

Florida Gulf Coast University

# Staff Compensation and Classification Study

**Advisory Committee Update**

December 13, 2021

# | Agenda

**Project Update**

**Salary Structure Design Considerations**

**Job Family Guidance**

**Job Level and Title Guidelines**

**Pay Administration Guidelines**

**Discussion: Implementation Alternatives**

**Upcoming Activities**

# Project Update



WE ARE HERE

## Project Initiation / Discovery

- Met with stakeholder groups virtually
- Summarized key discussion themes to guide project
- Reviewed organizational data

## Compensation Philosophy

- Drafted compensation philosophy
- Validated peer groups and comparison markets

## Job Structure Review

- Reviewed existing job framework for market alignment
- Reviewed existing job descriptions and provided observations and recommendations
- Developed consistent titling guidelines and standard job description content guidelines

## Staff Market Assessment

- Matched 73% of FGCU's existing jobs to market surveys
- Updated matches based on FGCU feedback
- Developed market assessment results and variance analysis

## Salary Program Development

- Build dynamic salary structure model
- Develop pay administration guidelines
- Develop job family and job leveling materials

## Communications & Implementation

- Develop comprehensive communications and implementation plan
- Estimated Timing:**  
Q1 2022

Outcomes

# Salary Structure Design Considerations

## *Effective Salary Structures*

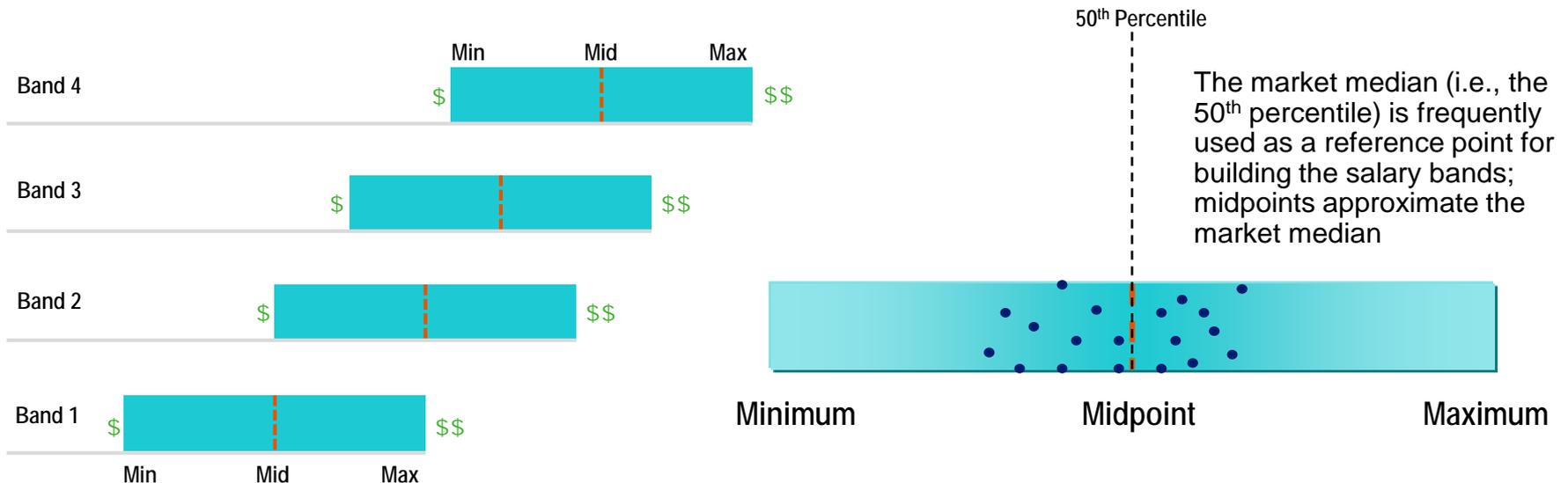


# Salary Structure Design Considerations

## *Developing Salary Bands*

- After reviewing the market data, groupings of similarly paid jobs emerge based on the market median pay
- Salary bands are developed by translating those market median pay points into the salary band midpoints

### ILLUSTRATIVE EXAMPLE



Benchmark jobs are assigned into salary bands based primarily on their market value; non-benchmark jobs are assigned based on a comparison to benchmark jobs.

