

**Compensation and Total Rewards**  
**37:533:313:02**  
**Spring 2025**  
**(Tentative Syllabus)**

**Instructor:** Mary Evans, [Mary.Evans@rutgers.edu](mailto:Mary.Evans@rutgers.edu)

**Section 1:** Wednesday 5:40pm – 8:30pm (Lucy Stone Hall Room B115)

**Teaching Assistant:** TBD

**Office Hours:** Wednesday afternoon at Janice Levin (Room TBD) 1:30pm to 5:30pm. Email to let me know ahead of time.

*{Note: Students are also able to email me with any questions or issues at any time, outside of office hours. I will respond as soon as I am able.}*

**Mailbox:** Labor Education Center (LEC), 50 Labor Center Way, Cook/Douglas campus; or Janice H. Levin Building, 94 Rockefeller Road, Suite 216, Livingston campus.

*\*DEI: This class strives to accommodate the diverse student body, learning styles, needs and circumstances by offering flexibility and different levels of accessibility.*

This class is designed to be active and features assessment of projects and assignments within the course instead of using exams to assess learning. This course focuses on providing students with training and practice through various hands-on knowledge about compensation and reward systems within a business context as well as opportunities to make yourself more compensable. We will learn about different compensation practices, examine the pros and cons of each type, become familiar with the legal issues, design a strategy using a variety of criteria to compensate and reward employees, study how wages are set throughout companies, thoroughly understand employee benefits and what is legally required or discretionary, figure out how to pay high performers and executives, utilize tools and programs that will help determine the right strategy. We will also confront the challenges that compensation professionals will continue to face over the next decade. The course is conducted via lectures, in class exercises, assignments, team projects, guest speakers and a final individual project.

**CONTACTING PROFESSOR:**

Students, have the responsibility to inform the professor of any changes to their emails and class performance or situations affecting their learning. Use “**37:533:313 plus your section**” in the Subject section to avoid being placed in my email spam / junk box. **Make sure to sign your full name in all e-mail correspondence.**

**\*\*You should check your e-mail regularly, especially on the day of class, to learn if there are any changes in the class schedule, class requirements, or for other general announcements.\*\***

## COURSE MATERIAL

**Class Material:** PowerPoint slides for the lectures, announcements, and assignment instructions will be posted on the course's Canvas website: <https://canvas.rutgers.edu/>.

### E-Textbook (optional):

**Title:** Strategic Compensation (Pearson Publications)

**Author(s):** Joseph J. Martocchio

**Edition:** 10th edition (The most cost efficient way of purchasing your e-textbook is by going through our classroom canvas page and purchasing it through the Pearson button. Please let me know if you have any financial issues procuring the e-textbook).

## DETAILS ON COURSE REQUIREMENTS

### CLASS AND LECTURE (MUST READ)

Class will be conducted using some lectures and discussions, followed by in-class exercises that are designed to help you apply the course concepts immediately to your everyday life as well as your future profession. Students are expected to attend every class and a laptop is encouraged. If you do not have a laptop, email me at [mary.evans@rutgers.edu](mailto:mary.evans@rutgers.edu) and I would be happy to figure something out.

Lecture periods will include in-class questions, group projects and case study. These exercises are graded on "complete" or "missing" basis, and help to apply course concepts related to real world examples, or your professional or personal future. Participating in these exercises will also provide real-world cases related to course concepts and will often give you the opportunity to interact with fellow students.

It is important for you to be present in-class and fully participate in the in-class activity (typically two per class). This class is designed to have some FLEXIBILITY and conducted via *live in-person* with *in-class lectures* and meetings at designated times each week.

This course is **not** designed to replace an asynchronously designed course. It is designed for in-person lectures, group work, assessments and interactions. Although this class *can support* periodic synchronous and periodic temporary asynchronous students, this class is more appropriately designed specifically for *students who prefer in-person lectures*, and to facilitate accessibility, flexibility, and uninterrupted fluidity in the learning environment.

### Limited of 3 Excuses Absences from class per semester:

NOTE: All temporary synchronous or asynchronous accommodation have a **limit of 3 (combined) per semester**. *There is no permanent synchronous or asynchronous accommodations.* This is an in-person class.

To maintain fluidity and flexibility in case of excused absences or emergencies, any students can receive a **temporary** synchronous accommodations and/or (depending on availability) a **temporary** Asynchronous accommodation with an acceptable and approved verification. Temporary synchronous accommodations including joining the class via Webex during class lecture time and will have real-time access to the professor teaching, designated lecture meeting times and more structured support and guidance. **Temporary Asynchronous accommodations** is for students who must miss a class entirely and cannot be physically or remotely present during scheduled lecture time. They must have the ability to be fully independent in their learning process during the missed lectures. All temporary synchronous or asynchronous accommodation have a **limit of 3 (combined) per semester**. *There is no permanent synchronous or asynchronous accommodations.*

