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**ORIGINAL**

EASTERN FLORIDA STATE COLLEGE  
UFF/EFSC REOPENER OF CBA 2024-2027  
2026 SPRING BARGAINING: SESSION 6

DATE: May 27, 2026  
TIME: 1:32 p.m. - 4:12 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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6 MARK E. LEVITT, ESQUIRE

7 DR. PHIL SIMPSON

8 DR. SANDY HANDFIELD

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1 DR. FILES: Welcome, everybody, to our  
2 sixth bargaining session. Hopefully, we can  
3 get some things wrapped up today, maybe. We do  
4 have one more session on the books, looking to  
5 hopefully not need it. Start with a positive  
6 outlook.

7 DR. SIMPSON: That's great. That's  
8 perfect.

9 DR. FILES: We do have an agenda for  
10 today. We do need to amend the agenda. We  
11 have an item that we need to submit at the  
12 beginning, an MOU that we just signed for  
13 simple syllabus and updating of contract  
14 language.

15 So, as you recall, the legislator made  
16 some changes to the requirements to syllabi  
17 content. We've talked about it, and we've  
18 agreed that there's some changes that need to  
19 be made. First off, in Article 8.4.

20 So, in Article 8.4.A to F.1, we add the  
21 statement, "The simple syllabus third-party  
22 platform will be used to collect and post  
23 syllabi in compliance with state statutes and  
24 rules. Faculty are now required to submit a  
25 copy of a syllabus to a campus Dropbox or

1 submit it separately by email."

2 Again, there was some more information  
3 contained with the MOU besides that, but we're  
4 not going to include all that extra language  
5 outside of that.

6 And then, of course, in Appendix A, again,  
7 the language from the MOU gets inserted into  
8 Appendix A, which is the syllabus outline. And  
9 under the outline slash calendar work, the  
10 sentence that gets added is "Assignment titles  
11 with brief narrative descriptions of the  
12 assignment will be included along with, if  
13 applicable, any required readings."

14 So, that was the summary of the MOU that  
15 we just signed. We just need to TA those two  
16 items so that they're included in the updated  
17 CBA. Okay?

18 MR. LEVITT: All right. This looks all  
19 good.

20 DR. FILES: So, our next item of business  
21 is Article 8.5. So, we discussed 8.5 last  
22 time. A few points that we left off on, we're  
23 discussing the concept of comp time. And if  
24 you'll notice under Section 4, we did strike  
25 the comp-time language.

1           We replaced that with, again under 4,  
2           "Salary of library faculty members is intended  
3           as compensation for all hours worked; however,  
4           recognizing that there are unusual  
5           circumstances, such as illness, understaffing,  
6           or other times when librarians may be required  
7           to work hours beyond the normal required  
8           35-hour per week to perform the faculty's job,  
9           librarians will be entitled to receive  
10          additional compensation at the faculty member's  
11          hourly rate of pay."

12           Just like if we were to substitute a  
13          class. So, there wouldn't be comp time  
14          because, again, as we talked about last time,  
15          comp time goes to staff. Librarians are not  
16          staff. So, that's why we struck the entire  
17          comp-time section language. That was our  
18          discussion we had last time.

19           And then you had presented us with the new  
20          appendix for library faculty. You had added  
21          four bulleted items. We reviewed those with  
22          the librarians. They didn't not have any  
23          issues with them, so we accept your proposal.

24           You'll see there I included Article 14.8  
25          under the substitute pay. That goes in line

1 with what we're talking about. We can discuss  
2 that when we get to Article 14.

3 But again, going back to the language that  
4 I've put there with the librarians getting paid  
5 their hourly rate for hours worked beyond their  
6 35-hour work week, that will also tie into our  
7 discussion on sub pay, where faculty should be  
8 paid at their hourly rate when they sub, such  
9 as other people that get paid at their hourly  
10 rate as well. So, we can entertain any  
11 questions or concerns.

12 MR. LEVITT: So, are those the only two  
13 new things in your draft here?

14 DR. FILES: So, if we were to review the  
15 entire, we talked about A.1 last time, the five  
16 hours, we were fine with that. And then the  
17 reorganization of A through D, D being include  
18 the new language we included last time where  
19 faculty -- or librarian faculty will submit  
20 their semester schedules on the Faculty  
21 Schedule Request Form just like instructional  
22 faculty.

23 Then on page 63, we talked about the  
24 teaching of a course and prep time. And that  
25 prep time should be not that hour that was in D

1 originally during the regularly scheduled  
2 hours. Prep time should take place outside of  
3 their regular business hours.

4 And the librarians' compensation for  
5 overloads, again, that's the piece in 4 that's  
6 also included in G there. That is the same  
7 language that is used for instructional faculty  
8 as well. The faculty that work beyond their  
9 base contract are now paid at the overload rate  
10 for those hours worked. And then the last page  
11 is the appendix part.

12 MR. LEVITT: So there's no confusion, we  
13 had the discussion regarding librarians helping  
14 out when there was understaffing and things  
15 like that, and we were going to propose some  
16 language that if there's that need, that they,  
17 you know, would be able to help out.

18 It doesn't necessarily exceed their hours.  
19 It could be during the normal work hours. But  
20 if somebody needs assistance that may be  
21 offered by a staff person but no one is there  
22 at the time, the librarian would step up and  
23 help the student.

24 But we do see in what you drafted you  
25 included the word "understaffing" when you talk

1           about the pay where before you say, such as  
2           illness, understaffing, or other times  
3           librarians may be required to work.

4           DR. FILES: That's the language that was  
5           already there. We didn't change that language.

6           MR. LEVITT: Okay. So, that's there.

7           Does that cover the issue we had of them  
8           helping out if there's short-staff and they  
9           have to assist due to short-staffing, say at  
10          the circulation desk?

11          DR. FILES: Is that part of their normal  
12          job duties is the question?

13          MR. LEVITT: Well, the last thing in every  
14          job description is duties as assigned, so --

15          DR. FILES: Duties as assigned within the  
16          contract. Not duties that they just make up on  
17          the fly. Duties that are assigned per the  
18          contract.

19          MR. LEVITT: That's why I'm asking. So,  
20          you're saying they don't have to help out in  
21          that example at the circulation desk. If  
22          somebody is in the restroom and still needs  
23          waiting, they won't go and help if they don't  
24          have to. It's up to them.

25          It's just like we were talking. You guys

1 do things that, you know, I think --

2 DR. FILES: So, if you're talking about  
3 maybe like a two- to three-minute, hey, I need  
4 to cover this, yes, but not I need to cover  
5 this for an hour. Because that would be  
6 synonymous to somebody saying, hey, Dustin, I  
7 need you to come teach my class today. Okay,  
8 I'm going to be fulfilling that as a  
9 substitute, so I'm going to be paid at a  
10 substitute rate.

