



**STATE OF WASHINGTON**  
**OFFICE OF THE STATE HUMAN RESOURCES DIRECTOR**  
DIRECTOR'S REVIEW PROGRAM  
*P.O. Box 40911 · Olympia, WA 98504-0911 · (360) 902-9820 · FAX (360) 586-4694*

April 9, 2013

TO: Teresa Parsons, SPHR  
Director's Review Program Supervisor

FROM: Kris Brophy, SPHR  
Director's Review Program Investigator

SUBJECT: Richard Douglas v Green River Community College (GRCC)  
Allocation Review Request ALLO-12-037

**Director's Determination**

This position review was based on the work performed for the six-month period prior to May 31, 2012, the date GRCC Human Resources received Mr. Douglas's request for a position review. As the Director's Review Investigator, I carefully considered all of the documentation in the file, the exhibits, and the written comments provided by both parties. Based on my review and analysis of Mr. Douglas's assigned duties and responsibilities, I conclude his position is properly allocated to the Instruction and Classroom Support Technician 3 classification.

**Background**

On July 20, 2011, GRCC HR received Mr. Douglas's Position Review Request (PRR), requesting his Instruction and Classroom Support Technician 3 (ICST 3) position be reallocated to the Instruction and Classroom Support Technician 4 (ICST4) (Exhibit B-6).

GRCC HR notified Mr. Douglas on May 1, 2012 that his position was properly allocated to the Instruction and Classroom Support Technician 3 class (Exhibit B-2).

On May 31, 2012, the Office of the State Human Resources Director received Mr. Douglas's request for a Director's review of GRCC's allocation determination (Exhibit A-1).

On March 7, 2013, I conducted a Director's review telephone conference. Present for the conference were Mr. Richard Douglas; Ms. Robin Ledbetter, Council Representative, WFSE; Mr. Jeff McCauley – Chairman, Technology Division Chair, and Ms. Barbara Iribarren, HR Consultant, GRCC.

**Rationale for Director's Determination**

The purpose of a position review is to determine which classification best describes the overall duties and responsibilities of a position. A position review is neither a measurement of the volume of work performed, nor an evaluation of the expertise with which that work is performed.

A position review is a comparison of the duties and responsibilities of a particular position to the available classification specifications. This review results in a determination of the class that best describes the overall duties and responsibilities of the position. Liddle-Stamper v. Washington State University, PAB Case No. 3722-A2 (1994).

### Duties and Responsibilities

As stated in the position purpose statement of the PRR, Mr. Douglas provides instructional and lab support services for the Aviation, Computer Science, Drafting/Design Technology, Engineering, Geographic Information Systems, Information Technology, and Natural Resources programs for the GRCC Technology Instructional Division. Mr. Douglas prepares equipment, materials and technical solutions for classroom work projects. He prepares demonstrations as requested by instructors, and assists instructors with lecture and laboratory materials. He also confers with instructors in establishing and developing classroom assignments.

Mr. Douglas describes his major job duties as follows:

- 35% Aviation Simulation Manager. (including daily supervision, timesheet management, hiring/firing, and training new employees.) Monitors simulator usage for compliance with established directives. Publish daily training schedule. Maintain simulators, including hardware, software and navigational data updates. Coordinates with vendor for technical support including periodic maintenance. Registers and trains students on scheduling website use.
- 30% Resolve classroom-related problems, including IT, environmental, and other associated issues. Troubleshoot equipment and software when in non-working order. Open work-orders with IT department, and track for resolution. Consult with faculty regarding classroom needs; research new equipment/technology, suggest best methods for most effective equipment use. (Example: coordinate the purchase of materials for tensile testing. Deliver to trades division and coordinate specialized manufacture. Set up test on Tinius Olson Tensile Testing Machine in TI 51 in support of both ENGR 140 and IE 189 classes.)
- 10% Division Requisition/Purchasing Card Program Manager (type and coordinate requisitions, and purchase items with division purchase card; submit reports to Business Office as required) Researches equipment and software needed for labs, handles all purchasing for each department. Complies with state regulations for purchasing supplies and surplus. Evaluates materials and equipment, and makes purchasing recommendations based on observed needs.
- 5% Western Washington GIS Software Consortium Manager (including resolving technical issues, generating/distributing software licenses to 15 Washington State community colleges)
- 5% Certipoint; Prometric & PearsonVue Test Center Manager (manages testing server and 26 computer workstations, test/update testing software, work with students to purchase exam vouchers register students for exams, and proctor all exams.
- 5% Manage Division Websites (build new pages, update information, post program courseware to website) and support faculty in using Angel and Tegrity for both online and face-to-face classes.

