



September 11, 2017

Dear President Romali and Board of Trustee Members:

We would like to inform you of an ongoing issue that affects many faculty at our College who prep, teach, and maintain lab courses at both LAC and PCC.

Currently, our lab faculty are paid .75 lecture hours for teaching lab courses, yet, the college **is fully funded from the state for ALL of our laboratory courses offered because funding is determined by student contact hours**. Many of these courses are extensive labs which require additional class preparation, one-on-one instruction time with students, implementation of lab safety, and best practice support. Faculty know that the hands-on and 'diverse' teaching deliveries of lab courses are 'equivalent' to that of a traditional lecture.

Many of our peer institutions such as Cerritos College, Santa Monica City College, and Saddleback College have begun to recognize such "teaching labs" as extensive and have granted full lab parity to various disciplines. Saddleback College describes their extensive labs as "formally organized labs" and in 2015, Cerritos College faculty worked with their administration to approve an Extensive Lab Committee to review, identify, and approve designated lab courses and improve lecture/lab parity.

For example, the Life Science Department at LBCC operated at an efficiency percentage of 145% during the Spring 2015 semester, reflecting the high number of FTES the department brought and continues to bring into the College. Yet faculty, who often *over enroll* their courses in order to accommodate the high demand (i.e. Pre-Nursing Students), are paid *less* for these required courses than the corresponding lecture courses.

Extensive lab preparation and in-class instruction includes the following tasks:

- The instructor is solely responsible for the 'active' delivery of the curriculum using similar methodologies as lecture in addition to kinesthetic and/or active learning techniques.
- The instructor is responsible for the development of their laboratory curriculum, creating Student Learning Objectives, and updating lab exercises for their Course Outline of Record(s).
- Lab instructors create/organize and oversee field trips which often generate lab reports that are graded with feedback by the instructor.
- Lab instructors often create individualized lab manuals and/or laboratory course packets which may include instructions for each lab performed, review questions, guidelines, safety protocols, and laboratory report templates.
- Extensive labs are not 'open labs'; these labs give students an opportunity to engage in *more contact* with their lab instructors and receive feedback on their lab activities.

Faculty charged with teaching these lab courses are preparing students to enter and be successful in a diversity of careers, technical trade careers, as well as four year universities.

Lab faculty's professional qualifications and commitment are tied to our students' academic success; yet they continue to be paid *less* for their work in lab courses than in lecture courses.

In an effort to support our faculty, and by extension our students, we ask that you consider improving the lecture/lab parity at our College. Our faculty are contributing 100% of their time and work toward student success in these courses; their compensation should reflect this commitment.

Lastly, our faculty would like to voice that the learning environment within our labs are just as effective as methodologies presented in lecture. Our lab faculty work extensively both inside and outside of the laboratory in order to "prep" their labs, **and yet faculty are still paid at the 0.75 rate while the district is fully funded for these laboratory courses.**

Sincerely,

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