LIEB: Have all the old issues -- lay them
12 to bed hopefully.

13 DR. MIEDEMA: -- and be ready to move on.

14 MR. LIEB: Okay. The intent with this was to
15 mirror, or, at least set up to follow the AAC
16 textbook or software selection.

17 I did add in "and software selection" as the
18 title of it because that's part of this and we're
19 trying to say, you know, it's not just textbooks,
20 so that way everybody just needs to go through it
21 with ETAC as well.

22 DR. MIEDEMA: A question I have with procedure
23 that was addressed, not this, that's going to be in
24 the CBA, but the procedure that's going to go to
25 AAC. It talks about materials going through ETAC.

1 Is ETAC looking at all textbooks or only --

2 MR. LIEB: ETAC has agreed to sort them so
3 that when it goes through that online textbook
4 repository that Scott and I have been working with
5 IT to create; the first stop might be to ETAC if
6 they don't see an ETAC form attached to it, they
7 forward it straight on. They don't open it, they
8 don't look at it, and it's not their problem.

9 DR. MIEDEMA: Okay.

10 MR. LIEB: They're dealing only with
11 electronic -- anything that's electronic, though,
12 they have to have their --

13 DR. MIEDEMA: I just want to make sure
14 because --

15 MR. LIEB: -- hands on.

16 DR. MIEDEMA: -- the procedure didn't, I
17 wasn't real clear on that. I thought ETAC is going
18 to get bogged down if they look at every textbook.

19 MR. LIEB: And we've been, and when I was
20 writing the process out, we've definitely been
21 talking with them and they said, yes, as long as
22 it's just a forward on option, we're fine with
23 that.

24 DR. MIEDEMA: That's really not a negotiating
25 item, I just questioned --

1 MR. LIEB: No, it's --

2 DR. MIEDEMA: -- as I read that information
3 today and before I forget about it --

4 MR. LIEB: It's a fair question.

5 DR. MIEDEMA: -- let me address it.

6 Okay. I think we are ready for a caucus,
7 then.

8 MR. LIEB: Okay.

9 DR. MIEDEMA: Let us take a look at this and
10 let's talk about what we think the next step should
11 be.

12 MR. LIEB: Okay. Sounds good.

13 DR. MIEDEMA: And what we believe and what you
14 have, since you have an audience, we'll take a
15 break, probably 15 minutes or so. That's my goal.

16 MR. LIEB: Sounds good.

17 DR. MIEDEMA: Thank you.

18 MR. LIEB: Thank you.

19 (Brief recess.)

20 DR. MIEDEMA: Sorry, it took us a little
21 longer than expected but this is a lot of
22 information and we want to make sure that we're
23 doing it correctly and have time to think about it.

24 So in response to all of these things, 3.3-3,
25 Pilot Courses; we're completely okay with the

1 language there.

2 MR. LIEB: Okay.

3 DR. MIEDEMA: 12.3.E, we still need to get a
4 little additional information. So we need to talk
5 about that at the next meeting.

6 What we have found out as far -- is that
7 anyone on a short-term faculty online assignment
8 would not be allowed to use any of their long-term
9 disability. They'd be disqualified from those
10 types of payments.

11 So we're trying to get more information on
12 FMLA. We don't have it at hand right now, so we're
13 still looking at it.

14 MR. LIEB: They wouldn't be able to take FMLA
15 because they'd still be meeting their full work
16 load which pays more than FMLA or long-term
17 disability.

18 DR. MIEDEMA: So there's some issues there; we
19 just need to make sure that we look at it more
20 closely. So I will bring that information back.

21 3.14, Department Chairperson; changing
22 curriculum to course offerings is acceptable.

23 6.17, Legal Assistance; with the changes is
24 acceptable.

25 7.4; acceptable.

1 I'm doing the easy ones first.

2 Then we get to 8.3 and we have a few
3 questions.

4 The first question is under the priority for
5 scheduling assignments where it says, "faculty are
6 not necessarily required to teach all four days
7 providing the needs of the students are being met."
8 The question is: Who determines that the needs of
9 the students are being met? Because that could be
10 a difference of opinion.

11 MR. LIEB: Right now, according to what we
12 currently have, with the DCs, PMs, and PCs all
13 working at faculty and fill scheduling
14 requirements, they're at the departmental level
15 saying these needs are being met or no, they're
16 not.

17 DR. MIEDEMA: Based on what?

18 MR. LIEB: Whether their courses are filling
19 or not, I would imagine.

20 I mean, if we have courses that are being
21 canceled at, you know, 1:30 or 1:40 every single
22 semester, we tend to not offer them anymore at
23 1:40.

24 And so, if we know that there are high volume
25 times and we need them and that's what the

1 college-wide schedule, when that becomes available,
2 to where if you guys say that we want classes at
3 these times, then the department needs to find a
4 way to make sure that the classes that you guys are
5 saying are necessary are being staffed.

6 DR. MIEDEMA: And those times and classes are
7 going to vary from year to year as different
8 programs develop, so we frequently get information
9 a week, two weeks, before the start of the next
10 semester from advising saying they need another
11 math class at such and such a time because the
12 others are filled.

13 Department chairs are all contract. Who makes
14 that determination?

15 So that's a question we have. We just need to
16 make sure that --

17 MR. LIEB: I imagine that most of the
18 department chairs that are contract are making the
19 determination of doing it. That would be my guess
20 as to what happens.

