

TRANSCRIPT OF THE
UNITED FACULTY OF FLORIDA
NEGOTIATION MEETING

February 18th, 2026 **ORIGINAL**
Eastern Florida State College
Melbourne Campus
Building 10
Melbourne, Florida

The transcript of the United Faculty of
Florida Negotiation Meeting taken before Diane Lynch, Court
Reporter, held on the 18th day of February, 2026,
commencing at 3:00 p.m.

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EASTERN FLORIDA STATE COLLEGE:

MARK LEVITT, ESQUIRE

DR. PHIL SIMPSON

DARLA FERGUSON

DR. SANDY HANDFIELD

UNITED FACULTY OF FLORIDA:

DR. DUSTIN FILES

LYNN SPENCER

DR. KATINA GOTHARD

KELLI LESLIE

1 P R O C E E D I N G S

2 DR. FILES: So welcome, everybody. Bargaining
3 session number two. Is that four up there? Five now.
4 Sounds great. So we have a robust agenda today.
5 Working group discussion, exchange of re-openers, and
6 then adjournment. I don't know if you all want to
7 lead off with working groups.

8 MR. LEVITT: I want to lead off with the
9 adjournment.

10 DR. FILES: We haven't had snacks yet.

11 DR. SIMPSON: Good point.

12 DR. FILES: I think, if it's okay with you all,
13 we can start with Appendix R, the student course
14 opinion form.

15 DR. SIMPSON: Do you have copies of that one,
16 Dustin?

17 DR. FILES: I do.

18 MR. LEVITT: Was that one of the work groups?

19 DR. FILES: Yes, it was. Work group number
20 three.

21 DR. SIMPSON: Do you want our --

22 DR. FILES: Sure.

23 DR. SIMPSON: Lisa, would you mind distributing
24 Appendix H, our version? Thank you.

25 DR. FILES: Okay. So as outlined previously in

1 our last session, we have the Appendix R, which is
2 what was sent from the work group recommendation to
3 us. The only part of this that -- well, there's two
4 parts. One, we really need to verify that we can hard
5 code the form into the system. A lot of faculty had
6 some concerns about students selecting the appropriate
7 section for their course. We feel that that could
8 lead to a lot of errors and misreporting of
9 information. So we would really need to have the
10 appropriate sections coded to the section number for
11 the course. Rather than having the students select it
12 on their own.

13 The other question that we had concerns with was
14 under -- sorry, I know, after I printed it, it's kind
15 of hard to see. But under Combined Lecture/Lab
16 Courses and laboratory courses, the space is
17 well-maintained, clean, organized, and safe. The
18 discussion during the work group focused on this form
19 being primarily all about the instructor and their
20 role within the course itself. And we had discussed
21 having a follow-up survey for facility information,
22 ask the students about facilities and other stuff that
23 the administration might want to know as it pertains
24 to the college as a whole. So going back to my point
25 here, the space was well-maintained. That really

1 isn't on the instructor's responsibility. So we felt
2 that that really probably should be removed from the
3 survey.

4 MR. LEVITT: What we're whispering about is -- we
5 understand your point as far as the space and
6 well-maintained. You know, we're not talking about
7 whether the floor is clean or something like that.
8 But does the instructor have some responsibility as
9 far as organization? I don't know how they're set up
10 or who sets up or some of that stuff, but as far as,
11 you know, organized properly and the safety of it, I
12 assume it would fall to an instructor to ensure
13 chemicals are appropriate and --

14 DR. FILES: So safety protocols is under number
15 17, the instructor made me aware of safety protocols.
16 So, basically, number 15 really deals more with the
17 job role of the lab assistant as a staff member.
18 They're the ones that set up the labs and break the
19 labs down, not the faculty member. So that's why we
20 figured that that question would be more appropriate
21 for the follow-up survey that will be given to
22 students, should the administration decide to craft
23 such a survey.

24 MR. LEVITT: On the other part, the coding, do we
25 know yet whether that can be accomplished?

1 DR. SIMPSON: We don't know that yet. But we can
2 certainly set up a follow-up tech meeting with IT. If
3 it looks like we're close to agreement on that, we can
4 set that meeting up on our side.

5 DR. FILES: Those were the only two revisions
6 that we wanted to bring to the bargaining table. Did
7 you all have any revisions on your end?

8 MR. LEVITT: I don't think we did. Let's talk
9 about the issue of the maintenance and safety. May
10 not be a problem, but we just want to go through it
11 ourselves. So we'll talk about that at our first
12 caucus.

13 DR. FILES: So that was work group number three.
14 So now we're on to work group number four.

15 DR. SIMPSON: Yes.

16 DR. FILES: So you all have our version, you just
17 gave us your version. So we'll need to compare notes.

18 MR. LEVITT: Looking at yours, do you want to
19 talk through some of the questions or comments you
20 have there, so we can discuss those? And then I think
21 ours may have some comments to discuss too.

22 DR. FILES: I have a question about what you
23 provided us. You provided us the current version of
24 the appendix on the current CBA. This is not what the
25 work group provided. Are you proposing that you don't

1 want to use or you're discarding the work from the
2 work group?

3 DR. SIMPSON: No, I don't think so. We can go
4 through this one, the one you provided, and just
5 compare it against ours. I think we'll be fine.