# Salary Structure Design Considerations

## *The Two Pay Decisions*



### Paying for the Job

Determined by the correct grade in the salary structure

#### Considerations:

- Comparison markets
- Pay position relative to the market
- Balance of external vs. internal factors



### Paying for the Individual

Determined through pay guidelines and institution's policies

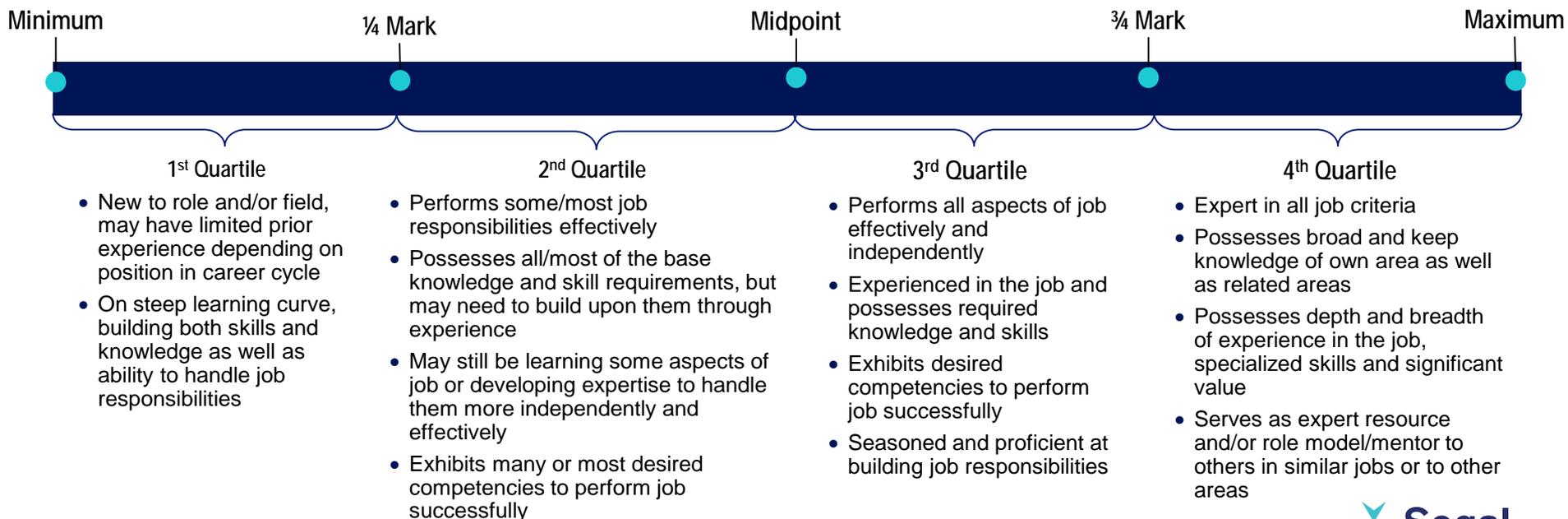
#### Considerations:

- Skills, knowledge, and experience
- Performance
- Length of service
- Internal equity