21 I know that they're required to work an
22 additional five days and I know one summer a couple
23 of years back, several of them elected to save,
24 like, two days for June and two days for July and
25 then did one so that way they could work with those

1 couple of days throughout the summer for those
2 kinds of needs.

3 But if that's something that we feel needs to
4 be addressed or put in here, we can talk about that
5 for sure.

6 DR. MIEDEMA: Well, that's a question that is
7 very significant to administration, is that we are
8 meeting the needs of the students.

9 We're not looking to be punitive; we're not
10 looking to be restrictive in anything that we do.
11 We're looking to meet student needs. So a clearer
12 definition of who is determining that the student
13 needs are being met would be helpful for us to be
14 able to accept changes to office hours and
15 instructional workloads. Does that make sense?

16 MR. LIEB: Mmm-hmm. It does.

17 DR. MIEDEMA: So that's a question that I
18 would like to discuss a little further.

19 And then under Part C, there, where it says,
20 "the supervising administrator may assign faculty
21 to specific days or course selections," the
22 assumption is to meet load. You're not talking
23 about overload, correct?

24 MR. LIEB: Correct.

25 DR. MIEDEMA: So let's add, "to meet load."

1 So that's clear.

2 MR. LIEB: Sure.

3 DR. MIEDEMA: The biggest thing that we're
4 seeing in looking at scheduling a workload and
5 office hours is the concern of student access.

6 I don't have a problem with faculty if they
7 choose to teach long hours on two days a week. But
8 when are they meeting with students? Because, if a
9 student can't get in on Monday because their
10 schedule does not match a faculty's schedule, odds
11 are they can't do it on Wednesday.

12 So where do we meet in between? Should there
13 not be a third day that there is some face-to-face
14 contact with the student?

15 MR. LIEB: Well, they have the online five
16 hours that they're required to be; so if they want
17 to meet electronically or if they choose to do
18 those hours face-to-face, the faculty member could
19 have those spread out.

20 They're required to have four days of coverage
21 or availability in some way, shape, or form. With
22 the face-to-face, that's not limiting the days in
23 which they're just saying, okay, you know, two of
24 the days, at least, must be face-to-face. You
25 could have, for the other two, would be online.

1 But, again, the expectation is that they're
2 still going to be available to the students and, I
3 think, if we revise the reporting, the faculty
4 schedule sheet that we currently use, if we revise
5 that to instead of just having a box where it says
6 how many hours online advising are you doing, let's
7 break it out like we do with the other days and
8 say, okay, I'm going to be available online from
9 3:00 to 5:00 on Mondays and 3:00 to 5:00 on
10 Wednesdays and that you can reach me via online.
11 So it's clearly marked; it's not just five mythical
12 hours that may or may not exist.

13 DR. MIEDEMA: The question still remains, in
14 my mind, accessibility for our students.

15 If I want to meet with my faculty member
16 face-to-face, and I can't do it Monday or Wednesday
17 because my faculty member is teaching all day long,
18 when do I get a chance to do that? Can I request a
19 face-to-face meeting and the faculty member has to
20 accommodate it? What are my options as a student?

21 MR. LIEB: I don't know that, necessarily,
22 adding an extra day is going to completely address
23 that issue; would be my counter to it. I mean, by
24 doing that, at this point, we already all try to
25 meet the needs of our students; try to meet them

1 where they are.

2 I get that some students have some scheduling
3 issues. We could add in something, I mean, about
4 making an appointment when necessary; if, at that
5 point, you're saying, we need to instead of those
6 five online hours, maybe you can say, when
7 necessary appointments may be made for face-to-face
8 meetings during that time.

9 Most faculty, I don't know that I know of an
10 issue where they're not being available. But,
11 again, I think, being available online is, if we do
12 it properly, is still being available to your
13 students.

14 We can talk about it in caucus and see if we
15 can't come back together with that.

16 DR. MIEDEMA: That's the biggest concern with
17 everyone, that we are still meeting those student
18 needs. We have discovered over the years that the
19 majority of our students will take online classes
20 but very few of them will take all online classes.
21 They do that because they still want some
22 face-to-face time.

23 So if we eliminate the opportunity for them to
24 have some face-to-face teaching, advising time,
25 have we met that need? And that's just a question

1 that we have and I think we just need assurances
2 that we are meeting those student needs. And
3 that's my only concern with it.

4 MR. LIEB: Well, if we look, then, under the
5 office hours, we get down to Number 9.

6 "If the student must schedule an appointment
7 at a mutual agreeable time other than during
8 scheduled office hours, it is expected that faculty
9 be available upon student request for on-campus
10 appointments during regular college business
11 hours."

12 So, I mean, your concern is about, okay, if
13 they can't, I am available and I'm just available
14 Mondays and Wednesdays or I'm only available on
15 Tuesdays and Thursdays.

16 We can do something to where -- what do we
17 think constitutes online office hours? I might --
18 a better way to address it and say online office
19 hours are, you know, a live chat; or a chat room;
20 or it's not just by e-mail.

21 There's some kind of interaction, like, to
22 where, like we do now when we have an issue with
23 ProctorU or some of these other places. We have
24 some of those built in to Canvas to where, if you
25 want to do the online hours, these are the ways

1 that we say we'd still be available.

