

**Eastern Florida State College UFF/Administration Re-Opener
Meeting on 04/18/2022**

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EASTERN FLORIDA STATE COLLEGE

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UFF/ADMINISTRATION RE-OPENER

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April 18, 2022

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Melbourne, Florida 32935

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BUILDING 8, 3rd Floor
Melbourne Campus

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Margaret Eddy Sheffield, Court Reporter
Notary Public, State of Florida at Large

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2 MEETING ATTENDEES

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4 FOR EFSC

5 DR. RANDY FLETCHER

6 DR. SANDY HANDFIELD

7 DR. PHIL SIMPSON

8 DARLA FERGUSON

9 JACK PARKER

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11 FOR UFF

12 DR. DUSTIN FILES

13 DR. KATINA GOTHARD

14 DR. DEBRA MARSHALL

15 DR. LAURA EARLE

16 LYNN SPENCER

17 KELLI NORRIS

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1 MELBOURNE, FLORIDA; April 18, 2022

2 WHEREUPON:

3 DR. FLETCHER: So welcome to the Monday,
4 April 18th reopener between UFF and the
5 administration of Eastern Florida State College.

6 We have five -- well, four agenda items.
7 First on the agenda is the memorandum of
8 understanding between the College and UFF in
9 regards to evaluations. Everyone has this at
10 their place.

11 And we do have a question that we'd like to
12 pose.

13 Dr. Handfield's going to ask that question.

14 DR. HANDFIELD: In talking with one of the
15 chairs there have been some faculty that have
16 already been either observed or evaluated or
17 observed and evaluated.

18 So what happens to those faculty in this
19 proposal as far as the cycle? Because then they
20 still would not be in sync.

21 DR. FILES: So you're talking about this
22 term specifically.

23 DR. HANDFIELD: (Nods head.)

24 DR. FILES: So they were observed this term
25 and say they're on their year one or year two?

1 Is that what you're talking about?

2 DR. HANDFIELD: She did not tell me what
3 year they were in.

4 DR. FILES: One moment.

5 DR. HANDFIELD: So before you respond I
6 will also add that there's been concern that if
7 we're not, then you've got faculty then who
8 would be maybe going five, six years before they
9 would ever have an evaluation.

10 DR. FILES: That is a problem.

11 Do we know how many faculty we're talking
12 about that are in this situation?

13 DR. HANDFIELD: No.

14 DR. FILES: Because ultimately we have to
15 get on this. Because this is the contract.

16 DR. HANDFIELD: Because I know that all of
17 the chairs were really looking hard for those
18 that, you know, had not been evaluated to get
19 their evaluations done this semester and
20 evaluated.

21 DR. FILES: Or that their best -- that
22 actually the best course of action. Because
23 we're talking if those faculty aren't in year
24 three right now. They're in either year one or
25 they're in year two. If they're in year two

1 then that means they're going to get an
2 evaluation next year. So they're not going to
3 be five or six years without an evaluation. If
4 they're in year one right now then in two years
5 from now they're going to get an evaluation.

6 DR. HANDFIELD: Uh-huh.

7 DR. FILES: So my suggestion is that we
8 take that as a checkup sort of to say that you
9 got -- we got it -- we gave you an evaluation
10 this year. It doesn't really count because it's
11 not your third year of your evaluation cycle.

12 So it's just year one or year two when
13 they're not -- they're not due an evaluation
14 this year. So it's -- it's just a: Hey, we --
15 I gave you a checkup.

16 DR. HANDFIELD: Yeah. Because it's been
17 three years since --

18 DR. FILES: Yes. But the -- that's why we
19 put the language here that specifies. Because,
20 again, we didn't want to run into that situation
21 where we have that -- the three years if it
22 hasn't -- if it hasn't been an evaluation done
23 in three years you're considered satisfactory.

24 We're not -- we're not looking at that to
25 say: Oh, well, I don't -- I'm not due an

1 evaluation anymore because it's been longer than
2 three years.

