
EASTERN FLORIDA STATE COLLEGE
UFF/EFSC REOPENER OF CBA 2024-2027
2026 SPRING BARGAINING: SESSION 4

ORIGINAL

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TIME: 2:30 p.m. - 4:26 p.m.
PLACE: Eastern Florida State College
3865 North Wickham Road
Building 10
Melbourne, Florida 32935
REPORTED BY: Juliana M. Cary
Stenographic Reporter
Notary Public, State of Florida

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RYAN REPORTING
REGISTERED PROFESSIONAL REPORTERS
1670 SOUTH FISKE BOULEVARD
ROCKLEDGE, FLORIDA 32955
OFFICE: (321)636-4450

1 APPEARANCES:

2 DR. DUSTIN FILES

3 DR. KATINA GOTHARD

4 LYNN SPENCER

5 KELLI LESLIE

6 MARK E. LEVITT, ESQUIRE

7 DR. PHIL SIMPSON

8 DR. SANDY HANDFIELD

9 DARLA FERGUSON

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1 DR. FILES: All right. Round 4 is it? Is
2 it round 4? Oh, it's in front me.

3 Welcome, everybody, to our fourth
4 bargaining session. I think we'd like to pick
5 up where we left off from last time. So, I'd
6 like to, if you all are okay with that, reverse
7 the order of the agenda and pick up with
8 Article 8 where we left off.

9 MR. LEVITT: Okay.

10 DR. FILES: Start with 8.2. We had a
11 clarification -- can I talk while I'm passing
12 these out, because that's what I do in class so
13 I don't waste class time?

14 So, one of the sticking points on 8.2 that
15 we had was the definition of the commencement
16 that was -- if you recall, we had put in there
17 faculty will attend one commencement per
18 academic year, and your concern was attendance
19 at the program commencements.

20 So, we clarified that language, and we
21 flip-flopped A and B. A seemed like it worked
22 better, the second part, so we flip-flopped
23 that. But if you look at the second page
24 there, under B2, one day for attendance and
25 participation, one college or program

1 commencement ceremony that takes place within
2 one week after the last day of the fall
3 semester or one week after the last day of the
4 spring semester.

5 So, if you recall the conversation from
6 last time, you all were concerned about the
7 program faculty not having enough attendance at
8 their program commencement ceremony. Right?
9 So, I think what we did here was we specified
10 if you're going to have those program
11 assessment -- or those program graduation
12 ceremonies, if they take place during the
13 academic year, well, then that's fine, just
14 have them meet as needed. But if those program
15 commencements are done after the end of the
16 term, how many days do the faculty work? They
17 work 165; right?

18 DR. SIMPSON: Sorry. Just reading.

19 DR. FILES: Right? One of the 165s is a
20 commencement attendance. So, if you're having
21 them attend multiple commencements after the
22 end of the semester, then they need to be put
23 on an extended annual contract because then
24 they'll be working beyond that 165.

25 So, like, for example, the end of the

1 semester is on Friday. Right? The grades are
2 due on Monday. Faculty off contract on
3 Tuesday. If you have program commencements on
4 Tuesdays, Wednesdays, or Thursdays, those are
5 additional days beyond the 165.

6 DR. SIMPSON: I see.

7 DR. FILES: So, that's the clarification
8 that we're getting. That faculty are only
9 required to do one commencement or graduation
10 ceremony when they're off contract.

11 MR. LEVITT: I'm just trying to see how it
12 says that. That's in 2, I guess, B2?

13 DR. FILES: Yes.

14 MR. LEVITT: So, it says they do attend at
15 least one if it's within a week before or
16 after; right?

17 DR. FILES: A week after the end of the
18 term. So, our normal collegewide attendance --
19 or collegewide commencement is on Thursdays
20 after the end of each major term. Right? So,
21 normally, faculty attend either in the fall or
22 in the spring. That's one day of their 165-day
23 contract. Okay?

24 So, if you have program faculty that we're
25 saying, okay, you need to attend that one

1 collegewide graduation ceremony and then you
2 also need to attend, like, three or four
3 program ceremonies that take place on maybe a
4 Tuesday or a Wednesday, now you're going beyond
5 that 165-day contract. Does that make sense?

6 DR. HANDFIELD: Yes. But in health
7 sciences, there are some programs between the
8 community and the hospital base that may be
9 within the semester.

10 DR. FILES: That's not a problem. That
11 would be one of their contractual working days
12 within the 165-day contract.

13 DR. HANDFIELD: But could that be
14 misinterpreted by the way your saying one day
15 for participation in one college program?

16 DR. FILES: Right. If you look at the
17 note, I said, this clarifies that faculty will
18 only be required to attend one ceremony after
19 the semester ends. If the ceremonies take
20 place during the semester, then attendance at
21 those sessions would be considered part of
22 their programmatic faculty duties provided they
23 are given the five-business-days notice of the
24 meeting.

25 MR. LEVITT: So, if it's during their

1 workday, they can go to any number of them.

2 DR. FILES: Yes.

3 MR. LEVITT: They're not limited to one --

4 DR. FILES: Correct.

5 MR. LEVITT: -- if it's during the 165.

6 DR. FILES: Correct.

7 MR. LEVITT: And is graduation typically
8 during the 165 or not typically; it's usually
9 after?

10 DR. FILES: The collegewide one is after.

11 MR. LEVITT: So, if they go to program
12 ceremonies during their regular 165, they go to
13 those, then they still have to go to one
14 commencement after?