11 So, I think we might be talking about two  
12 different things here. I mean, if you want,  
13 you can propose language.

14 MR. LEVITT: What if they're doing it  
15 during their normal 35 hours? So, it's not  
16 additional time; it's just during their regular  
17 work time. So, there's no additional time or  
18 money, but it's -- it might be a different task  
19 not otherwise identified.

20 DR. FILES: So, the problem you run into  
21 is the time constraint that you're applying to  
22 that additional task, is that then going to,  
23 down the road, push them past their 35-hour  
24 work week if they're having to do somebody  
25 else's job for a prolonged period of time?

1           That's the issue at hand. So, again,  
2           going back to my statement, if it's more than a  
3           few minutes, then that would be synonymous to,  
4           like, a sub-pay situation where you're covering  
5           class for another faculty member.

6           MR. LEVITT: So, we may need to discuss --

7           DR. SIMPSON: I think we should discuss it  
8           when we get a chance.

9           MR. LEVITT: We'll discuss it in the  
10          caucus.

11          DR. FILES: So, our next item is 8.10. We  
12          talked about stacked classes last time, and we  
13          had discussed adding a statement to the  
14          definition.

15          So, in addition to the proposed  
16          definition, we added the statement that we were  
17          talking about last time. Again, going back,  
18          just to say again the definition itself, for  
19          the record, stacked sections: Two separately  
20          enrolled sections of the same course, taught by  
21          the same faculty member, at the same time on  
22          the same day, in the same physical classroom,  
23          with unified instructional delivery.

24          Assignment of stacked section shall require the  
25          consent of the faculty member.

1           And then this was the part that we had  
2           discussed: "This modality will be used only  
3           when staffing is insufficient to offer  
4           additional classes after the schedule has  
5           already been published."

6           So, again, we discussed that these aren't  
7           going to be the norm, that we're not going to  
8           put them on the schedule initially to take  
9           place of how we normally traditionally schedule  
10          courses, that these are going to be used after  
11          the fact when staffing is insufficient.

12          And then the other piece we had talked  
13          about was the compensation model, and you all  
14          said you were going to throw a few things  
15          around. I don't know if you had a chance to do  
16          that or not.

17          DR. SIMPSON: We have part of it.

18          MR. LEVITT: So, this is 14.8, Section E.  
19          It says, faculty assigned to stacked sections  
20          shall receive full compensation for one section  
21          plus additional compensation for the second  
22          section, calculated on a per student basis.

23          DR. SIMPSON: I figure we might discuss  
24          various ideas about how to compensate based on  
25          that preliminary statement. If the preliminary

1 statement seems like a good foundation to  
2 proceed on for the calculation, then I thought  
3 we could at least get that part agreed to.

4 DR. FILES: I agree. Yeah. It does some  
5 somehow need to factor in a student basis. We  
6 can can't just do them by course and credit  
7 hours because, obviously, that wouldn't be  
8 equitable across the board based on different  
9 credit hours.

10 DR. SIMPSON: It's one of the ideas that  
11 we were kicking around. We came to the same  
12 conclusion. It was just a little bit too  
13 difficult to imagine how that would be  
14 equitable.

15 DR. FILES: So, we did -- we do have a  
16 proposal.

17 DR. HANDFIELD: I would be shocked if you  
18 didn't. I would be shocked if you didn't.

19 DR. FILES: Along the lines that you  
20 proposed, the compensation for stacked  
21 sections, "A faculty member assigned a stacked  
22 section shall receive full load point value for  
23 the first section" -- just like you had  
24 specified.

25 The faculty member shall receive points

1 for the second section, calculated as follows:  
2 The second session would be the contact hours  
3 divided by 16, multiplied by 10, which is the  
4 load point for the course, multiplied by the  
5 number of students, then divided by the  
6 enrollment cap for the course. And I provided  
7 an example at the bottom there.

8 Suppose we stacked two 30-point courses,  
9 and the second section had 16 students, so it  
10 would be the 30 points times 16, divided by 25.  
11 The faculty member would get 19.2 points for  
12 that second section.

13 So, basically, if you look at the formula,  
14 if the second section becomes capped at the  
15 class cap, the faculty member would get the  
16 full load points for that second section.

17 MR. LEVITT: I guess we'll have to look at  
18 it closely at the caucus.

19 DR. FILES: Our next agenda item is the  
20 faculty evaluation forms. I wasn't going to  
21 kill more trees because we didn't change  
22 anything from last time. So, I don't know if  
23 there's any changes or anything that you all  
24 want to talk about regarding those forms or if  
25 we're ready to TA them.

1 DR. SIMPSON: I think our big question was  
2 the RSI part of it because I believe you were  
3 going to counter that. But if we don't need to  
4 discuss that first --

5 DR. FILES: We have a counter.

6 DR. SIMPSON: It depends on if you want to  
7 do that discussion first and then TA things or  
8 go the reverse.

9 DR. FILES: Maybe we have the discussion  
10 and then we just TA everything at once?

11 DR. SIMPSON: Okay.

12 DR. FILES: The edits that we were making  
13 to the documents became so substantial that we  
14 -- I'm sorry, I didn't -- that we had to just  
15 scrap it and start from scratch. So, it's  
16 pretty much what you provided us with a few  
17 edits here and there.

18 Our position at the end of the day is we  
19 just want to make sure, as I'm sure you all are  
20 as well, that everybody understands what RSI  
21 is. And the big point is that there are items  
22 contained within the CBA that faculty can  
23 reference and use to satisfy RSI requirements.

24 So, with that said, we've reworded the  
25 appendix, and I'm going to read this for the

1 record. The new appendix for regular and  
2 substantive interactions: "This appendix is  
3 provided for clarification and support of  
4 instructors of distance education courses and  
5 their supervisors. As part of the observation  
6 and evaluation of distance education courses,  
7 see faculty evaluation appendix, this appendix  
8 may be referenced in the discussion and  
9 development of faculty goals in consultation  
10 with their supervisor.

11 "Understanding RSI: In accordance with  
12 federal regulations, all distance education  
13 courses must include regular and substantive  
14 Interaction, RSI, between instructors and  
15 students. Failure to meet these requirements  
16 may result in a course being classified as  
17 correspondence education ineligible for federal  
18 financial aid.

