



Union-Administration Joint Compensation Committee

Report and Recommendations

March 29, 2024

Overview

This document is a result of collaboration between faculty and administrators on the Joint Compensation Committee. It contains background information and a recommendation for policies regarding terms and conditions of employment for full-time faculty and is thus subject to collective bargaining with United Faculty of Florida.

Committee Formation

As a result of collective bargaining between Pasco-Hernando State College and United Faculty of Florida, a Memorandum of Understanding was signed in June 2023, which among other things, mandated the formation of a joint committee for “purposes of reviewing and analyzing compensation, load, contract expectations, or other relevant related issues.” See Appendix A.

The aforementioned MOU was signed in June 2023 and has the following stipulations:

1. Base salary increases for AY 2023-2024
2. A non-recurring payment for September 2023
3. Course development stipend increase for AY 2023-2024
4. Discretionary and contingent funding for nursing faculty for AY 2023-2024
5. With the exception of points 1,2, and 3, these increases and payments have no impact on overload, supplemental, or other compensation for AY 2023-2024
6. A joint committee will be formed to review and analyze compensation and other relevant issues. A report will be produced by March 29, 2024
7. If the state budget is rejected or the anticipated funding is reduced, then the parties will meet again to negotiate compensation for AY 2023-2024.

The state budget and PHSC funding were approved (7). The base salary increases, non-recurring payments, course development increases, and nursing funding all took effect at their appointed times (1, 2, 3, and 4). If approved, this committee's recommendations will not take effect until at least the beginning of the new fiscal year and the implementation of Banner (5). Moreover, these recommendations are subject to collective bargaining. Therefore, the committee's scope of work focused on the elements found in Paragraph 6 of the MOU.

Paragraph 6 of the MOU states:

Beginning in the Fall 2023 Semester, a joint committee will be formed with representatives from faculty and administration for purposes of reviewing and analyzing compensation, load, contract expectations, or other relevant related issues. Any future changes to compensation will be subject to collective bargaining requirements. Half of the committee will be appointed by the administration and half of the committee will be appointed by the union. The committee will meet at least three times in the Fall 2023 semester and will produce a report of their suggestions by March 29, 2024.

On September 5, 2023, Caitlin Gille, chief negotiator for UFF-PHSC, emailed the administrative team to start the process of convening the committee. In an email from September 14, 2023, Dr. Stan Giannet, Executive Vice President, Chief Academic Officer and College Provost, announced the committee members who would represent PHSC's administration. That same day, Mr. Brian Koji, chief negotiator for the administration, reached out to the union leadership to inform them of the selections from administration, and requested that they select their representatives for the committee. The full committee formed shortly after that and planned its first meeting.

Committee and Subcommittee Members

Union Representatives	Administration Representatives
Caitlin Gille, Associate Professor Natural Sciences (Co-Chair)	Dr. Dennis Feltwell, Provost, East Campus (Co-Chair)
Terri Everett, Instructor and Program Director Surgical Technology	Dr. Billie Gabbard, Dean Nursing and Health Programs
Julie Hendrickson, Professor Natural Sciences	Dr. Alysen Heil, Dean Workforce Development and CTE
Dr. Luz-Ayde Himelhoch, Professor Foreign Language	Teresa Montanez, Associate Vice President Human Resources
Kelly Potts, Assistant Professor Nursing	Dr. Breanna Perry, Associate Dean, E-Learning & Instructional Technology
Michael Sturdivant, Instructor Mathematics	Dr. Patricia Stewart, Associate Dean Nursing
Dr. Stacey Thomson, Professor Chemistry and Physical Science	Dr. Gerene Thompson, Assistant VP and Dean Arts and Sciences
Katie Thompson, Associate Professor Nursing	

During their work, the joint committee also formed two subcommittees:

Subject-Matter Expert (SME) Workgroup: Dr. Breanna Perry (Chair), Nikole Jorgensen-Zidar (Anatomy and Physiology), Curtis Scaglione (Information Technology), Jon Tietz (Information Technology), Dr. Daryle Wane (Nursing), Dr. Eddie Williams (Human Services), Maria Witherell (Associate Dean, Arts and Sciences); and

Deans' Workgroup: Dr. Gerene Thompson (Chair), Dr. Billie Gabbard, Dr. Alysen Heil.

Committee Meetings

The full joint committee met six times during AY 2023-2024: November 3, November 21, January 19, February 23, March 15, and March 27.

During its first meeting, the committee deliberated on its scope and prioritized issues that need to be addressed. It was decided that committee would focus on these four areas:

- Multipliers for clinical/lab sections
- Course load calculations
- Nursing/Workforce base salary
- Online course SME/Reviewer compensation

It was agreed that the Academic Deans would begin working on a proposal that relates to these clinical/lab multipliers, load calculations, and nursing/workforce salaries. A subcommittee was also formed to propose compensation recommendations for online SME and reviewers.