6 DR. FILES: Okay. So acting on what we agreed to
7 last time to base points on the one hour to a tenth of
8 a point or ten hours to one point scale, we broke down
9 commitment to the -- again, we're going off of the
10 work group's document that was provided to both sides.
11 Commitment to the college, we broke down active
12 membership on council. We broke it down to each
13 council individually. Academic council, our
14 suggestion is two points for that council. Same for
15 the professional development council, two points.
16 Active membership on the tenure council remains at one
17 point. We then broke down the four major committees.
18 Active membership on the assessment committee and
19 faculty mentoring committee. Online learning
20 committee still remains at one point. But active
21 membership on the curriculum review committee, with
22 the amount of work that committee does, we bumped that
23 up to two points.

24 Under CC12, mentoring a student on an approved
25 college program or course, the question we had there

1 was, are program faculty formally mentoring or
2 providing formal academic advising to their students?

3 MR. LEVITT: CC12?

4 DR. FILES: CC12.

5 DR. SIMPSON: Formal, it depends on how you want
6 to define formal. I know that's kind of the basis
7 behind your question. But I think faculty often
8 informally advise students. I think that's true. As
9 far as a specific faculty responsibility, I don't know
10 if you can make the case that it's formal in terms of
11 mentoring or advising.

12 MS. LESLIE: We heard from the OUR, Office of
13 Undergraduate Research, and their process is very
14 formal. So this typically takes at least one academic
15 year, and they're meeting with the students for over
16 the ten-hour standard, if I'm using the equivalent of
17 0.1 points per hour. So they do have a formal
18 mentoring process and advising process with their
19 students. So I heard from Dr. Spring regarding that
20 matter.

21 DR. SIMPSON: At OUR, I would not dispute that.
22 I was under the impression we were asking about
23 regular programs.

24 DR. GOTHARD: We are.

25 DR. FILES: Because if you see CC20, we have

1 mentoring undergraduate research students with the
2 Office of -- we asked that question because we wanted
3 to know if those two items needed to remain separate,
4 or if they could be combined.

5 DR. SIMPSON: I'm wanting to keep them separate.
6 I think they are very different functions, with
7 program advising perhaps being more on the informal
8 side. But I agree OUR is a very structured experience
9 for the students.

10 MS. LESLIE: Yes.

11 DR. GOTHARD: So students are not -- I should say
12 faculty are not assigned particular students in
13 programs to advise or mentor? It says if they choose
14 to do on their own.

15 DR. SIMPSON: Well, I'm tempted to say no, but
16 there may be specific programs that are doing that.

17 DR. GOTHARD: Well, that's why we're asking.

18 DR. SIMPSON: To my knowledge, that is not a
19 formal assignment.

20 DR. FILES: Okay. CC16, developing a new course
21 offering, the note that we have in the discussion
22 table, we were just curious about, should that belong
23 under CC, or CP, or both?

24 DR. GOTHARD: I mean, I can see it in both,
25 really, because, as an example, I don't remember how

1 many years back, but I wrote a research methods course
2 plan. And that is not -- it's not a math course. And
3 so how would I count that? I mean, I suppose I could
4 still count it as a contribution to the profession
5 because it's strategic, but that was -- I wrote it
6 specifically for a different discipline, versus any of
7 the courses that I would do that are math specific,
8 which is my discipline that I teach.

9 MS. LESLIE: So what we found as we went through
10 a lot of these categories was that they could, in
11 fact, be dualistic, right? Because we had a
12 difference of perspective on where to file them as far
13 as commitment to the college, because that committee
14 is housed and sponsored through the college, or, you
15 know, is it outside of the college, right? So we had
16 a different viewpoint on that.

17 DR. GOTHARD: Yes. My view is that, if I'm
18 working on any course plans for the math discipline,
19 then that should count as a contribution to my
20 profession.

21 MS. LESLIE: And, historically, profession has
22 been the hardest category for faculty to obtain.
23 Especially certain sects of disciplines, it's been
24 difficult for them to maintain.

25 DR. GOTHARD: Which is why the work group added

1 the description to that heading, to try to make it a
2 little clearer, right? So activities specific to your
3 discipline or the field of teaching.

4 DR. SIMPSON: In general, I think cross or dual
5 listings, I don't really have an issue with that. I
6 can see the argument either way. I'm still trying to
7 understand the argument about the course offering as a
8 contribution to the profession. I mean, it's
9 certainly one of the college. Arguably, all of this
10 is for the good of the higher education profession.
11 So I don't know how you -- even with the definitions
12 that are provided, and the descriptions, if you paint
13 this broad enough, you can cross list them all, or
14 double list them all. I don't think we want to do
15 that, because that just gets too difficult to manage
16 or track.

17 DR. FILES: Or we just get rid of the categories
18 eventually.

19 DR. GOTHARD: So, remember, the categories, that
20 came about way back, that's old contract language.
21 That goes all the way back to the development of MCC.
22 And so the question could be brought up, are these --
23 do they still need to be separated, or do we feel all
24 of this is contributing to the college and the
25 profession at the same time?

1 DR. SIMPSON: Possibly.

2 DR. GOTHARD: Otherwise we list them twice, and
3 leave it for the individual faculty members to select.

4 DR. FILES: Just like we have in CC19, where it
5 says this can be submitted as CC or CP. Which that
6 brings us to our next question, which is, we weren't
7 sure CC19 actually belonged here, developing/marketing
8 new programs or services. Is that actually something
9 that the faculty members do? Or is that a staff
10 function?