- 5% Update/design/build new ATC computer scenarios, test them and train instructors on their use.
- 5% FAA Collegiate Training Initiative (CTI) Reporting (update student demographic information and submit to FAA at regularly scheduled times throughout the year.

### Supervisor's Comments

Leslie Heizer-Newquist, Executive Dean, Prof/Tech & Workforce Education, is Mr. Douglas's immediate supervisor. Executive Dean Heizer-Newquist completed the supervisor's portion of the PRR. She indicates that Mr. Douglas's duties are accurate and complete, and she supports his request to be reallocated to the ICST 4 class.

In the supervisor's comment section of the PRR, Executive Dean Heizer-Newquist indicates that Mr. Douglas has been delegated the following decision-making authority with regard to his position:

- Assessing technical qualifications of potential Flight Simulator Technicians prior to hire. Orienting, supervising, and if necessary, terminating Flight Simulator Technicians;
- Assessing, collecting and transferring necessary information to Division Chair, Faculty and Dean prior to 2-month cyclic leave during summer quarter;
- Prioritizing and purchasing software, hardware, and other supplies from co-op accounts. Assessing need for items to be tagged. Identifying purchases that need to go out-for-bid or need specials approval from state (during budget freeze);
- Identifying appropriate purchases (and inappropriate purchases) from division accounts, including co-op. Coding correctly.
- Tracking and reporting to FAA required information to keep ATC-CTI program in compliance. Providing guidance to faculty about when reports are due, information required for reports, record-keeping system, etc.
- Managing combined purchasing of GIS software for consortium of 15 WA community and technical colleges.

### Summary of Mr. Douglas's Perspective

Mr. Douglas contends his position reaches the ICST 4 class on the basis of his level of responsibility for supervising staff and providing technical and scientific instruction and technical expertise in the coordination of projects and programs, resolving classroom-related problems, and researching, evaluating and purchasing materials and equipment. Mr. Douglas asserts the majority of his time is spent performing the following higher level duties:

- Managing the Aviation Technology department's Flight Simulator Program which includes supervising 15 part-time hourly aviation instructional aides (i.e. flight instructors). This included negotiating a \$5 per hour wage increase for the 15 part-time flight instructors;
- Serving as the Western Washington Environmentalist Sensitivities Research Institute (ESRI) software consortium Lead;

- Developing a plan to reorganize the Technology Center's office space to accommodate an increase in faculty within the division;
- Assisting IT faculty in applying and becoming an official testing site for IT certificate exams;
- Researching, recommending and purchasing classroom monitoring software to combat student cheating and Internet browsing during class;
- Managing the Division's purchase card account;
- Negotiating a flight simulator maintenance contract with a vendor; and
- Preparing cost estimates and researching and making equipment purchasing recommendations and decisions.

Mr. Douglas asserts his overall level of responsibility and decision-making authority, and his level of responsibility for supervising 15 hourly flight simulator instructors which includes interviewing, hiring, training, assigning and scheduling their work, and terminating their employment if necessary, reaches the ICST 4 class. Mr. Douglas asserts his position should be reallocated to that class.