Background Information

History

Relevant discussions regarding the faculty compensation structure date back to 2016. At that time, the first working group did not find enough data from other Florida College System (FCS) schools to address the multipliers. After the faculty voted to form a union in 2018, this conversation transitioned into a subject for collective bargaining. In late 2019, this work commenced again with a cadre of faculty and administrators called the Compensation Structure Research Work Group. However, their work paused in late February 2020, when the COVID-19 pandemic forced all parties to turn their efforts to remote learning and social distancing.

Since then, the original Compensation Structure Research Work Group experienced several departures and retirements. Additional federal and state legislation also provided funding for supplementing decreases in enrollment and encouraging retention for nursing faculty and other key disciplines. At the same time, PHSC also attempted to implement a new ERP called

Anthology. Unfortunately, that process did not succeed, and another vendor needed to be found. Now, the College is preparing for the full integration of Ellucian Banner.

The Collective Bargaining Agreement (CBA) between the PHSC Board of Trustees (DBOT) and the PHSC Chapter of United Faculty of Florida (Union) was ratified in November of 2023. The CBA is in place but because it expired in June 2023 it is now eligible for re-negotiation. Prior to the ratification, the MOU to form the Joint committee was signed.

Academic Programs and Academic Divisions

PHSC offers college credit programs, which count towards associate or bachelor's degrees, and career certificate programs, also called technical credit or clock-hour programs. Credits earned towards associate or bachelor's programs can be transferred to universities. PHSC has three academic divisions: Arts and Sciences, Nursing and Health Programs, and Workforce Development and Career and Technical Education. The Division of Arts and Sciences offers the Associate in Arts degree (AA) solely for college credit, although they have multiple pathways under the aegis of the AA. Nursing and Health Programs and Workforce Development include both college credit and technical credit programs.

Multipliers and Load Calculations

As a result of various historical practices, college faculty across the country are sometimes compensated at a lower rate per contact hour with students for clinical and laboratory courses. The practice of using "multipliers" for clinicals and laboratories varies among colleges across the country and within Florida. Additionally, the number of credit hours students earn for courses does not always equal the number of hours in class. Students credit hours usually correspond to one hour per week in class for lectures/theory classes, may correspond to 2 or 3 hours of contact with the instructor for other types of courses, such as laboratories, clinicals, music instruction, or other types of classes.

Course load for full-time faculty at PHSC is defined in Board Rule 6HX19-3.07. (See Appendix B). As course load is subject to collective bargaining, the District Board of Trustees cannot change this policy unilaterally.

The Board Rule defines the instructional hour equivalent as "an artificial unit of measure which does not necessarily correspond to credit hours, lecture hours, laboratory hours, clinical hours, or contact hours." Some college credits are paid at 1.0 instructional hour equivalent (Section a), others are paid at three-quarters (b) or even two-thirds (e) of the instructional hours. The multipliers vary from 0.6667 for music instruction to 0.875 for clinicals in health programs.

The Board Rule also includes a range of instructional hours for load (225-400 for college credit and 300-360 for technical credit) and only provides supplemental pay for course enrollments once the load has been achieved. The combination of the multipliers and supplemental

contracts only being issued for enrollments beyond the minimum instructional hours creates inequity among faculty and additional work for deans and provosts.

Many full-time faculty meet their teaching load by teaching 5 three-credit sections in a variety of modalities: face-to-face, remote, online, or hybrid. For lectures, 15 credits would be 225 hours per semester (15 hours per week x 15 weeks per semester). Online and remote courses are considered equivalent to face-to-face lectures for purposes of calculating load.

Faculty teaching courses with multipliers will have more “contact hours” with students in order to reach the 225 instructional hour equivalents. Additionally, there are some situations in which a faculty member is teaching more than fifteen credits but is not compensated for overload because the credits do not add up to fifteen exactly. For example, some instructors teach only four-credit courses because those sections are the only options in their disciplines. In mathematics, multiple-credit courses also create a strong possibility that an instructor might have a schedule that exceeds their load obligations with no overload compensation. Because the additional credit(s) are not separate enrollments, no supplemental contract is issued by the college.

Multipliers also increase administrative work for deans and provosts who may need to find more classes for an instructor and require extra travel for faculty who must travel to other campuses to meet their contractual load. Those situations might also increase costs to the college if in-district travel must be compensated for the faculty member.

The payment structure is complicated by limitations in our legacy system (CSRS). The schedule is entered into CSRS, and departments manually add the multiplier based on the payment policy set forth in the Board Rule. Typically, the system allows for supplemental payments, but faculty cannot be paid on excess hours. So, a Spanish professor who teaches four four-credit courses to meet their teaching load works an extra hour with no overload payment. In other words, this faculty member is not compensated for the 16th credit because the college will only write supplemental contracts for course enrollments. Meanwhile, a music performance instructor could need more than 22 sections to meet their teaching load, and still would not be compensated for the excess hours for the same reason.