19 "Regular interaction: Occurs at  
20 predictable and consistent intervals throughout  
21 the course commensurate with the length of time  
22 and the amount of content of the course; be  
23 initiated by the instructor, not solely in  
24 response to student contact; include active  
25 monitoring of student participation and

1 performance; include timely and proactive  
2 outreach to students who are not participating,  
3 are falling behind, or are at academic risk.

4 "Substantive interaction: Substantive  
5 interaction is engagement focused on teaching,  
6 learning, and assessment. Substantive  
7 interaction shall include at least two of the  
8 following categories: Providing direct  
9 instruction, assessing for providing timely  
10 individualized feedback on a student's  
11 coursework, providing information or responding  
12 to questions about the course content,  
13 facilitating instructor-led discussions on  
14 course topics, other instructional activities  
15 approved by the institution's or program's  
16 accrediting agency or the chief academic  
17 officer.

18 "All distance education courses must  
19 include a combination of practices that include  
20 RSI. Below is a list of potential interaction  
21 opportunities for discussion between the  
22 faculty member and the supervisor as effective  
23 ways to include RSI as defined above. These  
24 examples are not exhaustive.

25 "Provide prerecorded lectures with an

1 instructor-moderated instruction board to  
2 provide opportunities for student questions and  
3 interactions; actively participate in  
4 discussions by posting questions, guiding  
5 dialogue, and providing feedback during the  
6 discussion period; host-synchronous sessions on  
7 an ad hoc basis or at regular intervals  
8 throughout the term to provide support for  
9 individual students or groups who may be  
10 struggling, need additional instruction, or  
11 master course topics, or clarification on  
12 specific assignments; provide  
13 instructor-curated activities to promote  
14 student engagement; facilitate  
15 instructor-guided collaborative group projects;  
16 hold regularly scheduled advisement hours in  
17 Teams for synchronous online discussion of  
18 course content; post announcements weekly with  
19 follow-up as needed; hold online test review  
20 sessions; message students by posting  
21 announcements or sending Canvas messages in  
22 response to observed student needs; create a  
23 video to further explain learning activities in  
24 response to immediate student need; design and  
25 incorporate scaffolded assignments; create

1 intentional co-curricular spaces, such as FAQs,  
2 open forms, surveys, polls, or other for  
3 connection and engagements between student and  
4 instructor; provide timely individualized  
5 feedback on student work, including  
6 personalized comments for an individual  
7 student's assignment, exam, or work in  
8 progress; communicate regularly with individual  
9 students concerning course content;  
10 periodically review student progress and  
11 communicate directly with struggling student to  
12 offer additional opportunities for support and  
13 interaction."

14 And again, at the end of the day, we all  
15 understand that RSI is an ongoing process.  
16 It's not something that takes place in week one  
17 and then doesn't take place at any other time  
18 throughout the semester. So, we just want to  
19 make sure that's clear and on the record, that  
20 RSI is an ongoing process, again, commensurate  
21 with the length of the course throughout the  
22 entire term.

23 MR. LEVITT: I guess we'll have to talk  
24 about this. We had some changes too. We'll  
25 have to compare what we were going to propose

1           to what you picked up or whatever. So, it will  
2           take a little bit because it's not tracked,  
3           which is fine, but we'll have to compare the  
4           two. So, we will add that to the list of  
5           discussion, unless anybody has any questions  
6           now going into it.

7           DR. SIMPSON: No, no questions.

8           DR. FILES: Then our other item was  
9           Appendix H. Again, I didn't print that off  
10          again, like we did the last time. We had two  
11          different versions that we were considering:  
12          one with categories, one without categories.  
13          We didn't make a decision on either one.

14          I did notice in my review that there was  
15          some points that were left on the back end, I  
16          believe, page number 6. To be consistent  
17          throughout the entire document, when we did not  
18          specify a specific point value for an item, we  
19          set a maximum threshold.

20          So, if you look at completing an online  
21          course, design and delivery plus workshop, and  
22          then completing a quality matters workshop,  
23          there's a highlighting text there that says we  
24          need to set a maximum value for those items. I  
25          think we did discuss it. We just didn't come

1 to an agreement on what the maximum should be.

2 MR. LEVITT: I think it's a max of one.

3 DR. FILES: Max of one. You should notice  
4 that that's highlighted on both versions of the  
5 appendix, the one with and without categories.

6 DR. SIMPSON: So, just to be clear, the  
7 advantage or virtue of the without categories  
8 is you just pick from the list, but it will  
9 fall under different kinds of classifications,  
10 depending on the activity?

11 DR. FILES: Yes. So, when we took the  
12 categories away, just so that it wasn't a  
13 jumbled list and people were trying to figure  
14 out where things were, we tried to categorize  
15 them as to the type of activity they were so  
16 that they weren't just randomly looking through  
17 a list to find something.

18 And again, just for clarification  
19 purposes, we have currently in Article 10 the  
20 requirement for MCC, that faculty have to  
21 complete points from two or more categories.  
22 So, we have to understand if we're getting rid  
23 of the categories, we'll have to draft an MOU  
24 to revise that language. So, I just want to  
25 make sure that we have that information on the

1 table when we consider what it is that we're  
2 considering.

3 DR. SIMPSON: So, put another way, the  
4 distribution requirement without categories  
5 would go away?

6 DR. FILES: Correct. Faculty would just  
7 need to do their three points from whatever  
8 activities they choose to do.

9 MR. LEVITT: Or you could have where they  
10 still have to have two -- it's not designated  
11 categories from two areas. You could still say  
12 from two areas, so all the points don't come  
13 from just one activity. You'd still have to  
14 pick -- just change the word categories. So,  
15 not categories, but you still could require  
16 that.

17 What's your thought on that?

18 DR. FILES: I mean, what -- I don't know  
19 what the difference would be. The whole point  
20 behind getting rid of the categories was the  
21 difficulty for some disciplines regarding the  
22 contributions to the profession category. That  
23 was the topic of discussion during workgroup 1.

24 So, I mean, if we're going to get rid of  
25 the categories, why change the word categories

1 to activities? We either get rid of them or we  
2 keep them is our opinion.

3 DR. SIMPSON: Just a question under  
4 mentoring and student support for  
5 clarification. The faculty sponsorship or  
6 co-sponsorship of a student organization,  
7 parenthetical, maximum one club per academic  
8 year, value of 1.5. There's also the ability  
9 of sponsors to get a thousand-dollar stipend  
10 for sponsoring the club.

11 DR. FILES: We talked about that. One or  
12 the other. They can't do both.

13 DR. SIMPSON: Do we have that noted  
14 somewhere or no?

15 DR. FILES: Yes. It should be at the top.

16 DR. SIMPSON: Is it at the top? I may  
17 have overlooked it.

18 DR. FILES: Yeah. It's in the last  
19 paragraph. "Activities which faculty receive  
20 release time or stipend may not be submitted  
21 for FDIP credit."