15 DR. FILES: Yes.

16 DR. SIMPSON: So, I think the way it was
17 worded last time was leading me down a
18 different path. So, you're looking at more of
19 a workday --

20 DR. FILES: Yes.

21 DR. SIMPSON: -- situation. Yeah. Last
22 time I was concerned that an institutional
23 commencement with a degree or credential itself
24 is conferred is different than a ceremonial
25 pinning in, say, the nursing program. So, the

1 nursing pinning is not really a graduation.
2 It's the commencement of the institution that
3 constitutes the conferral of that credential
4 upon that student.

5 DR. FILES: Again, by what you're saying,
6 though, if that pinning ceremony takes place
7 during the semester, no problem. But if, say,
8 they want to have that pinning ceremony on
9 Tuesday, then that Tuesday is an extra day
10 beyond the 165 if you're going to make them go
11 to the collegewide commencement.

12 DR. SIMPSON: So, yeah, you're looking at
13 it from counting workdays. I was looking at it
14 from another lens. That's my only point.
15 Okay.

16 MR. LEVITT: Obviously, we'll talk about
17 that in the caucus some more. So, all of this
18 is underlined simply because you moved it? Did
19 you change the words --

20 DR. FILES: We flip-flopped A and B. So,
21 B used to be A, and A used to be B. And then
22 we added under B here, all that listing is from
23 our current MOU that we just signed. Now, how
24 we flushed out the board administrative days,
25 the attendance, the 165, what those are, the

1 Friday preceding the first, all that comes from
2 the MOU that we just signed for Thanksgiving.

3 And then we did have -- on page 53 to 54,
4 we talked about the extended annual contract,
5 the extended academic-year contracts. And
6 again, under -- on page 54, item number 3
7 there, just to be clear, that we're including
8 the five day -- removal of the five days from
9 Article 14. We'll see that one if we tee that
10 up with a note there. It says it removes it
11 from Article 14 as well.

12 DR. SIMPSON: Just a question, clarifying
13 question. I think we talked about this last
14 time. Program managers on an extended
15 academic-year contract, I don't think anyone
16 has an issue with that.

17 The discipline managers, I think we
18 mentioned the possibility of nuancing that a
19 little bit with maybe not all discipline
20 managers but select discipline managers. I
21 don't know if you want to entertain language
22 like that.

23 DR. FILES: We can, but what we're
24 referencing here is not what we talked about
25 with the extended annual contracts for those

1 people. So, this is just -- so, right now, we
2 currently have those five extra days that float
3 around, maybe you do, maybe you don't, maybe
4 you do them here, maybe you do them there. So,
5 we're saying we're going to remove those five
6 extra days from Article 14, and they're going
7 to become mandatory, and we're going to set
8 them in stone, this is when they're going to
9 take place. What you're talking about is those
10 individuals having extended annual contracts
11 into the summer.

12 DR. SIMPSON: Did you see the light bulb
13 go on?

14 DR. FILES: Gotcha.

15 DR. SIMPSON: Yeah, I got it. It's a math
16 thing.

17 DR. FILES: So, next is Article 8.4. So,
18 under 2, this is little bit of cleanup. The
19 part that was struck, including submission of
20 assessment data, class participation reporting,
21 accessibility reporting, and final grade
22 submission, those were given their own
23 individual items below.

24 So, starting with C, submit class
25 participation reports by the due date set by

1 the registrar. Then, adhere to federal
2 accessibility standards for content provided to
3 students within the Learning Management System.

4 So, again, we scratched the accessibility
5 reporting because we don't really do that. You
6 just pull the stuff from Canvas. So, we felt
7 that was better.

8 You all were going to look at number E,
9 the accommodations will be implemented within
10 four business days measured from the date the
11 faculty member received the SAIL notification.
12 That was homework for you all.

13 Did we ever get an answer to that?

14 DR. SIMPSON: We did. The SAIL office
15 reviewed that language, and they had no issue
16 with it.

17 DR. FILES: Oh, perfect. Let's see. We
18 already TAed F there. The syllabus will remain
19 in the Canvas. Under I, all grades used in the
20 calculation -- that was already TAed. I'm
21 sorry. K, submit assessment data in the LMS
22 for courses identified by the college no later
23 than the date the final grades are due for the
24 course. So, we took those items from A and
25 flushed them into their own individual items

1 throughout the section.

2 Were there any questions?

3 DR. HANDFIELD: I was just kind of
4 comparing to the final grades submission that
5 was in A.

6 DR. FILES: So, that's right above it.
7 Submit final grades in the LMS, that was
8 already there. Submit final grades in the LMS
9 and Titan Web for all courses taught in the
10 semester by the deadlines published by the
11 registrar.

12 MS. SPENCER: J.

13 DR. FILES: Oh, it's J, not I. That's a
14 typo in the note. It should say C, D, J, and
15 K. Sorry.

16 MR. LEVITT: Yeah, we'll look at it over
17 the break.

18 DR. FILES: So, 8.7 was the language that
19 you all provided previously for inclusion in
20 8.10, which we felt was a better fit in 8.7.
21 That was the external platforms. So, if you
22 think it's appropriate here or if you want to
23 put this in L, but this is the language we
24 decided kind of succinctly put what you had in
25 mind.

1 So, again, 8.7, will evaluate educational
2 materials as necessary. And under that, we
3 put, will use only disciplined-approved
4 third-party platforms or the LMS for the
5 submission of graded assignments. I think
6 that's -- that's what we interpreted that you
7 wanted from the statement that you provided to
8 us.

