
**SALARY AND POSITION CALSSIFICATION PLAN
POLICY AND PROCEDURES
RANDOLPH COMMUNITY COLLEGE**

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OVERVIEW

In January 2001, Randolph Community College contracted with Barnhardt & Associates, Inc. to develop a salary and position classification plan. The goal of this work was to create an equitable salary system for full-time employees of the college.

Barnhardt & Associates, Inc. completed its work through an inclusive process that involved the faculty and staff of the college in a variety of ways. Full-time employees submitted their position descriptions to the consultant, served on the faculty and staff salary committees, and had access to the consultant through open informational sessions at the start of the project. In addition, the consultant met with the college administrative council, president and senior staff.

Comparable salary data was gathered from a variety of sources for use in the project. These data came from community colleges that are near RCC in location and/or enrollment size, from NC Community College System Office reports, and from other employers in the college service area. In all, a total of 16 community colleges and five other employers provided comparable salary data for use in the study.

Included in the salary and position classification plan are the following:

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POLICIES/PROCEDURES RELATIVE TO SALARY AND POSITION CLASSIFICATION PLAN

Hiring Authority

The Board of Trustees authorizes the President to fill all positions at the college other than that of the President.

Posting of Position Vacancies/Recruitment

Announcements of position vacancies encompassed by the college salary plan are posted and distributed campus-wide. In addition, position vacancies are advertised in-house only or in-house and through the media as deemed necessary by the appropriate Vice President, in consultation with the appropriate supervisor overseeing the position being filled.

Any College employee may apply for posted vacancies and be considered on the basis of his/her qualifications for the position. All applicants must meet the minimum requirements for the vacant position to be considered for employment therein. The filling of positions from within the college is encouraged when such action is in compliance with hiring procedures and policies.

Hiring Procedures

The College conducts its hiring process in accordance with the following procedures. These procedures encompass the appropriate actions involved in the search process and include the request to fill a position, the position announcement, screening, interviews and reference checks. These procedures may be used to fill any vacancy at the college.

Steps for hiring new or replacement personnel are as follows:

1. The appropriate supervisor submits information to his/her supervisor and appropriate Vice President indicating that position should be filled using the college Position Vacancy Announcement form. A copy of this information is submitted concurrently to the college Human Resources Office.
2. The appropriate Vice President, Vice President for Administrative Services (if not the submitting VP) and the Director of Human Resources (DHR) review and discuss the request from the viewpoint of budget constraints and departmental/college needs and make a recommendation to the President. In addition, the appropriate supervisor & Vice President will review the existing job description for accurate and complete information.
3. The President approves/disapproves the filling of the position and the hiring range.

4. Upon the President's approval, the college Human Resources Office announces the position opening throughout the campus and may advertise the position opening in appropriate publications as follows if advertising is not in-house only:

- Employment Security Commission
- Local and area newspapers
- Selected publications with regional and/or national circulation
- College/university placement offices
- Employment agencies
- NC Community College System Job Bulletin
- JobLink Career Center
- And other publications as appropriate to the identified position

These resources are subject to change.

All vacancy listings advertised in the media are posted on the RCC web site at <http://www.randolph.edu> and on the NC Community College System web site at <http://www.ncccs.cc.nc.us>. Application forms are obtained from the DHR.

5. The DHR will be named in the ads to receive all inquiries. The DHR will be responsible for documenting inquiries and responding. When an application is mailed, the DHR should include a vacancy notice and an envelope addressed to the DHR. The DHR will document receipt of the completed and signed application and all required additional information (i.e. transcripts, references, etc.). The cover sheets will be removed and filed in a separate location.
6. For all exempt positions, a search committee, comprised of approximately five persons, is named by the appropriate supervisor in collaboration with the appropriate Dean/Vice President and approved by the President. Search committees for non-exempt vacancies are optional and at the discretion of the appropriate Vice President. Faculty and staff serve on the search committees, as do members of the community whose roles and expertise are relevant to the search for the position being filled. The make-up of the search committee is to reflect diversity by gender, race and areas of the college. All work of the search committee is to be kept confidential by its members.
7. Completed applications are received by the Human Resources Office.
8. The DHR, in conjunction with the search committee chair and appropriate supervisor, screen all applications to find those applicants who meet the minimum criteria for the position and makes available these applications to the search committee.
9. When the search committee has selected the applicants to be interviewed for the position, the committee chair will contact selected applicants to set-up an interview. The rejected applicant files will be housed in the Human Resources Office. The

DHR will determine that the selection process adheres to equal employment guidelines.