3 We're saying that if it is not your third
4 year by contract then you're not getting an
5 evaluation this year. So that evaluation; you
6 can just take it as a learning point. Hey, it
7 was a checkup. We just wanted to verify that
8 things are going good. And then we can use that
9 as a tool maybe to work on your goals that we
10 should be setting. And then when it does
11 eventually get to year three then that faculty
12 member will get their evaluation.

13 DR. HANDFIELD: Okay. But what if it was
14 timewise time for the evaluation this year?
15 Maybe not for the ...

16 DR. FILES: Well, by contract it specifies
17 that year three. Even though it technically
18 wasn't by timewise by their cycle their
19 evaluation should be done in year three. So if
20 they're not in year three -- I mean the contract
21 is pretty cut and dry on that. It says year
22 three will be the formal evaluation and
23 observation.

24 So if they're not in year three then
25 they're not due an evaluation this year.

1 Do you want to say something?

2 DR. MARSHALL: Yes.

3 DR. FILES: I'm going to yield the floor to
4 Debra.

5 DR. MARSHALL: So what you're saying is
6 based on the old cycle this cycle presents a gap
7 for a certain amount of faculty, right? And
8 what you're saying is we have to go by the
9 current contract which -- yeah. I get it.

10 Is there any possibility that for those
11 faculty who perhaps are going to find themselves
12 with that big gap that they could be identified
13 and we could waive the requirement for those
14 that were already satisfactory to get them on
15 the new cycle? And if there are any faculty who
16 were not satisfactory we could perhaps ...

17 DR. FLETCHER: Maybe we should caucus.
18 There's a lot of ...

19 Okay. We'll caucus.

20 DR. FILES: 15.

21 (Whereupon, a break was taken after which
22 the proceedings continued, as follows:)

23 DR. FILES: So we looked over this every
24 which way we possibly could. And as it comes
25 down we -- we agreed in the contract last year

1 and it's in the contract that year three is the
2 formal evaluation and classroom observation. So
3 we can't make it any clearer than that that
4 that's the contract. And that's what it is.
5 That's what we all agreed to.

6 So if there is going to be an extra year or
7 two that a faculty member is not going to be
8 evaluated then they're -- they're graded
9 satisfactory by default.

10 But moving forward if they're in year three
11 currently they get evaluation this year. If
12 they're in year one then two years from now they
13 get an evaluation. If they're in year two, one
14 year from now they get an evaluation. That's
15 the contract. And we have to go by the
16 contract.

17 DR. FLETCHER: Okay. So then the need for
18 an MOU is what?

19 DR. FILES: Apparently there were
20 collegewide chairs this term evaluating faculty
21 members that were not due for an evaluation
22 because they were unsure of the language in the
23 contract. So ...

24 DR. FLETCHER: Okay. So then we can say
25 keep the chairs on the limits of the contract.

1 DR. FILES: Uh-huh. And that's what this
2 MOU is for; to just clarify and to specifically
3 spell out. For example, down at the bolded list
4 down there. If your plans date started 7/1 2016
5 then that means your evaluation will take place
6 during this academic year. If your plan start
7 date was 7/1 2017 your evaluation will be the
8 next academic year. 2002 -- or 2022/2023, et
9 cetera, et cetera.

10 DR. FLETCHER: Again, I think what we have
11 year one, year two, year three is in the
12 contract.

13 DR. FILES: Correct.

14 DR. FLETCHER: Okay.

15 DR. FILES: And then we're adding --
16 (Speaking simultaneously.)

17 DR. FLETCHER: Understand that there's a
18 six-year MCC cycle. In terms of these dates
19 this is -- appears to be the information that a
20 chair would provide to that faculty member. But
21 that's an administrative type of activity. So I
22 don't know why we need to enter into an MOU.
23 It's in contract. We can -- we'll work it out
24 from there.

25 DR. FILES: Okay. So then we have it on

1 record that the evaluation cycle is the third
2 year. Per contract.

3 So no faculty member that is not in their
4 third year should be being evaluated this year.
5 Per contract.

6 DR. FLETCHER: Well, that's what this would
7 have done anyway.

8 DR. FILES: Okay.

9 DR. FLETCHER: Do you have any questions?

10 DR. HANDFIELD: Do we -- I guess not. Is
11 there like a master list of those that are in
12 that -- that would be affected by this?