9 Is that on par, the intent of what your
10 language was?

11 DR. SIMPSON: Just making sure. Yes.

12 DR. FILES: And 9 below, that was just a
13 grammar cleanup.

14 And then on page 67, at the back, that was
15 integrating the language change that we made to
16 8.2 at the beginning regarding commencement and
17 stuff. So, will attend one program or college
18 commencement ceremony, as outlined in the
19 faculty contract length section, per year
20 unless on approved leave. Faculty shall be
21 exempt from this requirement if they're
22 teaching during all program and college
23 commencements. The college will make
24 arrangement for proper regalia available for
25 the college commencement ceremonies.

1 Further questions?

2 MR. LEVITT: You took out the common
3 request. Does that matter? How do we know --

4 DR. FILES: What is this?

5 MR. LEVITT: The regalia, proper regalia
6 available upon request.

7 DR. FILES: The college always provides
8 it, so --

9 DR. GOTHARD: We don't tell them we need
10 it. They usually show up --

11 DR. FILES: Yeah.

12 DR. SIMPSON: So, it just matches the
13 practice.

14 DR. FILES: Right.

15 DR. SIMPSON: The faculty, of course, if
16 they have their own regalia, can bring that.

17 DR. FILES: Right. The way I looked at it
18 was, I mean, we don't normally tell you all,
19 hey, please provide regalia. You all just do
20 it because, heaven forbid, somebody forgets to
21 say, hey, please provide the regalia. Faculty
22 show up, and there's regalia for them, and we
23 have faculty on stage, they're in civilian
24 clothes. So, we're just matching the practice
25 that we currently do.

1 DR. SIMPSON: Okay.

2 DR. FILES: I'm not going to read this to
3 you all. You can read this during your caucus.
4 If you like it, it was just a rewording to make
5 it a little bit more clear. The intent of that
6 doesn't change. So, if you like it, great; if
7 you don't, then we can just drop it.

8 DR. SIMPSON: Understood.

9 DR. FILES: 8.10, we brought this up last
10 time when we moved the definitions of course
11 modalities. I think it was a copy-paste error
12 that we missed. It's on the back side.

13 That meeting for Eastern Florida Online.
14 Online courses are delivered asynchronously and
15 fully online through the college's approved
16 Learning Management System. Online courses
17 must meet the online quality standards found in
18 the appendices. That was left off, so we did
19 that.

20 And then, if you notice, the -- under 2,
21 it originally had amount and quantity. So, I
22 believe that was meant to be quantity and
23 quality, so we put that. And then I paralleled
24 that on the first page under A.

25 DR. SIMPSON: Little redundant otherwise,

1 isn't it?

2 DR. FILES: Right. So, just something for
3 you all to review. Then we made this change
4 last time. I don't think we TAed it, though.
5 This was a -- understood as a scrivener's
6 error. Under faculty of record courses, it
7 should be 40 points per course. So, that's the
8 only change for 8.11.

9 MR. LEVITT: That's fine.

10 DR. FILES: And then the next language
11 that you all came up with was the release time,
12 the cap on release time. Again, you were not
13 sure where it belonged in the contract. We
14 thought it belonged in 8.12, and we kind of
15 cleaned it up a little bit to make it a little
16 bit more concise.

17 Under the Meeting Load Point Obligations
18 section, faculty shall be granted release time
19 as provided in this contract to partially
20 fulfill their load point obligations up to a
21 maximum of 60 points per academic term. B, you
22 had an exception in cases where additional
23 release time is warranted due to extraordinary
24 institution needs or responsibilities.

25 The CAO may approve an increase beyond the

1 60 point cap, not to exceed 90 points per
2 academic term. We then added a third point
3 here that said, the use of banked points as
4 released time is excluded from the calculations
5 of the 60 and 90 points.

6 So, the way we looked at that is it would
7 be inequitable if, say, for example, a DM or a
8 PM or somebody chairing a major committee or
9 council had 60 points of release time, they had
10 classes that were banked. If you have this
11 cap, well, how would they ever use those banked
12 points? That's why we added the exception to
13 the threshold.

14 DR. GOTHARD: Can I ask a question?
15 Because you all limited yourself by saying it
16 won't exceed 90 points. Do you want to do
17 that? I mean, it doesn't hurt us, but you're
18 limiting yourself when you put that in there.

19 DR. SIMPSON: Yeah, I see that point, but
20 we just think with instructional faculty,
21 that's really what we hired instructional
22 faculty to do. If you start getting much
23 beyond 90 release points, then you're
24 essentially giving full release or mostly,
25 so -- and in some cases, full release.

1 We think, institutionally, we're just not
2 sure we want to do that. I know we haven't
3 done it a lot in the past, but we just think it
4 might be a better way to handle business with
5 that sort of cap in place. I agree it does
6 limit us.

7 DR. GOTHARD: Does anybody know if there
8 is, like -- this is more of an HR question. Is
9 there any rule from the state as far as release
10 time when it comes to faculty when they're put
11 on full release? Do they then start to --

12 MS. FERGUSON: It's hard to hear.

13 DR. GOTHARD: When you do give that amount
14 of release to faculty members, is there any
15 sort of HR -- are we running up against any
16 sort of HR rules specifically coming down from
17 the state about release time and viewing
18 faculty versus when do we become identified as
19 staff because of that?

20 MS. FERGUSON: Not that I've ever ran
21 into.

22 MR. LEVITT: I'm not aware of anything.

23 DR. SIMPSON: I don't know that we've ever
24 put someone on full release long enough for us
25 to hear that kind of concern, but if it

1 continued, I could see that becoming a gray
2 area that would have to be dealt with somehow.

3 DR. FILES: Our last edit here is in 8.26.
4 So, G that we struck down there, if a faculty
5 member is no longer employed by the college,
6 the administration shall be responsible for
7 justifying any change in grades awarded by this
8 faculty member.