2 So that if they really want that face-to-face
3 time, then they need to come in on the days that
4 I'm there, otherwise I'm there to help them; I'm
5 just not ignoring them, but I'm there to help them
6 in some other way.

7 And I would hope that any faculty that really
8 have a student that's struggling, they would find a
9 way to meet with them, even on a day that they
10 don't have office hours. I know, Lord knows, that
11 I've done that more times than I care to think
12 about. 5:00 on Thursday is no fun.

13 DR. MIEDEMA: And the majority of our faculty
14 will do exactly that. I'm not saying that our
15 faculty are not willing to do that, my question is,
16 if you're doing 15 hours of teaching time over two
17 days, you're doing 12 hours one day, 13 hours
18 another day, what kind of quality of advising are
19 you going to do if you -- if that's the only time
20 that students can see you face-to-face? You're
21 talking about ten minutes between classes and
22 you're talking about the rest of time at 10:00 at
23 night?

24 MR. LIEB: No. Five hours have to be in
25 increments not less than 30 minutes.

1 DR. MIEDEMA: Mmm-hmm.

2 MR. LIEB: Over the four days, and then on top
3 of that --

4 DR. MIEDEMA: So how are you going to do that
5 in a 12-hour teaching day?

6 MR. LIEB: That's where, I think, if the
7 person wants to have a 12-hour teaching day, they
8 probably need to have office hours another day.
9 That's the only way that they're going to do it.

10 DR. MIEDEMA: Exactly. That's what my concern
11 is, that I don't know how you determine that.

12 MR. LIEB: It can't be outside of regular
13 college business hours. The college -- the latest
14 any library is open, is what? 8:00?

15 DR. MIEDEMA: Mmm-hmm.

16 MR. LIEB: So it can't be anything after that,
17 I would say.

18 DR. MIEDEMA: Okay.

19 MR. LIEB: Because it does say during normal
20 college business hours. Otherwise, I could hold my
21 office hours at 5:00 a.m. which, Lord knows,
22 sometimes I'm at the college at that point, but --
23 it's me and security. But it's not fair to say
24 that's when I'm holding my office hours, because
25 the college isn't open.

1 DR. MIEDEMA: Well, that's part -- that was
2 part of my concern. That makes me feel more
3 comfortable because that was part of my concern, is
4 that you're doing 13 hours in one day, when are you
5 doing a 30-minute advising session? You're either
6 doing it at 7:00 in the morning or 10:00 at night.

7 And I'm not sure that you're going to meet
8 student needs at either one of those hours. And
9 probably not your needs at that hour after you've
10 already worked 12 and 13 hours. Do you want to
11 stay another 30 minutes so that you can do advising
12 time?

13 MR. LIEB: So if we added in there for the --
14 at least, five of these office hours must be
15 available face-to-face during normal college
16 business hours. Would that alleviate the concern
17 then?

18 DR. MIEDEMA: I think -- I'm looking to my
19 counterpart here.

20 MS. HANDFIELD: I would be looking for -- to
21 be more specific on what is considered, then, to be
22 the normal working hours.

23 MR. LIEB: I think -- do we have that in
24 Article III already?

25 MS. SPENCER: It has college business days in

1 there.

2 DR. MIEDEMA: Do we?

3 MR. LIEB: I'm checking.

4 MS. SPENCER: I think so.

5 MR. LIEB: If we don't, then we probably
6 should.

7 DR. MIEDEMA: It's probably under definitions.

8 MS. SPENCER: Normal business hours are when
9 the college's administrative offices are open. So
10 it would be those hours, too, I guess?

11 DR. MIEDEMA: I'm sorry. It's hard to hear.

12 MS. EARLE: Business days are those days in
13 which the college administrative offices are open.

14 MS. HANDFIELD: And then that would be 5:00 or
15 5:30?

16 MR. LIEB: Then we could --

17 MS. BOGGS: I'm in my classes still.

18 MS. HANDFIELD: So, then, that would eliminate
19 evening students?

20 DR. MIEDEMA: We may want to look at
21 definition --

22 MR. LIEB: We may want to revise that
23 definition --

24 DR. MIEDEMA: -- yes, I think that --

25 MR. LIEB: -- and instead of addressing it,

1 we'll just saying during --

2 DR. GOTHARD: So that's on them, not us.

3 DR. MIEDEMA: Established business days.

4 MR. LIEB: Normal, yeah, what it says is
5 during normal business hours.

6 DR. MIEDEMA: But I think that's a good point.
7 If we revise that under definitions, I think that
8 will help.

9 MR. LIEB: And then we'll just, and that
10 way --

11 DR. MIEDEMA: It's not that we're trying to
12 work at cross-purposes; we're just trying to make
13 sure it's clear.

14 MR. LIEB: Right. And if we have to take care
15 of that concern, then we're able to keep the two
16 there instead of the three as long as people are,
17 because if you're doing five classes on Monday and
18 Wednesday, you're probably not going to have time
19 to do more than half an hour anyway. And you're
20 required to have five hours face-to-face, so you're
21 going to have to come in on a Tuesday or Thursday.

22 DR. MIEDEMA: Some where along the line at
23 your discretion.

24 But the other question I have is, How are the
25 ten minutes between classes working for faculty?

1 That seems to be a -- what we said is, you can do
2 an incremented 10 minutes if you have the class
3 before and after.