13 DR. FILES: Correct. I've already sent
14 that to you all. That was that colorful list.

15 DR. HANDFIELD: With the red, green --

16 DR. FILES: With the red, green and blue.
17 Yeah.

18 DR. FLETCHER: Do you see value in having
19 this?

20 MS. HANDFIELD: I don't know why we would
21 since it's in the contract.

22 DR. FLETCHER: Yeah. It's in the contract.
23 In year one you just live within the contract
24 and that's what we should be doing.

25 DR. FILES: Correct.

1 DR. FLETCHER: We don't need an MOU to tell
2 us that we need to live within the contract.

3 So ...

4 Okay.

5 DR. FILES: Go ahead.

6 MS. SPENCER: So understanding that we're
7 moving with this contract now, and the concern
8 with the faculty that came before this contract
9 and maybe they're going through a cycle then
10 you're at -- you're basically looking at your
11 contract for that. If you're still counting
12 that old year cycle?

13 DR. FILES: No. We're counting the current
14 contract --

15 MS. SPENCER: Right. So everybody's on the
16 current contract.

17 DR. FILES: Everybody is on the current
18 contract. So if you are not in the third year
19 of your MCC cycle you are not due an evaluation
20 this year. That's what we just agreed to.

21 MS. SPENCER: Thank you.

22 DR. HANDFIELD: It would be evaluation
23 only, right?

24 DR. FILES: Correct.

25 DR. HANDFIELD: Would they still be

1 observed?

2 DR. FILES: No. The observation and the
3 evaluation comes in year three.

4 DR. HANDFIELD: With classroom observation.

5 DR. FILES: Correct.

6 DR. FLETCHER: Okay.

7 Article 20. Student conduct procedure
8 discussion. We have given you at your place
9 response to some of the questions that you had.
10 Correct, Dr. Simpson?

11 DR. SIMPSON: That is correct.

12 DR. FLETCHER: You might want to take a
13 little bit of time to look at that. I mean
14 we've looked at your questions. We presented
15 you -- I mean you provided some feedback. We've
16 provided response to that feedback.

17 DR. FILES: Yeah. We have a few points.

18 One, in your second paragraph that begins
19 with if faculty members believe that the
20 student's remaining in the course, the
21 information that you inserted as defined as the
22 elevated, severe or extreme disruption by the
23 college behavioral intervention team we would
24 like some more specifics there.

25 DR. SIMPSON: Yeah. The language is

1 available on the website. We did not have it
2 when we first began discussing this opener.

3 DR. FILES: Right.

4 DR. SIMPSON: We --

5 DR. FILES: We would like that language put
6 into the contract.

7 DR. SIMPSON: Okay. The specific
8 definitions.

9 DR. FILES: Correct.

10 DR. SIMPSON: Okay.

11 DR. FILES: Also, do we have a timeline on
12 resolution when an issue were to occur? How
13 long does this process take?

14 DR. SIMPSON: It's a new process. So we
15 don't know for sure. But I would think that it
16 has to be as timely as possible. That's the --
17 that's the statute. That's -- those are the
18 laws we're abiding by in setting up these
19 processes.

20 So it has to be a timely investigation and
21 set of recommendations. So I would not
22 anticipate especially meeting these conditions
23 of elevated, severe or extreme disruption.

24 I believe it's in everyone's best
25 interests, faculty, administration and the

1 students alike to have that resolved quickly.
2 But I don't know that a timeline is specified
3 within the BIT handbook.

4 DR. FILES: So we do need a timeline.
5 There needs to be some kind of a time frame
6 specified because that is to be advantageous or
7 advantage of getting the -- the -- we don't want
8 the student missing too much time if this remedy
9 can be rectified and the student reintroduced to
10 the classroom.

11 It also brought some bargaining for the
12 faculty members, as well. The longer the
13 student stays out from the classroom the more of
14 a hardship that's going to take on the faculty
15 member.