10. Members of the search committee evaluate the strengths and weaknesses of those candidates interviewed using an established set of interview questions for the particular search. The Human Resources Office is provided a set of the interview questions prior to the interview.
11. The chair of the search committee summarizes the committee's comments on each candidate and passes this information along to the supervisor and on to the appropriate administrator in collaboration with his/her supervisor, along with a list of a maximum of (3) unranked candidates who the committee believes can best fill the position.
12. Prior to the second interview, the appropriate Vice President will discuss the finalist with the President and together they will decide who will be present for the second interview. Before a candidate is offered the position, the DHR will conduct reference checks as needed. Once a candidate for employment is selected, the appropriate Vice President shall prepare a Request for Contract Form and present the form and candidate file to the President for approval. After approval is granted by the President, a contract is prepared for acceptance by the candidate. No employment or conditions of employment are to be offered to any candidates without approval of the President. The Vice President's recommendation for hiring includes a starting salary for the candidate that is in keeping with the college salary plan and is forwarded to the President for approval. The President may interview the recommended candidate prior to an offer of employment being made.
13. The DHR will notify the rejected applicants and submit all documentation as required by the Affirmative Action Plan. Finalist files must be turned in to the DHR. The DHR will notify all rejected applicants by letter.
14. If none of the candidates are chosen for the position, the position may be re-advertised in accordance with these procedures.

Salary and Position Classification

The College salary and position classification plan includes both levels and salary ranges for all established staff positions, (see page 18-21), as well as a scale for computation of salaries for established faculty positions. Copies of the complete plan are available to all employees through the College Human Resources Office and in the College Library. Each employee is provided a copy of his/her position description; reference can be made to the level and salary range for that position.

CRITERIA FOR EVALUATION OF STAFF POSITIONS

Staff positions at the college are evaluated on the basis of the following nine (9) criteria for the purposes of salary placement:

- ❑ Authority
- ❑ Autonomy
- ❑ Difficulty/Complexity
- ❑ Education
- ❑ Experience
- ❑ Impact of decisions/actions
- ❑ Interaction with others
- ❑ Physical conditions
- ❑ Work environment.

Each criterion encompasses a set number of ratings that are applied as appropriate to the particular position. Numeric values are assigned to these ratings and it is the sum of these values that determines the level of the position and, thus, the salary grade. These numeric values and the ranges for each salary level are found on the last page of this set of criteria.

The purpose of these criteria is to assure continuity and consistency in the placement of staff positions. Also, the criteria are designed to assure that salaries are both equitable in terms of work performed and in terms of comparison with other positions.

Position descriptions are reviewed periodically by the vice presidents to assure accurate reflection of responsibilities. When position descriptions undergo significant revision, as in the addition of substantive responsibilities, review of the particular description can be initiated by the employee who holds the position, either by going to his/her supervisor or to the personnel office, or by the supervisor or his/her vice president. As noted below, the staff and faculty salary committees have a role in the re-evaluation of positions descriptions and levels.

In addition, salary levels and ranges are reviewed periodically by the Vice President for Administrative Services who will recommend adjustments as needed to reflect cost-of-living and other appropriate increases.

The appropriate vice president, in consultation with the appropriate dean/supervisor and in keeping with the salary plan, establishes salaries for all College employees other than the president. Entry-level salaries for faculty are based on the faculty salary placement computation sheet; entry-level salaries for staff are based on the levels and ranges found in the salary plan.

