

Non-Faculty Compensation

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Today's Topics

- ▶ Total Compensation Framework
- ▶ Skidmore's Compensation Practices
- ▶ Ranges
- ▶ Next Steps
- ▶ Questions and Answers



Skidmore College affirms the importance of each employee's contribution to its educational mission and accordingly is committed to providing appropriate compensation – the combination of direct pay and benefits – to everyone who works at the College.

Notes

Total Compensation Framework

SKIDMORE COLLEGE TOTAL COMPENSATION FRAMEWORK

Fall 2003

Skidmore College affirms the importance of each employee's contribution to its educational mission and accordingly is committed to providing appropriate compensation – the combination of direct pay and benefits – to everyone who works at the College. This commitment is grounded in two principles: First, Skidmore College adheres to basic values of fairness and equity (both internal and external) in the workplace. Second, the College can fulfill its mission only by hiring and retaining members of its faculty, staff, and administration who are capable of meeting the highest standards of performance and are motivated to do so.

The College also strongly believes that working at Skidmore should be rewarding not only because of compensation but also because of

- the advantages of association with a vibrant liberal arts college noted for its unique sense of community,
- the nature of the work itself,
- working conditions,
- opportunities for continuing education and professional development,
- educational opportunities extended to dependents, spouses, and domestic partners,
- where possible, opportunities for career advancement within the College, and
- opportunities to participate in institutional governance.

For these reasons, the College will strive both to maintain externally competitive and internally equitable levels of compensation and to consider other factors affecting job satisfaction in strategic planning, in budgeting, and in other areas of institutional decision-making.

To address issues of compensation, the College will identify overall goals for compensation and then develop specific targets for the discrete elements of total compensation for different employment categories and, in some cases, for individual positions. In establishing such targets, the College will take account of appropriate external benchmarks while attending to considerations of internal equity. The College will also aim to provide individual choices, where possible, for managing health and welfare benefits. Targets for both salary and benefits will be reviewed regularly and modified as necessary. The College will also regularly explore alternative approaches to benefits. Such decisions will necessarily be informed by constraints on resources and other budgetary considerations. In all cases, the Board of Trustees retains final authority to approve budgetary principles, as well as annual budgets and projected expenditures.

This total compensation framework is predicated on the ideas that the community spirit of the College is paramount and that compensation programs should reflect the needs of both the College, as an institution, and its employees. The College community will continue to be involved in providing input regarding the design and assessment of programs through focus groups, interviews, representation on governance committees, and in general meetings. The elements of the framework itself, specific goals and targets, and the College's progress in meeting them will be reviewed regularly by the College administration in collaboration with appropriately constituted governance bodies. The results of such analyses, any ensuing changes in the compensation system (along with the reasons for such changes), and their implications for employees, will be communicated in a clear and timely manner.

The following principles will inform the College's decisions regarding compensation:

Goals for External Positioning

Within the constraints of its financial resources, Skidmore College will aim to

- Align salary ranges at the median of comparator markets (as described below), with individuals' base salaries generally extending over the middle third of those ranges (assuming satisfactory performance);
- Ensure that hourly wage levels are positioned at or above the current "living wage" level for the region;
- Provide annual salary and wage increases to maintain market competitiveness and, where possible, to improve such positioning relative to external benchmarks.
- Target benefits near the middle third of our peer institutions (where such comparisons can be made).

Market Comparisons

Comparator markets – markets against which the elements of compensation will be compared – will be identified on the basis of criteria including the nature of the position, knowledge and skills required to perform the work, areas of recruitment (national, regional, local), the nature and size of comparable institutions or employers, the financial resources of comparable institutions (in relation to the financial resources of the College), and (where relevant) location. More specifically, the following comparator groups will be utilized.

- Faculty members, senior administrators, and higher-ed-specific mid-level administrators: A peer group of schools that are comparable in size, financial structure and mission as well as national data (e.g., the annual AAUP faculty survey).
- Administrators with comparable jobs in industry: The peer group as described and regionally based and comparably sized general industry companies.
- Members of the support staff: Businesses in the region.

