



STATE OF WASHINGTON
OFFICE OF FINANCIAL MANAGEMENT

STATE HUMAN RESOURCES DIVISION | DIRECTOR'S REVIEW PROGRAM
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March 16, 2016

TO: Kristie Wilson
Acting Rules and Appeals Program Manager

FROM: Kris Brophy
Director's Review Specialist

SUBJECT: Karin Cagle v. Walla Walla Community College (WWCC)
Allocation Review Request ALLO-15-085

Director's Determination

This position review was based on the work performed for the six-month period prior to April 27, 2015, the date WWCC Human Resources (WWCC-HR) received Ms. Cagle's request for a position review. As the Director's Review Specialist, I carefully considered the documentation in the file, the exhibits and the verbal comments provided by both parties during the review telephone conference. Based on my review and analysis of Ms. Cagle's assigned duties and responsibilities, I conclude her position is properly allocated to the Administrative Assistant 3 (AA3) classification.

Background

On April 27, 2015, Ms. Cagle submitted a Position Review Request (PRR) to WWCC's Human Resources (WWCC-HR) Office, requesting that her Administrative Assistant 3 position be reallocated to the Program Manager B (PM B) classification. (Exhibit B-2)

WWCC notified Ms. Cagle on September 27, 2015 that her position was properly allocated to the AA 3 classification. (Exhibit B-1)

On October 19, 2015, OFM - State HR, received Ms. Cagle's request for a Director's review of WWCC's allocation determination. (Exhibit A-1)

A Director's review telephone conference was conducted on February 17, 2016. In attendance for the conference were Karin Cagle; John Little, Staff Representative, Washington Public Employees Association (WPEA); Loretta Taylor, Dean of Continuing Education; WWCC; Brent Caulk, Dean of Corrections Education, WWCC; Sherry Hartford, Vice President of HR, WWCC and Gayle Bellmore, HR Consultant, WWCC.

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).

Position are to be allocated to the class which best describes the majority of the work assignment. *Ramos v DOP*, PAB Case No. A85-18 (1985).

Duties and Responsibilities

Ms. Cagle's position performs a variety of administrative support services to the Dean of the WWCC Corrections Education department located on the Washington State Penitentiary (WSP) campus. Ms. Cagle's position is located in the East Complex Minimum Security unit of the facility.

Ms. Cagle states in the Position Purpose section of the PRR that her position:

...is responsible directly to the Dean of Corrections Education for providing administrative support services for the department exercising independent judgment and delegated decision making authority. Advise department administrator on program matters and decisions of major significance that may affect the College as a whole.

Ms. Cagle's duties and responsibilities are identified in the PRR (exhibit B-2) as follows:

29% Duty:

Provide administrative support to the Dean of Corrections Education and other department administrators.

Tasks:

Relieve dean of education in operation day to day details where possible, ensuring to keep the dean apprised of any pertinent or significant issues.

Serve as corrections education subject matter expert.

Interpret, counsel and implement department related policies and procedures.

Serve as primary education representative in reviewing and writing DOC policies and operational memorandums that apply to education programming.

Oversee compliance with SBCTC/DOC contract administration.

Represent the Dean of Corrections education at various institution meetings, with offenders and to the general public.

Act as a liaison to other departments and resolve problems that arise between units. Develop and publish WWCC corrections education annual instructional calendar.

Investigate and respond to offender grievances pertaining to the education program. Track weekly enrollment, initiate measures to increase enrollment when needed and advise department and institution administration of weak areas and suggestions to remedy.

Review department programs and recommend changes, modifications, and/or expansion providing appropriate analysis and documentation.

Supervise classified support duties within the minimum custody setting.

Establish, for WSP & CRCC, recommended procedures for classified staff responsibilities. Train classified staff in department and institutional practices, policies and revisions.

Communication instructions and processes established by administration to department staff.

20% **Duty:**

Funds Management.

Tasks:

Assist with annual budget development.

Discuss budget needs with administrators, reviewing department needs against budget limitations and recommend appropriate action.

Prepare, review and submit staff budget requests/needs for their related program areas.

Review expense and budget status reports; analyze problem areas and implement corrective action.

Prepare cost estimates and projections of future needs for proposed action.

Manage year end projections and spend down plans.

Process and track all department expenditure requests, purchase requisitions, check requests, payroll, and travel requests and reimbursements.

Track inventory, use and purchase department supplies.