4 Is that a time that you can adequately advise
5 a student is during that ten-minute period of time?
6 And that's a question that I just have to ask.

7 MR. LIEB: I think it more comes back to --

8 DR. MIEDEMA: Because you get students coming
9 and going. Is that --

10 MR. LIEB: It deals with all those students
11 after class. They come up and they want to talk
12 for the next five or ten minutes to where, you
13 know, what I'm doing and what they should be coming
14 in my office hours for, but we're going to do it
15 now because it's meeting when they're available to
16 do it.

17 MR. ZACKS: Lots of e-mails also, fly back and
18 forth.

19 MS. BOGGS: Mmm-hmm.

20 MR. ZACKS: Lots.

21 DR. MIEDEMA: Pardon?

22 MR. ZACKS: A lot of e-mails.

23 Instead of, basically, calling you or coming
24 to your office, I think, in my time here, I think
25 I've had three students actually make appointments

1 to come to my office hours. I would, used to sit
2 there and just wait for them to show.

3 Most of them, they get you, I call it the
4 bum's rush. They come in before or after class to
5 see you. And they just e-mail at 3:20, 2:00 a.m.,
6 1:42 a.m.

7 DR. MIEDEMA: Okay.

8 MS. BOGGS: Or they call and ask you to call
9 them back.

10 MR. ZACKS: Yes.

11 MS. BOGGS: I know I have an awful lot of my
12 contact with my students via phone.

13 MR. ZACKS: Yep.

14 DR. MIEDEMA: Okay.

15 MR. LIEB: Okay. So we'll need to -- I'll add
16 that to the list of things.

17 DR. MIEDEMA: Minor clarifications.

18 Going on to -- we're going to look at
19 combining 5 and 6, the health sciences/public
20 safety instead into one statement.

21 MR. LIEB: Correct.

22 DR. MIEDEMA: And then, under faculty
23 responsibilities, A, faculty are required, we're
24 okay with that.

25 2.1; or 1 that became 2, became nothing, is

1 fine.

2 MR. LIEB: Okay. Sorry about that.

3 DR. MIEDEMA: Sorry.

4 MR. LIEB: We're moving down to 9 and then I
5 deleted it and then I realized, why am I moving
6 this? I'm moving because it doesn't make sense
7 there; it doesn't make sense because it's
8 redundant.

9 DR. MIEDEMA: That's quite --

10 Number 7, now 6; is fine.

11 Number 8, now 7; is fine.

12 Let me make sure I have these in order. Then
13 meeting load obligations. We were going to add a
14 statement in there that the fully online faculty --

15 MR. LIEB: May meet their obligations for
16 work.

17 DR. MIEDEMA: -- will meet their obligations
18 fully online. And that's fine.

19 Department Chairs, 8.16; the change that was
20 made there is fine, no problems. We're going to
21 address re-entry of online department chairpersons.

22 And the only other thing that I put in here is
23 I'd like to add another category and that's called
24 clinical coordinator. We have those in health
25 sciences and we have no definition anywhere along

1 the line of what that expectation is. So for the
2 purpose of this document, at this point, would be,
3 A, duties as defined in Appendix whatever, and
4 neither have or may exercise of any supervisory
5 responsibility over other full-time faculty.

6 I would like to add that into the appendices
7 where we look at the responsibilities of a clinical
8 coordinator.

9 MR. ZACKS: Would that include the
10 EMT/paramedic program, also?

11 DR. MIEDEMA: I would think so.

12 MR. LIEB: So anywhere that there is a
13 clinical is what we're looking for?

14 DR. MIEDEMA: Where we need to have a clinical
15 coordinator; in some cases we have students that go
16 out on their own in internships and they're really
17 not a clinical coordinator.

18 And others we have faculty that have to go out
19 and make sure that we have assignments made with
20 the various entities that are going to take our
21 students, and are checking up behind our students,
22 and making sure that we're coordinating those
23 activities. And that's a category that we have, in
24 the past, called a program coordinator, for lack of
25 a different term.

1 So I'd like to legitimatize that definition
2 and put some of the responsibilities in there.

3 MR. LIEB: Would we want to put something like
4 that faculty mentoring in the same kind of boat
5 then? And create, because we have a faculty
6 mentoring, Katina, correct me, what's it called?
7 Faculty mentoring coordinator?

8 DR. GOTHARD: Coordinator.

9 MR. LIEB: But we don't have that coordinator
10 role defined.

11 DR. MIEDEMA: We have college-wide
12 coordinators.

13 When we get those types of issues, I think we
14 can address that. But since this is specifically
15 management of academics --

16 MR. LIEB: Okay.

17 DR. MIEDEMA: -- it belongs here. When we get
18 to that other section, we'll talk about those
19 things.

20 MS. EARLE: Am I allowed to say something?

21 MR. LIEB: Yes, please.

22 MS. EARLE: Okay. We've got some staff
23 positions that are clinical coordinators. Is this
24 going to impact them?

25 DR. MIEDEMA: I can't answer that without

1 looking at who they are.

2 MS. EARLE: Michelle.

3 DR. MIEDEMA: Michelle, I would not say --
4 that's worked fine in that process.

5 But where we have a faculty member who has
6 been assigned to do that, like we do in nursing,
7 then we need that definition.