16 DR. SIMPSON: Yeah. Understood. And I'm
17 pretty sure that each investigation would be
18 particular to those circumstances. And so some
19 may vary from others. But, again, I'm positive
20 that the takeaway here is that this
21 investigation of a set of recommendations must
22 occur quickly.

23 DR. FILES: So should we maybe propose no
24 more than four business days?

25 DR. HANDFIELD: I think it's going to be

1 hard to put a specific number like four days on
2 that -- every kind of circumstance.

3 DR. FLETCHER: Well, and the BIT is an
4 administrative function. So we're not -- we
5 don't have to put a timeline in the faculty
6 contract of how much time. It's arbitrary.

7 DR. FILES: Does the BIT have a handbook?

8 DR. SIMPSON: It does.

9 DR. FILES: All right. And then on the --

10 DR. EARLE: Can I ask a clarifying
11 question?

12 DR. FILES: Sure.

13 DR. EARLE: Okay. If there's no timeline
14 does that mean that, you know, if it's -- if
15 it's something that happens in the spring and,
16 you know, maybe if it doesn't get to it for like
17 a month and the student has to have an I and the
18 faculty has to -- has to complete that over the
19 summer vacation. You know, I think that could
20 be a problem.

21 (Speaking simultaneously.)

22 DR. FLETCHER: The BIT is a fast-acting
23 work. I mean it's a fast-acting resolve to a
24 student issue. But to put -- to put the --
25 having the collective bargaining agreement

1 putting constraints on an administrative
2 function is something that we're not willing to
3 entertain at this point. Okay?

4 It could take four days. It could take
5 six days. Okay? We're not going to be bound by
6 a four-day turnaround. Okay? On an
7 administrative function that we have for due
8 process of behavior of a student. Okay?

9 I mean we're going to do it in the most --
10 as quick as possible; put that student either
11 out of the classroom or back into the classroom.
12 So it -- the BIT is that that's the reason we
13 have this intervention teams to -- it's a quick
14 -- it's a quick resolve to an issue that is in
15 the best interests of the faculty.

16 If the student's a danger to the faculty
17 member and other students we want him removed
18 and a decision made quickly versus -- you know,
19 we don't want the due process to take months on
20 end. Okay?

21 But I am -- with my -- putting a specific
22 timeline that we have to have this done is just
23 not something that we're going --

24 DR. EARLE: No. Listen, I wasn't --

25 DR. FLETCHER: Yeah.

1 DR. EARLE: I think you got the wrong
2 impression. I wasn't saying in the contract.
3 But, you know, if -- it would be good idea to
4 have it in their handbook or --

5 DR. FLETCHER: Sure. I mean I think that
6 would be part of it. But it's not going to be
7 -- it's not going to be a definite time. It's
8 going to be -- you know, there could be a range
9 that's in there.

10 I mean we'll have to look at the handbook.
11 It could very well be in there. But it's a bit
12 vague right now.

13 But yeah. We'd have to refer back to the
14 handbook of this procedure --

15 DR. EARLE: Yeah.

16 DR. FLETCHER: (Cont'd.) Versus putting
17 the procedure into the contract. I don't think
18 that we want to do that.

19 DR. FILES: No. At the end of the day as
20 long as when we say timeline we're not
21 necessarily trying to rush anything. We all
22 want to make sure -- I think we all have the
23 same goal --

24 DR. FLETCHER: Yeah.

25 DR. FILES: (Cont'd.) That we want to make

1 sure the safety is in place for all parties
2 involved. And if the due process does take a
3 little bit longer, then so be it.

4 DR. FLETCHER: Uh-huh.

5 DR. SIMPSON: For the sake of the language
6 would it be appropriate to incorporate in here
7 by reference to the BIT handbook and whatever
8 timelines are specified there?

9 DR. FILES: Uh-huh.

10 And then on the back side of this. The
11 second bullet point. The receiving faculty
12 member has to have say in a student being added
13 to their course after the add/drop period. Not
14 all courses progress in a linear fashion and not
15 all courses follow the same outline as other
16 courses.

17 So a student could be moved to a section
18 where they're four or five weeks ahead of where
19 they were in their previous section. And that
20 faculty member needs to have say on whether they
21 can accept that student or not. Because that
22 student might not be able to catch up with the
23 material that is probably missed.