### **Summary of GRCC's Reasoning**

GRCC asserts the overall level and scope of duties and responsibilities assigned to Mr. Douglas's position do not reach the ICST 4 level of responsibility with respect to managing the Aviation department's flight simulator program and his level of supervision over temporary staff, resolving classroom-related problems, or performing requisition, purchasing, and other fiscal-related functions.

GRCC acknowledges Mr. Douglas is responsible for providing senior-level lab support services for the Aviation Technology Department which includes directing the operation of the college's flight simulators. GRCC acknowledges that Mr. Douglas ensures all preventive maintenance is performed; that he coordinates and oversees all preparations for classroom demonstrations and lab experiments, and that he performs inspections, testing, and routine maintenance activities on equipment, experiments and demonstrations. GRCC acknowledges Mr. Douglas's duties include performing complex design and development work as an Instruction and Classroom Support technician. However, GRCC asserts this level of work is consistent with the ICST 3 level class.

Further, GRCC asserts that Mr. Douglas's level of supervision for the aviation simulator instructional aides (flight instructors) does not include performing the full scope of supervisory functions required for allocation to the ICST 4 level class. Ms. Iribarren indicates in (Exhibit B1), that the flight instructors are required to be licensed pilots who arrange their own simulator training time and also provide services and charge their fees directly to the student pilots. She indicates the pilots use various forms of communication including sign-up sheets to schedule simulator flight time with the student pilots.

Further, Ms. Iribarren states that, "It is the practice of the college that, significant, supervisory responsibilities not be applied to temporary staff." She states temporary employees at the college do not accrue leave, do not receive job development, nor do they receive progressive discipline and corrective action for poor performance. During the review conference, Ms. Iribarren stated that temporary employees may receive informal performance feedback but do not receive formal performance evaluations with regard to their performance.

For these reasons, GRCC asserts Mr. Douglas's position is properly allocated to the ICST 3 class.

### Comparison of Duties

When comparing the assignment of work and level of responsibility to the available class specifications, the Class Series Concept (if one exists) followed by the Definition and Distinguishing Characteristics are primary considerations. While examples of typical work identified in a class specification do not form the basis for an allocation, they lend support to the work envisioned within a classification.

The Class Series Concept for the Instruction and Classroom Support Technician series states:

Positions in this series perform various instructional and classroom support services including academic and vocational instructional programs, scientific instructional programs, and extension educational activities. Duties typically include assisting in the individualized or group instruction of students in development of learning skills; or working with faculty or instructors in preparing, modifying, and/or developing instructional programs, teaching aids, materials and equipment associated with shop, classroom, or laboratory instruction which requires positions to have technical knowledge of the discipline(s).

Mr. Douglas's position performs various instructional and classroom support services within the GRCC Technology division. This includes providing instructional support services for seven departments, 32 full-time and adjunct faculty, 13 different classrooms and approximately 1200 students. His position should therefore be allocated to a class within the Instruction and Classroom Support Technician series.

### Comparison of Duties to Instruction and Classroom Support Technician classes

The Definition for the Instruction and Classroom Support Technician 4 class states:

Positions at this level supervise staff and/or have significant responsibility in planning, developing, implementing, and reviewing scientific instructional support programs requiring knowledge of a scientific discipline, electronics and/or engineering. Responsibilities involve supervising staff performing scientific instructional support including professional and technical work for an entire school, college, or department; or providing technical and scientific expertise in the coordination of projects and programs related to the development of instructional materials for science faculty and external science education professionals. [Emphasis added]

The primary allocating factors at the ICST 4 level include the supervision of instructional support staff for an entire school, college or department; and/or having significant responsibility in planning, developing, implementing and reviewing scientific instructional support programs which includes providing technical and scientific expertise in the coordination of projects and programs related to the development of instructional materials for science faculty and external science education professionals.

The primary allocating factors at the ICST 3 level include serving as a senior-level ICS technician, coordinating instructional support activities for a variety of courses which requires an emphasis on providing complex design and development tasks.