Make travel arrangements on behalf of staff.

13% **Duty:**

Student Services

Tasks:

Provide weekly education orientation to newly arrived offenders regarding offered services.

Assist offenders in selecting courses.

Screen, interview as needed, and assign offender students into basic skills, offender change, and vocational programs.

Work with institution job supervisors and counselors to adjust offender student work schedules when needed to accommodate educational needs.

Provide one on one vocational advising with offender students.

Monitor offender student progress. Document and notify appropriate institution staff when offender students are eligible to work institution jobs. Take corrective action in regard to offender students who demonstrate unsatisfactory progress.

Remain up to date on student offender needs and problems and initiate measures to resolve when warranted.

12% **Duty:**

Assist with Personnel & Security Practices

Tasks:

Participate in personnel decisions involving classified staff recommend hiring, develop evaluations, position allocations, etc.

Develop staffing decision analysis and position descriptions. Assist in development of interview questions for hiring new WSP campus staff. Assist in formulating general administrative policies of the department.

Track, notify and implement part-time faculty evaluations in compliance with CBA.

Assist department administration in knowing practices and procedures as set forth in collective bargaining agreements. Keep informed of changes in agreements that have an impact to our department.

For new staff establish DOC network account, schedule for WSP security briefing, and provide key control and radio use training.

Schedule staff for WSP annual in-service training.

Work with custody staff to address areas of security concerns & needs for the department.

Maintain quarterly list of WSP campus employees, work location & hours, and emergency contact information for institution security requirements.

Notify custody staff of quarterly classroom and instructional schedules.

Coordinate with custody staff logistics of bring outside vendors, tools and guests into the facility.

9% **Duty:**

Program Planning

Tasks:

Plan, develop and implement procedures to effect new programs or activities in conformance with institution policies.

Notify institution counselors and administrators of planned programs and course entry requirements.

Promote programs throughout the facility through a variety of means.

Confer regularly with staff and outside entities regarding the interpretation and implementation of program policies, participate in establishing program standards and identify areas for program development and/or improvement.

Assist in development of DOC network programs, request programming changes, and notify relevant staff of network updates.

Provide information and assistance to other DOC facilities in development of similar program to those at WSP.

Coordinate program functions with appropriate agencies and department to accomplish program activities; promote the programs at WSP and with other organizations.

7% **Duty:**

Contract Administration

Tasks:

Prepare and maintain records related to academic achievements to include post incarceration education and employment results.

Maintain department records as outlined by State records retention guidelines.

Gather and/or supervise compilation of information from a number of sources and refer pertinent information to the Dean of Corrections Education.

Submit annual budget requests into State Board of Community and Technical College (SBCTC) online grant management system.

Review annually contract with SBCTC & DOC to ensure department remains in contract compliance, advise administrator of any new or changed requirements.

Forward quarterly instructional schedules to SBCTC corrections education administrator.

5% **Duty:**

Space, equipment and property management.

Tasks:

Submit facility request for areas that need maintenance or repair.

Contact vendors to coordinate maintenance and repair of equipment. Maintain inventory of equipment.

Determine need for office equipment and furniture.

Coordinate with main campus purchasing representative surplus of non-essential equipment.

Assign classroom and office space for department personnel.

Checkout WSP campus agency wide vehicles, take vehicles in for servicing of any recall work.

Maintain assignments and reservations of classroom space.

5% **Duty:**

Public Information

Tasks:

Serve as primary liaison with intra and inter-institutional, personnel and the public in regard to Corrections Education services and programs.

Provide newly hired Eastern Washington corrections staff with a tour and overview of corrections education. Discuss the program history, legislative actions, and inform them about programs offered and entry requirements.

Serve statewide as subject matter expert in Washington State Department of Corrections offender education.

Gather and publish statistical information to support effectiveness of program.

Advise other organizations and public regarding program content, policies, and entry requirements.

Supervisor's Comments

Dr. Joe Small, Dean of Corrections Education, was Ms. Cagle's supervisor during the period under review. On July 1, 2015, Ms. Taylor assumed supervisory responsibility for Ms. Cagle's position following Dr. Small's retirement. Ms. Taylor completed the supervisor's section of the PRR (Exhibit B-3). Ms. Taylor indicates in her comments that Ms. Cagle's description of her assigned duties and responsibilities is not fully accurate and complete.

