

Retention Schedule Committee
February 5, 2020

Present were Eric Burks, Brandi Zimmer, Mark Jones, Gary Pingel and Amber Meis. Missing were Jason Rinaldo and Josiah Dermyer.

The meeting started at 3:20pm.

The group has the salary schedules that were shared by Eric, Mark, Amber and Jason. Gary shared ideas on a Total Compensation Statement, which we are currently working on, but we won't discuss that today as Jason did have some thoughts on whether this group should be looking at that or just salaries.

Eric briefly shared what he had collected. Cowley has two separate salary schedules, one for general education and one for career and technical education, to allow for extra credentials. This is kind-of the direction Eric would like to see us go. Cowley also has a longevity factor, not exactly like ours, but in the same realm. There was another one that had the longevity built right into the salary schedule.

Mark was looking at what criteria it took to move on the scale, education of course, but what else should be included as a Heavy Equipment instructor does not need a Masters or Doctorate. He did notice that Manhattan did have some equivalency credits. No schedule is perfect, but how can we learn from their pit falls to make ours the best it can be.

Eric also included language for supplemental as we do hire some instructors with supplemental, such as Brenda Leiker writing press releases. How do we factor in a more in-demand field, such as Electricity and the fact that it took us a year and a half to fill that position? In high schools, football and track are typically paid more as they are more in-demand. Should we have a factor in place for these hard to fill positions? The current placement schedule does say we can hire off of the placement schedule if the market demands it, but we have not used this, as where does it end? Could we build in a stepping ladder for this, depending on time? But, we want to keep the schedule simple, and not have it be gamed.

Amber asked if we ever offer a hiring bonus. We have put it in the ad, but we have never actually paid one. It has been tried, but never effective.

Eric mentioned that we need to not focus on the numbers right now. Even though we have the salary schedules, we don't know how many days are in their contract. Also, some schedules start with a bachelor degree, but ours starts with no education, no experience. Some (such as Beloit and Hays) have a % of the base salary for supplemental, along with an experience factor. We typically don't think of our

supplemental (such as Brenda) as being long term, they typically are just to fill a gap. Flint Hills does go all the way through to 40 years, rather than stopping at 10 years. There are some flaws with this, we don't want to keep increasing pay for someone with no education and not working on an education for 40 years. Amber wonders if we should stop the salary schedule at 5 on the no education and stair step it down, so people are incentivized to better themselves. Eric said 5 years might not be enough, but we definitely want people to better themselves. If a person walks in with 40 years of experience, we might want to award them for that, but we don't want to reward someone who isn't working to get better. We give credit 1 to 1 for post-secondary teaching, but B&I experience and secondary teaching is given 2 to 1 credit. Flint Hills gives 100% for teaching experience, but 70% for non-teaching experience. Flint Hills has bands on their salary schedule and adds in the longevity factor in the schedule. Amber included this in hers as well, feels it is a little better to be able to see. Mark agreed with this.

Amber also brought up that we might be able to negotiate a raise, so you could make more than what is on the schedule, but this at least shows people what they can expect to make if they stay for 15 years. Eric mentioned we need to balance so we aren't giving too much credit for longevity or too much for new hires, so we want flexibility in the schedule to accommodate this.

Eric would like to find a way to relate raises to profitability. The state isn't going to guarantee us more revenue, so if we can incentivize people to run more efficiently, this could generate savings/profits to share with faculty and staff. Eric would also like to have a range, first band = this is what you are guaranteed, second band = if your department is profitable, third band = the whole college is profitable. We want to be careful with this as we don't want everyone watching everyone else, this can create a big morale issue. This intrigues Gary in the sense of something different than the traditional scale. The traditional scale can be based off of the state revenue, but then utilize profitability for a bonus, given over the next year, but not guaranteed for every year. This is tying together a business model with a standard schedule. Northwest Tech has similar programs as us, along with sports teams as well, and they also offer almost any general education course that can be offered, but only have 3 general education faculty, so are they offering most of these online? Who is giving the money to pay for the head coach/sports/etc? Eric mentioned that Northwest won't get the same recognition we do for graduation, retention, placement, etc. The sports dug Northwest out of an enrollment hole. They have more out of state and international students, and these students typically leave as soon as the season is over as they are there to play the sport rather than get an education. There was an initial profit from offering the sports, but they are now finding the costs are catching up and eating into the profits. Northwest Tech does not negotiate currently, it is on an individual basis. A lot of their instructors also double as recruiters and/or coaches. Location factors into what you can make as well. To pay enough to attract an electrician from a city, such as Wichita, we can't do that, but we can't even hire away from local entities. Even though they are working less days, 175 days rather than 260, it doesn't pay their bills, just gives them more time. This is why Gary likes a total compensation statement, to show what we might offer that they don't get in their current job or as an independent contractor. Everyone in this room could go elsewhere and make more money, but there are reasons we all stay here. Mark said they preach to their student, don't just look at the dollar amount. We need to look at the whole picture and make it as clear as possible. This is not an excuse to pay more, but allows us to compare apples to

apples. Some skill sets just have more value, and we have to work this in to be able to hire these quality people. Also, some people are great at their trade, but are not great instructors, so we need to factor in both. The other technical colleges are in the same funding as we are, based on students and state aid. Northwest does have a strong foundation. The foundation doesn't help with salaries, but it does help with scholarships to attract students and help with other expenses to free up money in the budget for salaries. We are cheaper than a university, but we are still expensive by the time you factor in tools, housing, etc. In last year's agreement, we obligated the College to another \$1,000 raise for this year and currently, student numbers aren't strong, so we need to grow enrollment and find efficiencies.

Amber was asking about the State of the Union, and that the President wants to have technical education in high schools in the next 5 years. Will this help us or hurt us? These students will probably still have to come to us to finish up their degree.

Amber reviewed some of the salary schedules that she put together. The first schedule only got about ½ of the current employees more, so she had to look at something different. So she started putting the longevity in and also factored in COLA. We have also discussed certificates, or something like Manhattan, with rewarding for CEU's. When we looked at salary schedules for most schools, she thinks ours is bigger than it needs to be, we could compress ours down. Less columns and stair step the rows so people are incentivized to improve themselves. What we need to factor in is so expansive, it quickly makes the schedule too complex.

Mark liked Andale Construction's Operator Advancement Program schedule as it shows a % for each area on their form. It would be nice to tie our core values into the schedule as that is one thing we all have in common. We need to reward our employees in relationship to our core values. One pitfall of this is that it includes subjectivity and how do we guard against this?

What do we want to do next? Maybe we need to review these and come back with what we like and what we don't like in the schedules we have. What do I like and what did I see it in. Put this into a list and if anyone wants to take a stab at putting a schedule together, we can share that as well. Eric will try to put one together as well, as a template for us to start with, similar to what Amber did. We are limited, but we always want to reward our employees. If employees are willing to do more, we will reward for that, same with those living out the core values. We all have a hand in making this place either a great place to work or a not great place to work. For salaries, the only way to generate revenue for this is to grow our enrollment or raise tuition. The local private school is working with a Foundation to enhance salaries to be able to pay within 80% of what public schools make. A rough figure for us to do this would require a \$12 million Foundation. We are working on solving a rubic's cube with this salary schedule. The next meeting will be March 4 at 3:15pm.

Meeting adjourned at 4:42pm.