Internal Equity

In order to recognize the contributions of individual employees while treating everyone with fairness and respect, the College will

- Establish ranges of compensation for different positions based first of all upon a systematic analysis of factors such as responsibilities and the levels of education, skills, and experience required to perform a given function, with the goal of providing equitable compensation for comparable work.
- Acknowledge an employee's individual contribution to Skidmore – as reflected both in current levels of skill and the history of performance at the College – when determining individual positioning of salaries within the salary range.

GOAL

Total Compensation Framework

Work Satisfaction and Career Development

The College is committed to the principles that work should be satisfying in its own right, that employees should find that they are able to employ their skills effectively, to contribute thoughtfully to the advancement of institutional goals, and that their time on the job is well spent. To implement these principles, the College will

- Give proper attention to training and oversight of those employees in supervisory and administrative roles.
- Provide employees with opportunities to develop their professional skills and increase their knowledge in ways that contribute both to professional and personal growth.
- Provide opportunities, where possible, for employees to enhance both their personal satisfaction and their contributions to the College through lateral moves to new areas or involvement, promotion, or involvement in new areas of work through participation on committees or task forces.

Acknowledgement of Individual Performance

In all cases, the expectations and ways of assessing individual performance should be clear and consistently applied and should support the College's values and mission. Fair and helpful performance review should be an integral aspect of work at all levels within the College. Where possible, the College will develop ways of acknowledging high levels of performance, individual contribution, or achievement.

In some instances, the College will be able to acknowledge with stipends or other forms of supplemental pay the work of employees who have taken on additional responsibilities or time commitments that substantially exceed the normal expectations of their positions. Where possible such additional compensation will be standardized to ensure that employees performing comparable work will receive equitable pay.

Skidmore's Compensation Practices

▶ The Position Questionnaire (PQ) process

- ❖ The PQ process was developed back in 1994 and was based on a point factor system
- ❖ We have five factors:
 - responsibility for results,
 - complexity,
 - relationships,
 - application of knowledge and
 - environmental elements for nonexempt staff and resource management for exempt staff
- ❖ Each factor has degrees within it from 1-5 or 1-6 which indicate the degree of responsibility, complexity, etc.
- ❖ ***The PQ committees determine the degree (or points) of each factor assigned to each position***

Skidmore's Compensation Practices (Cont.)

- ❖ Each factor has a weighting assigned to it – for example, complexity is valued higher than environmental elements and so on. The degree points are multiplied by the weightings and the final number is the position's rating/profile
- ❖ Each band has a range of points attached and each position's rating/profile fits into one of those ranges. This is the mathematical equation that determines the bands for each position
- ❖ Each position is rated based on the factors and not in comparison to other positions

Skidmore's Compensation Practices (Cont.)

- ▶ **There are salary ranges attached to each band**
 - ❖ The midpoints indicate the median of the “market”. A person’s pay rate is determined in relation to the range midpoints and taking into consideration time in position. If the midpoint is raised, there is greater potential for earning more because as we strive to get to the midpoint by year 7 (as long as the College has the funds to do so), if the midpoints are higher, then our salaries will be proportionately higher as well.