# Salary Structure Design Considerations

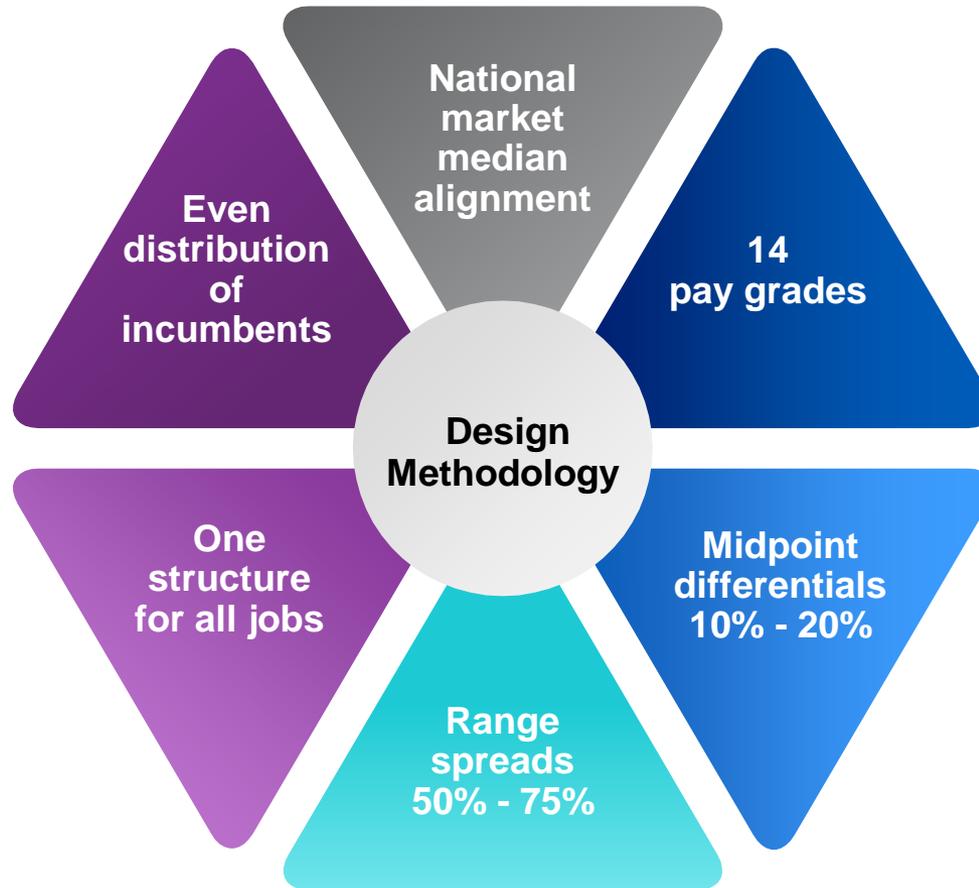
## *Determining Individual Salary Levels*

- Once the benchmark and non-benchmark jobs are assigned to the salary structure, the next step is to determine where individual staff members should be paid within their assigned range
- While the structure provides some guidance for compensation in the form of defined ranges, individuals may be paid at various points within the range based on criteria such as:
  - Experience / time in role
  - Expertise and content knowledge
  - Performance
  - Internal equity



# Salary Structure Design Considerations

## *Methodology*



Salary structure design follows market practices and addresses FGCU's needs.

# Job Family Guidance

## *Project Scope*

- Update market-aligned job families and sub-families that best fit FGCU's jobs and organization now and in the future
- Create a job leveling guide to provide consistent criteria for assessing the level of FGCU's jobs now and in the future (one draft, one final)
- Preliminarily assign FGCU's jobs to job families and sub-families (FGCU finalizes assignments)
- Add a section to the pay administration guidelines regarding the ongoing usage of job families and job leveling criteria
- Provide education material on the purpose and usage of job families and level guides (Segal will provide a train-the-trainer session for HR)

# Job Family Guidance

## *Effective Practices*

### Functions

1. **Appropriate number:** Institutions generally utilize 10-20 Functions
2. **Market linkage:** Clear linkage to market, Functions help facilitate accurate comparisons and recruitment of qualified employees (e.g., Finance, IT, Marketing)
3. **Career progression:** Functions clarify development from entry level to senior level positions and may allow movement across job families within a Function
4. **Clear differentiation:** Clear differentiation ensures each Function is unique and is able to encompass multiple job families

### Job Families

1. **Overall definition:** Job families classify jobs with similar skills and responsibilities while providing additional specificity within a Function. They provide a holistic view of job responsibilities and requirements rather than describe daily activities or behaviors
2. **Market linkage:** Clear linkage to market job functions will help facilitate accurate comparisons and recruitment of qualified employee (e.g., within IT there may be Applications Systems, Information Security, Network Services, Technical Services, etc.)
3. **Clear differentiation:** Clear differentiation ensures each job family does not exist within multiple Functions and facilitates the development of clear career levels

There are a variety of ways that functions and job families can be defined to meet the needs of an institution.

# Job Family Guidance

## Overview

### Definition:

A job family is a group of jobs within a Function in which the work performed is of a similar nature. It is a macro grouping based on a segmentation and primary concentration of jobs at Florida Gulf Coast University.