There is a potential solution with the imminent arrival of the Ellucian Banner system, although the details are unknown at this time. The Joint Compensation Committee strongly recommends that any approved suggestions be implemented into the new system.

Besides the new Banner system, PHSC is embarking on two processes in the coming months. The first is our annual budget development, where we deliberate on the allocation of funding where it will have the greatest impact. The second is the collective bargaining negotiations, which will commence now that the current agreement has expired. With these forthcoming

events, Pasco-Hernando State College has the opportunity to address these complex and systemic compensation challenges that have been part of the institution for several decades.

Committee Discussions

Throughout their work, the faculty and administrators on the Committee unanimously agreed that the multipliers created disruptions for both salary and load. The committee agreed that all instructional hours should be compensated at a 1:1 ratio with no multipliers in any course type (lecture, lab, clinical, rehearsal, etc.). Similarly, technical credit hours would also be paid at 1:1. This method would eliminate the multipliers as outlined in Board Rule 6HX19-3.07. (1. a-g.).

To address the issue of course loads that do not add up to 15 credits, the committee discussed teaching load to be set at a minimum of 225 instructional hours for the semester for college credit programs and 300 for technical credit programs (and not include the maximum). For college credit programs, a “15-credit load” (equivalent of 15 lecture credits to student, no multipliers for instructional hours for faculty) would equal 225 hours for the semester (15 hours x 15 weeks for the semester). All hours exceeding 225 would be paid as overload, even if not part of a separate enrollment. Combined with the elimination of the multipliers, this would ensure that faculty are compensated for all hours with students.

Both recommendations result in an increase in overload pay to full-time faculty and are accompanied by an increase in overload budget. Additionally, adjunct pay would increase if instructional hours are all equivalent and multipliers are eliminated.

For technical credit courses, there was discussion that the teaching load also be set at 225 instructional hours to match college credit programs. However, there were concerns that a drastic reduction in load requirements for technical credit courses would create additional budgetary concerns. Ultimately, the committee decided to rank the priorities. All committee members agreed to the language for Board Rule 6HX19-3.07 (see Appendix C).

Additionally, some committee members also noticed that the instructional hours are not listed consistently in PHSC’s Master Course Outlines (MCO), which are available on the intranet. At the same time, they are not listed consistently on our public-facing resources (e.g., course catalog, course schedule, etc.), either. Therefore, the committee recommends an update to these resources so that all instructional hours (in addition to credit hours to students) are clearly visible in the course descriptions and MCOs. This information should also be standard in Simple Syllabus, since PHSC can apply global changes there. Given the various conversions between credit hours to students and instructional hours, having a clear repository of instructional hours would avoid confusion.

In summary, eliminating the multipliers would make instructional hours actual instead of “artificial,” as defined in the Board Rule (1). With the appropriate hour threshold (225 for college credit and depending on the budget, 225 or 300 technical credit) full-time faculty can be compensated for their instructional hours with students. Depending on the capabilities of

Ellucian Banner, Banner could ensure that overload hours will be paid whether they are remainders of lecture course that counts toward load, a performing arts block, or a lab/clinical section as an overload. As stated elsewhere, these proposed changes are subject to Board Rule revision and collective bargaining.

Appendix D contains some examples of course load calculations, comparing the overload compensation under the current practice to the recommended changes. Appendix E lists the approximate number of faculty affected by the recommended changes.

There was some discussion about instructor/coordinator positions in Workforce Development Division. These positions are not part of the bargaining unit as they do not have a 162-duty day contract. Those positions are not considered here. There are two full-time faculty in the Welding program who are in the bargaining unit and Appendix E includes calculations for them.

Online Course Development: Subject-Matter Expert and Reviewer Compensation

The SME/Reviewer Compensation Subcommittee held two meetings and proposed a three-tiered compensation structure that corresponds to the expected amount of work that will be invested toward the development of the course. The full Classification Plan and Salary Schedule for SME requirements and peer reviewer(s) is found in Appendix F. The proposed MOU for Subject-Matter Experts for AY 2024-2025 is found in Appendix G. The key points relating to compensation include:

Tier One – Existing Course is Updated/New Online Course is Developed

- **Level 1:** Course development follows SME requirements listed above. SME provides organization and manipulation of course content due to new publisher provided materials, and/or minor textbook changes due to new edition. Compensation is \$275.
- **Level 2:** Course development meets Level 1 requirements, and SME adds new content (open educational resources (OER), web resources, multimedia elements, SME-developed content, and/or publisher content) in some parts of the course. Compensation is \$550.