As a whole, Mr. Douglas's position does not fully reach the ICST 4 level of responsibility with respect to the level of supervision he exercises over hourly flight instructor staff, or for his level of responsibility for planning, developing, implementing and reviewing scientific instructional support programs which includes an emphasis in providing technical and scientific expertise in the coordination of projects and programs regarding the development of instructional materials for science faculty and external science education professionals. [Emphasis added]

### Supervision of Staff

This class provides for the supervision of staff performing scientific instructional support including professional and technical work for an entire school, college or department. Mr. Douglas's position does not reach this level of responsibility.

Historically, the former Higher Education Personnel Board (HEPB) relied on three components for determining whether a position tasked with supervising student workers met the same standard as a position supervising classified staff. The three components included the definition of supervisor, the intent of the related class specification, and whether the collective hours of student supervision equated to one FTE. Udovich, Arrington, and Pittman v. The Evergreen State College. HEPB Nos. 3607, 3608, and 3609 (1992). Both the former Personnel Appeals Board (PAB) and the Personnel Resources Board (PRB) have applied similar criteria when considering supervisory or lead responsibilities.

The PRB has addressed the one FTE standard applied by previous Boards. The PRB agreed "there must be a threshold which can be objectively applied to each set of duties and responsibilities when determining the appropriateness of allocation to a lead or supervisory class." The PRB further concurred "the established threshold of 1.0 FTE should continue to be used as the basis for determining the appropriateness of allocation to a lead or supervisory class." Tacoma Community College v. Edward Harmon, PRB Case No. R-ALLO-08-012 (2008), citing Halcomb v. Shoreline Community College, Higher Education Personnel Board (HEPB) Case No. 3453 (1992); Baker v. University of Washington Health Services, Personnel Appeals Board (PAB), Case No. 3821-A3 (1994); and Washington State University v. Marc Anderson, PAB Case No. ALLO-04-005 (2004).

Therefore, in order to meet the definition of supervisor, an incumbent must have full supervisory responsibility and supervise a minimum of one full-time equivalent (FTE) employee.

The Office of the State HR Director's Glossary of Classification Terms defines **supervisor** as follows:

An employee who is assigned responsibility by management to participate in all of the following functions with respect to their subordinate employees:

- Selecting staff
- Training and development
- Planning and assignment of work
- Evaluating performance
- Resolving grievances
- Taking corrective action

Participation in these functions is not routine and requires the exercise of individual judgment.

In a more recent decision, the PRB provided further guidance on the definition of supervision. The PRB determined that “[s]upervision of an organization typically includes setting organizational goals, developing plans to meet goals and objectives, developing policies and procedures, preparing budgets, adjusting and authorizing expenditures, controlling the allocation of program resources, and the supervision of staff.” Dawson v. South Puget Sound Community College, PRB Case No. R-ALLO-08-001 (2008).

In Dawson, the Appellant argued that he performed supervisory responsibilities for contract, part-time and work-study staff. However, the PRB determined his position provided “on-the-job work instruction” but did not “perform training and development at a level expected of a supervisor.” While the PRB concluded the Appellant had oversight of the daily work, provided feedback, and responded to service complaints related to the service provided, he did not conduct formal performance evaluations or adjust formal grievances. As a result, the PRB determined the Appellant’s position was properly allocated to a lead classification.

As a whole, the level of Mr. Douglas’s supervisory duties are best described as providing on-the-job work direction to the 16 temporary flight instructors who provide flight simulator training to the Aviation department’s approximately 300 student pilots. Although the flight instructors are temporary hourly staff, they are licensed pilots who arrange their own simulator training time and also provide services and independently charge their fees directly to the student pilots. Therefore, this limits the level of supervision and work direction Mr. Douglas provides to the flight instructors as temporary employees. As Ms. Iribarren indicates, the pilots use various forms of communication including sign-up sheets to schedule simulator flight time with the student pilots. Therefore, Mr. Douglas’s position primarily provides scheduling coordination and daily oversight of activities which includes publishing the daily training schedule, and monitoring and maintaining time sheets. He does not directly supervise the flight instructors with respect to their specific flight simulator instruction and individual training activities.