**Job families are useful from both an external and internal perspective:**

#### Internal Value

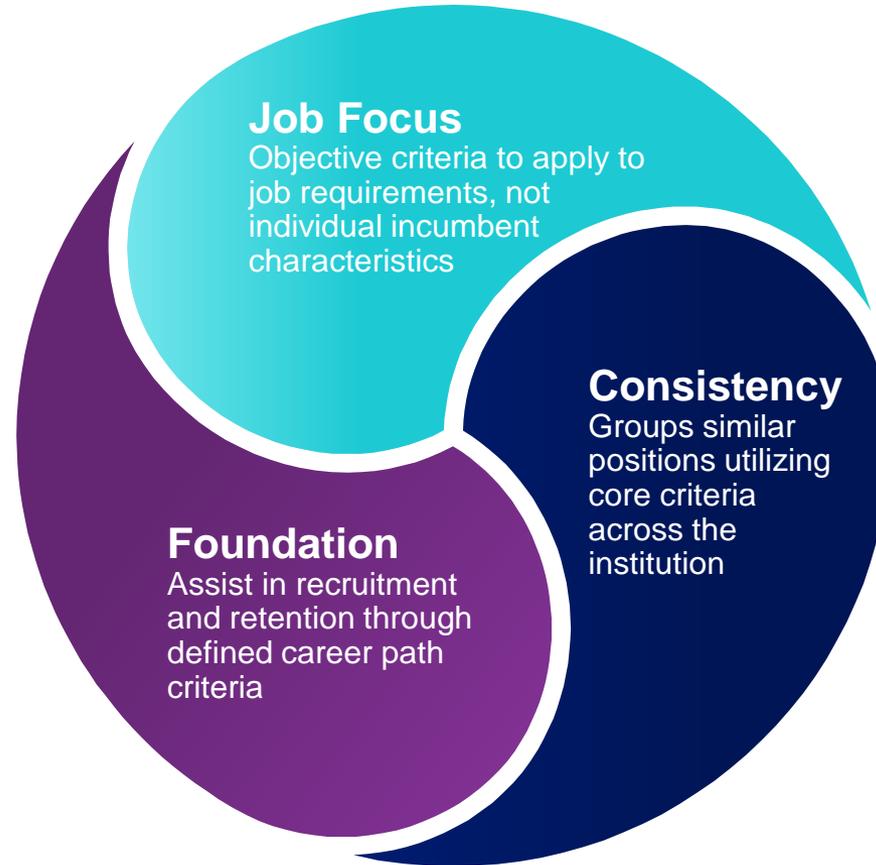
Job families will enable FGCU to identify roles that perform similar work across all areas of the organization, help ensure consistency of pay and titling for these positions, clarify career opportunities for employee, and assist with determining internal equity

#### External Value

Job families will enable FGCU to compete for highly talented employees by ensuring that appropriate comparison markets are identified, the organization's pay positioning is responsive to market pressures, and that roles and titles are reflective of market practices to facilitate the recruitment and retention of qualified employees

# Job Level and Title Guidelines

## *Purpose and Objectives*



Institutions and employees benefit from well-defined job levels.

# Job Level and Title Guidelines

## *Job Level Groups - Sample*



A detailed level guide will be created to support the level framework.

# Pay Administration Guidelines Overview

*We need your input!*

## What are pay administration guidelines?

- Key deliverable of the Compensation Study
- Tied to the Governance component of the Compensation Philosophy
- Provide consistent, equitable, and fair processes and policies for compensation program administration

## What do we need from you?

- Review of the draft pay administration guideline document and your feedback regarding the contents
- You will be provided recommendations for areas of focused review if your time is limited to dedicate to this process

## When do we need it?

- Draft guidelines will be sent to you in January for review

Your feedback is critical to the development of a document to ensure transparent, consistent administration of FGCU's compensation programs!

# Discussion: Implementation Alternatives Considerations

- Most implementations are multi-year (2-4 years)
- Approach varies and dependent on multiple factors:



# Upcoming Activities

## Pay Administration Guidelines Review (December – January)

- Key deliverable of the study
- Tied to the Governance component of the Compensation Philosophy
- Provide consistent, equitable, and fair processes and policies for compensation program administration

## Job Family Guidance (November – February)

- Update job families and sub-families to reflect current and future state of FGCU
- Create a job leveling guide to provide consistent criteria for assessing the level of FGCU's jobs
- Provide educational material for the University community in the implementation phase of project

## Implementation and Communication (February – March)

- Announce findings/results of the study
- Communicate implementation plans
- Conduct HR Train the Trainer education session

The Advisory Committee's involvement will continue throughout the remainder of the study.