Tier Two – New Online Course is Developed with SME Content/Existing Online Course is Overhauled with SME Content Added to Every Module

- **Level 3:** Course development follows SME requirements listed above. New Online Course is developed, or Existing Online Course is overhauled by SME, using open educational resources (OER), web resources, multimedia elements, SME-developed content, and/or publisher content in over half the course. Compensation is \$1100.
- **Level 4:** Course development meets Level 3 requirements, and SME adds some new content (open educational resources (OER), web resources, multimedia elements, SME-developed content, and/or publisher content) in every module of the course. Compensation is \$1320.

- **Level 5:** Course development meets Level 3 requirements, and SME replaces or develops all new multimedia elements and/or OER content in every module of the course. Compensation is \$1650.

Tier Three – Peer Review

- Peer Reviewer submits the Peer Review Form online, completing a full review of the model course content and structure, validating alignment of objectives and content, and providing detailed feedback to the SME. Peer Reviewers work together with EIT and the SME to clarify and discuss model course feedback for final revision and edits. Compensation is \$100 per reviewer.

Furthermore, the subcommittee recommended using two reviewers for courses that apply to Tier Two, starting with AY 2024-2025. The proposed Classification Plan and Salary Schedule and recommendation to use two reviewers were received enthusiastically and approved unanimously by the committee.

Future discussions should also include adding another category for a Quality Matters (QM) Review or a course that meets QM review standards. A stipend could also be added for faculty achieving a QM certification, either during a course-building process or separate from it.

Summary of Committee Recommendations

The Faculty Compensation Committee recommends the following courses of action, in order of priority:

1. Eliminate the multipliers in Board Rule 6HX19-3.07 and set course load based on a minimum number of instructional hours per semester. Provide clear, consistent statement of instructional hours across all college resources
2. Implement the three-tiered compensation structure for Subject-Matter Experts and add Reviewer compensation for those working in online course development.
3. Align technical credit programs to college credit hours programs and require 225 instructional hours as load

All of these recommendations are subject to the collective bargaining process.

Conclusion

From the faculty co-chair:

There will always be inequities in workload for faculty. The amount of preparation and grading time will differ between disciplines, courses, and instructor. The recommended load calculation is based on contact with the student but a faculty member must spend hours preparing and grading for each class. Classes that include a lot of written work require the faculty member to spend many hours outside of class grading. Classes in disciplines that evolve rapidly may require more preparation time to update content.

The apparent disparity among faculty in different disciplines is exacerbated by the multipliers, which this committee has addressed through its proposed elimination of those multipliers.

The SME changes recommended by the subcommittee are a result of productive collaboration and communication among the administration and faculty. The clarification and flexibility provided will benefit both administrators and faculty and were well-received by the committee.

The co-chairs thank all members of the committee for providing input, research and discussion to reach a recommendation for changes to compensation as outlined in the MOU.

APPENDIX A- Compensation MOU 2023-2024

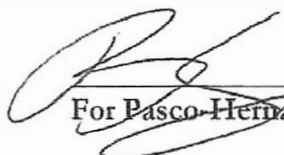
MEMORANDUM OF UNDERSTANDING

Pasco-Hernando State College and the United Faculty of Florida, representing the employees in the bargaining unit established in PERC Certification 1930, hereby enter this Memorandum of Understanding. Contingent on the state budget passing and PHSC receiving the currently anticipated state funding, the parties agree as follows:

1. For Academic Year 2023-2024, full-time faculty will receive a 5% increase to their current salary. Faculty who began after January 1, 2023 will receive a 2.5% increase.
2. In September 2023, full-time faculty will receive a one-time 2% non-recurring payment.
3. Beginning with Academic Year 2023-2024, the rates applicable to course development will be increased by 10% for each level.
4. If the College receives additional funding, the College may, at its discretion, elect to continue to pay nursing faculty up to a \$10,000 stipend for Academic Year 2023-2024 for purposes of recruitment and retention. If paid, this amount will be prorated for faculty hired after the start of the academic year.
5. With the exception of the course development increases, the compensation increases and one-time payment set forth in this Memorandum are only effective for base compensation, and shall have no impact on any overload, supplemental, or other compensation earned or paid for the 2023-2024 Academic Year.
6. Beginning in the Fall 2023 Semester, a joint committee will be formed with representatives from faculty and administration for purposes of reviewing and analyzing compensation, load, contract expectations, or other relevant related issues. Any future changes to compensation will be subject to collective bargaining requirements. Half of the committee will be appointed by the administration and half of the committee will be appointed by the union. The committee will meet at least three times in the Fall 2023 semester and will produce a report of their suggestions by March 29, 2024.
7. In the event the state budget is rejected or the College does not receive the currently anticipated funding from the budget, the parties will meet to negotiate compensation for Academic Year 2023-2024.