8 MS. EARLE: Okay. Thank you.

9 DR. MIEDEMA: Yes. No, I would not take
10 anything away from Michelle.

11 MS. EARLE: Yes, I would freak.

12 DR. MIEDEMA: No.

13 MS. EARLE: Thank you.

14 DR. MIEDEMA: If I had staff doing the same
15 job that Michelle is doing in other programs, I
16 wouldn't even be having this discussion right now.

17 MS. EARLE: Right.

18 MR. LIEB: Okay. I don't think we're going to
19 have any objections to adding in that. And I know
20 that we know that we want to reevaluate the
21 different duties that we have for each, all of
22 these, where in the appendices and clarify the
23 differences between some of them and let's get real
24 about they actually --

25 DR. MIEDEMA: Are doing.

1 MR. LIEB: -- are doing versus what we think
2 they're doing or pretending they're doing.

3 DR. MIEDEMA: Or what they've done ten years
4 ago compared to what the job really is now.

5 MR. LIEB: Correct.

6 DR. MIEDEMA: So I think we need to take a
7 look at that and that's why I just wanted it
8 mentioned here. We'll address these specifics of
9 it when we get to that point in the contract.

10 MR. LIEB: Okay.

11 DR. MIEDEMA: And then 6.3, textbook/software.
12 I -- we didn't have any issues with that. We're
13 fine with that the way it is written.

14 MR. LIEB: Okay.

15 DR. MIEDEMA: So --

16 MR. LIEB: So I will add in, we'll come back
17 to 12.3E.

18 DR. MIEDEMA: Mmm-hmm.

19 MR. LIEB: Hopefully next time and I will add
20 in a couple of different edits; we probably need to
21 work on and bring back the table next time, that
22 new definition, the 3.18, I think it was.
23 Whichever one was the business days.

24 DR. MIEDEMA: Yes.

25 MR. LIEB: And if we add in there the hours

1 and what you're looking for is the specific hours,
2 not saying administration office, but maybe saying
3 7:00 to 8:00 p.m. kind of deal?

4 DR. MIEDEMA: Exactly.

5 MR. LIEB: And then we're fine, then, with the
6 two days, then. So I'll find a way to fix that.

7 DR. MIEDEMA: Yes, we can to that.

8 The other thing I'd like to take a look at, as
9 long as we've brought up Article III, which is
10 definitions, are any other definitions that we
11 might want to make changes to at this point in
12 time, that we can discuss at the next meeting?

13 I think if you look at Article I and Article
14 II, there's nothing changing in either one of
15 those, so those could be TA'ed.

16 MR. LIEB: Yes.

17 DR. MIEDEMA: In 3, we need to take a look at
18 any other definitions.

19 And one of the definitions I would like to see
20 added in there is just one on professional
21 compartment, and I don't have that definition at
22 hand, but I will have it before we meet next time
23 around as a -- I will send it to you in advance so
24 that you can take a look at it.

25 MR. LIEB: Yes, please.

1 DR. MIEDEMA: And, again, the idea is
2 99 percent of the time; we are going to deal with
3 each other on a professional basis. Every now and
4 then, something is going to occur that we need to
5 be able to say you shouldn't be talking to each
6 other like that; or you shouldn't be talking to
7 students like that; or administrators shouldn't be
8 talking to you like that.

9 And it's a mutual respect type of thing, so I
10 would like to add this as a definition in there.
11 We have it in our college policy and procedure, but
12 we don't have anything comparable in our CBA and I
13 think as far as a definition that would be
14 important.

15 And that's the only definition, that I know
16 of, at this moment, to add; but I just wanted to
17 bring that up so you guys can look at it and we can
18 finish these and move on to the next section next
19 time around.

20 MR. LIEB: Yes. So we can put these to rest,
21 I think.

22 Yeah. The only definition that I had on our
23 radar was creating that pilot course language
24 definition.

25 DR. MIEDEMA: Of course.

1 MR. LIEB: But we already have that here, so I
2 think we're okay.

3 DR. MIEDEMA: And we can always come back to
4 Article III as we work through the contract. If
5 something comes up and we say --

6 MR. LIEB: If we decide we need a definition,
7 we'll come back to it.

8 DR. MIEDEMA: -- we should have a definition
9 for that. We can always go back and add that in.

10 MR. LIEB: Okay.

11 DR. MIEDEMA: For the last, we'll take a look
12 at some of the things that we know aren't going to
13 change and march through the contract a little bit.

14 MR. LIEB: Okay. I know the next time we'd
15 like to talk, also, with the banking load points
16 and get that ironed out. We've been working
17 through the questions that you raised and sent to
18 us and figuring out intent, how to do it, and we
19 had a good discussion about it today, actually.

20 DR. MIEDEMA: Good.

21 MR. LIEB: And we'd like -- we'll try and
22 bring something --

23 DR. MIEDEMA: Perfect.

24 MR. LIEB: -- and I'll try to have that to you
25 in advance.

1 The other thing was we have those small tenure
2 tweaks that we wanted to look at Article XI. That
3 was just to define a little more clearly the
4 campus-based tenure committee and the college-wide.
5 What is each one actually doing and allowed to do?

6 And just to remove any friction that might
7 exist in the process because I know, sometimes,
8 there is a little bit of friction.