A portion of Mr. Douglas’s time involves posting openings when they occur, hiring new instructors, and terminating their employment if necessary. However, according to Ms. Iribarren, temporary employees at the college do not accrue leave, do not receive job development, nor do they receive progressive discipline and corrective action for poor performance. During the review conference, Ms. Iribarren stated that temporary employees may receive informal performance feedback but do not receive formal performance evaluations with regard to their performance. Mr. Douglas stated during the review conference that the evaluation process for the flight instructors consists of receiving input from the student pilots and providing verbal feedback to the instructors. He also provides training to the instructors on internal administrative processes and procedures.

While Mr. Douglas does perform some of the functions of a supervisor, the overall level of responsibility of his position and the scope of his responsibilities for providing work direction and evaluating and correcting performance is more in line with a lead position. Although performance evaluations may be performed in a way that differs from the Performance Development Plan (PDP) process, the evaluation process requires more in-depth assessment than assigning, training, checking the work of employees, and providing verbal feedback. In summary, Mr. Douglas does not have delegated supervisory authority and responsibility for conducting formal performance evaluations, adjusting formal grievances or taking formal corrective actions required for allocation to this class based on the supervisory portion of the Definition of this class. In total, Mr. Douglas’s duties do not fully reach supervising employees as required.

Planning, Developing, Implementing, and Reviewing Scientific Instructional Support Programs

The second allocating factor stated in the definition of the ICST 4 class requires having significant responsibility in planning, developing, implementing, and reviewing scientific instructional support programs which requires knowledge of a scientific discipline, electronics and/or engineering. The definition states that incumbents provide technical and scientific expertise in the coordination of projects and programs related to the development of instructional materials for science faculty and external science education professionals. [Emphasis added]

A portion of Mr. Douglas's work involves performing higher level work consistent with the ICST 4 level class. Mr. Douglas provided an example during the review conference which involved developing a plan for facility and equipment changes. This consisted of developing and recommending a plan to reorganize the Technology Center's office space to accommodate an increase in faculty within the division. He also provided an example of assisting in a design development effort to meet the teaching needs of the IT department by assisting IT faculty in applying and becoming an official testing site for IT certificate exams.

However, Mr. Douglas does not have responsibility for planning, developing, implementing and reviewing scientific instructional support programs for faculty as the primary emphasis of his position as required. The primary focus of his position is more accurately described as providing senior-level instructional technical support to a variety of courses, with a primary emphasis on coordinating flight simulator activities and providing problem solving work in support of departmental classes and instructional program activities. As stated in the PRR, the majority of Mr. Douglas's time is spent coordinating the daily operations of the Aviation department's flight simulator program and resolving and responding to classroom-related problems for seven Technology division departments.

In the PRR, Mr. Douglas states that approximately 35% of his time is spent providing senior-level lab support services for the Aviation Technology Department. This includes directing the operation of the college's flight simulators. Mr. Douglas ensures all preventive maintenance is performed. He monitors flight simulator usage, publishes daily training schedules. He also performs flight simulator maintenance tasks which includes performing maintenance on related hardware, software and navigational data. He also coordinates with the vendor for technical support including periodic maintenance.

Approximately 30% of Mr. Douglas's time is spent resolving classroom-related problems which includes IT, environmental, and other associated issues. Mr. Douglas troubleshoots equipment and software issues and opens work-orders with the IT department and tracks issues to resolution. Mr. Douglas also coordinates and oversees all preparations for classroom demonstrations and lab experiments, and that performs inspections, testing, and routine maintenance activities on equipment, experiments and demonstrations.

