



HILLSBOROUGH Community College

Compensation Practices Recommendation for Laboratory/Simulation & Clinical Instructional Faculty

May 14, 2023

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Kristen Smuder, Executive Director Human Resources
Andrea Lightfoot Bisson, Director, Total Rewards & Compensation
Hillsborough Community College
39 Columbia Drive
Tampa, FL 33606

Dear Ms. Smuder and Ms. Lightfoot Bisson:

The enclosed report details our review and recommendations of pay for Laboratory/Simulation & Clinical Instructional Faculty positions, as the second part of Phase I of the Employee Compensation Study, RFP # 2889-23.

I would be glad to review this report with you tomorrow or at your convenience. Please reach out if you have any questions as you review.

Sincerely,



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Background & Objectives

As part of the scope of work for Hillsborough Community College's RFP # 2889-23 for the Employee Compensation Study, a recommendation of market competitive compensation practices is requested for the rates of pay for faculty of laboratory and clinical courses. The College currently pays a lower rate for labs and clinicals than for lectures.

Methodology

To assess market-competitive pay practices for faculty of laboratory and clinical courses, the following information was gathered and reviewed in partnership with Hillsborough Community College's Human Resources team:

Assessment of the College's current practices:

- Review of Instructional Faculty Load Point System (section 8.2 of the current agreement between the College and the Faculty United Service Association (FUSA), effective to the beginning of the 2022-2023 academic year

Assessment of market compensation practices:

- Review and summaries of faculty contract information gathered by Hillsborough Community College's Human Resources team, from the following institutions:
 - Florida State College at Jacksonville
 - Miami Dade College
 - Palm Beach State College
 - Pasco-Hernando State College
 - Polk State College

Assessment of industry thought leadership on the topic of faculty pay rates for laboratory and lecture:

- "Equity-Minded Faculty Workloads; What We Can and Should Do Now" 2022, by O'meara, Culpepper, Misra and Jaeger for American Council on Education: <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>
- "Credit Where Credit is Due: Incongruities in the Value of Lab and Lecture" December 2004, by Janet Fulks and Chris Romanowich: <https://www.asccc.org/content/credit-where-credit-due-incongruities-value-lab-and-lecture>
- "What is the rationale for labs being worth less than a lecture for science workload?" https://www.reddit.com/r/Professors/comments/u2arhr/what_is_the_rationale_for_labs_being_worth_less/

Market Analysis

In a market analysis review of faculty pay practices across eight (8) comparable Florida higher education institutions, current contract documents were gathered and summarized by the number and description of points assigned to lab and lecture courses. These documents were collected and summarized by Hillsborough Community College’s Human Resources team and reviewed by the consultant.

A high-level summary of the similarity of pay for lab and lecture courses is provided below. The detailed summary is provided in the Appendix of this report.

College	How does the College Compensate for Laboratory Courses Compared to Lectures?
St. Petersburg College	Different
Valencia College	Same
Florida State College at Jacksonville	Same for in-load classes/different rates for overloads
Miami Dade College	Same
Palm Beach State College	Different
Broward College	Unknown
Pasco-Hernando State College	Different
Polk State College	Same
Overall:	Practices differ across institutions

The varied responses from this analysis prompted the following industry research by the consultant to gather thought leadership from national higher education association perspectives and also the perspectives from faculty on the subject of compensation for laboratory and lecture courses.

A Higher Education Industry Association Perspective

A 2022 report from the American Council on Education, “Equity-Minded Faculty Workloads; What We Can and Should Do Now,” summarizes the findings and insights learned from the Faculty Workload and Rewards Project (FWRP), a National Science Foundation ADVANCE-funded action research project.

In summary, the study:

- Used a randomized experiment to promote equity in how faculty work is taken up, assigned, and rewarded, drawing from theories of behavioral economics and the principles of equity-mindedness, in response to recent social movements that have revealed the systemic ways that racism and sexism remain entrenched in academic cultures.
- Addresses the equitable workloads of faculty, where expectations of taking on additional workloads, although often included in compensation plans, are often overlooked or do not adequately account for the additional time, effort, and context of work performed.
- Identifies six (6) conditions linked to equitable workloads:
 - Transparency
 - Clarity
 - Credit
 - Norms
 - Context
 - Accountability

The complete report can be found here: <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

Faculty Perspectives – Published Report

In an article from the Academic Senate for California Community Colleges, “Credit Where Credit is Due: Incongruities in the Value of Lab and Lecture,” the issue of valuing the time faculty spends lecturing compared to instruction laboratory courses. Some of the main points include:

- Effectiveness of active student learning in hands-on environments, in contrast to passive learning in lecture.
- Community colleges often have the same instructors to teach both laboratory and lectures, proving the opportunity for the theory of subjects taught in lecture to be discovered in hand-on lab hours, especially for kinesthetic learners.
- For faculty members teaching a lab, the lab hours are often weighted less than for lectures in a system awarding credit and compensation, which can be interpreted as devaluing the faculty and student’s time.
- Preparation time faculty members spend on laboratory activities are often much more intensive than for lecture and include cleaning up after the learning experience in addition to grading student lab work.
- Lab work can bring to life the learning experience and lab hours for active learning, discovery, and application, coupled with the unique opportunities can provide faculty with an authentic assessment of student skills.