Exceptions

Exceptions to any of the following procedures can occur upon the discretion of and approval by the President. Such exceptions will occur when the President deems it reasonable and prudent to do so and will be documented appropriately for future reference.

Entry-level Salaries

General practice is that the president hires new staff at salaries that are between the minimum and 30 percent of the range above the minimum for any position. In addition, new staff are not hired generally at salaries above the midpoint for their particular salary levels, nor are they hired at salary levels above those of current employees with like credentials within the same position. Entry-level salaries for faculty are established through use of the Faculty Salary Placement Form (see Forms Section F X I.) At the discretion of the president, entry-level salaries may from time to time reflect market demand that necessitates an exception to these practices.

Salary Adjustments Due to Promotions & Temporary Assignments

Current employees who are assigned temporarily to a position that is classified at a higher level than the one held are given a minimum increase of five (5) percent in their salaries or are placed at the minimum for the new level, whichever is greater, for the term of the temporary appointment. The business/payroll office is responsible for assuring that these temporary increases begin and end concurrent with the term of the temporary appointment.

Current employees who are promoted to positions at higher levels receive minimum salary increases of five (5) percent or are placed at the minimum for the new level, whichever is greater. These increases take effect at the time of the promotion. Transfers to positions at the same level do not trigger changes in salary and transfers to positions at lower levels result in decreases in salary only upon decision of the president in consultation with appropriate supervisors. Position descriptions that undergo substantial revision in terms of duties and responsibilities are referred to the Staff and Faculty Salary Committees for recommended placement at the appropriate salary level.

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AUTHORITY

This factor is rated primarily on the number of persons supervised by the position. Other factors that weigh heavily include responsibility for organizing, leading and directing. Positions that do not supervise others are not rated on this factor.

Rating	Description
A.	Works nearly all the time alongside those supervised, generally numbering up to 5, most of whom are in assisting/helping positions; most of work is same or similar to that done by helpers.
B.	Works alongside those supervised, generally numbering from 5 to 10; approximately one-third of time is spent doing same or similar duties as those supervised.
C.	Supervises a group of about 20 employees; plans and directs the work to be done; does some of the same or similar work as those supervised; spends about half of time in supervisory role.
D.	Supervises a group of about 25 employees; plans, directs and coordinates results of work to be done; does little of the same or similar work as those supervised; spends 75 to 100 percent of time in supervisory role.
E.	Spends 100 percent of time in supervisory or managerial role for a large group of employees which contains significant diversity in types of positions and tasks to be accomplished; may supervise positions that are responsible for supervising others.
F.	Spends 100 percent of time in supervisory or managerial role for a large group of employees, often representing a number of different departments, sections and/or divisions; supervises a number of positions that are responsible for another tier of supervision.
G.	Responsible college-wide for operation of a particular function; work includes supervision, planning, coordination, decision-making, and accountability for outcomes in an area of considerable size and importance.

AUTONOMY

This factor reflects the requirement that the person filling the position act independently. Inherent in this factor is the responsibility and capacity to exercise judgment with little guidance and the ability to make informed decisions with little direction from others.

Rating	Description
A.	Position is directly supervised and guided by specific rules; looks to supervisor for all decisions.
B.	Position is closely supervised and operates with periodic and frequent checks in carrying out prescribed performance; little autonomy or decision-making involved; looks to supervisor for decisions not covered by standard practice.
C.	Works under direction of supervisor and prescribed performance standards the majority of the time; some autonomy in making minor decisions and carrying out actions.
D.	Works under periodic supervision and makes decisions within broad parameters established for the position; involves understanding and interpretation of college guidelines/policies.
E.	Works with significant autonomy in planning and carrying out work of the position and others supervised by the position; makes significant decisions that impact areas other than one's own within budgetary and regulatory constraints.
F.	Works with nearly complete autonomy, focusing primarily on policy and larger administrative issues; involvement with others is primarily through reflection and consensus-building rather than through supervision.