11 DR. SIMPSON: Well, we develop new programs all
12 the time. We do that consistently for the workforce.
13 Now, as far as marketing them goes, I can see the
14 point there. But I don't think you want to remove
15 developing new programs from this list.

16 DR. GOTHARD: If you look at CC15 though, we have
17 develop a new program of study. So it seems to me
18 that -- my guess is CC19 was specific to actually
19 marketing or other services related to the program,
20 but not the development so much of the program itself.
21 Because -- then if that's the case, 15 takes care of
22 the development of the program, right? That takes
23 care of faculty responsibility.

24 DR. SIMPSON: I'm with you on marketing. But I
25 don't see the difference, or I don't understand why

1 you want to remove developing program, as opposed to
2 keeping developing a new program of study. I do see
3 those as separate in the sense that developing a
4 program is maybe the broader term. That involves a
5 lot of different research and work with advisory
6 committees and so forth. Developing a program of
7 study, arguably, is the curriculum aspect of it. I
8 don't think you want to take faculty out of helping
9 develop new programs. I just don't.

10 DR. GOTHARD: No, we're not trying to. We're
11 just trying to figure out -- because this is a little
12 confusing. Because based on what you just said then,
13 17 said -- okay, 17's revising. 16 covers developing
14 a new course offering. So the development of those
15 courses, the individual courses, would be under 16.
16 So I'm just trying to parse out the difference between
17 15, 16, and 19. They need to be mutually exclusive.

18 MR. LEVITT: So I just asked, is a program a
19 course? A course is a course, but a program
20 encompasses more than a course. It could be a program
21 with ten courses or something, so they might address
22 different things.

23 DR. GOTHARD: We'd just like these three to be
24 mutually exclusive of each other. And right now
25 they're not. Or at least it doesn't look like they

1 are.

2 DR. SIMPSON: Well, if you want to work on
3 wordsmithing something that's a satisfactory
4 agreement, I think we can do that. Marketing is
5 usually something that happens more on the staff side.
6 I do have a question about three points for developing
7 a new course. I assume that's the same thing as a
8 course offering. That could mean that for developing
9 one new course -- in many cases, we have programs
10 where you're developing many courses for a new
11 program. So you're going to satisfy your requirement
12 with one course. Is that the proposal here? Or you
13 could?

14 MS. LESLIE: In the past, when faculty have been
15 hired to develop a program, is that not their primary
16 function until the program gets developed, and then
17 they go to a typical faculty teaching contract? Like,
18 for example, I know this happened with a former
19 professor who just -- who the first couple of
20 semesters that they were here, all they were doing was
21 building the program. Then once that program got
22 accredited, they went into the classroom. So that was
23 the discussion we had, was that typically, when that
24 happens, you're developing a brand new program, that
25 faculty member is hired for that sole intent the first

1 couple of semesters, or more than that, until the
2 program gets accredited.

3 DR. SIMPSON: That is sometimes the case. But
4 what's been happening more frequently is that we have
5 existing faculty that are already here, already
6 working in specific programs, that may be developing
7 -- either splitting off tracks from a parent bachelor
8 degree and creating a new program, perhaps an AS, or
9 some other scenario. But that's pretty typical. I
10 know we've done that in the past, where we hire
11 someone specifically to create a brand new program
12 that's not like any that we're currently doing, and we
13 have no faculty currently on board that can do it. So
14 I understand that argument. More recently what's been
15 happening, but I'd say for the past several years, is
16 we are using existing faculty to do this. So that's
17 why three kind of jumps out at me as a lot for
18 developing a new course. Sandy, did you want to add
19 to that?

20 DR. HANDFIELD: So I was wondering if it should
21 be restricted to just MCC versus FDIP, since you would
22 have --

23 DR. FILES: I'm sorry, what?

24 MS. LEVITT: So Sandy was saying something.

25 DR. HANDFIELD: I just had the question, I guess,

1 if it should be restricted to MCC only, versus FDIP,
2 because there is compensation that we currently pay if
3 you write a course or revise the course and update the
4 course, there's compensation already, so now we're
5 double-dipping.

6 DR. FILES: Where is that?

7 DR. HANDFIELD: Where is, what, the compensation?

8 DR. FILES: Are you talking about master courses?
9 Are you talking about curriculum? What are you
10 talking about for compensation for previous courses?

11 DR. HANDFIELD: Well, if we drop a new course,
12 then there's compensation.

13 MS. LESLIE: You mean like an auxiliary
14 assignment that is outside of their CBA
15 responsibilities and their CBA contract? Like release
16 or --

17 DR. HANDFIELD: No release.

18 MS. LESLIE: Okay. Just to clarify.

19 DR. SIMPSON: I suppose under the CBA you'd
20 probably call it auxiliary assignment to do it, but I
21 get -- I know what you're getting at, which is it's
22 compensation that is not specifically identified in
23 here. I don't believe it is.

24 MR. LEVITT: Back to your first point of not
25 using categories, does that matter if it's in a

1 category, like that one, it could go here, it could go
2 there, it doesn't matter where it is? Are they used
3 for different purposes?