9 Who are they justifying it to? And is it
10 appropriate to say that the administration is
11 going to go around changing grades? Because at
12 the end of the day, who issues grades at the
13 college? Faculty issue grades; correct?

14 So, we changed that up to E and said that
15 if a faculty member is no longer employed by
16 the college, the discipline or program manager
17 shall be responsible for approving any grade
18 changes. Maybe not approving. Maybe -- what's
19 a better word? Submitting or initiating a
20 grade change. How about initiating? So,
21 strike approve and write initiate.

22 And then from there, if -- again, it would
23 follow the normal process. So, if the faculty
24 -- if the discipline manager, program manager
25 said, no, we're not going to initiate that,

1 then the student can appeal that to the dean or
2 go through the committee process. So, then E
3 -- or F would be upon the conclusion of the
4 level 3 appeal, as set forth in the student
5 academic dispute resolution process appendix,
6 the chief academic officer of the college shall
7 have the authority to approve any recommended
8 change to the final course grade.

9 That was just cleanup of that item. So,
10 really the change was from G, striking G and
11 replacing it with E where the discipline
12 manager or program manager would initiate a
13 grade change for any faculty member that is no
14 longer employed by the college.

15 And then on the back side, I just --
16 rather than run off another page, 8.27, under
17 Class Observations, for evaluation purposes, a
18 faculty member's class will be observed only by
19 the supervising administrator or dean. I
20 struck collegewide chair. We did that last
21 year. We got rid of the collegewide chair, and
22 we referenced back to the supervising
23 administrator only.

24 Then, of course, we don't really have
25 associate deans. So, supervising administrator

1 or dean. Preferably, the supervising
2 administrator.

3 DR. SIMPSON: Understood.

4 DR. FILES: So, did you all have anything
5 in Article 8 that you wanted to discuss?

6 DR. SIMPSON: We were going to recommend
7 per course for the faculty record, but you beat
8 us to it.

9 MR. LEVITT: 8.22, there's something about
10 the substitutes in the last draft. I don't
11 know if this is our change or -- I think it was
12 your change, but we hadn't agreed to it, but
13 you didn't hand it back.

14 DR. FILES: Are you talking about page 87?

15 MR. LEVITT: 85.

16 DR. SIMPSON: 8.22, Substitute Teaching,
17 there were some changes.

18 DR. FILES: That was just grammar cleanup;
19 that wasn't any change in language.

20 MR. LEVITT: Okay. I don't think we have
21 anything else. Do you want to take a caucus,
22 and then we'll go back through all these to
23 take some time to look at them?

24 DR. FILES: Sounds good to me. About half
25 an hour, maybe?

1 MR. LEVITT: Yeah.

2 (A caucus was had from 3:01 p.m. to 3:36
3 p.m.)

4 DR. FILES: So, we're back. I don't think
5 we had anything to review. So, I'll just leave
6 it up to you all to take the floor.

7 MR. LEVITT: Looks like we're pretty much
8 there on most everything. I'll just quickly
9 run through, I guess, the sections, make sure
10 we're on the same wavelength here.

11 So, 8.2, we do have one question on page
12 54, paragraph 3, at the top of 54, there where
13 you're setting out the number of days that the
14 additional days shall be one day prior and two
15 days after each semester.

16 Why do you put it that way versus the
17 other way or leaving it open?

18 DR. FILES: Because -- so, for example, in
19 the fall, the grades for summer is due on
20 Monday. So, the earliest faculty could come
21 back is Tuesday, and then all faculty come back
22 on Wednesday. So, it's not possible to come
23 back more than one day early before the fall
24 semester.

25 And then for spring, we normally --

1 everybody comes back on a Monday; right? So,
2 you could technically bring everybody -- or the
3 DMs and PMs back two days early in the spring,
4 but we just put it that way to be consistent.

5 So, one day at the beginning of each term,
6 two days at the beginning -- or at the end of
7 each term, just to make sure they parallel the
8 same -- you don't want to flip-flop them back
9 and forth. Oh, we're going to do one day this
10 term before and then maybe two days before this
11 term. It's like, okay, which one are we doing?
12 Are we doing one and two or two and one? We
13 wanted to keep it consistent, so that was the
14 only reasoning.

15 But for the fall, it can't be two days
16 prior. It can only be one. Because the last
17 time I looked, out of all of our 230, 240
18 some-odd faculty, there was only, I think, 30
19 full-time faculty who didn't teach in the
20 summer. All other faculty were teaching. So,
21 we would run into an issue if we tried to bring
22 them back two days early.

23 DR. SIMPSON: Just a practical
24 observation, if I may, that since we do the
25 cancelation day for low-enrolled classes on the

1 Tuesday before the start of term, the PMs and
2 DMs, they're just going to hit the ground
3 running that very morning with those decisions.

4 DR. FILES: Uh-huh. So, you take the
5 morning and they would be working with their
6 chairs to look at those numbers, and then by
7 the afternoon, that report would be sent to you
8 and Sandy to make determinations on those
9 decisions. At least that's the way I pictured
10 it in my mind.

11 MR. LEVITT: Question: In a circumstance
12 where -- I understand the fall. I understand
13 the circumstance for the spring semester. We
14 might want to change it and have the
15 flexibility to do that. I think we could have
16 different times and people could keep up with
17 that, but if it's not a big deal, I guess we
18 could agree to it.

19 DR. FILES: Well, it also alleviates the
20 issue of when we have New Year's Day on Monday
21 and don't come back until Tuesday, that blows
22 out to the two days before in the spring when
23 that happens. What, every five years I think
24 that happens. Five or six years. So, I mean
25 we would run into an issue there of the two

1 days prior to the spring.