For the United Faculty of Florida

6/6/2023
Date


For Pasco-Hernando State College

June 5, 2023
Date

APPENDIX B- Board Rule 6HX19-3.07

6HX19-3.07 FACULTY TEACHING LOADS AND SUPPLEMENTAL CONTRACT PAYMENTS

The purpose of this Board Rule is to establish Board policy regarding faculty teaching loads and supplemental contract payments.

The following guidelines will apply when computing faculty teaching loads and determining when to pay full-time faculty members on a supplemental contract basis.

1. An instructional hour equivalent is an artificial unit of measure which does not necessarily correspond to credit hours, lecture hours, laboratory hours, clinical hours, or contact hours. An instructional hour equivalent is used for the purpose of calculating full-time teaching loads and payment of supplemental contracts except where indicated.

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.
2. A full-time faculty member's load, teaching college credit courses will be calculated as follows:

**6Hx19-3.07
Faculty Teaching Loads and Supplemental
Contract Payments**

- a. For Terms I and II, instructors will teach no less than 225 instructional hour-equivalents and no more than 400 instructional hour equivalents.
 - b. Once the full-time load range has been achieved by an instructor, any additional courses will be taught on a supplemental contract basis.
3. A full-time faculty member's load, teaching technical credit courses will be calculated as follows:
- a. For Terms I and II, instructors will teach no less than 300 instructional hour equivalents and no more than 360 instructional hour equivalents.
 - b. Once the full-time load range has been achieved by an instructor, any additional courses will be taught on a supplemental contract basis.

Procedures established by the President to implement this Board Rule are contained in Internal Management Memorandum #3-22 *Faculty Workloads and Supplemental Contract Payments*.

Rule Adopted: 8/16/73; 6/16/75; 8/25/75; 4/25/77; 2/20/78; 8/20/79;
9/17/79; 11/19/79; 12/17/79; 1/14/80; 6/15/81; 3/19/84;
12/19/8; 4/10/90; 2/24/98; 3/23/99; 9/24/02; 6/15/04;
■09/02/08; 05/19/09

Effective Date: 8/16/73; 7/7/75; 10/7/75; 5/19/77; 2/20/78; 8/20/79; 9/17/79;
11/19/79; 12/17/79; 1/14/80; 6/15/81; 3/19/84; 12/19/88;
4/10/90; 2/24/98; 3/23/99; 9/24/02; 6/15/04; ■09/02/08;
05/19/09

Reviewed:
President's Administrative Leadership Team – Non-Substantive/Editorial 6/11/18

Legal Authority:

General Authority: Florida Statutes: 1001.64; 1001.65; 1012

Other References:

Law Implemented: Florida Statutes: 1001.64(1)(2)(4)(18)((43)(44);
1001.65(1)(3)(16)(24); 1012.82; 1012.83

Proposer: Timothy L. Beard, President

6Hx19-3.07

**Faculty Teaching Loads and Supplemental
Contract Payments**

- President's Cabinet Approval – Non-Substantive/Editorial

APPENDIX C- Recommended Language for Board Rule 6HX19-3.07

(Subject to Collective Bargaining)

FACULTY TEACHING LOADS AND SUPPLEMENTAL CONTRACT PAYMENTS

The purpose of this Board Rule is to establish Board policy regarding faculty teaching loads and supplemental contract payments.

The following guidelines will apply when computing faculty teaching loads and determining when to pay full-time faculty members on a supplemental contract basis.

1. An instructional hour equivalent is a unit of measure which corresponds to credit hours, lecture hours, laboratory hours, clinical hours, or contact hours. An instructional hour equivalent is used for the purpose of calculating full-time teaching loads and payment of supplemental contracts.

The following guidelines will be used for the purpose of calculating instructional hour equivalents:

- a. All instructional hours (lecture, laboratory, theory, clinical or clock) will count towards load as one hour.
 - b. The number of instructional hours for each course will be listed in the Master Course Outlines (intranet), Simple Syllabus, Course Catalog, and Course Descriptions in the Course Schedule on the College's website.
-
2. A full-time faculty member's load will be calculated as follows:
 - a. For full-time faculty members teaching college credit courses, load will be 225 instructional hours for Term I and Term II. Any additional instructional hours will be compensated at the overload rate for college credit courses.
 - b. [DEPENDING ON BUDGET CONSIDERATIONS] For full-time faculty members teaching technical credit courses, load will be 300 instructional hours for Term I and Term II. Any additional instructional hours will be compensated at the overload rate for technical credit courses.

APPENDIX D: Examples of Supplemental Pay for Faculty

Definition: An instructional hour equivalent is a unit of measure which corresponds to credit hours, lecture hours, laboratory hours, clinical hours, or contact hours. An instructional hour equivalent is used for the purpose of calculating full-time teaching loads and payment of supplemental contracts.