Ms. Taylor disagrees with Ms. Cagle's comments in the Position Purpose section of the PRR and states that Ms. Cagle does not have decision making authority regarding issues with major significance that may affect the College as a whole.

Ms. Taylor provided the following comments regarding the scope of Ms. Cagle's decision making authority:

Establishing security standards (DOC), developing procedures/practices, program screening requirements, policy revisions, responses to grievance - all should be reviewed by Dean, Director or Assist Dir. [Ms. Cagle] [d]oes not have sole decision making authority.

Ms. Taylor provided the following list examples of decisions that Ms. Cagle is authorized to make without her prior review:

Blanket purchases (advance approval by Dean given authorizing set amounts), assignment and schedule changes with offender students.

Ms. Taylor provided the following examples of decisions that require her approval:

Program policies and procedural changes, purchases, leave requests, work schedule changes, travel, schedule, payroll authorizations and hiring decisions.

Summary of Ms. Cagle's Perspective

Ms. Cagle asserts she manages all administrative processes for the Correction's Education department. She provides the following comments in Exhibit A-10:

I believe my position at Walla Walla Community College's (WWCC) Washington State Penitentiary (WSP) campus is best defined under the Program Manager B classified position description. Over the last several years I have performed duties outlined in the distinguishing characteristics for this position.

My request for a position review came from the prompting of my prior supervisor, Dr. Joe Small. Dr. Small was my immediate supervisor for the last 15 years. He retired effective 7/1/15.

Dr. Small had indicated that he long felt I had been working outside of my classification and that he related such to WWCC's Human Resources manager, Mrs. Hartford. Dr. Small told me that he felt the duties I perform are most related to those of a Program Manager or Program Specialist.

The DOP description for Program Manager B states "Positions in this class involve a wide scope of complex duties and responsibilities in the management of a program which may involve a combination of two or more of the following services: Project management, funds management, contract administration, management analysis, property management, space management, program management, budget planning, public information, faculty, administrative, classified staff and student services administration, personnel administration and staff supervision."

Over the last several years I have maintained duties and responsibilities in the management of some services at the WWCC WSP campus Corrections Education program. To address the specific services, I've provided funds management, space management, budget planning, public information, classified staff and student services administration. Following is a breakdown of specific referenced tasks performed along with details of how I've performed them.

Funds management: I make independent purchases using my college VISA cards and through use of open college accounts with various vendors, without having to obtain prior approval.

These purchases are for any needed items that are less than \$300 per unit and less than \$1,500 in complete order value.

I also issue purchasing approval to other faculty and staff. Orders exceeding \$300 per unit or a total value over \$1,500 are typically generated on a purchase requisition and do require approval from the Dean of Corrections Education.

I manage departmental expenses by tracking all departmental expenditures (goods & services, equipment, travel, payroll and benefits). From this data I prepare fiscal related business reports. I receive monthly expense reports from WWCC's business office. I review those expense reports against my departmental expense reports and take action with business office staff to correct any discrepancies. Action taken by me to correct fiscal related discrepancies is done independently.

I review expenses, monthly reports, and annual averages to develop budget year end forecasts. I use my projections to advise the Dean of Corrections Education of our department's financial status, to identify areas of concern, and to make recommendations needed to remedy any areas of concerns. My projections are also used to compare against main campus business office projections. Any differences in those projections are identified and corrected by myself and the grants and contract staff in the main campus business office until we are able to come to an agreed remaining balance. I also take independent action to reallocate funds among different budget codes.

Toward the end of each fiscal year I frequently meet with college business office staff to compare year-end figures and to develop our WSP campus year-end spend down plan to ensure grant funds are fully utilized, but not over expended. This year our operating budget is \$3,438,619.

Space management: I manage Corrections Education space at WSP by assigning instructional, office, and storage space for the east complex minimum security education department. I also handle reservations made by other departments for occasional use of education space. I maintain the departmental equipment inventory for the entire WSP campus and arrange for surplus of equipment and furnishings. I manage our campus' agency fleet vehicles to include reservations, and scheduling servicing and repairs. These tasks are all performed independently.

I make arrangements for areas and items at the WSP campus that need maintenance or repair. I identify equipment and furnishing needs for our campus. I've coordinated logistics of opening and/or moving education vocational programs.