24 DR. SIMPSON: I think we might be able to
25 clarify that with additional verbiage here. If

1 I can run this past you.

2 In consultation with the faculty member
3 after determination by the Dean of Students in
4 consultation with the faculty member.

5 Does that address the concern?

6 DR. FILES: In consultation with the
7 faculty member?

8 DR. SIMPSON: Uh-huh.

9 UNIDENTIFIED SPEAKER: With the receiving.

10 DR. SIMPSON: With the receiving faculty
11 member.

12 DR. FILES: All right. And that's all we
13 have for now for this.

14 DR. FLETCHER: Okay. So at this time we're
15 going to go to Article 14, number three on the
16 agenda.

17 Okay. Over the last couple of weeks we've
18 been looking at putting together a
19 counterproposal to Article 14 that was reopened
20 by UFF in the beginning of our year two.

21 And you guys can -- I'm assuming you're
22 going to caucus on this.

23 With that said, we've looked over the
24 points that you've brought up in Article 14.
25 And our formal submission with counterproposal

1 we're only addressing 14.5(c), 14.5(d)(5)(a) and
2 then putting in a caveat at the end that's
3 really a notation of 4.1.

4 We are at this point willing to increase
5 the rate of pay for overload courses paid per
6 point by two percent effective academic year
7 '23.

8 And that shows the increase in the rates
9 one through four.

10 14.5(d)(5)(a) in terms of your proposal on
11 the program manager and the release we have
12 offered -- we are offering 90 points release
13 reassignment time plus an \$8,000 annual
14 supplement. Pay. Pay 4,000 per semester.
15 Major semester. And the program manager, the
16 supervisor more than 25 adjuncts shall receive
17 an additional yearly stipend of \$2,000.

18 And then there's a part of this in 4.1,
19 it's within that article of the contract.
20 Neither party may open this agreement during the
21 third year of the agreement for the purpose of
22 negotiating any article that has in it an
23 economic impact to the college.

24 So that is our counterproposal.

25 DR. FILES: We'll caucus on that.

1 DR. FLETCHER: Okay.

2 DR. FILES: Discuss it.

3 DR. FLETCHER: You want to caucus today or

4 --

5 DR. FILES: Yes. We'll caucus today.

6 We'll just need 10 minutes.

7 DR. FLETCHER: Okay.

8 (Whereupon, a break was taken after which
9 the proceedings continued, as follows:)

10 DR. FLETCHER: Okay.

11 DR. FILES: So with -- with the reorg
12 reorg that happened last week with Eastern
13 Florida online has there ever been a
14 determination on what's going to happen with the
15 program managers online?

16 DR. FLETCHER: Program managers?

17 DR. FILES: Correct.

18 DR. FLETCHER: We're considering those
19 positions. We won't need -- have a need for
20 online program managers. EFO program managers.

21 There very well could be a need within
22 those disciplines for a second program manager.

23 DR. FILES: So the five current positions
24 you don't plan on eliminating? You plan on
25 redistributing them to the --

1 DR. FLETCHER: That's definitely something
2 we're considering. I can't give you -- you
3 know, an affirmative on that. We have -- we've
4 reserved the right to look at all of our program
5 managers in terms of need. So ...

6 DR. FILES: As far as your counterproposal
7 we will not waive our right to 4.1. That is
8 part of the contract and we will reserve the
9 right to open that whenever we want during
10 negotiations.

11 For the remainder of your counterproposal
12 we'll discuss it next week after I can consult
13 with faculty.

14 DR. FLETCHER: Okay.

15 MR. PARKER: The only thing I would say is
16 the only way to give our financial section the
17 confidence needed to go out on a limb with
18 dollars that they don't have because we've got
19 to fund 600,000 this coming year two. And that
20 600,000 again in year three. 622,000 in year
21 three.

22 None of that money is really accounted for.
23 That's all counting on enrollment hitting our
24 prepandemic levels. We were very -- we were
25 confident in negotiations -- or at least hopeful

1 that we were going to be on the right track.