2 So, again, just to avoid issues and be
3 consistent, that was our whole goal between the
4 one before and the two after.

5 MR. LEVITT: So, we'll say we're okay with
6 that, and then that is really the only question
7 or concern we had on 8.2. So, 8.2 is okay.

8 DR. FILES: Do we want to sign off on it?

9 MR. LEVITT: We can.

10 DR. FILES: I have two copies. Make sure
11 I use the right date this time.

12 As we mentioned previously, make a note on
13 the page that we agreed -- when we TAed this,
14 we agreed we would remove the five extra days
15 from Article 14. I just want to make sure we
16 all remember that. Right?

17 I'm just going to make a note so that we
18 remember that. In the edit that I send you
19 all, I'll put that in there, but I just want
20 to, again, put that for the record, that that's
21 what we agreed to. We're removing those five
22 extra days.

23 MR. LEVITT: So, 8.4 --

24 DR. FILES: 8.4, yes.

25 MR. LEVITT: We're good with 8.4, so we

1 can TA that.

2 Then 8 --

3 DR. FILES: Then 8.7 is it?

4 MR. LEVITT: 8.7 is okay. 8.8 had that
5 language you added, I think, wasn't it? Page
6 68.

7 DR. FILES: Yes.

8 MR. LEVITT: A lengthy explanation of the
9 nepotism issue. But I don't know that we need
10 it, but it's there, we'll take it, so leave it
11 in.

12 DR. FILES: Okay.

13 MR. LEVITT: You can sign off on 8.10.

14 DR. FILES: We're going to hold on 8.10
15 for now.

16 MR. LEVITT: Why is that?

17 DR. FILES: We might have a grammar change
18 we need to make. Additionally, we haven't
19 talked about it yet, but we did talk about
20 stacked classes, which would belong in 8.10 as
21 well.

22 So, we need to look at some language as
23 far as what is going on with stacked classes
24 and if we're going to include it in 8.10 or
25 not. So, that's the other reason I don't want

1 to touch 8.10 yet, because there is one other
2 topic we want to talk about in there. That
3 just popped in my brain. I completely forgot
4 about that.

5 MR. LEVITT: 8.11 is just the one change
6 we both agreed to on the per course, so we can
7 sign that.

8 We're good with 8.26 and 27. Changed that
9 one word from approving to initiating.

10 DR. FILES: Correct. I feel accomplished.

11 MR. LEVITT: We would have had the whole
12 article done except you got a hold on that one
13 article.

14 All right. Next agenda is the working
15 groups. Sort of sounds like the Westminster
16 dog show, the working group. The poodles, the
17 beagles.

18 DR. FILES: Okay. So, let's start with
19 Appendix B, Faculty Responsibilities. We saw a
20 couple of errors that we wanted to bring to
21 your attention.

22 So, under the list at the top, submit
23 required documents on time, we struck
24 accessibility reports because we don't do that.
25 And then we added down at the bottom -- so,

1 adhere to federal accessibility standards for
2 content provided to students within the
3 Learning Management System. That paralleled
4 the language in Article 8.

5 And then, if you look up above three lines
6 there, complete census reporting on time, we
7 thought that an error too. It's now class
8 participation reporting. So, we made that
9 change there.

10 Again, the other changes were already
11 there. That was proposed through the working
12 group. So, I wanted to bring that to your
13 attention because, again, we do need to hammer
14 this one out before we can get to the faculty
15 evaluations.

16 MR. LEVITT: Have all the others been
17 approved here or just by the committee?

18 DR. FILES: Those are the recommendations
19 from the committee. So, we need to agree --

20 MR. LEVITT: So --

21 DR. FILES: We've looked at them a couple
22 of times. We just haven't TAed them or
23 anything. I don't know if we want to look at
24 them any more or if we're happy with what they
25 are.

1 DR. SIMPSON: Clarifying question for you
2 all. I don't know if it means we need to add
3 anything or not. If you look at the syllabus
4 language, it's the middle of the way down,
5 maybe a little more, it says, publish a
6 syllabus for each course according to the CBA.

7 I'm just trying to recall what the rest of
8 the language would be, but we have the
9 45-day-in-advance list -- start of term now,
10 basically -- for all courses. But I know
11 there's language in the CBA that covers that.
12 So, I just want to make sure that this would
13 align to that other language.

14 DR. FILES: It should. Yes. Let me check
15 real quick.

16 DR. SIMPSON: There's something about
17 statutory compliance in there.

18 DR. FILES: Yes. It would be easier if I
19 had my computer right now. I could just
20 search.

21 Oh, yes. Make a core syllabus available
22 to the students no later than the first day of
23 class in the Learning Management System for the
24 duration of the semester except when statutory
25 compliance requires it to be provided earlier.

1 I know we had it. I just couldn't remember
2 where.

3 DR. SIMPSON: I knew it was there; I just
4 couldn't tell you where.

5 MR. LEVITT: So, we're okay with this, the
6 way it looks like right now.

7 DR. FILES: Do you want to finalize it?

8 MR. LEVITT: We can, yeah. Because this
9 is still part -- this is still part of --

10 DR. FILES: The working groups.

11 MR. LEVITT: Still doing other work.

12 DR. FILES: No.

13 MR. LEVITT: This is the last thing?

14 DR. FILES: No. We got a lot of stuff to
15 look through.

16 MR. LEVITT: That's what I'm saying.
17 There's other parts of the working group still
18 going on.

19 DR. FILES: Yes. The next is the EFSC
20 quality standards. We have a suggestion for
21 the quality standards. Really, what we want in
22 the contract is the RSI language. That's the
23 big major component I think that we all agree
24 is the big issue when it comes to online
25 courses.