Our highly flexible class format allows you to complete your education without interruption. It is designed for accessibility, fluid movement and flexibility of the learning environment. This class is appropriate for students who *prefer In-person* lectures and appropriate for all types of learning styles. You will be in-person most of the time. You can be synchronous when you need that accommodation for that week, or you might need an Asynchronous accommodation for a temporary period of time. In cases of illness, work obligations, family care, religious holidays, inclement weather, etc.... All students could fluidly continue their education without interruptions by attending the LIVE virtual Webex meetings if they cannot attend the lectures in-class that week. A *short-term asynchronous* accommodation can be made in extreme cases. *There is a combined limit of 3 excused in-person (physical) absences per semester.*

**IF YOU MUST BE REMOTE (due to an EXCUSED absence or a need for accommodation):**

**MAKE SURE THAT YOUR CANVAS NOTIFICATION IS “ON” to receive announcements and any push notifications.**

***For temporary Synchronous or Asynchronous accommodations (limited to 3 combined):***

- 1) You must report ALL your absences
- 2) Then contact me to make an arrangement (before attending the course synchronously or asynchronously **for any** lecture or week). You will need to email me for a link to the day's Webex or any available recordings (not guaranteed). **Look for a Webex invitation link for remote class lectures to be sent out. Make sure to email me in advance for it.** We will be using WebEx Class materials and slide decks are made available on Canvas, under the appropriate **Modules tab** and topics.
- 3) Asynchronous lecture recordings are not guaranteed depending on room technological ability and video quality to record live in-person lectures, *any recently* recorded lectures will be made accessible (between 1 to 2 days) after the in-person lecture. *This is not guaranteed.* If a **long-term Asynchronous accommodation is necessary**, then you are required to check-in (via email and zoom/ webex) **every** week, **once** a week at the very least (during my available office hours). You are responsible for keeping me updated on your progress. You are responsible for being consistent and accountable.
- 4) You are responsible for understanding how the course is run, where everything is, changes to the course and my assignment policies.
- 5) You are responsible for completing your assignments by the due dates.
- 6) You are responsible for attending office hours (during office hour time slots) when you need help or sending me an email when you need help, within the timeline of the class, not towards the end of the semester or last minute.
- 7) You are responsible for contacting me if you need clarification (only after you have read the slide deck and all the materials, announcements) etc...

## **EXAMPLES of EXCUSED ABSENCES**

- Illness (verified by a note from a doctor).
- Work conflicts
- Inclement weather only when the Rutgers Information Service (848-932-INFO) indicates that Rutgers is closed, or if it presents a hazard to commute to the lecture location.
- Religious holidays or federally observed holidays.
- OR when the instructor emails the class announcing class changes
- Emergencies that have been discussed with the instructor and an arrangement has been made.
- Prior arrangement or need for accommodation

## **GROUP PROJECT**

You will work collaboratively within teams (made up of 1 to 4-individuals) on projects *in-class* throughout the semester. The team earns a team project grade for group project completed. You will be building a complete compensation system, which will take 3 to 4 weeks in-class to complete. This must be completed in class.

## **Guest Speakers**

Guest Speaker appearances and presentations are not able to be recorded. There is a reflection and feedback due at the end of all guest speakers' presentations. There is no make-up for missed guest speakers.

## **EXAMINATIONS**

*There are no in-class exams or quizzes in this class.* Instead, there are a variety of ways that your performance and comprehension of the material is assessed. This includes the weekly assignments, weekly projects, in-class work, and the final project (which acts as your final).

## **CUMALITIVE FINAL**

There is a cumulative final project, which will be due on the last day of the class. It is open from the beginning of the semester until the end of the semester. You can work on it throughout the semester and ask any questions or seek help, up until the due date.

## GRADING AND COURSE REQUIREMENTS

Activity	Points
Assigned in-class weekly projects	25%
Assigned weekly individual Assignments	25%
Group Project-Building a Compensation system	15%
Guest speaker reflections	10%
Final Project (Independently done)	25%
<b>Total</b>	<b>100%</b>

	Grading Scale
90-100%	A
85-89.9%	B+
80-84.9%	B
75-79.9%	C+
70-74.9%	C
60-69.9%	D

### “ROUNDING UP”

Rounding up for ‘in between grades’ will be based on multiple factors (effort, participation, attendance, etc...). For example, an 84.6% may round up to an 85% for a B+ if attendance and participation are exceptional; an 84.4% will in all but exceptional instances do not round up; and a 83.9% will not be considered for rounding up to a B+. You have ample opportunities and resources to succeed within this course, I highly encourage you to use them.