22 DR. SIMPSON: Oh, I see it. Okay. Thank  
23 you. That clears it up.

24 MR. LEVITT: We'll discuss so we can make  
25 a final decision on getting rid of the

1 categories.

2 Are you guys either way, or do you want to  
3 get rid of the categories, or it doesn't  
4 matter?

5 DR. FILES: We don't care either way. But  
6 again, we're just advocating on behalf of those  
7 faculty who have, again, in the past -- you  
8 know more than anyone because you've dealt with  
9 the submissions over the years and stuff and  
10 the difficulties that -- so, it's one way or  
11 the other.

12 DR. SIMPSON: Okay.

13 DR. FILES: That's all we have for our  
14 side.

15 MR. LEVITT: This is a good time to take a  
16 caucus to deal with what's on the table there.  
17 Figure at least a half hour we need to  
18 communicate, if we need more --

19 (A caucus was had from 2:09 p.m. to 2:58  
20 p.m.)

21 DR. FILES: Welcome back, everyone, from  
22 caucus. Mark, I'll let you go ahead and lead  
23 the way.

24 MR. LEVITT: So, let's see if everything  
25 is in order here. Reviewed everything. On the

1           8.5, the library faculty, we are good to sign  
2           off on that. We have the last draft there, so  
3           we can sign off on 8.5.

4           On 8.10 -- I'm not sure if part 8.5 -- the  
5           appendix for library faculty, we're okay on  
6           that.

7           DR. FILES: Let me do the 8.5 first.

8           MR. LEVITT: Okay. All right. 8.10, the  
9           sentence "this modality will be used only when  
10          staffing is insufficient" is okay. So, 8.10,  
11          on the stacked sections, it's good.

12          And the Article 14.8, the compensation for  
13          stacked sections, we believe that's good also,  
14          so we can sign off on that.

15          On the appendix for "Regular and  
16          Substantive Interaction," this is your new  
17          version you handed out today. Tried to compare  
18          it to the changes with -- you gave out last  
19          time were discussed, and we're good with that.

20          DR. FILES: We going to TA the evaluations  
21          as well?

22          MR. LEVITT: The forms? Yes. We are just  
23          holding off on the RSI one, I guess?

24          DR. FILES: So, the first one is the  
25          tenured faculty performance review form. Phil?

1 DR. SIMPSON: I'm sorry?

2 DR. FILES: So, I TA'ed each individual  
3 form: the tenured document, the untenured  
4 section 3 instructions, section 4 instructions,  
5 the classroom observation appendix, and the  
6 RSI.

7 DR. HANDFIELD: Will they be separate  
8 numbers?

9 DR. FILES: They'll be separate  
10 appendices. That's why I TA'ed each of them  
11 separately.

12 MR. LEVITT: Next on the list?

13 DR. FILES: Appendix H.

14 MR. LEVITT: Excuse me?

15 DR. FILES: Appendix H.

16 MR. LEVITT: Drum roll, please. So, this  
17 last draft was good. The one change we made  
18 earlier where we had to set the max, we said  
19 max of one, so that would be put into it. We  
20 can sign off on it.

21 DR. FILES: Of course, on the electronic  
22 copy, I'll fix it, but on the document here, I  
23 just put one P.A.Y., per academic year,  
24 consistent with how we worded it.

25 DR. SIMPSON: Thank you.

1 DR. FILES: That leaves us with one  
2 potential agenda item.

3 MR. LEVITT: I'm getting pretty tired. I  
4 think we should call it a day.

5 DR. FILES: We do have a session scheduled  
6 for Monday if we need to.

7 MR. LEVITT: You want to get it done  
8 today?

9 DR. FILES: That was our hope at the  
10 beginning of the session.

11 MR. PARKER: Okay, Mark, I just say a few  
12 things?

13 MR. LEVITT: Jack will give the  
14 highlights.

15 MR. PARKER: Normally, about this time of  
16 year is when we have everything, we're able to  
17 start getting -- unfortunately, as you guys  
18 know, the budget situation is a mess. We're  
19 still trying to go through to see exactly what  
20 it is we think we have.

21 It was the last thing we wanted. Still  
22 dealing with the health insurance issue that we  
23 have not been reimbursed for. I think I told  
24 you last year I didn't have any hope that would  
25 happen. I don't think it is going to happen,

1 so we're still making up for that shortfall.

2 So, new money, that would probably be a  
3 question, I think, that Dustin would want you  
4 to know. The state allocation did go up 2.2  
5 million, which basically it's the new dollars  
6 that we have.

7 The other side of the fence is the  
8 enrollment and fees side. The fees don't match  
9 the expenses of what we spend, so that's never  
10 something to count on. And tuition itself is,  
11 of course, frozen, so we're really, really  
12 dependent upon enrollment for tuition dollars.

13 Enrollment is a little flat right now.  
14 We're still positive, but right now we're  
15 looking at about a 1 percent fall. Little bit  
16 down for the summer. We got a little flat  
17 right there. We're not seeing additional  
18 dollars yet from enrollment. Enrollment has  
19 saved us over the last few years here and there  
20 because it's been so healthy.

21 Out of the 2.2 million, we were  
22 promised -- one of the great things about  
23 getting into this health insurance with the  
24 universities is that, hopefully, they would  
25 handle it, they would manage it separately from

1           the budget, and basically, they would negotiate  
2           it, and they would pay for it so that every  
3           year we're not hearing, yeah, you're getting a  
4           million in new money, but you're getting a  
5           million dollars in health insurance increases,  
6           because that's been the steady theme we've all  
7           enjoyed for the last 12 years.

8           That was going to be one of the nice  
9           things. This is the first year, and we're  
10          taking a look at the first full year of impact,  
11          and they want \$963,000 more from us for our  
12          insurance. It's not subject for debate, by the  
13          way. It's a mandatory thing.

14          So, out of the 2.2 million, we have to  
15          give them 963 right now. And then we also have  
16          to fund our summer dual enrollment, which is  
17          wonderful that it's doing so well, but it comes  
18          with a cost to us because we don't get  
19          compensated for that.

20          As you know, we fought to try to get  
21          compensated for all the semesters, but the  
22          compromise several years back was they're going  
23          to pay us for fall and spring, but they're not  
24          going to pay the state colleges for summers  
25          yet. And there's a lot of pressure right now

1           that they need to start to do that because it  
2           is truly a big expense for colleges, and our  
3           expenses is close to 700 that we have to find  
4           to make dual enrollment go the way it's been  
5           going.