Hourly rate for supplemental pay= # of Instructional Hour x Hourly Rate for faculty overload

Arts and Sciences

Course #	Course Title	Total Instructional Hours	Multiplier	Load Calculation with Multiplier	Without Multiplier
SPN 1120	Beginning Spanish I	60	1	60	60
SPN 1120	Beginning Spanish I	60	1	60	60
SPN 1120	Beginning Spanish I	60	1	60	60
SPN 1121	Beginning Spanish II	60	1	60	60

Sum 240 240

Hours beyond 225 are not a separate enrollment, currently no overload payment

<i>Additional Overload Hours</i>	<i>(240-225)</i>	<i>15</i>
<i>Additional Overload Payment</i>	<i>(15*45)</i>	<i>\$675</i>

Course #	Course Title	Total Instructional Hours	Multiplier	Load Calculation with Multiplier	Without Multiplier
BSC 1085	Human Anatomy and Physiology	45	1	45	45
BSC 1085L	Human Anatomy and Physiology Lab	30	0.75	22.5	30
BSC 1085L	Human Anatomy and Physiology Lab	30	0.75	22.5	30
BSC 1085	Human Anatomy and Physiology	45	1	45	45
BSC 1085L	Human Anatomy and Physiology Lab	30	0.75	22.5	30
BSC 1085L	Human Anatomy and Physiology Lab	30	0.75	22.5	30
BSC 1020	Human Biology	45	1	45	45

Sum 225 255

<i>Additional Overload Hours</i>	<i>(255-225)</i>	<i>30</i>
<i>Additional Overload Payment</i>	<i>(30*45)</i>	<i>\$1,350</i>

Course #	Course Title	Total Instructional Hours	Multiplier	Load Calculation with Multiplier	Without Multiplier
MUL 1110	Music Appreciation	45	1.00	45	45
MUL 1100	Music Appreciation	45	1.00	45	45
MUT 1121	Music Theory	45	1.00	45	45
MUN 1310	Choir	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15
MVV 1411	Applied Lesson	15	0.67	10	15

225 270

Currently with the multiplier Music faculty require more courses to meet load 225

Additional Overload Hours (270-225) 45

Additional Overload Payment (45*45) \$2025

Nursing and Health Programs Examples

Credit Courses

Theory courses generally are team taught. If they are not team taught, then faculty would receive full instructional hours.

Course #	Course Title	Total Instructional Hours	Multiplier	Load Calculation with Multiplier	Without Multiplier
NUR 1211	Adult I Nursing (67.5 total/2 if team taught)	33.75	1	33.75	33.75
NUR 1211L	Adult I Nursing Clinical	232.5	0.875	203.44	232.5

Sum 237.19 266.25

237.19 is within the 225-400 range, currently no overload payment

Additional Overload Hours (266.25-225) 41.25

Additional Overload Payment (41.25*45) \$1,856.25

Technical Credit Courses

Theory courses generally are team taught. If they are not team taught, then faculty would receive full instructional hours.

Course #	Course Title	Total Instructional Hours	Multiplier	Load Calculation with Multiplier	Without Multiplier
PRN 0204	Medical Surgical Nursing I (90 total/2 if team taught)	45	1	45	45
PRN 0204L	Medical Surgical Nursing I Clinical	165	0.875	144.375	165
PRN 0205	Medical Surgical Nursing II (75 total/2 if team taught))	37.5	1	37.5	37.5
PRN 0205L	Medical Surgical Nursing II Clinical	165	0.875	144.375	165
Sum				371.25	412.5

Additional Overload Hours if 225 required (412.5-225) 187.5

*Additional Overload Payment (187.5*45) \$8,437.50*

Additional Overload Hours if 300 required (412.5-300) 112.5

*Additional Overload Payment (112.5*45) \$5,062.50*

Workforce Development and Career & Technical Education

Course #	Course Title	Total Instructional Hours	Multiplier	Load Calculation with Multiplier	Without Multiplier
PMT0090	Welding 1	400	0.833	333.2	400
PMT0091	Welding 2				

Hours beyond 300 are not a separate enrollment, currently no overload payment

Additional Overload Hours if 225 required (400-225) 175

*Additional Overload Payment (175*29) \$5,075.00*

Additional Overload Hours if 300 required (400-300) 100

*Additional Overload Payment (100*29) \$2,900.00*

APPENDIX E- Summary of Affected Faculty by Division and Discipline

Arts and Sciences

Faculty in the following disciplines often (though not always) experience load or salary differences based on the current practices:

- Mathematics, due to different courses at varying credit-hours (19 FT Faculty)
- Natural Sciences, due to multipliers currently applied to laboratory courses (13 Faculty)
- Chemistry/Physical Science, also due to multipliers for laboratory courses (5 Faculty)
- Foreign Language (1 FT faculty)