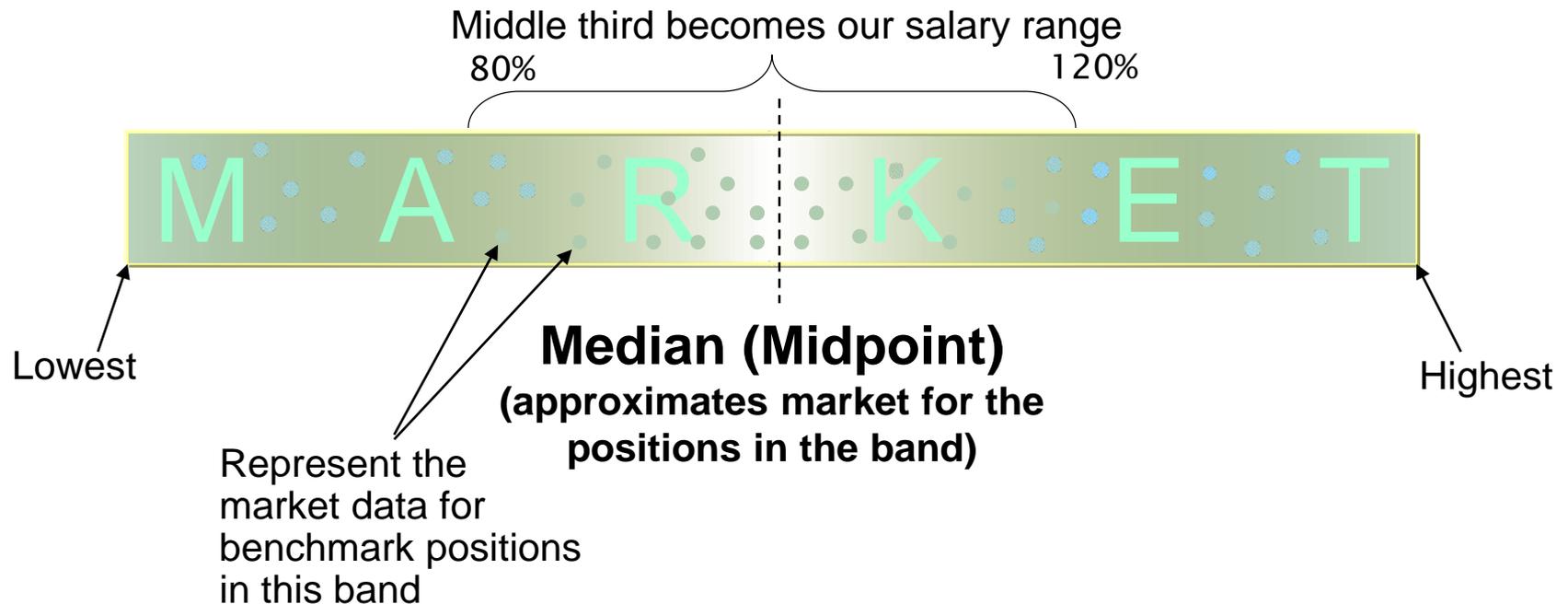
Skidmore's Compensation Practices (Cont.)

▶ The creation of the salary ranges

- ❖ Ranges are analyzed every 3 or 4 years where we compare our position pay rates to like positions in compensation surveys. Only survey data is used to determine pay ranges – this is best practice in compensation administration
- ❖ Surveys average the salary data they receive to determine the “market” pay rate for a position. We participate in local surveys when possible. The national HR association – CUPA-HR (College and University Professional Association for Human Resources) – conducts annual surveys that we participate in. They have a survey for the higher level exempt positions, one for the mid-level exempt positions and one for the nonexempt positions. We have participated in all three and we are able to get peer average data for our positions

Ranges

- ❖ Preliminary ranges are developed around clustering of market data as shown below
- ❖ Once the Midpoint is developed, it is the comparison point for all positions



Ranges

- ❖ Last year we merged the 12 exempt and nonexempt bands into on structure of 8 bands
 - The bottom 2 bands in each group are merged together with each other and the lower level exempt bands are combined with the upper 2 nonexempt bands
 - Some of the bands now have both exempt and nonexempt positions
 - The “clock” does not start over!
 - All positions retained their exempt or nonexempt category

Salary Structure for Staff

FY 17-18

Grade	Min	Mid
110	24,500 (13.46)	30,630 (16.83)
120	28,885 (15.87)	36,145 (19.86)
130	31,600 (17.36)	42,600 (23.41)
140	45,100 (21.68)	60,900 (29.28)
150	56,400 (27.12)	76,100 (36.59)
160	73,300 (35.24)	98,900 (47.55)
170	102,600 (49.33)	138,500 (66.59)
180	143,600 (69.04)	193,900 (93.22)

Next Steps

- Pending approval by the Board, this year's general salary adjustment is expected to be 2.75%
- Salary Letters will be mailed to staff on or around May 19, 2017
- Pending Board approval at the May, 2017 meeting, the 2017-2018 pay adjustments will be effective May 20, 2017 and reflected in the paycheck of June 9, 2017
- Questions regarding your specific salary adjustment should be directed to your supervisor or Dean/VP

Questions?

Notes