DIFFICULTY/COMPLEXITY

This factor assesses the difficulties associated with the position and the degree of complexity involved in understanding the work and assuring its successful accomplishment. In general, this factor rates the comprehension, problem-solving, and judgment capacities necessary for the person who fills the position.

Rating	Description
A.	Work is routine, repetitive, prescribed.
B.	Work is fairly routine, repetitive, prescribed; may make minor decisions based on standard rules and practice, such decisions generally impacting only the immediate work area in a fairly insignificant way.
C.	Work is fairly routine, repetitive, prescribed; has options based on standard rules and practice and must make choices accordingly; such choices may impact quality of work and performance.
D.	Work is fairly diversified and requires employee to make choices and decisions that are somewhat significant; work is done within prescribed guidelines and with an eye toward accomplishment of goals/priorities for the work area.
E.	Work is done within general guidelines and requires frequent use of judgment on the part of the employee; circumstances surrounding the work may change fairly frequently, requiring adjustments on the part of the employee; problem-solving frequently involved.
F.	Work often focuses on activities that impact more than one division of the college; involves coordination/collaboration often on a broad scale; requires planning on the part of the employee as to best approaches to achieve goals.
G.	Work often revolves around college-wide issues; responsibility for influencing decisions that impact the college and most or all divisions; requires gathering and dissemination of competent data.
H.	Work involves making decisions and setting direction for the college and for various divisions; requires frequent and detailed analysis of data, exercising of judgment, and making decisions regarding the college and its operations.

EDUCATION

Each position description contains a level of education required for that position. This requirement reflects the amount of training deemed necessary to carry out the responsibilities of the position effectively. The education requirement reflects the minimum amount of preliminary preparation through education required to fill the position.

Rating	Description
A.	Less than a high school diploma
B.	High school diploma or its equivalent
C.	Completion of a certificate or degree program OR completion of some college-level work for credit
D.	Two-year degree
E.	Four-year degree
F.	Master's degree
G.	Doctorate

EXPERIENCE

Each position description contains a level of experience required for that position. This requirement reflects the amount of experience deemed necessary to acquire general knowledge of the position and to carry out the responsibilities of the position effectively. The experience requirement reflects the minimum amount of preliminary preparation required to fill the position.

Rating	Description
A.	None
B.	Up to 1 year
C.	More than 1 year and up to 3 years
D.	More than 3 years and up to 5 years
E.	More than 5 years and up to 8 years
F.	More than 8 years and up to 10 years
G.	More than 10 years and up to 15 years
H.	More than 15 years and up to 20 years
I.	More than 20 years

IMPACT OF DECISIONS/ACTIONS

This factor assesses the impact on the employee, his/her work group and the college of decisions made and actions taken by the person in the position. The negative effects of poor decisions and actions that are likely to occur are viewed for their impact on such factors as funds, quality, other employees, and image.

Rating	Description
A.	Errors would be small and have little or no impact beyond the employee's immediate work area; errors likely would be caught through normal work processes; would involve few if any consequences.
B.	Errors would have impact on immediate peers due to time and effort required to identify and correct them; impact beyond the immediate work area would be negligible.
C.	Errors would likely involve the inaccurate computation and reporting of technical data, often beyond the immediate work area; would likely be detected by those within and/or outside the work section fairly quickly; correction most likely would require re-issuance of materials.
D.	Errors would likely cause work delays and loss of time, materials and money within the work area.
E.	Errors would likely cause significant work delays and confusion among more than one work area; could impact speed of decision-making and taking action.
F.	Errors would have significant impact on a large segment of the college or college-wide; would likely have negative effect on public perception of the college.
G.	Errors would have negative impact on the functioning of the college and on the community it serves; would be difficult to identify due to lack of supervision of person committing the error; impact would likely be significant and long-term.

INTERACTION WITH OTHERS

This factor takes into account both the frequency with which the person holding the position comes in contact with others and the distinctions as to who those others may be. In addition, this factor considers the types of contacts, sensitivity of the information communicated in either direction and the extent to which the person/position's influence is involved.