Budget planning: Our annual operating budget comes from contract funds granted to WWCC from the State Board of Community and Technical Colleges (SBCTC). The SBCTC determines the amount of funding we are awarded and the number of full-time equivalent students that must be produced per specified program in order to meet the contractual terms for the grant. For budget planning I independently develop our annual initial draft budget. I do this by calculating current operating salaries and benefits, indirect costs and including annual averages for goods and services, travel and equipment.

The draft includes the percentages of full-time equivalent employees and related projection for full-time equivalent students. The initial draft is then tallied and compared against the anticipated or actual contracted amount from the SBCTC.

Once developed, I share the initial draft with the Dean of Corrections Education. Working with the Dean of Corrections Education, we identify areas that need adjusted to meet required FTE production. If we are over our contracted amount I identify and adjust areas that I am aware of that can be reduced without impacting staff positions. If it is necessary to make reduction in staff positions, I will share any suggestions I have with the Dean of Corrections Education who then reviews those and any other ideas with the administrative exempt team and returns to me with the decisions as to where those reductions are to be made. If we come in under our contracted amount I identify areas that could use an increase in funding and/or additional staffing. If additional instructional positions are being considered the Dean of Corrections Education will review it with appropriate exempt and classified staff to ensure the resources and demand warrant the addition of a new position and then will return with that decision.

Once the budget is developed I enter it into the SBCTC online grant management system (OGMS). Specific descriptions must be entered that outline how budgeted amounts will be used. I independently develop those descriptions to fall within fiscal and grant guidelines. In addition, the number of full-time equivalent employees to be funded out of the grant must be included along with short narratives outlining the purpose each position serves in carrying out the grant. I also develop those narratives. OGMS is where our annual contract assurances are contained. I maintain the departmental files for our contract assurances. Once submitted, the SBCTC then reviews the submission and either approves it or sends it back to me for revision.

Public information: I handle public disclosure requests for the WSP campus, inform others regarding the WSP campus education program content, policies and entry requirements and provide tours of the WSP education programs. I serve as the initial point of contact for the WSP campus for internal and external entities. To support our campus' success I maintain a compiled list of our program graduates, generate reports related to completion rates and gather statistical information for publication related to graduate employment and re-incarceration rates. I also arrange for promotional materials to be generated and distributed in support of our program. I perform these services independently.

Classified staff administration: I have developed many of the procedures currently used by classified staff. Procedural changes have typically been self-initiated. Traditionally WSP campus administrators have not been involved in the fine details of exactly how classified staff complete tasks so long as the end result is efficient and accurate. Once I develop a procedure I send it out to classified staff for review and implementation. Some of the procedures I've developed are used by classified staff at WWCC's Coyote Ridge Corrections Center campus in addition to the WSP campus. I also have been on the team that develops the Department of Corrections mainframe network system. Due to my involvement with that team I serve as a statewide subject matter expert in mainframe operations not only for our classified staff but for other staff throughout WSP as well as at other facilities.

Our campus is divided into two primary office work locations, east complex which is minimum custody and west complex which is close custody. Classified staff work in each of these locations. I work out of the east complex location. In this location I independently assign duties to other classified staff and provide training related to each classified position. I also write the annual performance evaluation for classified staff in the east complex and review the evaluations with them; although, after review the evaluation is given to the Dean of Corrections Education to sign off on as supervisor.

I've approved time leave reports for all classified staff at the WSP campus. When new classified positions have been brought on I've worked with the Dean and developed the related position descriptions. I have independently interviewed and hired student help, a couple later ended up being hired as full-time classified staff. I've been the primary classified staff member to sit in on interview committees related to hiring classified and exempt staff for the WSP campus.

I am the WWCC WSP campus representative that works with WSP administrators on writing and rewriting institution policies and operational memorandums. These policies effect (sic) the work performed by our classified staff as well as overall operations for our campus.

Student services administration: Contact with potential students begin when offenders first enter WSP. Every offender goes through a facility orientation within their first week at the facility. Each week at orientation I provide the offenders with an overview of our services, courses available, entry requirements and assist them in signing up for courses they are interested in. Aside from weekly orientations I also provide one on one vocational advising to assist potential students in selecting their best option.

I manage wait lists and screening criteria for our east complex education programs. I also handle student enrollment into these programs. Once a student starts courses with us I work with them on any needed schedule adjustments and/or course changes. I maintain weekly enrollment reports that are distributed to WSP and WWCC administration. I notify our WSP campus administrative team of what our quarterly vocational course offering needs are based on wait list and currently enrolled student progress.