The complete article can be found here: <https://www.asccc.org/content/credit-where-credit-due-incongruities-value-lab-and-lecture>

Faculty Perspectives – Online Candid Conversations

A more informal, yet valid perspective to consider should be the candid online conversations among faculty members on the topic of differences in pay for teaching lab and lecture coursework. Employee morale is well-known to impact the quality of work, or quality of education in an academic setting.

In a general online search captures some “industry buzz” from faculty themselves on how they feel about differences in pay rates for labs compared to lectures. A Reddit search on the string: “What is the rationale for labs being worth less than a lecture for science workload?” indicates faculty feel these systems can be confusing, the practice differs between institutions, and the rationale may be comparing only the time spent lecturing lab-related matter in front of the class, not supervising student hands-on learning:

- “It is a bit strange. I attribute it to labs generally being fewer units (and workloads based on units earned by the students, rather than actual work done). It may also be because at many schools the labs are run by TAs, rather than by faculty.”
- “My current school is 1 for 1. My previous school lab counted .75 hr for every one hour of lab. The explanation I was always given was that teaching lab is different/easier than teaching lecture.”
- “The rationale is probably something along the lines of comparing lab to a traditional lecture: for a traditional lecture, you’re in front of the class lecturing for 50 minutes; for lab, you’re mostly just supervising. To an outside observer who knows nothing about teaching (i.e., to an administrator), it looks like you’re “doing less” in lab than in lecture. This is wrong for a whole variety of reasons, but administrators will do whatever they can to get away with paying people as little as possible.

Thankfully, at my current institution we go by contact hours. A two-hour lab is two contact hours and counts towards our load exactly the same as the lecture portion of the class.”

The complete online conversation string can be found here:

https://www.reddit.com/r/Professors/comments/u2arhr/what_is_the_rationale_for_labs_being_worth_less/

In conclusion, there are many strong opinions of faculty in higher education institutions expressing discontent with compensation systems assigning lesser values of laboratory-taught instruction compared to academic lectures.

Recommendation

When leadership needs to evaluate a current compensation program or specific practice, the rationale for why the current system is in place should be considered and if that practice is effective in meeting the organization’s current needs. In many cases, pay practices remain in place after strategic or operational changes occur and need to be reevaluated by decision-makers from an objective perspective.

Newport’s Compensation Consulting team works with higher education institutions including community colleges from across the U.S., as well as educational services clients and organizations across different industries.

We provide the following recommendation based on the review of the market competitive analysis summarized in this report and from our collective work and experience developing solutions for our client organizations, to help them attract and retain talent by providing market competitive compensation programs.

We offer the following recommendation to guide Hillsborough Community College’s decision on the rates of pay for faculty teaching lab and lecture coursework:

If the College’s decision-making authority or committee has not already done so, we recommend briefly outlining:

1. When and why the current faculty load point system was implemented.
2. What are some concerns from faculty, union representatives, human resources team and other stakeholders on this current pay practice and what seems to be working effectively.
3. Could the concerns be outweighing the effectiveness of the current pay practice and should a change be considered?

Newport’s Compensation Consulting team offers the recommendation to compensate faculty teaching laboratory and clinical coursework consistently with the College’s practice of determining faculty pay by level of education and relevant experience outlined in the faculty salary schedules.

We feel that although there are differences in teaching in a classroom setting lecture format than a hands-on laboratory or clinical environment, and because the lessons in each format should be aligned together for the student’s best learning experience, there should be no difference that would discount the pay rate for laboratory or clinicals compared to lecture instruction.

Appendix

Documents Provided to the consultant by Hillsborough Community College's Human Resources team:

- "Lab Points Info Collected by HCC"
- "Florida College System Labs and Clinicals"

Note:

Copies of the following collective bargaining agreements were also provided to the consultant by Hillsborough Community College's Human Resources team and reviewed to inform this recommendation. (Not included in this Appendix).

- Jacksonville collective-bargaining-agreement
- Miami Dade_UFMDC-MDC Faculty Agreement
- Palm Beach_collectivebargainingagreement
- Pasco Hernanco Admin Rule
- Polk Admin Rule