Mr. Douglas also consults with faculty and departmental chairs regarding their specific classroom or other instructional needs. His duties include researching new equipment or technology needs, and suggesting solutions and methods for the most effective use of equipment. This includes spending a portion of this time performing complex design and development work which is consistent with the ICST 3 level class. This is further supported by the examples of work Mr. Douglas provided regarding the other functions and tasks he performs including:

- Serving as the Western Washington Environmentalist Sensitivities Research Institute (ESRI) software consortium Lead;



- Researching, recommending and purchasing classroom monitoring software to combat student cheating and Internet browsing during class;
- Managing the Division's purchase card account;
- Negotiating a flight simulator maintenance contract with a vendor; and
- Preparing cost estimates and researching and making equipment purchasing recommendations and decisions.

Further, although the typical work examples do not form the basis for an allocation, they lend support to the work envisioned within a classification. The ICST 4 class specification states that incumbents prepare and administer course support budgets, prepares cost estimates, fiscal projections, and financial reports. Mr. Douglas does not prepare and administer budgets at the level anticipated by this class. He does track salary payroll information for the flight simulator instructors and provides that information to division management to assist in operational planning. The Executive Dean also states in her comments that Mr. Douglas collects and transfers information to the Division Chair, Faculty and Dean prior to 2-month cyclic leave during summer quarter.

In summary, Mr. Douglas's scope of responsibility, complexity of duties, level of analysis and level of decision-making authority does not fully reach the ICST 4 class definition. Therefore, the primary focus of Mr. Douglas's position, and the majority of his duties as a whole are more accurately described by the ICST 3 level class which describes the emphasis of his position in coordinating instructional support activities for the Technology division and serving a senior-level technician and resolving operational problems and performing complex classroom instructional design and development tasks for faculty and staff. In total, Mr. Douglas's position should not be reallocated to the ICST 4 level class.

### Comparison of duties to Instruction and Classroom Support Technician 3

The Definition for the Instruction and Classroom Support Technician 3 class states:

Coordinates instructional support activities in a basic or applied science teaching program. Coordinates support services for a variety of courses; provides professional/technical support requiring knowledge of a scientific discipline, electronics and/or engineering.

The Distinguishing Characteristics for the ICST 3 class state:

Senior-level class responsible for coordinating instructional support activities, designing/developing instructional support programs or designing and constructing equipment. Under general direction, provides support to courses requiring an emphasis in complex design and development tasks such as developing experiments/demonstrations where only general theoretical concepts are identified, designing instructional support applications based on current research findings.

The primary focus of Mr. Douglas's position, and the majority of his duties as a whole are more accurately described by the Definition and Distinguishing Characteristics of the ICST 3 class which describes the emphasis of his position in coordinating instructional support activities for the Technology division and serving as a senior-level technician and resolving operational problems and performing complex classroom instructional design and development tasks for faculty and staff.

Although they are not allocating criteria, the typical work statements for the ICST 3 class provide the following representative examples of work performed at this level:

Inspects, tests, adjusts and does major repair of scientific and laboratory support equipment;

Develops scientific instructional programs, demonstration models and laboratory procedures in conjunction with assigned faculty/teacher;

Designs, constructs and tests equipment used for lecture demonstrations or laboratory experiments;

Coordinates the scientific preparation for laboratory programs and field-oriented courses using safety procedures in handling hazardous materials such as acids, pesticides, radiation, etc.;

Coordinates laboratory support, maintenance and store room functions;

Evaluates equipment specifications and makes purchase recommendations;

Provides training for students and faculty in a specialty area such as a specific computer software program, holography, ceramics, manufacturing and microbiological techniques, and methods of biochemical analysis, etc.;

Maintains computerized inventory;

The majority of Mr. Douglas's duties are consistent with the level of work described by these typical work statements. Mr. Douglas inspects, tests, adjusts and repairs the Aviation department's flight simulators and the division's other scientific and laboratory support equipment. A portion of his work includes developing complex scientific instructional program equipment, demonstration models and laboratory procedures in conjunction with assigned faculty member requests. He evaluates equipment specifications and makes purchase recommendations to faculty and division management for equipment used for lecture demonstrations or laboratory experiments. He also coordinates laboratory support, maintenance and store room functions.