2 And honestly, we're not. We're not.

3 So we have pandemic funding that's helping
4 us make ends meet for this year and next fiscal
5 year. The problem is is that once that pandemic
6 funding is over we've -- we hit a hard wall.

7 If we're not back to our enrollment numbers
8 we're not going to be able to fund this. Now
9 we'll have to I believe. But that means a lot
10 of bad things.

11 So we're not in the -- we're not overly
12 comfortable -- and I'm speaking for our
13 financial group -- to add more to that. We do
14 see as far as -- there was discussion. We see
15 the value of what you're trying to do with
16 program managers. We understand that. We think
17 that's a very significant responsibility.

18 As a result we think there probably should
19 be more time, you know, directed toward managing
20 the program. Some of these are very difficult
21 assignments. So we get it.

22 But the problem is there's a cost to it.
23 Because it's -- it's going to still result in a
24 cost along with that two percent. North of a
25 hundred thousand. Doesn't sound like a lot.

1 But on top of where we're at it is a lot and
2 it's causing a lot of stress to our financial
3 group who just don't think they're going to be
4 able to come up with the funding needed to pay
5 for what we've already promised.

6 One of the things we were able to get this
7 through which we felt pretty -- I think you did,
8 too -- we felt that you guys did a great job in
9 negotiations. We thought we were very -- we
10 thought -- we -- we went out a little bit on a
11 limb behind the scenes. I think I told you
12 that. I don't want to overly tell you.

13 But our financial group and I were a little
14 nervous if we don't hit our enrollment numbers
15 we've got some major problems. The President
16 would rather take the risk for our faculty after
17 everything they've been through with the
18 pandemic, et cetera.

19 So he took -- he took the risk. But I'm
20 still concerned about those numbers. That's why
21 we're being a little bit -- we want to do -- we
22 want to do more, of course, if the money was
23 there.

24 But we're -- we're nervous about that. And
25 that's why in order for us to free up whatever

1 we come up with on this -- on this. It's not
2 like we're trying to stop you from negotiating
3 something with an economic impact next year.
4 It's that in order to -- in order to feel good
5 about going further out on a branch this year
6 we've got to know we're not adding any more
7 issues next year.

8 If you, you know, preserve the right which
9 is your right to negotiate financial stuff next
10 year we're going to have to pull back from where
11 we're at this year because financially they're
12 just -- they're just not -- they're not
13 confident on where we're going with enrollment.

14 If we knew enrollment was going to go back
15 -- I'm still pretty optimistic. I don't think
16 we're going to hit our prepandemic numbers. But
17 at least hopefully we're going to start coming
18 back, going, you know, technically normal
19 operations at the end of this semester.
20 Hopefully when start -- people will start coming
21 back. You know, things could start to change in
22 a nice way.

23 But right now we're not confident in that.
24 We're behind the eight ball on that. That's
25 where we're at. It's not because we don't think

1 that your ideas are good or we don't -- we don't
2 think you deserve it. It's just a matter of
3 paying for it. That's all it is. So it's a
4 matter of -- we're not trying to put that 4(1)
5 in there to annoy you. We're putting it in as a
6 failsafe. As a promise to our accounting
7 sections that we'll -- we'll -- put more burden
8 on you next year so that they would give us
9 something, some -- some support to be able to do
10 something for what you want to do.

11 Otherwise, I don't think we're going to get
12 through support unless we can tell them. And
13 that's where that comes from.

14 DR. FILES: I understand the student
15 enrollment aspect of it. So did the State
16 decrease our funding significantly?

17 MR. PARKER: They did in certain ways.
18 Like we've got certain pots of money that look
19 great. We've got -- you know, we've got ACE
20 money. 1.2 million dollars for ACE. We got a
21 huge chunk of money for nursing. If this comes
22 through. We don't know until it comes through.
23 We've been promised stuff before.

24 Possibly our psych (phonetic) building may
25 be going through. You know, maybe through the

1 House and the Senate 19 -- that full -- that
2 full amount 19.74 million. Capital funding,
3 program funding; can't just grab it and use it
4 for salaries.