Rating	Description
A.	Contacts usually with immediate peers/co-workers; generally not significant outside the immediate work area.
B.	Few contacts outside immediate work area; if occurs, usually routine and related to a specific task; not responsible for collaboration.
C.	Fairly frequent contact outside of immediate work area; contacts within work area are significant to that area; contacts most often relate to coordination and supervision; supervisor generally determines outcomes of contacts.
D.	Frequent contact with others outside the immediate work area, including senior administrators; role is often a consulting one whereby information is provided to others; role is often that of supervisor responsible for a work area; may involve some contacts with persons outside of the college.
E.	Contacts most often involve coordination/collaboration both within and between divisions; outcomes of these contacts may have significant impact on college operations and image.
F.	Contacts are significant and broad; lack of judgment in such contacts may lead to losses for the college on numerous fronts.
G.	Highest-level contacts both within and outside the college; contacts take on role of significant representation of the college.

PHYSICAL CONDITIONS

This factor rates broadly the physical activities required of the position with emphasis on intensity and continuity of effort.

Rating	Description
A.	Position involves little physical effort beyond intermittent sitting, standing and walking.
B.	Work may include lifting, carrying and intermittently more difficult physical activity; work is nearly always sedentary or always active; work with machinery is often involved.
C.	Position requires physical effort that may include constant standing or walking, carrying/lifting of heavy items, as well as frequent operation of machinery or equipment.

WORK ENVIRONMENT

This factor rates broadly the physical surroundings in which the person who fills the position must work.

Rating	Description
A.	Position operates in typical office setting and working conditions.
B.	Surroundings may entail conditions that are periodically difficult for the employee, such as heat/cold and other environmental factors.
C.	Position involves frequent and sometimes continuous exposure to adverse environmental factors such as heat/cold, odors, chemicals, and infections.
D.	Position requires nearly continuous exposure to environmental factors/concerns, most often outdoors; requires significant physical effort for prolonged periods of time.

COMPUTATION OF VALUES FOR POSITION LEVELS

C-1 Authority	C-8 Physical conditions
C-6 Impact of decisions/actions	C-4 Education
C-2 Autonomy	C-9 Work environment
C-7 Interaction with others	C-5 Experience
C-3 Difficulty/Complexity	

	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9
A	5	10	15	15	10	5	5	5	5
B	10	20	30	30	20	10	10	10	10
C	20	40	45	45	30	20	20	15	15
D	40	60	60	60	40	40	30		20
E	60	80	80	80	60	60	50		
F	80	100	100	100	80	80	70		
G	100		125	125	100	100	100		
H			150		125				
I					150				

Total Values by Position Level

Total values	Position level	Total values	Position level
Up to 100	1	405 – 425	14
105 – 125	2	430 – 450	15
130 – 150	3	455 – 475	16
155 – 175	4	480 – 500	17
180 – 200	5	505 – 525	18
205 – 225	6	530 – 550	19
230 – 250	7	555 – 575	20
255 – 275	8	580 – 600	21
280 – 300	9	605 – 625	22
305 – 325	10	630 – 650	23
330 – 350	11	655 – 675	24
355 – 375	12	680 – 700	25
380 – 400	13		

STAFF POSITIONS BY LEVEL

Level 2

Housekeeping Staff

Level 3

Food Service Staff

Housekeeping Staff/Floor Maintenance

Housekeeping Staff – 3rd Shift

Level 4

Duplicating/Mailroom Clerk

Housekeeping Staff, Third Shift Coordinator

Maintenance Staff

Maintenance Staff, Archdale campus

Maintenance Staff, Groundskeeper I

Maintenance Staff, Painter

Maintenance Staff, Housekeeping Supervisor

Level 5

Assistant for Human Resources
(30 hours per week)

Compensatory Education Assistant

Evening Circulation Assistant (20 hours per week)

LRC Computer Lab Assistant

Maintenance Staff, Groundskeeper II

Office Assistant, Foundation (30 hours per week)