4 DR. FILES: So when we talk about MCC,
5 maintenance of continuing contract, back in the day
6 when the contract was drafted, faculty were required
7 to get three points from at least two categories.
8 That's why the categories are here. Because when
9 originally MCC was designed, that's how MCC was
10 defined, that faculty needed to get three points from
11 two different categories. So that's why we have the
12 categories.

13 MR. LEVITT: So they need six points --

14 DR. FILES: Three points.

15 MR. LEVITT: From two categories.

16 DR. FILES: Three points total from at least two
17 categories.

18 MS. LESLIE: A minimum of two categories.

19 MR. LEVITT: Three from two categories. Not
20 three per category.

21 DR. FILES: Correct.

22 DR. SIMPSON: Which kind of brings me back to
23 three for one course offering from one category. If
24 we stay with the category model. It sounds like you
25 can't do it.

1 DR. FILES: Right. So if they get the three
2 points for the new course offering, they still have to
3 do something from another category. So they would go
4 beyond the three points if they were applying that
5 towards MCC.

6 DR. SIMPSON: I see. Okay.

7 MR. LEVITT: So just to understand what you
8 handed out, you took the work group's product. You
9 said our draft didn't follow that. So we might have
10 work from a different thing, but --

11 DR. FILES: Yeah, your draft comes from the
12 current CBA.

13 MR. LEVITT: Not from the work group.

14 DR. FILES: Correct.

15 MR. LEVITT: So the work group made changes. Now
16 are these red -- the red ink, is this the union's
17 changes to the --

18 DR. FILES: Yes. Correct.

19 MR. LEVITT: So the work group didn't have the
20 red.

21 DR. FILES: Correct.

22 MR. LEVITT: But the union's proposing the red
23 changes.

24 DR. FILES: Correct.

25

1 DR. SIMPSON: If I can recap a little bit, we
2 would like to wordsmith the 15, 16, and 19 items. Do
3 we need to do that in caucus perhaps sometime today?
4 I think that's our main question over at least the
5 first page here.

6 MR. LEVITT: And, obviously, to go over in
7 detail, we'll have to do that in caucus. Because ours
8 doesn't exactly line up. So we've got some work to do
9 there. But just looking, again, are there other
10 questions to discuss? So when we both break, we can,
11 you know, all be looking at the same questions. Looks
12 like you have a few others on page number 4.

13 DR. FILES: Yeah. CC21, we had recommended
14 adding that, but then we changed our mind and struck
15 it. So that was not a work group addition, that was a
16 UFF addition that changed our minds. One of our big
17 questions that we had -- you'll notice that some of
18 these items, we haven't put any point values next to
19 them. Obviously, because if we're going to go with
20 the tenth of a point for an hour, we didn't want to
21 put static points down. We had a question, is it --
22 this is an IT question. Is it possible that each
23 category has a drop-down menu, so that the faculty can
24 -- however many hours they spend on that particular
25 activity, they would calculate the number of points

1 and put in the number of points in the drop-down menu,
2 with of course supporting documentation that supports
3 that number of points?

4 DR. SIMPSON: We can certainly look at that.

5 DR. FILES: CP8, CP12, CP15, and CP22. 8, 12,
6 15, and 22. We have to do some wordsmithing on those,
7 maybe combine them all into one, or should they stand
8 alone as separate items.

9 MR. LEVITT: So CP22 looks to be the same as CP8.
10 CP8 is presenting a paper at a conference, and CP22 is
11 a conference presentation. So it seems to be saying
12 the same thing.

13 DR. GOTHARD: There's a lot of overlap here.

14 DR. FILES: I think why they were parsed out like
15 that is, sometimes faculty get confused when they look
16 at a particular category if it doesn't have really the
17 specific wording that they're looking for. They're
18 like, well, does this actually apply to what I'm
19 doing? I want to say that's why they were parsed out
20 like that. If I remember correctly.

21 DR. SIMPSON: So just a thought, I'm just
22 thinking out loud, but kind of like we were just
23 talking about with the others, when you look at these,
24 is there a way to have the pull-down option, so you
25 can have presentation be one overall category, and

1 then have the various options underneath it. And then
2 same thing, publishing, there's all sorts of different
3 types of publishing you can do. That might make this
4 a lot cleaner. And then reviewing, there's different
5 kinds of reviewing you can do as a different academic
6 activity. So that could be the same pull-down option,
7 if IT could pull it off for us.

8 DR. GOTHARD: So one for presentations, one for
9 publications, one for reviewing. And then it would be
10 assigned a maximum number of points for each of those
11 12 categories. Then it would be up to the faculty
12 member to submit the product, the evidence, with the
13 number of hours they spent on it to go along with the
14 point value they earned.

15 DR. SIMPSON: Something we talked about on our
16 side, I don't know if it came up with you, is you can
17 get a lot of hours out of really any one of these.
18 Did you have any talk about caps on a specific
19 activity? Or just tracking the hours?

20 DR. GOTHARD: There's a bunch of these that
21 have --

22 MS. LESLIE: Already have caps.

23 DR. GOTHARD: The work group put caps on a lot of
24 them. And so it seems like -- now, of course, it
25 would be up to IT to figure out how to do all that.

1 DR. FILES: Yeah, if we have a fill in the blank,
2 I'm sure they can write some kind of code that faculty
3 can only put in increments of tenths of a point up to
4 a maximum number. There should be some kind of code.