1 And we thought that the top part, the
2 whole quality standards, we don't do that for
3 face-to-face courses, we don't do that for
4 hybrid courses, we don't do that for any other
5 modality here at the college. So, we figured
6 that so-called quality standards should be left
7 to the AC to handle and put it in the faculty
8 handbook.

9 And then in the contract, in the
10 appendices, what we would like is just the RSI
11 part. So, that's going back to what I was
12 talking about previously in Article 10, fixing
13 that language that really is the RSI that we're
14 going to be referencing in the appendix, and
15 anything additional to that can be left up to
16 the AC to put into the faculty handbook.

17 We would just have to figure out what we
18 want to call the appendix. I don't know if we
19 want to call it understanding RSI or just RSI
20 in general.

21 MR. LEVITT: We can talk about this.

22 DR. FILES: I wanted to bring it up today
23 so that you all could go around and talk about
24 it.

25 MR. LEVITT: We can deal with it more next

1 time.

2 DR. FILES: I didn't print it off, but I
3 think we were done with the Student Course
4 Opinion Survey. I don't think we have any more
5 edits to make to that, and I think we agreed --

6 DR. HANDFIELD: I think four --

7 DR. FILES: Yeah. I think the only thing
8 we were worried about was the IT issue, but
9 that's not for us to worry about.

10 So, we didn't bring a printer today, did
11 we?

12 DR. SIMPSON: No.

13 DR. FILES: We'll just take care of it
14 next time, then. So, it was that one; we'll
15 take care of that one. Then we still do need
16 to talk about the faculty evaluation forms
17 themselves, but again, I wanted to get the
18 responsibilities index and this RSI business
19 out of the way prior to discussing the
20 evaluation forms because these are integral to
21 the forms themselves.

22 And then outside of that, the DM and PM
23 job responsibilities, I know we've been
24 collecting them. I know there's more than I
25 envisioned originally. Maybe we want to kick

1 that to full book if you all want to maybe take
2 some time. We want to really review those and
3 make sure they're in line. We can review them
4 now if you want to, but I would suggest that
5 would probably be a bigger push than we want to
6 deal with right now. So, I just wanted to get
7 your feedback on that.

8 DR. SIMPSON: I don't think we're going to
9 argue with deferring it.

10 MR. LEVITT: We're not going to?

11 DR. SIMPSON: No, we're not. We reviewed
12 it before we came in, and we were thinking as
13 well there's no way we're going to get this
14 done this particular round.

15 DR. FILES: What is it? Like, 68
16 positions, 68 something, 70 positions?

17 DR. HANDFIELD: We had 58 and 20
18 responded.

19 DR. FILES: Well, there's some overlap, so
20 I'm a little hopeful that we'll maybe continue
21 on. We'll get the rest of them done.

22 MR. LEVITT: So, what are we deferring
23 just so we're clear?

24 DR. FILES: The DM and PM job
25 responsibilities appendices, we're going to

1 defer that to full book.

2 DR. HANDFIELD: So, should we start
3 compiling, kind of, like, separate out the DM
4 and PM and see where the overlap is?

5 DR. FILES: Yes. We're going to need to
6 do that, and then we're also going to need to
7 see who's missing so we can get with their
8 supervisors and we can get the supervisor and
9 faculty member to sit down.

10 Because again, they were supposed to be
11 working together, the supervisor and the
12 manager. They were supposed to work together
13 to form the job responsibilities list. So, for
14 those who haven't finished yet, they need to
15 get it done.

16 Because we did move up the due date,
17 didn't we?

18 DR. HANDFIELD: Yes. Yes, we did.

19 DR. FILES: So, we're passed the due date?

20 DR. HANDFIELD: We're passed that. That
21 was March 18th.

22 DR. FILES: March 18th. So, more than a
23 month after.

24 DR. GOTHARD: There was spring break.

25 DR. FILES: Then, of course, we have

1 Appendix H. I don't know. Do we -- what time
2 are we going until today?

3 MR. LEVITT: 4:07.

4 DR. SIMPSON: It says 6.

5 DR. FILES: We have Appendix H, and then
6 the only other big ticket item that we need to
7 discuss before the big-big ticket item --

8 DR. SIMPSON: Do you mind if I circle back
9 on Article 8 for just one moment --

10 DR. FILES: Not at all.

11 DR. SIMPSON: -- with a question slash
12 proposal? With the subsection that deals with
13 the course modalities -- I don't have the
14 number in front of me -- I know want you want
15 make a change and look at stacked courses. I
16 know that in the data we provided to you,
17 honors courses are a significant part of that.
18 Not all, but a lot of it.

19 We are working with the honors committee
20 as a stand-in committee (inaudible) to move
21 away from a course-focused kind of honors.
22 We're not quite there yet. Got some work to
23 do.

24 I guess my proposal would be -- I don't
25 expect an answer right now, but if you would be

1 interested in deferring that until our full
2 book or if it has to be dealt with sooner.

3 DR. FILES: Well, the problem is that we
4 have certain areas that are using stacked
5 courses right now, and they're not defined
6 within the contract. So, they're in violation
7 of the contract by offering them.

8 So, we can defer it; however, we do need
9 some kind of a placeholder to deal with that
10 because we can't continue to offer those
11 courses if they're not defined within the CBA.

12 DR. SIMPSON: Let us think on that and see
13 what ones we -- I know we provided you with the
14 data, so I just want to look at them again, and
15 we can maybe talk about it again next time.