9 DR. MIEDEMA: Yes.

10 MR. LIEB: So I'll get you that stuff too.

11 DR. MIEDEMA: I did ask Kelli Norris that if
12 she had, as the chair of the TPDC, if she had any
13 concerns that she needed to give it to you guys.

14 MR. LIEB: She did. She said that she
15 recommends leaving in the old language for the
16 people on the previous tenure cycle and not the
17 current five-year one for one more year, as well;
18 the only thing that she could tell me because of
19 confidentiality.

20 DR. MIEDEMA: Okay.

21 MR. LIEB: So we can read between the lines on
22 that, I'm assuming, and just leave it there.

23 DR. MIEDEMA: Yes.

24 MR. LIEB: Because it means we're probably
25 going to need it. Hopefully --

1 DR. MIEDEMA: Yes. I understand what she's
2 saying. Okay.

3 MR. LIEB: So that's all I have there. So I
4 personally want to strike that, but I won't
5 until --

6 MS. BOGGS: Like the sunset clause?

7 MR. LIEB: Right. I mean, we could put sunset
8 in there with it, but, we're probably better off
9 just waiting to slowly get out.

10 I had an e-mail from Joanne Connell about the
11 retired B-number designation and what she was
12 saying, if I understand what her e-mail is saying
13 correctly, which I might not be, to be perfectly
14 honest, is the real issue comes back to being able
15 to get that ID card from security because HR
16 doesn't currently have a designation for retired
17 faculty.

18 If we have a designation, not even necessarily
19 a retired B-number designation, just a designation
20 that the person will be in the system as retired
21 faculty, security will be able to access that to
22 create this and they'll be able to create a login
23 for them to use in the libraries or those
24 electronic resources. If that's my understanding
25 of what she's telling me.

1 I don't know, really, Darla, you would
2 probably know far more than I about the realities
3 of this, but so, I don't think it's something we
4 need in the contract necessarily. I know it was on
5 that original one sheet I gave you guys, for, I
6 think it was Item H on that list I gave you a long
7 time ago.

8 DR. MIEDEMA: Well, what she sent to me was,
9 it says remote access to library e-resources by
10 retired faculty has become an issue where the
11 librarians need administrative/legal intervention.
12 The language in the CBA implies that retired
13 faculty have the same access privileges as do those
14 who are currently teaching although the library is
15 lumped in with other college departments and
16 privileges.

17 The library has historically functioned with
18 the understanding that licensing agreement limit
19 remote access to current employees and current
20 registered students.

21 So what she was saying is that there's not a
22 problem once we address how they get a library card
23 for them to access face-to-face library resources,
24 but online resources can be an issue because of the
25 various contracts that we have, say, current.

1 MR. LIEB: I understand that but every college
2 that I've checked provides for this in some way,
3 shape, or form. So I'm not sure what our issue is
4 because I've done some digging on that and, for
5 example, Florida State, you can create a faculty --
6 they're a faculty emeritus or they're retired, or
7 whatever it is, they're still able to fully access
8 databases online, all that stuff. So I'm not --

9 DR. MIEDEMA: Well, she sent me all their
10 contracts.

11 MR. LIEB: No. I believe you and that's
12 where, if we have some kind of designation for
13 these retired faculty in our system I think, then,
14 we're okay.

15 It's how we create that designation that would
16 allow the electronic resources. So again, I don't
17 know that it's a contract issue; it's a matter of
18 figuring out how we can designate them so we don't
19 have to go in and try and write something so
20 specific that we end up having to change it, like,
21 when, as soon as they go to new system.

22 So we could look at -- I don't know, but we
23 could put that on the agenda, if you like, for next
24 time as well just to --

25 DR. MIEDEMA: Let's take a look at it. She --

1 MR. LIEB: -- take a look at and see what we
2 can find out because you have access to --

3 DR. MIEDEMA: She sent me about five different
4 contracts to review.

5 MR. ZACKS: Lucky you.

6 MR. LIEB: I mean, I --

7 DR. MIEDEMA: Like I have nothing else to do.

8 MR. LIEB: -- she was -- yes, I know.

9 DR. MIEDEMA: We'll put that on that, by that
10 time I will have reviewed the contracts.

11 MR. LIEB: I'll check with --

12 DR. MIEDEMA: I'll be honest, I didn't look at
13 them today.

14 MR. LIEB: -- so I know that, I've discovered
15 that there's two sides to this feeling within the
16 library system at the college. And so I'll discuss
17 and try to find somebody from each side and hear
18 out what's going on; what the issue is and find if
19 there's a way to amicably resolve it without
20 throwing a contract at somebody.

21 DR. MIEDEMA: Sounds good to me. Anything
22 else for today?

23 MR. LIEB: Do we want to outline what the
24 money items -- I know the state budget was
25 finalized and passed and I know that they have

1 probably not sent off our -- this is what your, you
2 know, allotment is.

3 Do we have an idea of when that might become
4 available?

5 DR. MIEDEMA: I do not have that information
6 right now. I know that it went through the
7 legislative session last Sunday, a week ago. I
8 have not seen anything officially come in to the
9 college.