5 MR. LEVITT: I think IT's going to want their own
6 table in the room here.

7 DR. SIMPSON: We're volunteering them for a lot.

8 MR. LEVITT: There's a few of these, just a quick
9 glance, raises the issue that we talked about last
10 time of PDC approved versus college approved. Some of
11 these say college approved, some of these say PDC
12 approved. And our thought was to leave it, whatever
13 it says, and put it on the table for -- next year's
14 the full book anyway. Maybe put it on the table for
15 that rather than tie up this re-opener time with
16 making that decision. So you raised the issue, and we
17 did too, like in CP7, delivering college-approved
18 development, you wrote college-approved or PDC. In
19 another place, it looks like it says PDC. PD1,
20 completing a PDC-approved workshop. So rather than
21 hash out -- because we seem to be somewhat at odds on
22 figuring that out, rather than tying up the re-opener,
23 to just sort of keep it the way it says, it's
24 generally working, and, you know, if we need to throw
25 it in next year when we're looking at the whole

1 contract. So I don't know if you want to do it that
2 way, or if you want to look at each one and try to
3 make a decision this time.

4 DR. SIMPSON: I did -- it's separate from that
5 issue, but I did have a question about mandatory
6 versus optional for points, as far as professional
7 development goes. So we're looking at your page 6 at
8 this point. There's a point assigned for completing
9 the mandatory Online Course Design and Delivery
10 workshop. It's mandatory. I know we did that
11 initially when we were starting this, as incentive or
12 maybe a perk for the first adopters, or the -- the
13 first class. They weren't adopters. They were told
14 they had to do it to teach online. But that is now
15 institutionalized. It's still mandatory for
16 first-time online teachers. So I think the question
17 is, do we really want to assign a point to
18 mandatory-type workshops? Because there's -- as we
19 did talk about last time, and this is adjacent to the
20 issue, there's lots of training kind of opportunities
21 for faculty, and especially the mandatory stuff, I
22 just don't know -- or on welcome back days, for
23 example, if you're required as part of the agenda to
24 attend. I don't know if we want to assign points to
25 something like that, because it's mandatory anyway.

1 And then everybody's getting essentially a free point.

2 DR. FILES: PD3 is not mandatory.

3 DR. SIMPSON: Oh, yeah, I was talking about the
4 -- yes, PD2, sorry. Completing the mandatory Online
5 Course Design and Delivery workshop.

6 DR. FILES: Well, we'll discuss it in caucus.

7 DR. SIMPSON: Okay. Do you have remaining
8 questions or thoughts about any of these others before
9 we caucus and take a look at the wordsmithing a bit?

10 DR. FILES. I didn't look at yours. Just give me
11 a couple.

12 DR. SIMPSON: Comparing against ours as we went,
13 because they're two different things, just to make
14 sure we weren't overlooking something that was a
15 concern on our side, I think we addressed ours. I
16 know we did talk about point values, and we suggested
17 it might differ from yours. Except for the course
18 development. That was different, the way we had it
19 visualized.

20 MR. LEVITT: All right. Why don't we take the
21 caucus then, so we've got time --

22 DR. FILES: Okay. Just give me a second. I want
23 to make sure I don't have any questions.

24 DR. SIMPSON: Let me ask you a question about
25 what you might have in mind by a word, because we use

1 it here quite a bit.

2 DR. FILES: Sure.

3 DR. SIMPSON: Active membership. How do we
4 quantify that?

5 MS. LESLIE: We have struggled with that as well.
6 Typically, what I say to faculty that ask me this
7 question is that it should be ongoing, and you should
8 be able to produce evidence that it's ongoing. So if
9 I'm an active member of tenure council, I'm not
10 missing my meetings, my name is in the minutes every
11 single time I'm going to a meeting. So I'm
12 establishing a pattern of behavior for active
13 membership on that council. This is the standard
14 we've used with tenure applicants as well when they're
15 documenting. So that is typically how I answer that
16 question when faculty ask me.

17 DR. SIMPSON: In terms of evidence, since we're
18 not all there at the same time, we can only look at so
19 much, in a very practical sense, about what
20 constitutes evidence here for that active
21 participation. So it's really just looking at meeting
22 records and making sure they were there. Often the
23 minutes are not transcripts, you can't tell who's
24 saying what, so you can't define it that way.

25 DR. FILES: We did discuss, if you recall, at one

1 of our UFF meetings, I don't remember how long ago it
2 was, but for the councils and committees, for example,
3 we would create a document that the committee chair or
4 council chair would provide each member at the end of
5 the academic year saying, hey, you were an active
6 participant as far as the academic year. Then that
7 would become their evidence, rather than submitting
8 tons and tons of documents that they were expecting us
9 to go through. We did have that conversation.

10 DR. SIMPSON: We did.

11 DR. FILE: I don't know where we ever went with
12 that.

13 DR. SIMPSON: I'm not sure we did. Other than
14 saying, well, that sounds like a good idea.

15 DR. GOTHARD: It's a lot of work, I will say.
16 Because for when I ran the mentoring program, in
17 addition to providing copies of the minutes, what I
18 always did was the first page of that packet would be
19 a table that had all of the faculty members' names and
20 had all the meetings listed, and then I would just log
21 it with an "X" marks the spot, so that they could just
22 have a one-year viewing of what meetings they
23 attended. But just that little bit, you know, I was
24 -- big cohorts were 18 or 19 faculty at the time. It
25 was still a fair amount of work to keep up with. At

1 the end of the year, though, I'm trying to get that
2 stuff out, and then I have to go back and do things
3 like that. Because it's not automated in any kind of
4 way. So I can only imagine the kind of work that that
5 would create for AC because it was such a large
6 council.