Records Technician I

Switchboard Receptionist, Secretary

Secretary for Health Occupations

Secretary to the Director of Student Support
Services

Level 6

Basic Skills Reporting Technician

Campus Store Assistant

Lab Manager, Photographic Technology

Library Services Assistant

Secretary to Director of Admissions/Registrar

Technical Services Assistant

Welcome Center Specialist

Welcome Center Specialist/Archdale Campus

Level 7

Assistant to the Emergency Services Training
Center Director

Assistant, President's Office (30 hours per week)

Cashier

Maintenance Staff, Electrician

Maintenance Technician (HVAC)

Maintenance Staff, Electrician

Performance Data Specialist

Project Specialist - Continuing Education

Purchasing Technician I

Records Technician II

Secretary to Dean of Business & Industry Services

Level 8

Accounts Receivable Technician

Administrative Assistant to Director of Ext. -
Archdale Campus

Administrative Assistant, Dean of Extension
Programs

Administrative Assistant to the Vice President for
Student Services

CE/HRD/Project New Start Coordinator

Evening Coordinator, Archdale Campus
(Permanent Part-Time 20 hours)

Financial Aid Associate

Financial Aid Associate & VA Certifying Official

Level 9

Administrative Assistant to the Vice President for
Instructional Services

Assistant to the Vice President for Administrative
Services

Campus Store IT & Web Operations Specialist

Compensatory Education Instructor

Early Childhood Professional Development
Specialist

Help Desk Coordinator

Payroll Specialist

Payroll & Accounts Payable Technician

Level 10

Campus Food Supervisor

Computer Technician I

Coordinator/ Instructor, Medical Office

Assistant/Computer Programs

Curriculum Specialist

Level 11

Adjunct Faculty & Evening Operations
Coordinator (32 hours per week)
Assistant Director of Marketing and Design
Campus Store Operations Manager
Coordinator/Instructor, Nursing Assistant and
Phlebotomy Programs
Educational Specialist, Student Support Services,
In-Take (TRIO grant)
Educational Specialist, Student Support Services,
Tutoring (TRIO grant)
Instructor, Basic Skills Program – Correctional
Education
Instructor, Basic Skills Program – Distance
Education
Web Site/Communications Specialist

Level 12

Assistant Director of Facilities
Business Development Specialist
Career and Retention Counselor
Director of Distance Education
Director of Foundation Operations/Executive
Director of RCC Foundation Inc.
Director of Recruiting and Student Activities
Network Administrator – Instruction I
Purchasing Agent
Recruitment/Assessment Specialist
Student Services Counselor
Student Services Counselor, Coordinator of
Students with Disabilities

Level 13

Assistant Director of Admissions/Student
Counseling
Assistant Director of Financial Aid
Coordinator, ABE and Compensatory Education
Coordinator for English as a Second Language
Director of Emergency Services Programs
Director of HRD
Director, Small Business Center
Director of Cooperative Programs
(20 hours per week)
Information Technology Librarian
Instructional Services Librarian
Network Administrator – Instruction II
Virtual Campus Technical Coordinator

Level 14

Assistant Controller
Director of Communications & Marketing
Director of Adult Secondary Education
Director of Human Resources
Executive Assistant to the President & Board of
Trustees
Network Administrator – Enterprise

Level 15

Director of Admissions/Registrar
Director, Auxiliary Services
Director of Records/Registrar for Continuing
Education
Director of Student Support Services

Level 16

Director of Facilities
Director of Financial Aid
Early College High School Liaison

Level 17

Director of Computer Services/System
Administrator
Director of Institutional Effectiveness

Level 18

Dean of Archdale Center
Dean of Emergency Services Training Center
Dean of Library Services
Director of Financial Services/Controller
Executive Director of Institutional Advancement

Level 19

Dean of Business and Industry Services
Dean of Curriculum Programs
Dean of Extension Programs

Level 20**Level 21****Level 22**

Vice President for Student Services

Level 23

Vice President for Administrative Services
Vice President for Instructional Services