6           That leaves us with \$564,000, and that's  
7           if everything comes through. Again, things  
8           could happen that are not so good. The budget  
9           process has not yet been delivered to the  
10          Governor. The state legislature will vote on  
11          Friday and most likely vote affirmative.

12          It would probably then go to the Governor  
13          late next week, maybe the early part of the  
14          week after, and he has 15 days in which to  
15          review it for acceptance. I think he's got  
16          until the end of June, but generally speaking,  
17          he's probably already working on it now.

18          That is -- a little good news in our  
19          budget is the state is going for that dental  
20          expansion, as you may remember, and I guess  
21          they liked the report. So, Senator Mayfield  
22          and Tyler Sirois got it passed fully in the  
23          house and the senate, which is a little unusual  
24          because we had 3.3 in the senate, which Debbie  
25          put it in. Totally, it was her priority for

1           this legislative session, which was nice. So,  
2           she put in the whole 3.3. The state is always  
3           a little more cautious. They put in 1.75  
4           million.

5           But Representative Sirois told me that he  
6           was going to do everything he could to push it  
7           up to try to get that 3.3 number. Because if  
8           we don't get 3.3, that's contingent on a match  
9           from the feds of 3.3. So, it's really important  
10          the state comes through, and they did. They  
11          reconciled at the highest number. Unusual.  
12          3.3. Showed you have leadership in both the  
13          house and the senate, and as a result, that  
14          money came in, which is great.

15          Federal money, the match, we're still  
16          working on that. Right now, I think we're up  
17          to about a million dollars, so there's still a  
18          little bit of ways to go there. The project  
19          looks healthy at the moment, which is nice.  
20          That's a nice bright light in an otherwise kind  
21          of status-quo budget.

22          So, it sounds like we got good money, up  
23          to 2.2 million. The health insurance gobbles  
24          it like it does every year, the 900,00, the  
25          dual enrollment 700, that leaves -- if

1           everything passes the way Laura things it's  
2           going to pass, that means you've got \$564,000  
3           of dollars -- for new dollars for salaries.  
4           It's not a great thing because you also have  
5           your staff on the other side.

6           So, this proposal was a recommendation  
7           under the circumstances. And definitely love  
8           for you to review it and decide how you would  
9           like to do that.

10          I don't know, Mark, if you want to read it  
11          to them or you can pass it out.

12          MR. LEVITT: You can start passing it out,  
13          and I'll start talking.

14          So, the proposal is an across-the-board  
15          increase like we did last year. Talking to the  
16          president and looking at all the numbers and  
17          all the information that Jack has provided, we  
18          are proposing \$1,550 across-the-board increase  
19          for the bargaining unit now.

20          If you multiply that out, Jack said we had  
21          500 and -- how much?

22          MR. PARKER: 9,000 -- how much is it  
23          costing?

24          MR. LEVITT: No. It was 500-some  
25          thousand. And this eats up, yeah, about

1           509,000.

2           MR. PARKER: 564. Sorry.

3           MR. LEVITT: 564. This eats up 509,000,  
4           and that does not account for salaries for  
5           staff and other things. So, you know, they  
6           will have to determine what the staff increases  
7           will be. There's not enough to give them even  
8           what we're offering you, so they'll either have  
9           to find money or something.

10           So, they're taking what's really the  
11           discretionary money and, you know,  
12           substantially offering it to you all, and we  
13           are prepared to TA that today. Jack talked  
14           about some uncertainties if the Governor vetoes  
15           part of it. As you know, he has a line-item  
16           veto as well.

17           But in order to try to get this done,  
18           we're pretty comfortable that our budget will  
19           come through as announced. And if for any  
20           reason it didn't, we're prepared to sign this.  
21           Of course, ultimately, it has to be approved by  
22           your folks and by our boards. But we are  
23           prepared to sign off if you will accept the  
24           1,550 increase to base salary for all members  
25           of the bargaining unit.

1 DR. FILES: We'll caucus on it.

2 MR. LEVITT: You said caucus?

3 DR. FILES: Just one clarifying question.

4 You said the total cost was what?

5 MR. LEVITT: Of the increases?

6 DR. FILES: Yes.

7 MR. LEVITT: I think it's 509,000.

8 MR. PARKER: 509 with benefits.

9 DR. GOTHARD: With the benefits?

10 MR. PARKER: Yeah. That includes the  
11 increase to the benefits.

12 (A caucus was had from 3:25 p.m. to 3:48  
13 p.m.)

14 DR. FILES: I'm going to yield the floor  
15 to Katina.

16 DR. GOTHARD: Are we okay?

17 MR. LEVITT: Yeah.

18 DR. GOTHARD: I wasn't sure. I saw Phil's  
19 face.

20 DR. SIMPSON: I was looking up there.

21 DR. GOTHARD: First, I have a question. I  
22 don't know if this is better aimed towards  
23 Darla or Jack, but what is the multiplying  
24 factor for the cost of benefits?

25 So, if I have a salary of \$50,000, what do

1 I multiply that by to figure what it is?

2 MR. PARKER: I'm not sure what it is now,  
3 but I think you can get that from Laura. It's  
4 probably around -- I'm guessing somewhere  
5 around 14 to 15 percent, but she would know for  
6 sure.

7 MR. LEVITT: It's much higher than that.

8 DR. GOTHARD: I was going to say, it's  
9 much higher than that.

10 MR. LEVITT: Probably 30, 40 percent.

11 MR. PARKER: Well, you're talking about  
12 health insurance as a whole percentage?

13 DR. GOTHARD: All bennies.

14 MR. LEVITT: FICA, work comp insurance --

15 MR. PARKER: Well, the insurance is  
16 another column, but probably -- if you're  
17 talking about the whole position, 19 --  
18 probably, again, I'm guessing, 19, 20 percent  
19 plus the health insurance premium, which is  
20 probably 16,000 right now, somewhere around  
21 there. I'm not quite sure, but we can get that  
22 for you.

23 MR. LEVITT: We'll have to check that  
24 number. I think it's higher.

25 DR. GOTHARD: I'm just trying to reconcile

1           what you gave us with the cost of benefits.

2           Okay.

3           MR. PARKER:   When you saw that 509 cost of  
4           the -- all that was was a sliver of additional  
5           money that that would cost, whatever that was  
6           that worked out for that amount, and she's  
7           going to have an additional amount for the  
8           additional money that has to be paid.  You have  
9           to budget for it because it's going to be  
10          there.

11          DR. GOTHARD:  Correct.  But when I take  
12          1,550 and multiply it by .026, I get \$358,050  
13          for the 231 -- I said that wrong.  When I take  
14          -- yeah.