School	Description of Lab Points	Detail	Detail	Source of Information	Bottom Line
St. Petersburg				FUSA document	Different
Valencia	Lab and Lecture are paid the same rate			Verified with Carla McKnight	Same
Jacksonville	College-credit courses where contact hours (per week, 16-week term) do not equal credit hours In these cases, there is a lab/clinical activity that affects WLU (work load unit) values for the course. 1 lecture hour = 1 WLU	BASE LOAD VALUE BY GENERAL LABORATORY TYPE Each preparation laboratory contact hour point = 1.0 WLU Each supervised laboratory contact hour point = 1.0 WLU Each clinical/laboratory (dental hygiene, respiratory therapy, physical therapy) contact point hour = 1.0 WLU Each unsupervised foreign language point = 0.0 WLU Each physical education activity contact hour point = 1.0 WLU Each rehearsal contact hour point = 1.0 WLU Each studio or seminar contact hour point = 1.0 WLU Each lecture/laboratory combination contact hour point = 1.0 WLU	OVERLOAD VALUE BY GENERAL LABORATORY TYPE Each preparation laboratory contact hour point = 0.7 WLU Each supervised laboratory contact hour point = 0.5 WLU Each clinical/laboratory (dental hygiene, respiratory therapy, physical therapy) contact point hour = 0.8 WLU Each unsupervised foreign language point = 0.0 WLU Each physical education activity contact hour point = 0.5 WLU Each rehearsal contact hour point = 1.0 WLU Each studio or seminar contact hour point = 0.5 WLU Each lecture/laboratory combination contact hour point = 1.0 WLU	CBA 8/16/2020	same for in-load classes/different rates for overloads
Miami Dade	Therefore, a lecture course meeting three (3) instructional hours per week generates twelve (12) points. Similarly, for each instructional class hour (50-minute clock hour) that meets each week for a 16-week semester for a laboratory course, three (3) "points" are equivalent to one laboratory hour, and three and a half (3.5) points are equivalent to one clinic hour.			CBA August 2019	Same

School	Description of Lab Points	Detail	Detail	Source of Information	Bottom Line
Palm Beach	A lecture hour is credited with 3 points per hour. A physical education activity is credited with 2 points per activity hour. Applied music is credited with 1 point for a one-half hour private lesson.	Lab hours are credited with 2.25 points per hour in all "C" and "L" courses, except for the following: Internship Courses, Co-op Courses, Practicum Courses, Preceptorship Courses, Clinical Courses (includes courses with title of clinical and/or hours identified as clinical), and ATF Courses which shall be credited at 2.0 points per hour	A practicum course is credited with 3 points per semester credit hour granted, provided one instructor is assigned to the course. When the same course requires additional lecture sections, each separate lecture credit hour is credited with 3 points per hour. Additional practicum sections of the same course are credited with 3 points per each equivalent semester hour value.	CBA 9/20/2022	Different
Broward					Unknown
Pasco	The following guidelines will be used for the purpose of calculating instructional hour equivalents: a. One College Credit; College Preparatory Credit; Dental Assisting, Practical Nursing, or Technical Credit lecture hour equals 1.0000 instructional hour equivalent. b. One science laboratory hour equals 0.7500 instructional hour equivalent. c. One Registered Nursing, Practical Nursing, Radiography, Dental Assisting, Dental Hygiene, or Emergency Medical Services or Technical Health laboratory hour, or clinical hour, equals 0.8750 instructional hour equivalent. d. One laboratory hour, including Art, Drama, and Theater, equals 0.6875 instructional hour equivalent. e. One hour of Music instruction equals 0.6667 instructional hour equivalent. f. One hour of Welding Technology instruction (includes lecture and laboratory) equals 0.8333 instructional hour equivalent. g. One laboratory or clinical hour, not included in b. through f. above, equals 0.5000 instructional hour equivalent.			Admin Rule 6HX19-3.07	Different

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Lab Points

School	Description of Lab Points	Detail	Detail	Source of Information	Bottom Line
Polk	Point allocation distribution 1. For college credit and Developmental Education course assignments a. In-person teaching—4 points per weekly course contact hour b. Course student supervision—generally— ☐ Directed Independent Study supervision—\$75/credit/student.	No Specific Reference to labs		Rule 2.03 Faculty Workload – Academic Accounting System and Department Coordination	Same

College	Labs/Clinicals
Hillsborough Community College	Lecture: 10 points (100%) Lab: 8 points (80%) Clinical: 8 points (50 min., 80%) 9.6 points (60 min., 96%)
Eastern Florida (EFSC)	equal
Broward College	equal
College of Central Florida	Equal
Chipolooa College	Equal + prep points
Florida SouthWestern State College	equal
Florida State College at Jacksonville (FSCJ)	equal (in load only)
College of Florida Keys (CFK)	multiplier labs (A 3 cr. Lecture/lab has 60 contact hours compared to a regular 3cr lecture which is 45 contact hours.)
Lake Sumter State College	Equal
Palm Beach State College	Lecture 3; Lab 2.25
Pasco-Hernando State College	labs: 0.75 Clinicals: 0.875
Pensacola State College	Lecture 60; lab 40;
Polk State College	Equal
St. Johns River State College (SJR)	Equal
St. Petersburg College (SPC)	multipliers ECH different for Lab, clinical or "C"
Seminole State	Equal
South Florida State College (not USF!_	Multiplier 1: 0.75
State College of Florida (Manatee-Sarasota) (SCF)	Equal
Tallahassee Community College (TCC)	Equal
Daytona State College, Gulf Coast State College, Indian River State College, Florida Gateway College, Miami Dade College, North Florida College, Northwest Florida State College, Santa Fe College, Valencia State College	No Response

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