7 DR. FILES: Okay. So the thought about that is
8 that the AC chair, or the chairs, they can just put
9 all the names in a single email. We don't even need
10 to create a document. Put all the names, hey, these
11 were the active participants in the academic council
12 for academic year, et cetera. Email it to all the
13 members and all the supervisors, and then they just
14 submit that as their documentation.

15 MS. GOTHARD: You have to define "active." How
16 many meetings are they allowed to miss?

17 DR. FILES: That should be in their handbook.

18 DR. GOTHARD: It is, but we don't always remove
19 people, perhaps when we should, because it's a sticky
20 widget. We have -- in the past, in the professional
21 development council, we had a faculty member who had
22 to go on leave for a semester because she had, you
23 know, extenuating medical issues. So then we got to
24 deal with that. It's challenging. And I always
25 think, as a chair, it's not something I'm interested

1 in having to do. Now as a UFF person, I'm part of the
2 deal, but as a chair of council, that is just one more
3 thing that I don't want to have to worry about.

4 MS. SPENCER: Isn't it true that some of this
5 discussion came as a result of a lot of the councils
6 have meetings online since COVID, so there are people
7 that just log in online. That's not -- but is it true
8 AC now is going to have all their meetings face to
9 face next year?

10 DR. GOTHARD: I think they were going to have two
11 first semester face-to-face. Is that right?

12 DR. FILES: That was a discussion that they were
13 going to have. I don't know. Were any of you at the
14 AC meeting?

15 MS. SPENCER: Are they having a live
16 face-to-face?

17 UNIDENTIFIED SPEAKER: It was voted on at the
18 last meeting that they will be moving to all
19 face-to-face beginning next year. The remaining two
20 are online.

21 DR. SIMPSON: Okay. Active, but also include, I
22 assume, any asynchronous work that's done between
23 meetings in a shared workspace.

24 MS. LESLIE: The other issue that we have
25 encountered, albeit rare, it did happen, was that

1 faculty would be logged into two Teams meetings
2 simultaneously. So this was brought to our attention
3 from faculty. So that's the other issue. And, I
4 mean, they are, per contract, supposed to only have
5 one council membership at a time. So that should have
6 resolved that situation. But, obviously, if it was
7 committee work or, like, something else that was
8 outside of council work, then that could happen.
9 Which is why -- which is the reason that I'm giving
10 for a lot of councils trying to move to face-to-face
11 meetings again.

12 DR. GOTHARD: Well, it was a rare occasion, I
13 will say. Because, I mean, we had that happen in PDC,
14 and I didn't even know it was happening. A chair of
15 another committee actually contacted me about
16 somebody. He said, hey, isn't this person on PDC, and
17 didn't you just have a meeting this morning? And I
18 said, yeah. And that's how I found out that that was
19 happening. But that was the first and only time that
20 I've had that happen.

21 DR. FILES: Okay. I don't think I have anything
22 else I need to ask. So do we want to caucus for --
23 how long do you think you need?

24 MR. LEVITT: 30.

25 DR. FILES: 30? Okay. Sounds good to me.

1 (Thereupon, a break was taken.)

2 DR. FILES: We're ready. We're back. Want to
3 lead?

4 MR. LEVITT: We can talk some about it. I
5 believe we're only scheduled until 5:00, so we don't
6 have much time. So I don't know how far we'll get on
7 that. And then if we're going to talk about
8 re-openers, I don't know if you want to postpone that,
9 or get them on the table today, at least what articles
10 you're looking at, we're looking at, if you're ready
11 for that. We're certainly not going to resolve H,
12 although we can certainly have some comments to it.
13 Want to spend a few minutes on H, just look through
14 some of the thoughts on that?

15 DR. FILES: Sure. Give us your thoughts. And
16 then we'll share ours next time.

17 DR. SIMPSON: Okay. So if you look on -- we'll
18 just go off your topic, because that makes no sense.
19 If you look on page 2, CC1b and CC1c, we just had a
20 question about why would tenure council be one less
21 than PDC or AC?

22 DR. FILES: The work of the tenure council is
23 based primarily on the size of the tenure class. So
24 thinking about average class sizes of tenured faculty,
25 or faculty up for tenure, we felt that one was

1 appropriate for the council. Some years we do more
2 hours. I mean, we could go up to the 20-point -- the
3 20-hour threshold. But on average, we're probably
4 around 12 to 16 hours a year. And if you want to make
5 all councils two points, I'm not going to argue with
6 it.

7 MR. LEVITT: We were thinking the other way, make
8 them all one.

9 DR. FILES: That's sarcasm on his part.

10 MR. LEVITT: That's a 50-50.

11 DR. SIMPSON: Okay. Well, thank you for
12 clarifying that. That helps me understand. So it's
13 basically -- it's an average size of a tenure class.

14 DR. FILES: Right.

15 DR. SIMPSON: And some years it could be more.
16 But the point value, itself, would remain static, even
17 if you had a larger tenure.