In addition, Faculty in these disciplines always experience load or salary differences:

- Music (1 FT Faculty)
- Dance (0 FT Faculty at Present)

Total affected Arts and Sciences Faculty: 39

Nursing and Health Programs

College Credit programs

- Nursing faculty in the ADN program (14 FT faculty)
- Nursing faculty in the BSN program (3 FT faculty)
- Dental Hygiene (2 FT faculty)
- Radiography (2 FT faculty)
- Surgical Technician (2 FT faculty)
- EMS (Paramedic- credit program)- 3 FT faculty
- Social and Human Services- 1 FT faculty

Technical Credit Programs

- Emergency Medical Technician/Firefighter Program (1 FT Faculty)
- Practical Nursing (1 FT Faculty, with 5 vacancies)
- Technical Health (Medical Assistant) (0 FT Faculty at Present, 1 vacancy)
- Dental Assistant (0 FT Faculty at Present, 1 vacancy)

Total affected Nursing and Health Programs Faculty: Currently, there are 27 FT faculty in College Credit programs and 2 FT faculty with a potential maximum of 9 FT faculty in technical credit programs after filling the vacant positions.

Workforce Development and Career and Technical Education

Technical Credit Programs

- Welding instructors (2 FT faculty)

APPENDIX F- RECOMMENDED Online Course Classification Plan and Salary Schedule

Pasco-Hernando State College
Classification Plan & Salary Schedules Overload/Adjunct
2024-2025
Instructional Rates Effective Fall 2024 (2025-1)
AS RECOMMENDED BY JOINT COMMITTEE

Distance Learning Course Development
Subject Matter Experts (SME)

SME requirements for all payment levels	
Content follows best practices in online teaching and learning as outlined in the ID Review Rubric and Peer Review Rubric	<input type="checkbox"/>
Content submitted by SME meets accessibility requirements	<input type="checkbox"/>
Content is varied and addresses multiple learning styles	<input type="checkbox"/>
Content includes multimedia elements such as presentations and videos	<input type="checkbox"/>
Assignments and Discussions include Canvas Rubrics	<input type="checkbox"/>
Course is developed to address Regular & Substantive Interaction (RSI) student-to-instructor interaction and student-to-student interaction throughout the course	<input type="checkbox"/>

Tier 1 Existing online course is updated/New online course is developed	
<p>Level 1: Course development follows SME requirements listed above. SME provides organization and manipulation of course content due to new publisher provided materials, and/or minor textbook changes due to new edition.</p> <p>Level 2: Course development meets Level 1 requirements, and SME adds new content (open educational resources (OER), web resources, multimedia elements, SME-developed content, and/or publisher content) in some parts of the course.</p>	<input type="checkbox"/> Level 1 pay \$275.00 <input type="checkbox"/> Level 2 pay \$550.00

Tier 2 New online course is developed with SME content/Existing online course is overhauled with SME content added to every module	
<p>Level 3: Course development follows SME requirements listed above. New Online Course is developed, or Existing Online Course is overhauled by SME, using open educational resources (OER), web resources, multimedia elements, SME-developed content, and/or publisher content in over half the course.</p> <p>Level 4: Course development meets Level 3 requirements, and SME adds some new content (open educational resources (OER), web resources, multimedia elements, SME-developed content, and/or publisher content) in every module of the course.</p> <p>Level 5: Course development meets Level 3 requirements, and SME replaces or develops all new multimedia elements and/or OER content in every module of the course.</p>	<input type="checkbox"/> Level 3 pay \$1,100.00 <input type="checkbox"/> Level 4 pay \$1,320.00 <input type="checkbox"/> Level 5 pay \$1,650.00

Tier 3 Peer Review	
<p>Model Online Course content is reviewed using the Peer Review Form Peer Reviewer submits the Peer Review Form online, completing a full review of the model course content and structure, validating alignment of objectives and content, and providing detailed feedback to the SME. Peer Reviewers work together with EIT and the SME to clarify and discuss model course feedback for final revision and edits.</p>	<input type="checkbox"/> \$100

APPENDIX G- Memorandum of Understanding for Subject-Matter Experts

PASCO-HERNANDO STATE COLLEGE

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is intended to establish and clarify the respective rights and responsibilities of the District Board of Trustees of Pasco-Hernando State College and the Subject Matter Expert (SME) relating to content provided by the SME for the Model Course named below.

The College is the sole and exclusive owner of said Model Course and any and all rights thereto, including the right to use, distribute, sell or make available as part of the Statewide Distance Learning Catalog, and to copyright.

The SME acknowledges that the compensation paid by the College is sufficient to compensate the SME for the value of the content provided. Refer to the College Classification Plan and Salary Schedule under the Distance Learning Course Development section for current compensation rates. The SME waives any further claim to compensation, including a share or portion of royalties or other fees received through distribution of the Model Course, other than for service as an instructor of the Model Course in accordance with existing College policies.

