Agenda

11:30 AM  Welcome and Introduction
11:35 AM  Performance Management Process Update
11:50 AM  Bystander/Title IX Training Efforts
11:55 PM  Workplace Diversity by Mariana Cruz – MRC
12:30 PM  Workplace Violence
12:30 PM  JCCR Update
12:40 PM  Emotional Intelligence
12:50 PM  Announcements/Reminders
1:00 PM   Adjourn
# Performance Evaluations

## All Reviews

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews Received</td>
<td>595</td>
<td>90.02%</td>
</tr>
<tr>
<td>Reviews Not Received</td>
<td>66</td>
<td>9.98%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>661</td>
<td></td>
</tr>
</tbody>
</table>
### Performance Evaluations

#### Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently Exceeded</td>
<td>224</td>
<td>51.49%</td>
</tr>
<tr>
<td>Successfully Achieved</td>
<td>204</td>
<td>46.90%</td>
</tr>
<tr>
<td>Achieved Most</td>
<td>6</td>
<td>1.38%</td>
</tr>
<tr>
<td>Did Not Meet</td>
<td>1</td>
<td>0.23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>435</td>
<td></td>
</tr>
</tbody>
</table>
Performance Evaluations

• Concerns
  – The evaluation was placed in my mailbox.
  – The evaluation was sent by email with a request to respond with any questions.
  – Supervisor did not consider my self evaluation.
  – Supervisor used my self evaluation to write the evaluation.
  – Supervisor met with a group of employees instead of having individual, private conversations.
  – Our conversation was short, rushed by other demands.
  – Why can’t I be rated as exceeded?
Performance Evaluations

• Next Steps
  – Move from paper to electronic.
  – Review our performance evaluation form and process.
  – Review Committee
    • Bryn Geffert - Library
    • Charles Thompson – Dining Services
    • Charri Boykin-East – Student Affairs
    • Kathleen Kilventon – Registrar
    • Mitchell Koldy – Custodial Services
    • Sandra Miner - IT
    • Suzanne Newby-Estes - Advancement
    • María-Judith Rodríguez – Human Resources
Performance Evaluations

• Questions:
  (Short, group discussion)
  – Why is it important for supervisors to effectively assess employees’ performance?
  – Why is it important for employees to receive honest, timely feedback?
Title IX/Bystander Training Efforts
Title IX & Bystander

Required training for new employees and faculty starting this fall

- Understand your role and obligation as a mandatory reporter
- Define various forms of sexual violence and warning signs of behaviors that may lead to violence
- Know whom you need to report to (Title IX team) and what confidential and private resources exist on campus to help students
- Become familiar with bystander techniques – responding to inappropriate behaviors at work and interrupting the situation
- Learning and practicing how to respond in the moment
Title IX & Bystander

Who you can contact (Title IX team)

Title IX Coordinator
   - Laurie Frankl

Deputy Coordinators
   - Maria-Judith Rodriguez (staff, administration and visitors)
   - Amanda Collings Vann (students)
   - Jen Hughes (athletics)
   - Catherine Epstein (faculty)
Workplace Diversity
What is DIVERSITY?

Standard Definition

- Diversity in the employment/supervisory context is defined as the collective mixture of differences and similarities that includes individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences, and behaviors.

- Workplace diversity can be a significant positive force in assuring success by allowing each and every one of us to believe in ourselves and to contribute the best we have to offer.
Workplace Diversity

What is DIVERSITY?

A More Nuanced Definition

- Diversity and social justice are interrelated.
- Social justice issues must be addressed first before achieving the potential for diversity.
- Diversity includes human differences, aspects of human experiences, and elements of culture.
- These diversity measures apply at the individual, organizational, institutional, and world levels of human systems.
- Diversity also involves processes for understanding and integrating communities, all communities.
- Diversity is often approached through the lens of pluralism, multiculturalism, and cultural competency.
Workplace Diversity

Supervisors may be unaware of the benefits and ways to achieve

- Workplace diversity
- Engaging a diverse community
- Diversity initiatives
- Measurable outcomes
Workplace Diversity

What should you be thinking about

- defining what diversity means and looks like for your department
- exploring what a diversity initiative might look like
- research and learn more about what diversity programs are available on campus and in your field
- define what metrics you might use to measure the impact of a diversity initiative in your department
Workplace Diversity

Reflection Exercise

Have a conversation with the person next to you about:

- defining what diversity means and looks like for your department
- exploring what a diversity initiative might look like
Workplace Diversity

What else should you be thinking about

- understand diversity and social justice dynamics, especially within your field or department
- create a guiding vision of justice and inclusion in your own philosophy and approach as a supervisor
- really pay attention to disparities between groups in your department and how they perceive they are treated (e.g. seniority, race, age, sexual identity, gender, education, religion, language, etc.)
- what is the demographic make-up of your staff and how does that compare to national demographic trends? Who are you not having access to in recruiting and promotion?
Workplace Diversity