10 I would have to check that with Rich Laird who
11 would be the first one who would receive that. But
12 I can check that with him --

13 MR. LIEB: Okay.

14 DR. MIEDEMA: -- and find out when is a
15 reasonable...

16 MR. LIEB: Okay. So then we can move on to
17 those others. So I'll leave the other ones off the
18 agenda for next time with the understanding that if
19 we get this soon --

20 DR. MIEDEMA: I'll send it to you and let you
21 know what the information is.

22 MR. LIEB: -- and we'll try and add a couple of
23 these to start knocking some of it out.

24 DR. MIEDEMA: Absolutely.

25 MR. LIEB: The last question I had and it's

1 more dealing with the reorganization of e-learning
2 that you guys are looking at.

3 Currently, how are faculty being offered
4 full-time fully online? Because I know that there
5 are some faculty that, all of a sudden, now, are
6 teaching fully online that weren't previously and
7 there weren't positions advertised for that.

8 How are these -- what's the selection
9 criteria? How are they being afforded that?

10 DR. MIEDEMA: Up to this point in time it's
11 been done as a managerial decision and the
12 administrative supervisor making the determination
13 which is why we want to have the meeting on Friday
14 to talk about it in the light of day.

15 MR. LIEB: Okay.

16 DR. MIEDEMA: So going forward, we will have a
17 process that everyone is aware of.

18 So the short answer to that is, I don't know
19 until after Friday.

20 MR. LIEB: Okay. So we can think about it
21 some more and then come back to it. Because it's
22 not that we're opposed to that, we just want it to
23 be done in a fair and equitable way to where it's
24 not, hey, you know what, I know you're having a
25 tough semester, I'm going to let you teach fully

1 online this time, it's okay. To where --

2 DR. MIEDEMA: We have tried, in a couple of
3 situations, just to see if we could meet a
4 campus-based need and still allow faculty to be
5 online for a semester and then we go back and
6 reevaluate.

7 But we want to make that process of temporary,
8 which is what you talked about in your thing, as
9 well as permanent, more transparent.

10 MR. LIEB: Okay.

11 DR. HANDFIELD: What about the medical?

12 DR. MIEDEMA: Hmm?

13 DR. HANDFIELD: Our medical?

14 DR. MIEDEMA: Our medical? What do we need to
15 look at again? We need to look at all --

16 MR. LIEB: Yeah, the 12-3 was the medical for
17 the short-term. The other ones I'm, if there's
18 other short-term instances that we might think it
19 is necessary, then I think we could find another
20 place to put them, put it under either the 8.3; we
21 could go back and add some language there with it.

22 The online department chair issue, we hold off
23 at this point until after the meeting on Friday?

24 DR. MIEDEMA: Online department chair?

25 MR. LIEB: For the re-entry of online

1 department chair.

2 DR. MIEDEMA: Yeah, we need to have that
3 discussion and I'll make sure that's on the agenda
4 for Friday's meeting as well.

5 MR. LIEB: Okay.

6 DR. MIEDEMA: And we just want to keep this as
7 open and transparent as we possibly can. We may
8 not all agree, but we'll all know why we got to
9 where we got to.

10 MR. LIEB: Correct; which is the good thing.

11 Okay. I still haven't heard, also, from
12 Mr. Laird yet about the request for information for
13 clarification.

14 I followed up with him on Thursday. I know
15 it's just Monday so he is probably just now getting
16 through, like, the 800 e-mails in his inbox that
17 came over the weekend. I just didn't know if you
18 were able to follow up with him. I'll e-mail him
19 again tomorrow.

20 DR. MIEDEMA: He was not in the office today
21 that I saw when I was in the office.

22 MR. LIEB: Okay.

23 DR. MIEDEMA: So I should be seeing him
24 tomorrow; I will ask where we are with the follow
25 up.

1 MR. LIEB: Okay. Because that's definitely
2 information that we'll need --

3 DR. MIEDEMA: No. We definitely didn't cross
4 paths today.

5 MR. LIEB: Okay.

6 DR. MIEDEMA: You think that the three of us
7 being in the same office suite, we see each other a
8 lot, but we often don't see each other for a long
9 time because we're always going in different
10 directions.

11 Next meeting? Two weeks?

12 MR. LIEB: Two weeks puts us on spring break,
13 I think.

14 DR. MIEDEMA: Mmm-hmm.

15 MS. BOGGS: Yep.

16 MS. FERGUSON: Oh, I'll come in.

17 MR. LIEB: I'm sure you will. I'll be here,
18 but I don't think the rest of these people are
19 going to agree with you.

20 DR. MIEDEMA: And April 9th, I will not be
21 here.

22 MR. LIEB: You have a conference that day.

23 DR. MIEDEMA: I have an conference, yes.

24 MR. LIEB: Do we want to try -- we could try a
25 different day that week. I'm not sure what

1 everybody's schedules are like. Let's all kind
2 of --

3 DR. MIEDEMA: I would hate to put it off a
4 whole week so that...

5 MR. LIEB: Right. So I mean, if we have
6 nothing else, we could try to do it on a Wednesday
7 or a Tuesday. I know you teach.