5 So -- and then we've got pandemic funding
6 coming in. So it looks like we're pretty
7 healthy. But, again, that funding stops. All
8 that -- that's not a recurring revenue source.
9 It's just kind of lump sum to get you past.

10 So right now we look healthy. Next year
11 we're going to look healthy, too. Then comes
12 the beginning of the year after that. That's
13 what we're concerned about; 18 months from
14 now.

15 And if enrollment goes back to where we
16 were we're going to be -- we're going to be okay.
17 But if it doesn't we're going to have major
18 problems. Enrollment is 45 plus percent of our
19 revenue source. The State doesn't always make
20 up for that. As a matter of fact, they haven't.
21 They've been cutting their revenue source up
22 'til this year, until this year.

23 So I think we were the only college last
24 year that got a cut if I remember. Only college
25 that got a cut. So they hear you're losing --

1 you know, your frozen tuition. Then you've got
2 frozen State allocations are less. So we can't
3 -- you know, we're hopeful that things are going
4 to turn around. But we can't be so careless as
5 to have a two million dollar hole and go: Okay.
6 What programs are we cutting, which staff are we
7 getting rid of, which faculty are having to go
8 away.

9 Those are hard decisions that a lot of
10 colleges have had to make because they don't --
11 it's easier to throw out 2- or 300,000 grand and
12 hope we make it.

13 But it's a little foolhardy. And it could
14 result in real people and real students being
15 impacted.

16 That's why we're being -- we're being
17 cautious. I still think we're being -- or at
18 least I should say our financial groups think
19 we're still doing more than we should.

20 They were not anticipating at all any
21 financial -- because we've never really done
22 that. We all know that. We've always handled
23 items that are outside of the economic sphere in
24 our off years. That's just been the way we've
25 always kind of done things.

1 Because we put everything into that plan.
2 I mean we -- you know, we've done everything we
3 possibly can. We wear out our accounting
4 groups. We wear them out. And so we just wore
5 them out. They're scared to death. And now
6 we're coming back at them going: Oh, hey.
7 We're going to start adding more financial stuff
8 to you every year then.

9 It's -- it's definitely something that
10 we're concerned about. So we want to -- we want
11 to -- we want to hear you. And we want to walk
12 away friends. And we want to make sure that you
13 guys know how much we care. We think what
14 you're -- what you're -- the things that you're
15 pointing at make sense.

16 We grabbed what we thought was most
17 important to you and kind of threw the money
18 that our financial group would support us on.
19 That's kind of how we came up with that.

20 So I don't want to say too much because I
21 don't know what you -- you know, what you may
22 want to come back with. But that's where that
23 came from. It was done with an open heart, you
24 know, to try to do the best we could in the
25 situation we have.

1 DR. FILES: Understood. Thank you.

2 Are you going to be ready for Appendix N
3 next week? Or do you want to discuss it now? I
4 know it's not on our agenda.

5 DR. FLETCHER: We'll do it next week.

6 So then item four; is that just
7 informational? Is that just clarification on
8 four?

9 DR. FILES: That was a typo. The -- the
10 tenure council and professional development
11 council handbooks; we're ready to turn over to
12 you for you to start reviewing them. I'll
13 E-mail them to you after we're done here.

14 DR. FLETCHER: Okay. That's fine. And
15 that can come through the leadership summit,
16 too. I mean that's -- that's fine.

17 DR. FILES: Okay.

18 DR. FLETCHER: Okay. Any other things to
19 discuss?

20 MEETING ATTENDEES: (No response.)

21 DR. FLETCHER: Okay. I think we can meet
22 next week.

23 (Whereupon, the proceedings were concluded
24 at 3:53 p.m.)

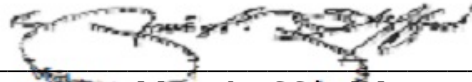
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CERTIFICATE OF REPORTER

I, Margaret Eddy Sheffield, Court Reporter, do hereby certify that I was authorized to and did report the foregoing proceedings, and that pages 3 through 30 are a true and correct record of my stenographic notes.

Dated this 27th day of April, 2022.



Margaret Eddy Sheffield, Court Reporter

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