**TENTATIVE COURSE SCHEDULE**

#	Date	Reading	Topic
1	January 22	Syllabus	<ul style="list-style-type: none"> <li>• Introduction to Compensation and Total Rewards</li> <li>• Layout of the course</li> <li>• Course expectation</li> <li>• Your compensation and your true wage</li> </ul>
2	January 29	Chapter 1 Chapter 2	<ul style="list-style-type: none"> <li>• Strategic Concerns in Compensation</li> <li>• Contextual Determinants of Pay</li> <li>• Legal issues in Compensation: Worker Protections</li> <li>• Legal issues in Compensation: Equity</li> </ul>
3	Feb 5th	Chapter 3	<ul style="list-style-type: none"> <li>• Traditional Bases of Pay: Seniority and Merit</li> <li>• Performance Appraisals</li> </ul>
4	Feb 12	Chapter 4	<ul style="list-style-type: none"> <li>• Incentive Pay (Individual and Group Plans)</li> <li>• Incentive Pay (Organizational Plans)</li> </ul>
5	Feb 19	Chapter 6	<ul style="list-style-type: none"> <li>• Job Analysis</li> <li>• Job Evaluation</li> <li>• Building a Compensation System: Group Project Day 1</li> </ul>
6	Feb 26	Chapter 7	<ul style="list-style-type: none"> <li>• Salary Survey</li> <li>• Building a Compensation System: Group Project Day 2</li> </ul>
7	March 5	Chapter 8	<ul style="list-style-type: none"> <li>• Integrating Internal and External Data (Regression)</li> <li>• Building a Compensation System: Group Project Day 3</li> </ul>
8	March 12	Chapter 8	<ul style="list-style-type: none"> <li>• Pay Policy</li> <li>• Pay Ranges</li> <li>• Data Analysis</li> <li>• Building a Compensation System: Finalize group projects and submit Executive Summary case template</li> </ul>
	<b>March 15 -March 23</b>		<b>SPRING BREAK</b>
9	March 26	Chapter 9	<ul style="list-style-type: none"> <li>• Discretionary Benefits: Categories of Benefits</li> </ul>
10	April 2	Chapter 9	<ul style="list-style-type: none"> <li>• Discretionary Benefits: Retirement</li> </ul>
11	April 9	Chapter 11	<ul style="list-style-type: none"> <li>• Pay and Benefits for the Flexible Workforce: Contingent Workers, Flexible Work Schedules</li> </ul>
12	April 16	Chapter 12	<ul style="list-style-type: none"> <li>• Executive Compensation: Components and design</li> <li>• Executive Compensation: Theory and Ethics</li> </ul>
13	April 23	Chapter 13 and Chapter 14	<ul style="list-style-type: none"> <li>• Components of International Compensation programs.</li> <li>• Pay and Benefits outside of the USA</li> </ul>
14	April 30	Final Project	<ul style="list-style-type: none"> <li>• Final Project Due by 11:59pm (available and open all semester long)</li> </ul>

## LEARNING GOALS MET BY THIS COURSE

### **COURSE-SPECIFIC LEARNING GOALS**

Upon completion of this course, students should be able to demonstrate:

1. Understand and evaluate the advantages and disadvantages of the different approaches to setting employee pay, including seniority, merit, incentive, and skill based.
2. Understand the different approaches to designing a compensation system that is internally consistent and externally competitive.
3. Understand and evaluate the different approaches to evaluating employee performance as part of merit pay systems.
4. Understand and apply the necessary elements in designing an effective incentive system.
5. Understand, apply, and analyze compensation issues with respect to legal requirements.
6. Understand which benefits are legally required and which are discretionary.
7. Create a pay system for a set of HR positions.
8. Develop your decision-making, teamwork, and analytical skills through a team project, class exercises, and homework assignments, final project.
9. Figure out how to pay high performers and executives, contingent workers, flex work, international workers.
10. Utilize tools and programs that will help determine the right strategy and implementation.
11. Meet individuals within the field of compensation and benefits and learn how they are utilizing their skills and navigating challenges within their careers.
12. Confront the challenges that compensation professionals will continue to face over the next decade.

### **SMLR LEARNING GOALS**

#### **II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.**

- Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)
- Apply qualitative methods appropriately, alone and in combination with quantitative methods

#### **V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions**

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues related to the selection, motivation, and development of talent in a local and global context

#### **VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance**

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

### **ACADEMIC HONESTY**

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). You must return a signed copy to me or the course TAs and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation (in the example of the HRM media extra credit). In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

### **STUDENTS WITH DISABILITIES**

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <http://disabilityservices.rutgers.edu/>. Students may make requests for accommodations: <http://disabilityservices.rutgers.edu/request.html>

### **STUDENT RESOURCES (MENTAL HEALTH, ACADEMIC COACHING, FINANCIAL ASSISTANCE)**

Students may experience unique challenges as they progress through their academic careers. Rutgers has a number of resources to assist you. If you need support in one of the following areas, we encourage you to utilize the following resources. In addition, if you think I may be of help at any point, you are strongly encouraged and welcomed to send me a message or chat with me before/after class or during office hours.

<https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>

### **SCHOLARSHIPS**

The School of Management and Labor Relations offers a number of scholarships and fellowships to support its students. Relevant deadlines and criteria can be found here: <https://smlr.rutgers.edu/academic-programs/scholarships>



# *Academic Integrity*

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding the Student Code of Conduct. Please see [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf) for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

## **Plagiarism/False Representation of Work**

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

## **Cheating**

- Copying work on examinations.
- Responding to Top Hat questions when not physically present in the classroom.
- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.

- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.
- Using AI, Bots, or ChatGTP, etc...
- Buying or selling course materials

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.