15          The 1,550 times 231 faculty, I get  
16          \$358,050.  So, I multiplied it by 1.29,  
17          assuming a 29 percent cost of benefits, which  
18          brought my total up to 461,884.  So, I'm trying  
19          to reconcile the difference between that and  
20          the 509,000.

21          MR. PARKER:  I'm seeing if she gave me any  
22          background to that number now.

23          DR. GOTHARD:  Okay.  In the meantime, I'm  
24          going to just read a statement.

25          So, UFF appreciates the continued issue

1 with the health insurance costs; however, we  
2 would like to remind you that last year we  
3 agreed to a COLA only adjustment matching CPI  
4 at the time of bargaining, which was 2.89  
5 percent, for the very reason of the college  
6 dealing with the unexpected health insurance  
7 costs.

8 So, to the offer of 1,550 this year, by my  
9 calculations, with the median salary for  
10 full-time faculty, is 2.6 percent, so lower  
11 than last year. And the published CPI at the  
12 end of this April was 3.8 percent, so just for  
13 cost-of-living adjustments.

14 I'm also a bit confused by the statement  
15 you made about enrollment numbers being flat.  
16 We pulled enrollment during caucus and found  
17 that for fall of '25, enrollment was up 5.99  
18 percent, and spring of '26 was up 4.75 percent  
19 for those year over year.

20 MR. PARKER: I was referring to fall and  
21 spring of next year.

22 DR. GOTHARD: Of next year.

23 MR. PARKER: And I was referring to the  
24 oncoming summer because we're looking at our  
25 revenues coming for next year.

1 DR. GOTHARD: Got it.

2 MR. PARKER: It's a little under 1  
3 percent, the summer total -- a little over 1  
4 percent, but we still have a long ways to go to  
5 fall. It can get better; it can get worse.  
6 They have been healthy numbers, like the ones  
7 you just mentioned, and that has helped us get  
8 over the hump a few years because that's money  
9 coming from somewhere.

10 DR. GOTHARD: So, our position is we  
11 cannot expect faculty salary increases to wait  
12 for better health insurance costs. We know  
13 that that's not likely to ever occur at this  
14 point. And so, we can't keep being asked to  
15 shoulder that, especially if we're being  
16 offered a raise that's less than the  
17 cost-of-living adjustment that they're getting  
18 even for Social Security. We just can't do it.

19 MR. PARKER: It's basically just taking  
20 the unencumbered available new dollars you have  
21 and -- he at least wants to get the faculty  
22 thing done. So, we do that first so we know  
23 we've got this priority covered, then comes the  
24 staff, which is a whole other discussion. How  
25 we're even going to begin to make that happen,

1 I have no clue.

2 The goal is to wrap this up first, and  
3 then if that doesn't work, we'll start talking  
4 about staff. The goal is to try to give you  
5 every dollar we possibly can.

6 MR. LEVITT: The 2.6, that's what the  
7 1,550 averages?

8 DR. GOTHARD: Uh-huh.

9 MR. LEVITT: And the 3.8 is the current  
10 CPI?

11 DR. GOTHARD: Current CPI as of the end of  
12 April. That was what was published. And I'm  
13 not saying that's what we're asking for,  
14 because what I'm going to read you now is what  
15 is we came to the table with today, okay,  
16 before what you had to say, because we are  
17 pretty far off.

18 So, UFF Brevard proposes a 5.5 percent  
19 across-the-board base salary increase for  
20 academic year '26-'27. Looking at the  
21 college's current financial position, the most  
22 recent financial reports through March 31st  
23 continue to show, in our view, a stable and  
24 improving financial picture.

25 Unrestricted revenue has reached

1           approximately 66.7 million through March  
2           against an annual budget of approximately 90.8  
3           million. Multiple revenue categories are  
4           outperforming expectations, including Advanced  
5           and Professional matriculation at approximately  
6           118 percent of budget, Career and Applied  
7           Technology tuition at approximately 118  
8           percent, and Full Cost AA/AS tuition at  
9           approximately 128 percent of budget. Interest  
10          income also continues to exceed budget  
11          projections at approximately 153 percent of  
12          budget.

13                 MR. LEVITT: Can you slow down for the  
14                 court reporter, please?

15                 DR. GOTHARD: Sure. The college also  
16                 continues to maintain a strong cash position as  
17                 of March 31st. The FL-FIT Preferred Deposit  
18                 Pool balance exceeded 39.5 million,  
19                 demonstrating continued liquidity and financial  
20                 flexibility.

21                 The independent financial audit analysis  
22                 shows that over recent years, the college's net  
23                 position increased by approximately 47.8  
24                 million, while cash increased by approximately  
25                 39.5 million, including the institution is

1 materially stronger, more liquid, and more  
2 resilient. The short- and long-term indicators  
3 continue to point in the same direction: that  
4 the college remains financially stable.

5 At the same time, faculty continue to face  
6 ongoing cost pressures. Recent inflation  
7 compared to previous years, cost of living  
8 remains significant in the state of Florida.  
9 Housing costs, homeowners' insurance,  
10 healthcare, utilities, other core expenses,  
11 they're all continuing to go up. Florida  
12 homeowners have experienced insurance increases  
13 that substantially outpace general inflation.

14 With this in mind, it's important to look  
15 at the actual cost of our proposal. The  
16 current full-time faculty payroll is  
17 approximately \$14,942,650.94. At first glance,  
18 a 5.5 percent across-the-board increase appears  
19 to create a significant payroll impact;  
20 however, this does not reflect the staffing  
21 realities for academic year '26-'27.

22 The college is currently losing eight  
23 faculty members. Assuming those positions are  
24 filled at an estimated starting salary of  
25 51,500, the replacement salaries will

1 substantially offset the cost of the proposed  
2 increase. After accounting for those  
3 replacement savings, projected faculty payroll  
4 is approximately \$15,598,262.14, resulting in a  
5 net cost of approximately \$655,611.

6 A \$655,000 investment in faculty  
7 compensation, which represents less than 1  
8 percent of unrestricted institutional revenue,  
9 is a relatively small investment compared to  
10 the college's financial growth and cash  
11 position. When inflation and continued  
12 increases in core living expenses are taken  
13 into account, a 5.5 percent increase does not  
14 translate into a dramatic gain in purchasing  
15 power. In practical terms, it functions more  
16 as a modest adjustment that helps faculty  
17 recover some of the purchasing power lost  
18 during the years of elevated inflation.

19 We've seen the college already  
20 implementing recurring increases elsewhere.  
21 Housing rates are increasing by 4 percent. The  
22 board has approved a \$2 million transfer for  
23 deferred maintenance with the explicit  
24 statement it would not handicap operations.