16 DR. FILES: Okay.

17 DR. SIMPSON: So, thank you. Appendix 8.

18 DR. FILES: I probably already have it. I
19 printed it off again so we have fresh copies.

20 DR. SIMPSON: Thank you.

21 DR. FILES: We've chopped this up to bits
22 and pieces. I don't even remember where we
23 left off.

24 DR. SIMPSON: I was going to ask you if
25 you recall where we left off. I do recall we

1 had discussions about student mentoring, which
2 would put us under commitment to the college.
3 We talked about that one, the commitment to the
4 college part, reasonably thoroughly.

5 DR. FILES: I know we did discuss possibly
6 mixing the categories. I don't know if you all
7 had discussed that any further with your
8 individuals.

9 DR. HANDFIELD: Should there be a
10 definition of what active membership is?

11 DR. FILES: That's probably a good idea.

12 DR. GOTHARD: I mean, we defined it in --

13 MS. LESLIE: That's what I was going to
14 say. Each council typically has their own
15 attendance policy for active membership in
16 their handbook and what constitutes inactive
17 membership and removal from the council.

18 DR. SIMPSON: Can there be some sort of
19 prefatory language -- if we keep the
20 categories, I know that's a possibility we
21 won't, but if we do -- some prefatory language
22 that says that -- that each council committee
23 defines active membership?

24 DR. HANDFIELD: Being just a member of a
25 committee or a council, to me, would not be

1 active.

2 DR. GOTHARD: Well, I can only speak for
3 PDC. So, to ensure people are participating
4 during meetings, right, we have codes -- so, we
5 run a lot of our meetings through Teams. We do
6 two face-to-face per academic year, and the
7 rest are on Teams.

8 So, we came up with -- ourselves, we came
9 up with a set of rules guiding all Teams
10 meetings and the behavior of the members during
11 those meetings. That they're required, you
12 know, to raise their hand during all votes
13 and -- but beyond that -- which has worked
14 really well because everybody has become more
15 vocal during the meetings, which is what we
16 were trying to achieve. Wouldn't you say?

17 MS. SPENCER: Yes, I would say that.

18 DR. GOTHARD: That was one of the most
19 important things that we did, was to create
20 those set of rules for the Teams meetings.

21 Outside of that, we try to hold ourselves
22 to account to do our work in between meetings.
23 Sometimes it works really well; sometimes it
24 doesn't. But we don't have a specific
25 definition of that phrase "active membership."

1 That's kind of implied through the various
2 rules that we have written into our procedures.
3 So, I don't know how we would write a single
4 definition.

5 MS. LESLIE: I think some of the councils
6 autonomously have started to think about what
7 active membership means and enforcing active
8 membership by going to solely face-to-face
9 meetings. So, when -- for example, when AC
10 starts next academic year, they will move to
11 four face-to-face meetings, one every month.
12 So, then it's pretty easy to ascertain who is
13 actively participating. Tenure Council does
14 all of our spring meetings face to face because
15 we're evaluating portfolios.

16 DR. FILES: They do half of our meetings
17 in the fall face to face. And even when we're
18 on Teams, everybody has their cameras on, so --

19 MS. LESLIE: We don't have an issue.

20 DR. FILES: -- we don't have an issue with
21 non-participation on Tenure Council.

22 DR. GOTHARD: A lot of our work is reading
23 a lot of stuff, and so, obviously, we're not
24 going to do that during the meeting. Because
25 during the meeting, we want to be making

1 decisions, making edits, those kinds of things.
2 So, a lot of that kind of work gets done
3 offline for AC just by the nature of what our
4 work is.

5 DR. HANDFIELD: But would it be easier to
6 be tracked -- I mean, even like with the
7 attendance, you can see from the minutes
8 because there's minutes held from each one of
9 those meetings. But if I start looking at --
10 say, maybe, it's an advisory committee or an
11 articulation committee. How would you for
12 active membership on something like that?

13 DR. GOTHARD: I've never participated in
14 one of those. I would assume that there are
15 notes taken and an attendance list. I mean,
16 they do it at the Board of Trustees' meetings.
17 You'd think they would certainly do it at
18 articulation meetings, which is very important.
19 Recordkeeping, I would imagine, is probably
20 required.

21 DR. SIMPSON: Advisory and articulation
22 committees are among other reasons to have
23 them. Evidence artifacts to use for
24 institutional accreditation or program
25 accreditation, so they had best be taking

1 minutes for that very reason.

2 DR. HANDFIELD: So, maybe that can just be
3 defined somehow on these.

4 DR. GOTHARD: Well, I don't know that that
5 would be defined here because you're talking
6 about the specific evidence that they would
7 submit. I suppose we could write a passage
8 about evidence, or that could just be given as
9 a descriptor in the system where we post our
10 evidence.

11 DR. FILES: So, one thing that I changed
12 this year for TC is I sent an email to all of
13 the TC members saying, rather than them
14 uploading minutes and all this other stuff, I
15 kept track of who was here throughout the
16 entire year, but I emailed them. In the email,
17 I said, thank you for your active participation
18 on the council this year. And below that, I
19 said, supervising administrators, if you have
20 any questions or concerns about your faculty
21 member's participation on the council, please
22 feel free to contact me.

23 I sent it because I told them to use that
24 in their evidence when they submit it for FDIP
25 or MCC. So, when the supervising administrator

1 goes in and sees that evidence, they can read
2 that passage, and if they have any questions,
3 they can feel free to contact me, and I'll have
4 a conversation with them.