In Salsberry v. Washington State Parks and Recreation Commission, PRB Case No. R-ALLO-06-013 (2007), the Personnel Resources Board addressed the concept of best fit. The Board referenced Allegri v. Washington State University, PAB Case No. ALLO-96-0026 (1998), in which the Personnel Appeals Board noted that while the appellant's duties and responsibilities did not encompass the full breadth of the duties and responsibilities described by the classification to which his position was allocated, on a best fit basis, the classification best described the level, scope and diversity of the overall duties and responsibilities of his position.

Additionally, most positions within the civil service system occasionally perform duties that appear in more than one classification. However, when determining the appropriate classification for a specific position, the duties and responsibilities of that position must be considered in their entirety and the position must be allocated to the classification that provides the best fit overall for the majority of the position's duties and responsibilities. Dudley v. Dept. of Labor and Industries, PRB Case No. R-ALLO-07-007 (2007).

While a portion of Mr. Douglas's position reaches aspects of the work performed at the ICST 4 level; the overall level, scope and diversity of his assigned duties and responsibilities are more closely aligned and fit more appropriately within the ICST 3 class.

Mr. Douglas's allocation is not a measurement of his performance. A position's allocation, however, is limited to the duties and responsibilities assigned and how the majority of those duties best fit into the available job classifications. For these reasons, on a best fit basis, his position should remain allocated to the Instruction and Classroom Support Technician 3 class.

### **Appeal Rights**

RCW 41.06.170 governs the right to appeal. RCW 41.06.170(4) provides, in relevant part, the following:

The mailing address for the Personnel Resources Board (PRB) is P.O. Box 40911, Olympia, WA 98504-0911. An employee incumbent in a position at the time of its allocation or reallocation, or the agency utilizing the position, may appeal the allocation or reallocation to the Washington personnel resources board. Notice of such appeal must be filed in writing within thirty days of the action from which appeal is taken.

The PRB Office is located on the 4<sup>th</sup> floor of the Insurance Building, 302 Sid Snyder Avenue SW, Olympia, Washington, 98501-1342. The main telephone number is (360) 902-9820, and the fax number is (360) 586-4694.

If no further action is taken, the Director's determination becomes final.

c: Richard Douglas, GRCC  
Robin Ledbetter, WFSE  
Barbara Iribarren, GRCC  
Lisa Skriletz, OSHRD

Enclosure: List of Exhibits

**RICHARD DOUGLAS v GREEN RIVER COMMUNITY COLLEGE**  
**ALLO-12-037**

List of exhibits

A. Richard Douglas Exhibits

1. Director's Review request form from Richard Douglas received by OSHRD May 31, 2012 (4 pages)
2. Copy of reallocation determination memo from Barbara Iribarren to Richard Douglas dated May 2, 2012 (1 page)
3. Position Review Request form from Ron Douglas received by GRCC HR on Jul 20, 2011 (7 pages)

B. GRCC Exhibits

1. Supporting rationale for determination from Barbara Iribarren dated April 23, 2012 (3 pages)
2. Reallocation determination memo from Barbara Iribarren to Richard Douglas dated May 2, 2012 (1 page)
3. Course description for Professional Pilot degree option – Aviation Technology Programs, (1 page)
4. Job Description on file for Richard Douglas's position dated October 2011 (3 pages)
5. Professional/Technical Programs and Workforce Education Organizational Chart (1 page)
6. Position Review Request form for Richard Douglas's position, received by GRCC HR on July 20, 2011(7 pages)

Exhibit submitted following review conference

7. Temporary Employment Form for GRCC (1 page)

C. Class Specifications

1. DOP Class Specification for Instruction and Classroom Support Technician 3, 255O
2. DOP Class Specification for Instruction and Classroom Support Technician 4, 255Q