25 Therefore, the institution has the

1 capacity for additional recurring costs. It is  
2 already making decisions that increase costs  
3 for students. Faculty compensation should not  
4 fall behind those same cost increases.

5 From a strategic standpoint, this matters  
6 even more. The audit analysis identifies  
7 enrollment pressures as a concern going  
8 forward. Retaining and supporting faculty is  
9 one of the most direct ways to stabilize  
10 enrollment and maintain program quality.

11 The college is already relying heavily on  
12 overloads, adjunct instruction, and staffing  
13 flexibility in several operating areas.  
14 Investing in competitive full-time faculty  
15 salaries is a more stable and sustainable  
16 long-term strategy.

17 This proposal is affordable and aligns  
18 with the institution's long-term interests. A  
19 5 percent across-the-board increase is a  
20 responsible data-driven proposal that reflects  
21 both the college's financial strength and the  
22 real cost pressures facing faculty.

23 UFF Brevard believes this proposal is a  
24 fair, sustainable, and fiscally responsible  
25 investment in the faculty who support the

1 college's mission every day.

2 DR. FILES: As we previously mentioned, we  
3 understand we have another session scheduled  
4 for Monday if need be. Our proposal does not  
5 come with a time limit. You do not need to  
6 make a decision today.

7 If you need to run numbers, we fully  
8 understand that. There is no pressure. This  
9 was our proposal that we came to table with,  
10 and we would like you to seriously consider it.

11 MR. LEVITT: So, just a couple questions.  
12 Do you -- and you may have -- it looks like  
13 your rep left, but you may have more  
14 information across the other colleges.

15 Do you have data on what other colleges,  
16 particularly in this region -- you know, you  
17 can't compare to Miami-Dade or Broward  
18 necessarily. But do you know what the  
19 negotiated increases generally have been,  
20 because I don't think they've been 5.5?

21 Do you have any data on what the average  
22 increases are in other bargaining units?

23 DR. FILES: There's only one I know of,  
24 which -- what was that?

25 I don't have anything over here on this

1 coast. No. The last time I talked with  
2 Allison, she said they're still negotiating  
3 salary increases. Nobody has come to any  
4 agreement yet.

5 MS. LESLIE: We started negotiations far  
6 sooner than most of our sister institutions.

7 MR. LEVITT: I'm doing a couple of them,  
8 and we're not near 5, but we don't have an  
9 agreement either. So, I'm not aware of where  
10 it is and -- so that was one thing.

11 DR. FILES: If you do look at the data,  
12 make sure you also look at what the salaries  
13 are for those institutions because we are on  
14 the low end for almost every college in the  
15 state when it comes to base salaries and  
16 overload rates.

17 MR. LEVITT: Yeah. There's the min-max  
18 and then the increases, but -- you know, I can  
19 tell you we'd like to do more than we offered.  
20 Again, as Jack explained, we're trying to look  
21 at available dollars. And we're not trying to  
22 put it on your shoulders, but it's on  
23 everyone's shoulders, quite frankly.

24 You know, the CPI's a little tricky right  
25 now because it has bumped up really in the last

1 couple months. It was hovering under 3 for a  
2 long, long time, but with the obvious economic  
3 situation, the war, and everything else, you  
4 know, price of gas, and everything, it really  
5 has bumped it up. So, long-term, I don't know  
6 that the end of the year is necessarily going  
7 to still be looking at that number, but that's  
8 just a guess by everybody.

9 But we certainly appreciate and understand  
10 that those costs that faculty and employees are  
11 paying are, of course, the same kinds of costs  
12 we're paying. The college is paying, I think,  
13 8 percent more just for electricity due to  
14 energy costs and things like that, so -- that I  
15 don't even -- I think Jack mentioned it.  
16 That's just another example. Those costs are  
17 going up, cost of materials and supplies,  
18 everything else.

19 So, there's definitely a lot of pressure.  
20 And, you know, thank god it wasn't a flat year,  
21 but, you know, it's not a great year. You guys  
22 were in Tallahassee, your folks were in  
23 Tallahassee, and, you know, everybody was  
24 fighting for more money.

25 So, we are planning for more. I wish we

1           got more. I do think -- I know that the  
2           president wants to take the available money  
3           and, you know, offer as much as they think they  
4           can live with.

5           And the concept of eight -- it seems like  
6           your numbers are based on sort of faculty lose  
7           eight and hire eight people at a lower salary.  
8           I'm going to guess -- I'm going to check into  
9           it. That's typically accounted for in the  
10          accounting every year. We lose higher-paid  
11          people and bring in lower-paid people. That's  
12          how we balance the budget. That's how we find  
13          raises for other people and things like that.

14          It's not like a surprise or a surprise  
15          number, like, oh, all of a sudden, now we have  
16          150 more thousand. That, I think, is pretty  
17          typical to be included. They always look at  
18          turnover and those kinds of savings. So, I  
19          think that's already accounted for, so that  
20          really doesn't add money to the pocketbook.

21          But, you know, we want to do as good as we  
22          can do, and we will look at these numbers,  
23          consider it, talk to finance, see what there is  
24          here. And we can't give you an answer today,  
25          I'm sure, and probably best to hold until we do

1           that because we do have a next session next  
2           week. Monday, that's pretty quick.

3           I don't know if anybody has other  
4           questions or preliminary thoughts to share or  
5           if there's any reason for us to take a quick  
6           caucus to see if there's anything else we do  
7           want to do today. If we want to take 10  
8           minutes -- my inclination is to wait, but if  
9           you want to take five or 10 minutes, we can  
10          just step out for a minute and see if there's  
11          any other questions we have or thoughts.

12          MR. PARKER: Dustin, I may call you on the  
13          math on this, if that's okay, as I try to  
14          understand that point that you gave. I assume  
15          that's -- you're still going to hire the new  
16          faculty members at 48,515. You're not getting  
17          all that money back.

18          DR. FILES: You're getting back, I think  
19          it was, like \$144,000.

20          MR. PARKER: Yeah. Like, the savings,  
21          basically, from a higher-paid, longer-tenured  
22          person versus brand-new, yeah, that's a big  
23          part of how we do our budget. That's where we  
24          take our changes and go, okay. But there's  
25          still a big cost to closing certain people out.

1           Your leave has to be taken care. Sometimes  
2           there's other things that have to be paid.  
3           You're still paying on their behalf FRS.