What else should you be thinking about

- be mindful of the multiple dimensions of diversity when creating, maintaining, and revising departmental policies
- the keyword to remember when acting as a diversity agent is INCLUSION
- embracing diversity often leads to new lines of communication and collaboration, and it increases workplace morale, productivity, and success
- lastly, this is hard work. It requires time, reflection, education and an open mind... but it is important and getting it done requires being deliberate, strategic, and engaging in meaningful dialogue with colleagues and staff who might not see the value of diversity in the workplace.
Workplace Diversity

Who can you go to on our campus for support and education on diversity topics

- Office of the Provost
- Multicultural Resource Center
- Office of Human Resources
- Queer Resource Center
- Women’s and Gender Center
- Center for Community Engagement
Workplace Violence
Management of Aggressive Behaviors
(MOAB and Workplace Violence Training)

Techniques for protecting yourself

- Watch for changes in behavior and signs of anger (violent outbursts are usually the end of an escalating path)
- Sit close to an exit, but don’t block the exit
- Prepare – practice in your mind what you would do to increase your decisiveness and responsiveness
- Reaction time and personal space awareness
- Best response is to get away
Job Classification and Compensation Review Update
Benchmarking Process Status

• SullivanCotter benchmarked (matched) the majority of Amherst College jobs based on existing position descriptions to external compensation surveys.

• These benchmark matches were reviewed during a working session with the Director of Human Resources. Based on feedback, further refinement of benchmark matches is underway.

• The projected benchmark matches are:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Projected Total Matched to External Compensation Survey</th>
<th>% Matched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td>616</td>
<td>430</td>
<td>70%</td>
</tr>
<tr>
<td>Unique Titles</td>
<td>436</td>
<td>304</td>
<td>70%</td>
</tr>
</tbody>
</table>

>60% matched is considered good coverage of employees and titles in order to provide the basis for a competitive assessment and salary structure design.

• Given that Amherst College has many single incumbent positions that are similar, many were matched to the same benchmark job. These can be considered for title consolidation.

• During the benchmarking process, "job-groupings" were developed to organize similar jobs. These job groupings may be used as the basis for job families and are listed on the following page.
### Preliminary Job Groupings of Amherst College Positions

<table>
<thead>
<tr>
<th>Academic</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Library</td>
</tr>
<tr>
<td>Admissions</td>
<td>Museum Services</td>
</tr>
<tr>
<td>Advancement</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Alumni</td>
<td>PE / Athletics</td>
</tr>
<tr>
<td>Dining Services</td>
<td>Police / Security</td>
</tr>
<tr>
<td>Facilities</td>
<td>Public Affairs</td>
</tr>
<tr>
<td>Finance / Investment</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>General Campus Support</td>
<td>Technology</td>
</tr>
</tbody>
</table>

- Preliminary job groupings may be used to develop job families.
- Each department may have positions in multiple job families.
- Each job family will have multiple levels, yet to be defined.
### JCCR Major Project Phases

#### Initial Design and Market Data Collection
- Based on input from the Advisory and Project teams, alternative structure designs will be considered. This initial review will focus on different ways to organize Amherst positions and provide a platform for career paths.
- Using existing job information (JDQ's / JDs), Amherst College benchmark positions will be compared to similar positions in the marketplace in order to assess the competitiveness of Amherst jobs. Benchmark positions are those that are commonly surveyed in the marketplace and typically contain multiple incumbents.
- For those few benchmark positions that do not have any information to compare positions to the marketplace, we will reach out to supervisors or staff to fill in any blanks. Comparisons will be made to compensation surveys based on job responsibilities (essential functions), not job title.
- The market will be defined as the types of organizations with which Amherst College competes for talent, which may differ by position type.

#### Job Family Development
- A preliminary job family approach will be presented to the Advisory Team.
- Based on feedback from the Advisory Team, the job family approach will be presented to Senior Leadership.
- Senior Leadership (in coordination with Department Heads) will review job family approach will provide feedback to Advisory and Project Teams.

#### Salary Range Development and Grade Assignment of Positions
- The preliminary salary ranges will be presented to the Advisory team for feedback and input.
- Senior Leadership (in coordination with Department Heads) will review initial placement of each position. This will include a campus-wide review of the administrative and staff positions to ensure internal equity across departments.
- Based on all the input received, the job classification structure will be finalized.

#### Job Description Development
- Job definition (e.g., what type of information about each job should be captured on the job description form) will be created and reviewed with Senior Leadership (in coordination with Department Heads).
- After the job definition is approved, a new job description form will be developed that supports the new compensation structure.
- Supervisors will work with staff to complete the new job description form.