18 DR. FILES: Again, if you want to counter one
19 point and make it higher, I'm not going to argue with
20 it.

21 DR. SIMPSON: We'll circle back. Okay. So just
22 going down the list, point values seems reasonably
23 assigned. Let's go down to CC12, because I know we
24 already talked about that earlier, mentoring a student
25 in an approved college program or course. As opposed

1 to mentoring the undergraduate research students,
2 where it's very structured, I really can't think of a
3 good way to verify mentoring a student in an approved
4 college program or course. So we're proposing
5 striking it, you know, the whole thing, that language
6 about mentoring in a program or a course. But there
7 may be exceptions where that happens, but I can't --
8 I'm not aware of any. I don't know if we want to look
9 into this a bit outside of --

10 DR. FILES: Why don't we do this, where is --
11 mentoring a student -- okay, so it's -- currently,
12 it's under B4. How about we pull the data and see how
13 many faculty submit that for MCC or FDIP before we
14 strike it?

15 DR. SIMPSON: So you want to do a little homework
16 and --

17 DR. FILES: Can we get IT to do a little
18 homework?

19 DR. SIMPSON: Yeah. Okay.

20 DR. FILES: We can't do it.

21 DR. SIMPSON: I will do -- yes, you and I will do
22 it.

23 DR. HANDFIELD: It's us. Okay.

24 DR. FILES: Can we just pull the points for all
25 the -- what we have in there now?

1 MS. LESLIE: So by classification, by CC2, CC3.

2 DR. FILES: To see what everybody is submitting,
3 and then compare it to our list.

4 DR. SIMPSON: Yeah, sure. Good idea whoever
5 suggested that. Thank you. Okay. So moving down to
6 -- I think we were going to do some wordsmithing. So
7 if you want me to articulate what we were thinking
8 about, we can just start there. So looking at CC15,
9 CC16, and CC19, we reversed the order a bit. So
10 developing a new course is the proposed language, with
11 a point value of one. And then the next line item
12 would be developing a new program. And then the
13 language about three points that's already there is
14 acceptable. And the reason I like the developing a
15 new program language is because it does encompass a
16 lot of the work. This is primarily on the CTE and
17 workforce side of the house. It encompasses all of
18 the work that goes into creating a new program. It's
19 not just the curriculum. There's all sorts of other
20 advisory committee work that has to happen, working
21 with Mark Quathamier's office. So there's any number
22 of activities that are part of developing a program.
23 It's a lot of points, you know, if you look at it that
24 way. But not every discipline is developing a new
25 program. So, you know, it's going to apply to only

1 specific disciplines or areas of the college at a
2 time. So that's our proposed language. Now, we can
3 define "program" if you would like. We can make it a
4 little more specific there. I'm not opposed to that.
5 But probably the simplest definition of program I can
6 come up with is an organized sequence of courses that
7 lead to a credential. And that credential can be an
8 AA or an AS or a BAS or a certificate. Certainly okay
9 with adding that to the language if you'd like.

10 And then after that, we would propose striking
11 CC19, including the marketing language. Because
12 marketing really is another division of the college.
13 They might consult with faculty to get information to
14 go into the marketing, but I would consider that part
15 of the developing a new program overall. But
16 marketing would be the people to be responsible for
17 it.

18 DR. FILES: Okay. So how about we just end on
19 page one. There are two points that I want to bring
20 up before we do end. One, we compared to your
21 document, it was rather -- that's why it took us so
22 long, it was rather labor intensive. You had -- on
23 our CC4, you had bumped that up to one point on your
24 document, on page two of your document. At the top,
25 committee chairs who are otherwise not being

1 compensated, one point. We have no objection to that.

2 And then CC9 --

3 DR. SIMPSON: The editor? Or I'm sorry --

4 DR. FILES: Yeah, we struck the editor. And if
5 you look at the comment, the reason we struck it was
6 we were going to propose that the editor be moved to
7 Article 14 and given 30 points of release time. So
8 that's why that was struck. We didn't talk about that
9 last time.

10 DR. SIMPSON: Okay. Thank you. I understand.

11 DR. FILES: So we'll break on that for today.
12 And then we'll meet agenda item number two, exchange
13 of re-openers, in a brief four-minute discussion.

14 DR. SIMPSON: Okay. Want to do the little piece
15 of paper?

16 DR. FILES: Yep. Do a little piece of paper,
17 like last time.

18 MR. LEVITT: Oh, is this a little game we play?

19 DR. FILES: No, remember, you and I exchanged
20 last time. You didn't want to give yours up.

21 MR. LEVITT: So he changed the rule.

22 DR. FILES: This is two years in a row. So for
23 the record, we both selected Article 8 again. And of
24 course we'll do Article 14 later in the session.

25 DR. SIMPSON: That's got to be a record of some

1 kind.

2 DR. FILES: I'm thinking it is. We did bring
3 prepared language, but obviously we don't have time,
4 so we'll get to that in our next session. We do have
5 our next session scheduled, but we don't have a
6 session after that scheduled, so we would like to go
7 ahead and get that --

8 MR. LEVITT: Do you know the date of the next
9 one, just to remind us?

10 DR. FILES: The next one is the 11th, March 11th.
11 And of course the 25th is our spring break, so we're
12 looking now into April. Maybe April 8th at the
13 earliest. Unless you want to do April 1st. It's a
14 Wednesday, I think.