The SME cannot produce, reproduce, duplicate, copy, or use any portion of the course that the SME did not provide, without written permission from the College.

The SME further agrees that in preparing and providing content, and/or developing curriculum that the SME has not and/or will not violate any copyright or patent laws and that appropriate attribution will be given and all permissions required under applicable laws for use of any material included in the curriculum have been obtained in writing and all said permissions are the sole and exclusive property of the College except as may otherwise be provided in this agreement or in a separate agreement between the College and the SME.

To ensure a high-quality online course is developed, reviewed, and ready to be offered by the intended launch date, the SME must complete the following items in a timely and coordinated manner based on the course development process. All items, tasks, and deadlines apply to new online courses and online courses needing revisions. It is the responsibility of the SME to meet the requirements below to complete the course development process:

1. Work collaboratively with an assigned Instructional Designer (ID) who will provide instructional design assistance, Canvas support, technical training, project management, and online pedagogical support.
2. Access the Canvas course shell or course content plan to create, upload, edit, and preview course content.
3. Maintain open communication with the assigned ID throughout the development process to communicate any delays, concerns, issues, or problems that may affect the timely delivery of the course.
4. Provide, create, or work with the EIT team to find accessible resources and materials in the development of the online course.
5. Develop course content in the timeline identified below:
 - a. Development Point 1 (estimated duration 3-4 weeks) – Due Date: _____
 - Deliverables: 10% of instructional content (kick-off meeting, content plan, course design and structure outline, alignment of outcomes and summative assessments)
 - b. Development Point 2 (estimated duration 3-4 weeks) – Due Date: _____
 - Deliverables: 40% of instructional content (e.g., assignments, discussions, assessments, lectures), and accessibility issues resolved
 - c. Development Point 3 (estimated duration 3-4 weeks) – Due Date: _____
 - Deliverables: 100% of instructional content (e.g., assignments, discussions, assessments, lectures), and accessibility issues resolved
 - d. Development Point 4 (estimated duration 2-3 weeks) – Due Date: _____
 - Deliverables: course review feedback implemented, and course finalized
6. Provide expertise or answer questions around the design of instructional materials or assignments as other faculty teach the course. This does not include updating dates or the syllabus each semester it's taught.
7. Communicate with publisher regarding integrations and course materials as needed.

Orig: Chief Academic Officer
Cc: Associate Dean of E-Learning and Instructional Technology
Subject Matter Expert

PASCO-HERNANDO STATE COLLEGE

MEMORANDUM OF UNDERSTANDING

Making a firm time commitment is critical to the successful build of high-quality online courses and allows the E-Learning and Instructional Technology (EIT) Department to coordinate resources to support the collaborative build. To assist with this process, EIT will provide the following services before and during the build of the online course:

- 1. Knowledge and expertise in the basics of research-based online course design, such as pedagogy and accessibility requirements.
2. Training for faculty to create, edit, upload and preview course materials in Canvas.
3. Assistance with the integration and use of selected technology tools and digital materials.
4. Identification of course design tools to assist faculty in course development including but not limited to; effective learning strategies related to instructional design, current assessment tools, and instructor/student interaction techniques.
5. Access to online course templates, relevant public domain tools, and materials.
6. Finalization and archiving of all course documents and materials.

Communication is key to successfully developing and launching a course on time. In the event of a missed deadline, the following communication protocol will be followed:

- 1. The Associate Dean of EIT will contact the SME by email to notify the missed deadline with a required response date (typically 1-2 business days).
2. If a response is not received from the SME, the Associate Dean of EIT will notify the appropriate Academic Dean to intervene to ensure the course development stays on schedule.

Once the communication is reestablished, the SME will have five days to get back on schedule. A course that falls behind for more than five days will be put on hold until the SME can commit the time and resources to develop the course.

Model Course Number and Title: _____

Name of Subject Matter Expert: _____

*Proposed Course Development Level: _____

*Signature of Subject Matter Expert: _____ Date: _____

Associate Dean of E-Learning and Instructional Technology: _____ Date: _____

Recommend Approval: Division Dean _____ Date: _____

Recommend Approval: Chief Academic Officer: _____ Date: _____

Signature of College President: _____ Date: _____

*Proposed Course Development Level: I understand that the proposed payment level, based on the Salary Schedule, is subject to change based on meeting all expectations of the agreed upon course development level and online course quality standards.

*SME Signature: I understand that building an online course requires a commitment of time and effort. The commitment may involve a typical 4-6 hours each week over the build timeline to include time for collaborating with the Instructional Designer and creating, editing, and finalizing instructional materials and activities.

Orig: Chief Academic Officer
Cc: Associate Dean of E-Learning and Instructional Technology
Subject Matter Expert