<table>
<thead>
<tr>
<th>Phase</th>
<th>May - August</th>
<th>September</th>
<th>October / November</th>
<th>To Be Determined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration (Costing, Guidelines, Approvals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Finalization, Communication and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **90% complete**
- **Ongoing**
- **Confirm with Advisory Team**
- **Estimated timeline.**
- **The sequencing may be adjusted to ensure the most efficient process. Some process steps may overlap.**
## Labor Market Overview

- The following is an overview of the labor market, primary external compensation surveys, and types positions covered within each survey. Other external compensation surveys may be used on an as-needed basis.

<table>
<thead>
<tr>
<th>Labor Market</th>
<th>External Compensation Survey</th>
<th>Survey Positions Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>All public and private institutions</td>
<td>Senior Mgmt / Exempt Positions</td>
</tr>
<tr>
<td>Greater Pioneer Valley / 5 College</td>
<td>Various data cuts by size, enrollment, degree type, location</td>
<td></td>
</tr>
<tr>
<td>Greater Pioneer Valley / 5 College</td>
<td>Other custom peer groups of select institutions</td>
<td></td>
</tr>
<tr>
<td>General Industry</td>
<td>CUPA (College and University Professional Association) Human Resources Compensation Survey</td>
<td>The Administrators in Higher Education Salary Survey reflects the salaries of 55,017 administrators in 190 senior-level administrative positions at 1,251 colleges and universities nationwide. Types of positions include Top Executive Officers, Senior Institutional Officers, Academic Deans, Institutional Administrators, Heads of Divisions/Departments and Centers and Academic Associate/Assistant Deans. The Professionals in Higher Education Salary Survey reflect the salaries of 182,482 professionals in 275 positions at 1,109 colleges and universities nationwide.</td>
</tr>
<tr>
<td>General Industry</td>
<td>Greater Pioneer Valley Non-Exempt Salary Survey: The Greater Pioneer Valley Non-Exempt Salary Survey was conducted by Wilson Group, Inc. and sponsored by Smith College, Hampshire College and Amherst College. The survey focuses on pay rates for non-exempt positions in the greater 5 college area and consists of 29 positions at 12 organizations.</td>
<td></td>
</tr>
<tr>
<td>General Industry</td>
<td>Mercer Benchmark Compensation Survey: The Mercer Benchmark database includes 2,075,924 incumbents as reported by 3,035 organizations across 1,224 benchmark positions. Executive; Finance, Accounting and Legal; Human Resources; Information Technology.</td>
<td></td>
</tr>
<tr>
<td>General Industry</td>
<td>TowersWatson Survey Suite: The Professional (Administrative and Sales) Compensation survey provides compensation data for a broad array of administrative professional, customer/client management and sales jobs from 614 organizations that provided data on more than 137,700 employees. The IT Compensation Survey provides data on technical, support, operational and production personnel from 580 organizations that provided data on more than 240,400 employees. The Office and Business Support Compensation survey includes information from 605 organizations reporting data on more than 240,600 employees. The Technical Support and Production Compensation Surveys provides data on technical, support, operational and production personnel from 513 organizations reporting data on over 250,000 incumbents. The Supervisory and Middle Management Compensation survey provides data for supervisory/middle management jobs ranging from first-level supervisor to senior group manager from 608 organizations that provided data on 115,329 supervisors and managers.</td>
<td></td>
</tr>
</tbody>
</table>
JCCR Update

Visit the JCCR Project webpage:

https://www.amherst.edu/offices/human_resources/JCCRPproject1
Emotional Intelligence
A high EQ predicts:

- Career success, entrepreneurial potential, leadership talent
- Health
- Relationship satisfaction
- Happiness

“To be sure, intellect was a driver of outstanding performance. Cognitive skills such as big-picture thinking and long-term vision were particularly important. But when I calculated the ratio of technical skills, IQ, and emotional intelligence as ingredients of excellent performance, emotional intelligence proved to be twice as important as the others for jobs at all levels....If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.”

by Dr. Daniel Goleman, Harvard Business Review, 2004
Emotional Intelligence: Five Key Components

1. Self-Awareness
   - Self-confidence
   - Realistic self-awareness
   - Self-deprecating sense of humor
Emotional Intelligence: Five Key Components

2. Self-regulation
“Motivation is a fire from within. If someone else tries to light that fire under you, chances are it will burn very briefly.” By Stephen R. Covey
4. Empathy

![Graph showing happiness as rated by coders for different scenarios involving children and toy sharing.](image)
5. Social Skills
Announcements/Reminders
Announcements/Reminders

• Emotional Intelligence Training – Thursday, October 2nd

• Appointments
  – Employees should complete their hiring paperwork with HR before or during their first work day.
  – Requests for Visa sponsorship should be discussed in advance.
  – Contact us to coordinate search for open/new positions

• Change Forms
  – Should have all necessary information before sending them to HR.

• ESL Program – Space available for new students

• Next Supervisory Forum – Thursday, November 20th
Future Meetings

Let us know what you want to know!
Questions?
Thank you for your participation!