15 DR. SIMPSON: Oh, I am out the week of the 6th.
16 My apologies. Otherwise the month is pretty open.

17 DR. FILES: Do you want to do the 1st then?

18 DR. GOTHARD: We'll have to move the executive
19 meeting.

20 DR. SIMPSON: We did last time.

21 MR. LEVITT: April 1st is not a good day.

22 DR. FILES: Yeah, I'll be working on stuff for --

23 DR. HANDFIELD: I have April 1st as being our
24 executive meeting.

25 DR. GOTHARD: Yes.

1 DR. HANDFIELD: Oh, I thought you said April 8th.

2 DR. SIMPSON: Yeah, I'm out on the 8th.

3 MR. LEVITT: The 15th works for me.

4 DR. SIMPSON: It works for me. I'll have to move
5 something, but it'll work. The 15th.

6 DR. FILES: So no to the 1st?

7 MR. LEVITT: Yeah, I can't. Actually Passover
8 starts that night, so I --

9 DR. HANDFIELD: Lisa, did you get that, April
10 15th?

11 MS. GINN: I wasn't sure we were -- we were going
12 back and forth.

13 MR. LEVITT: Still have a start time of 3:00
14 still?

15 DR. FILES: Are you all open for Fridays?

16 MS. LESLIE: Oh, look at the faces over there.

17 DR. GOTHARD: Wednesdays are very difficult for
18 me.

19 DR. SIMPSON: Yeah, we're closed on Fridays. But
20 with that said --

21 DR. FILES: We could have an eight-hour marathon
22 on a Friday. Order lunch.

23 DR. GOTHARD: But we could at least do a four
24 hour session and get some stuff done.

25 DR. FILES: I'm kidding. Not eight hours. We

1 can do the 10th.

2 DR. GOTHARD: Yeah, let's do the 10th.

3 DR. SIMPSON: Still out. That's that week I'm
4 out.

5 DR. FILES: What about the 3rd? Oh, wait, that's
6 Good Friday. Are you good with that? Friday the 3rd?
7 Friday the 3rd, what time?

8 DR. SIMPSON: Or do we want to reserve Fridays
9 for when we're getting toward the end and we really
10 have to? I don't know. Are we to the point where we
11 need the Fridays yet, or we can see how far we get in
12 March and April? Or, I'm sorry, see how far we get in
13 March.

14 DR. GOTHARD: So I'm just going to say this one
15 more time. Having this Wednesday afternoon from 3:00
16 until 5:00, by the time I get home, take care of
17 dinner, take care of other responsibilities, because
18 I've lost my afternoon planning, I'm working until
19 10:00 or 11:00 at night every Wednesday. And so I'm
20 just not interested in always doing Wednesday
21 afternoons.

22 MR. LEVITT: I assume other days of the week are
23 the same thing, right? It's not just Wednesday --

24 MS. LESLIE: Thursday is out for me. I have an
25 11-hour workday, to cover departmental needs.

1 DR. FILES: Lisa, we can cut the meeting as we
2 talk about this. Sorry, I should have told you that
3 earlier. I don't want everybody to listen to us
4 bicker back and forth.

5 DR. SIMPSON: Which month are we in, Dustin,
6 March, or April?

7 DR. FILES: We're in April.

8 DR. SIMPSON: The 21st is wide open for me if we
9 want to do a longer meeting.

10 DR. FILES: What?

11 DR. SIMPSON: The 21st is wide open if we want to
12 do a longer meeting. The 21st, that's a Tuesday,
13 right?

14 MS. LESLIE: I can be here by 1:00.

15 DR. FILES: I can't be here until -- well, I have
16 class until 1:30. I could get a sub if I needed to.
17 When do you get out of class?

18 DR. GOTHARD: 12:05.

19 DR. FILES: So I'm the problem.

20 MS. LESLIE: We can do 2:30.

21 DR. FILES: So 2:30 to 6:00? 2:30 to 6:00 on the
22 21st?

23 DR. SIMPSON: April 21st.

24 DR. HANDFIELD: Okay. So I'll do refreshments on
25 March 11, and you have it for April 21.

1 DR. FILES: Okay.

2 DR. SIMPSON: Okay. It's very important. Maybe
3 the most important.

4 DR. GOTHARD: Should we also request IT start
5 setting up a printer in here?

6 DR. SIMPSON: We can.

7 DR. FILES: Can they bring in a network printer
8 that we can print off the network?

9 DR. SIMPSON: That would be pretty helpful.
10 Lisa, can you check on that? All right. Between now
11 and March, Sandy and I are going to get with Jose and
12 see what miracles he can work with our pull-down
13 options. We need to pull the points --

14 DR. GOTHARD: The usage data on it.

15 DR. SIMPSON: Sometime in May we ought to have a
16 sense where the legislature is going with allocations.
17 Okay.

18 (Thereupon, the meeting was concluded.)

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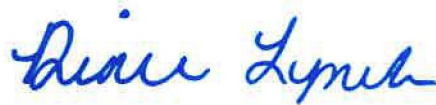
C E R T I F I C A T E

STATE OF FLORIDA

COUNTY OF BREVARD

I, DIANE LYNCH, Court Reporter and Notary Public,
certify that I was authorized to and did stenographically
report the foregoing UFF Negotiation Meeting and that the
transcript is a true and complete record of my stenographic
notes.

DATED this 18th day of February 2026.



DIANE LYNCH
Court Reporter

A				
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