5 DR. GOTHARD: Something I did when I ran
6 the mentoring program is I -- of course, I kept
7 minutes for all the meetings with the new
8 faculty, but then I created just a single page
9 that had the meeting schedule and had everybody
10 listed, and I just initialed every meeting that
11 they attended and -- so that they had that top
12 sheet so that they wouldn't have to submit all
13 the minutes, which is, I think, what you were
14 talking about.

15 So, I think certainly the chairs and vice
16 chairs and the councils can at least do that --
17 it's not a lot of work to do. You already have
18 that information. It's just popping it into a
19 table.

20 I don't know. It's an idea. I'm not sure
21 what exactly you're looking for, Sandy. If
22 you're looking for -- we actually upload all
23 the minutes -- or if you are thinking just a
24 summary sheet like that from each committee
25 chair.

1 DR. HANDFIELD: You know, I'm recalling,
2 like, past committee work and things like that.
3 You have someone who is a committee member,
4 okay, and even though for that academic year
5 they're a member of that committee, maybe they
6 didn't really attend all the meetings, they
7 never volunteered to do any outside work, any
8 subcommittee work, whatever. So, that's where
9 I was thinking, how active are they? They're a
10 member of the committee, but how active are
11 they within that committee?

12 DR. GOTHARD: Well, then I think that each
13 individual faculty member would have to give
14 you a two- or three-sentence description of
15 what they have done in the committee. That
16 would be the best way to handle that.

17 DR. SIMPSON: I think I'm circling back to
18 the idea of some sort of language here,
19 somewhere in Appendix H, that requires or -- I
20 don't know if "requires" is the right word.
21 The council or committee, whatever it may be,
22 to keep records, make sure it keeps attendance
23 records -- the active membership is defined in
24 some way beyond attendance.

25 DR. GOTHARD: I mean, they keep minutes,

1 but they don't have a procedures manual that
2 outlines --

3 DR. SIMPSON: If there's subcommittees on
4 the council, then maybe the council handbook
5 could include some language.

6 DR. GOTHARD: By default, I would imagine
7 it would just follow the same.

8 DR. FILES: Yeah. Because all committees
9 fall underneath a council, so it should be
10 outlined in there. It could be outlined in
11 there, in the handbook. So, that would
12 probably be the best way to do it, is to define
13 active participation in the handbook itself.

14 MS. SPENCER: (Inaudible). I understand
15 what you're saying, Sandy. But if we start
16 wanting to grade that out -- I mean, I'm not
17 saying it's not a good idea to do it. I just
18 think it's pretty difficult. When you say
19 active membership, you're right. You're asking
20 a question: Do we need that service member?
21 We don't need the word (inaudible).

22 DR. SIMPSON: Well, if it's defined what
23 membership is, then I see your point.

24 MS. SPENCER: (Inaudible).

25 DR. HANDFIELD: She's having a hard time

1 hearing you guys.

2 DR. GOTHARD: Have to use your teacher
3 voices.

4 DR. SIMPSON: I just thought about, moving
5 forward then, now that we have the membership
6 question dealt with --

7 DR. GOTHARD: We do?

8 DR. SIMPSON: Well, sort of. A vast
9 majority yet to go. I know we talked in the
10 past session or two, not last time, probably
11 the one before, about merging or eliminating
12 categories altogether.

13 Do we want to create a draft and bring it
14 back to the next session, which that has been
15 done, and see what it looks like?

16 MS. SPENCER: Wasn't the issue with the
17 tenure, the mentoring, where they have to show
18 development and --

19 DR. SIMPSON: Well, yeah, that's one
20 question. It is there. I mean, we do have
21 existing processes and forms set up for these
22 categories. So, if we're proposing eliminating
23 them, then --

24 DR. FILES: By default, everything would
25 just change.

1 DR. SIMPSON: Everything would flow from
2 that. But what would be the new organizing
3 principle if eliminating categories?

4 DR. FILES: Just a massive list.

5 DR. SIMPSON: Right.

6 MS. LESLIE: To me, it would still
7 function in the same capacity under Next Gen.
8 The only thing that would be absent is the
9 categories. The list would stay the same. You
10 would just eliminate the categories. And then
11 you're going on a shear point total, which
12 really isn't that much different than what we
13 are doing now.

14 DR. FILES: I can do that for our next
15 session if you're okay with -- I would have to
16 accept all the track changes, and we would have
17 to look at a fresh document in order to get rid
18 of all the categories.

19 DR. SIMPSON: Do we keep one copy separate
20 with the track --

21 DR. FILES: Yeah. We'll still keep this,
22 but then I'll just accept the exchanges and get
23 rid of the categories. And then I'll look and
24 I'll try to organize it as best I can based on
25 the type of activity, if that makes sense.

1 DR. SIMPSON: Okay.

2 DR. FILES: And eliminate the
3 duplications.

4 DR. SIMPSON: I think that would be
5 preferable so we can look at something next
6 time and not spin our wheels right now.

7 DR. FILES: Sounds good to me.

8 I think that brings us to the end of our
9 session, then, unless you have anything else
10 you want to talk about. We do need to set
11 dates.

12 DR. SIMPSON: Yes. I was going to say,
13 when do we meet again?

14 DR. FILES: But are we good for today?

15 MR. LEVITT: Yes.

16 DR. FILES: Thank you, everybody, for
17 coming. We appreciate it. See you next time.

18 (These proceedings were concluded at 4:26 p.m.)

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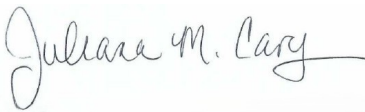
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Dated this 4th day of May, 2026.



Juliana M. Cary

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