# | Appendix

# Appendix I: Implementation Alternatives

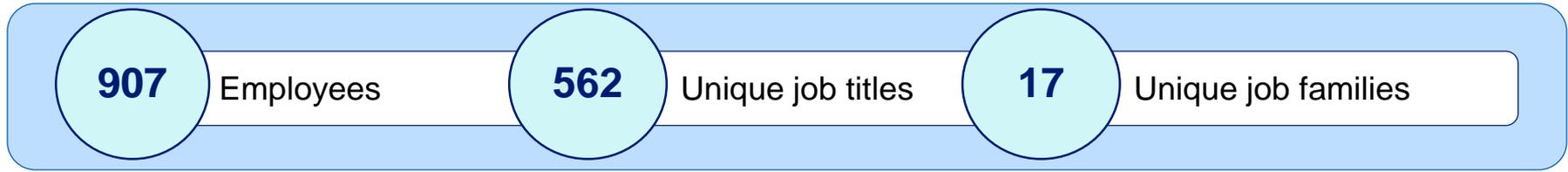
## *Sample Scenarios*

	Year 1	Years 2 – 4
<b>Alternative 1</b>	<ul style="list-style-type: none"> <li>• Report results of study and provide compensation education for programs and policies.</li> <li>• Bring all staff employees up to the minimum of the salary structure or competitive market range</li> <li>• Conduct employee pulse survey to set baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to move staff employees through the structure based on pay guidelines</li> <li>• Continue compensation education initiative (including in new manager trainings, annual sessions, etc.)</li> <li>• Review market movement for critical positions and/or recruitment/retention issues to stay competitive with market</li> <li>• Conduct employee pulse survey to assess progress</li> </ul>
<b>Alternative 2</b>	<ul style="list-style-type: none"> <li>• Report results of study and provide compensation education for programs and policies.</li> <li>• Focus on bringing critical positions and recruitment/retention issues to the minimum of the salary structure or competitive range</li> <li>• Conduct employee pulse survey to set baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Bring remainder of staff employees to the minimum of the salary structure or competitive range</li> <li>• Move all employees through the structure based on pay guidelines</li> <li>• Continue compensation education initiative (including in new manager trainings, annual sessions, etc.)</li> <li>• Review market movement for critical positions and/or recruitment/retention issues to stay competitive with market</li> <li>• Conduct employee pulse survey to assess progress</li> </ul>
<b>Alternative 3</b>	<ul style="list-style-type: none"> <li>• Focus on reporting results of the study and providing compensation education for programs and policies.</li> <li>• Use the new salary structure and/or market data for hiring/backfilling or internal movements/promotions</li> <li>• Conduct employee pulse survey to set baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Bring all staff employees up to the minimum of the structure or competitive range</li> <li>• Continue to move staff employees through the structure based on pay guidelines</li> <li>• Continue compensation education initiative (including in new manager trainings, annual sessions, etc.)</li> <li>• Review market movement for critical positions and/or recruitment/retention issues to stay competitive with market</li> <li>• Conduct employee pulse survey to assess progress</li> </ul>

# Appendix II: Review: Job Framework Observations

## Overview

### The job structure review covered:



- 216 job titles with only one incumbent
- 194 unoccupied job titles
- Single incumbent and unoccupied job titles account for 73% of all job titles; average of 2.62 incumbents assigned to each job title
- 271 job titles were part of a career ladder/level series (Level I, Level II, Level III, etc.)
- Roughly 60% of job titles and incumbents are classified as individual contributors

Segal recommended FGCU consider consolidation of similar job titles and implementation of consistent job documentation and titling guidelines.

# Appendix III: Review: Job Framework Findings

## *Job Levels*

- Segal noted inconsistencies in education/experience requirements by Management Level

Management Level	Minimum Qualifications Examples
Associate Vice President/Associate Provost/Dean	<ul style="list-style-type: none"> <li>• Master's + 6-9 years</li> </ul>
Director/Chair	<ul style="list-style-type: none"> <li>• Bachelor's + 5-10 years</li> <li>• Master's + 5-10 years</li> <li>• Doctorate + 6 years</li> </ul>
Associate Director/Associate Chair	<ul style="list-style-type: none"> <li>• Bachelor's + 3-8 years</li> <li>• Master's + 2-9 years</li> </ul>
Manager/Supervisory	<ul style="list-style-type: none"> <li>• High School + 4-8 years</li> <li>• Associates + 5 years</li> <li>• Bachelor's + 1-7 years</li> <li>• Master's + 5-7 years</li> </ul>
Individual Contributors	<ul style="list-style-type: none"> <li>• Vary by role</li> </ul>

Segal recommended FGCU consider calibrating education and experience requirements across levels for similar roles.