4           DR. FILES: We understand that.

5           MR. PARKER: So, there's still some costs.  
6           But yes, that's a significant attrition -- I  
7           call it attrition money. Basically, money that  
8           is -- salaried positions leave, that position  
9           stays open for a bit, it's filled, sometimes at  
10          less. You can make -- that's how you make your  
11          budget whole, by taking all those holes and  
12          trying to fill everything.

13          What I got from Laura is she believes all  
14          the new money is available. So, what I got to  
15          go -- I go back and say, this is where they're  
16          at. Is there any other potential things that  
17          we can eliminate and live without? We ask  
18          those questions pretty much all year long, as  
19          you guys know, constantly.

20          MR. LEVITT: We do need to check the  
21          fringe number. I -- typically, it's pretty  
22          high. We're paying retirement insurance and  
23          the other costs, FICA and the other costs  
24          associated when you start.

25          DR. GOTHARD: Well, when I just took what

1 Jack gave me, 19 percent plus 16,000, I'm  
2 assuming per person, for insurance, that was --  
3 that adjusted to a 31.5 percent cost of  
4 benefit.

5 MR. PARKER: Again, it's possible. Those  
6 are just guesses. But we're going to get you  
7 real numbers as far as what they are because  
8 they're fixed numbers, but it's significant.  
9 Health insurance did make it significant.  
10 Where we were, I think, 10 or 11,000 a head, it  
11 jumped. Not as high as we originally thought  
12 because we had less people take advantage of  
13 pending coverage than we thought. There was  
14 more people that could have and didn't, and  
15 that saved us a lot of money because that's a  
16 very expensive coverage.

17 MR. LEVITT: And when we implemented it,  
18 one of the positives -- or the college is  
19 picking up a big portion. One of the positives  
20 was the cost to the employee, and especially  
21 employees and families, went down by hundreds a  
22 month, thousands for the year. And, you know,  
23 we then take that out of the range, so we  
24 didn't say, oh, you got 3, \$4,000 in insurance,  
25 so we're not going to give you a raise. That

1           was to your benefit, we're happy to do it, and  
2           that's one of the reasons we went to the  
3           college -- the state system.

4           But, you know, we know that saved a lot of  
5           people money, and, you know, we didn't look for  
6           a credit against an increase. You look at, you  
7           know, what's raised, what's not raised, what --  
8           your insurance dropped tremendously, especially  
9           if you had family, and even if you're an  
10          individual.

11          So, nobody is looking to take that away or  
12          take it back. We're glad that that happened,  
13          but it is costing us, you know, because we're  
14          absorbing so much of that somewhat differently  
15          than the colleges were promised. I can assure  
16          you, the promises that were made --

17          MR. PARKER: And there are other threats  
18          on the horizon again. I know you guys are in  
19          tune to all the budget initiatives. There's a  
20          big initiative to increase college reserve  
21          accounts 7 percent. Some people think it  
22          should go to 10. When we have hurricanes, it's  
23          very difficult to pay for all the damage that  
24          we sustain. So, the --

25          MR. LEVITT: Well, if that happens, we're

1           going to have to save -- put more into  
2           reserves. I mean, we're not there.

3           MR. PARKER: Yeah. I'm sorry. Yeah.  
4           It's not a matter of them going, okay --  
5           because our reserve is sitting at 5 million,  
6           let's just say. It's not a matter of going,  
7           hey, you know, you should have 7.5 million, you  
8           should have 10 million. Oh, sure, no one would  
9           disagree. It would be nice to have \$10 million  
10          in the bank if we needed it for emergency  
11          purposes, but it's not like they fund it. They  
12          don't say, okay, you're going to raise your  
13          reserve to 10 percent; here is another 5  
14          million to make you whole. They don't do it  
15          that way.

16          They say, you cover your budget, you cut  
17          away that amount, and you don't spend it. So,  
18          it's not like you're getting money to build up  
19          a reserve. It's that you're isolating money  
20          that you cannot spend. And so, it's not  
21          something to be giddy about and so -- but  
22          people understand that's a real threat.

23          If they were to do this right now and say,  
24          you're raising your reserve to 7 and a half  
25          percent or 7, we'd have to go find 2 and a half

1 million somewhere, and I know that's not going  
2 to be easy. These are the kind of things that  
3 are happening and very tough on state colleges  
4 our size. Smaller colleges do get a lot of  
5 love because of their size. They have to. And  
6 big colleges get a lot of love because they're  
7 powerful. Our colleges and the ones right  
8 around us, we're the ones that really have to  
9 fight tooth and nail for every penny we get.

10 But I can promise you that this is -- I  
11 can promise you the boss wants to do everything  
12 he can possibly for you guys. He's proven that  
13 time and time again. He'll take everything you  
14 give him seriously, he'll look at it, but it is  
15 going to come down to it has to be affordable.

16 Yeah, could you cut some things and then  
17 afford something else? You can do that, but  
18 you're trying to -- you know, you're trying to  
19 balance everything that you need to do. We all  
20 feel that we have similar -- all have relevance  
21 as part of the mission, so -- but he would  
22 love --

23 MR. LEVITT: That's what I would like to  
24 close with also, just what he said.

25 Truthfully, we're in it together. We want to

1 do as much as we can do. I think Dr. Richey  
2 has proven he will do what he can do, and he  
3 does value faculty and wants to do the right  
4 thing, wants to be competitive, wants people,  
5 you know, to have as good a raise as we can  
6 afford, but as Jack said, it's a lot of money.

7 I think we'll work it out. Let us get  
8 some real numbers and see how that plays out.  
9 And we're going to do the best we can, and we  
10 believe you'll work with us, and we'll get  
11 done, hopefully, Monday. I don't think we need  
12 a break for five or 10 minutes. I just think  
13 we need to get some real numbers.

14 DR. FILES: Is that what you want to do  
15 Jack on Monday?

16 MR. PARKER: Yes.

17 DR. FILES: Sounds good. We'll get to  
18 work this weekend. Thanks to everybody that  
19 attended online and in person.

20 (These proceedings were concluded at 4:12 p.m.)

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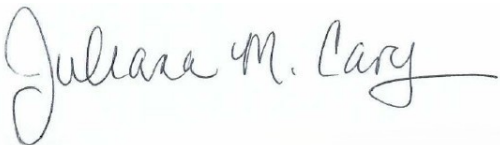
REPORTER'S CERTIFICATE

STATE OF FLORIDA :  
COUNTY OF BREVARD :

I, Juliana M. Cary, certify that I was authorized to and did stenographically report the foregoing proceedings and that the transcript is a true and complete record of my stenographic notes.

I further certify that I am not a relative, employee, attorney, or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor am I financially interested in the outcome of the foregoing action.

Dated this 18th day of June, 2026.



Juliana M. Cary

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