8 MS. BOGGS: I'm teaching until 2:40 for four
9 days a week.

10 MR. LIEB: And you can't, period.

11 DR. GOTHARD: Monday and Tuesday that week,
12 are, for me, are for mentor work. I'm open the
13 others.

14 MS. SPENCER: Yeah, I teach in the evenings.

15 MR. LIEB: On which days?

16 DR. GOTHARD: The Wednesday I could do.

17 MR. LIEB: Okay. Wednesday, you are what?
18 Does everybody want to do Wednesday?

19 MS. SPENCER: I teach until 3:00 on Wednesday
20 and then I have a class at 6:00. So it's --

21 MR. LIEB: It will make it tight, but yeah,
22 maybe.

23 DR. MIEDEMA: I think there's --

24 DR. GOTHARD Tuesdays and Thursdays I teach
25 from 3:00 to 4:15.

1 MR. LIEB: Are you willing to make a Wednesday
2 work?

3 MR. ZACKS: Yep.

4 MR. LIEB: So let's tentatively schedule for
5 Wednesday and then I'll give everybody a chance to
6 take a look at it and if they can't, then I will
7 e-mail you say, hey, actually we have a conflict,
8 can we try -- and I'll give a suggested alternative
9 time.

10 DR. MIEDEMA: Well, that gets me out of my
11 meeting with UCF.

12 MR. LIEB: Oh, that's a shame.

13 MR. ZACKS: What's the date?

14 MR. LIEB: 4/11.

15 MS. EARLE: Andrew, is that correct? 4/11?

16 MR. LIEB: 4/11, yep. At 3:30, in this room,
17 231, I think.

18 DR. MIEDEMA: I have to leave by 5:30 that day
19 because I have college-wide SGA induction ceremony.

20 MR. LIEB: Oh, boy.

21 Okay. Otherwise, I think that's all we had
22 for today's agenda and then we'll, again, come back
23 to those other things and I'll be in touch with you
24 about...

25 Oh, there's something, we might want to add

1 onto the agenda next time, too, for ADPA deadline.
2 The way that it's worded is just, I'm sorry, excuse
3 the language, God awful.

4 We're saying it has to be posted for 60 days,
5 but we don't tell them from when does it have to be
6 posted. Can we just create a date that we say,
7 yes, it's this date and let it, if it falls on a
8 weekend or a holiday, it's the next open day and
9 say it must be available for 60 days prior to that?

10 So if we're saying, for example, if we want
11 the deadline March 15th, okay, that means you must
12 have it posted 60 days before that.

13 DR. MIEDEMA: Correct.

14 MR. LIEB: Whatever date that would even work.
15 Because I know this most recent one we had dates
16 ranging from the 9th up to the 12th, I think. And
17 there's even one that was told that they had until
18 the Saturday to do it.

19 Which, I mean, I understand, but at the same
20 time I think we can fix that problem if we just
21 give it a date and say --

22 DR. MIEDEMA: Well, it's very difficult if it
23 gets beyond the date because the TPDC, I send them
24 those that have been approved and recommended by
25 the faculty clusters and then I have to determine

1 if there's any un-awarded and I have to give that
2 name to the TPDC and then they have to meet and
3 they draw round two.

4 MR. LIEB: Right.

5 DR. MIEDEMA: And I'm still supposed to get it
6 to Dr. Richey and get the approval and get it
7 posted by the 1st.

8 MR. LIEB: Well, we can shorten the 60?

9 DR. MIEDEMA: So, it's a very, very tight
10 framework.

11 MR. LIEB: Honestly, we can shorten the 60
12 even a little if necessary.

13 DR. MIEDEMA: Yes.

14 MR. LIEB: I mean, as long as it's available.
15 I mean, 60 days versus 45 days, I don't know that
16 we're talking a huge --

17 DR. MIEDEMA: Yes.

18 MR. LIEB: Have your application together and
19 if that, we can talk about that. So I'll put it on
20 the --

21 DR. MIEDEMA: Absolutely. I'm all for it.
22 Because I get very tense at that period of time
23 trying to get this turned around in a 24-hour basis
24 and get it back for Richey's approval in that
25 period of time.

1 MR. LIEB: Okay.

2 DR. GOTHARD: It's hard for me to give him
3 some for approval in the 60 days.

4 DR. MIEDEMA: And then to double check to make
5 sure that everybody whose name was sent forth
6 really is qualified, and has been here the full
7 year, and didn't get it last year. It does take,
8 it does put an a little bit -- I put a little
9 pressure on my friends in HR and then I put a
10 little pressure on our president to get approvals
11 done quickly and that's probably not in my best
12 interest is to pressure those two individuals too
13 much.

14 MR. LIEB: So I'll just put something together
15 there that simplifies it so that way it's not a
16 problem like I think it is becoming.

17 DR. MIEDEMA: Absolutely. I think that would
18 be great, yes.

19 MR. LIEB: Which it shouldn't be. It's a
20 great process.

21 DR. MIEDEMA: It's a good opportunity so we
22 don't want to -- the only ones that it really
23 causes problems for, right now, is all of us.

24 MR. LIEB: Which, we're about fixing problems.

25 DR. MIEDEMA: Yes, I agree.

1 MR. LIEB: All right.

2 DR. MIEDEMA: All right.

3 (The meeting was concluded at 5:09 p.m.)

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C E R T I F I C A T E

STATE OF FLORIDA:
COUNTY OF BREVARD:

I, LISA A. BRADSHAW, Court Reporter, DO HEREBY
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I further certify that I am neither attorney
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DATED this 28th day of March, 2018.

LISA A. BRADSHAW
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