When students demonstrate disciplinary problems in class, I manage the related corrective action. There are several different actions that may be applied in these circumstances as it relates to involvement in prison education programs. At times I resolve the problem by bringing the student into my office for a corrective interview, these are done one on one or at times involve the course instructor depending on the situation. Other times suspension from the course is warranted. I handle all these situations independently, without having to obtain approval from my supervisor. When an offender is suspended from a course he is brought before the Program Review Committee. I serve as the education representative on this committee. The committee reviews the circumstances related to the student's suspension and then makes a final decision as to if the student should be placed back into the course, suspended for an extended period of time or completely terminated from a program.

I also maintain a list of offenders who are not allowed to participate in education programs based on security concerns and ensure that they do not get enrolled into any education courses.

When student offenders, and other offenders, do not agree with actions taken related to their education while incarcerated they have the right to file a formal grievance. This is handled through the institution's grievance office. I manage offender grievances that are related to WWCC's WSP campus education program. The grievance office forwards the grievance to me for investigation, interviews (if appropriate) and response. Management of these grievance responses is performed independently.

As outlined in this response I have numerous responsibilities that are varied among a number of different services. The tasks outlined in this response are those that I most frequently perform. I noticed in the exhibits submitted by Mrs. Hartford that there was a supervisor portion completed by Loretta Taylor in regard to my position reallocation review request. Upon receiving the exhibits was the first time I've been provided with and seen a copy of this supervisor's response.

I noticed that the supervisor portion lists my date of request as 9/25/15; the correct date of my request is 4/27/15 prior to Mrs. Taylor becoming my supervisor.

In that Mrs. Taylor marked that she disagreed with much of what was listed in my request, I feel it's important to note that she has only been my supervisor since 7/1/15. Mrs. Taylor's primary work location is at our Coyote Ridge Corrections Center, approximately 1.5 hours away from my primary work location. Mrs. Taylor was appointed our interim Dean of Corrections Education when Dr. Small retired effect on 6/30/15. As stated earlier, Dr. Small had been my immediate supervisor for the prior 15 years.

At the time that Mrs. Taylor completed the supervisor response to my request she had been to our WSP campus in a supervisor capacity perhaps six times. During none of those times had she sat down with me to review what tasks I perform or my current position description. To date I believe Mrs. Taylor has been to the WSP campus perhaps a dozen times and has yet to review directly with me any of the tasks I've traditionally performed.

Since having received the college's decision on my position review request Mrs. Taylor has moved some of the duties I've traditionally performed over to exempt administrators at our campus. This doesn't negate the fact that the tasks are ones that I'd performed over the last several years. Her moving tasks I've traditionally performed along with stating that those tasks are administrative responsibilities demonstrates an acknowledgement that I have been working outside of my current allocation. Had my position review been completed within the established 60 day time frame Dr. Small would have been the one to complete the supervisor portion of the review and rightfully so as he was most familiar with the duties I perform. I believe Mrs. Taylor's unfamiliarity and disagreeing response to my request did have a negative effect on my request as it disputes the tasks that I have been performing.

Summary of WWCC's Perspective

WWCC believes Ms. Cagle's position does not have the scope and breadth of authority required for allocation to a class within the Program Manager, Administrative Services Manager or Program Specialist series.

WWCC states in the determination that:

...To be allocated to the Administrative Services Manager series, your primary duties need to be planning, organizing, implementing, coordinating and controlling all administrative services which would include performing, supervising, directing, other personnel in a variety of management services. The primary purpose of an Administrative Services Manager is to facilitate the administration of the organization.

These positions normally include: project management, funds management, contract administration, management analysis, property management, space management, program and budget planning, public information, personnel administration and staff supervision. While you provide administrative support for some of these functions, your role is that of carrying out the administrative support duties, not that of responsible manager.

To be allocated to the Program Manager series, you need to supervise a division of a major administrative department, operating unit or program undertaking relieving the senior official of operating and administrative detail. Additionally, Program Managers develop program goals and objectives, prepare program budget, adjust allotments and authorize expenditures, set and adjust program priorities and evaluate program effectiveness. While you serve in a lead capacity to an Office Assistant 3, you have not been assigned supervisory responsibilities nor are you performing Program Manager functions.

To be allocated to the Program Specialist series, you need to coordinate a discrete, specialized program consisting of specific components and tasks that are unique to a particular subject. Program coordination also requires performance of tasks and application of knowledge unique to the program and not transferable or applicable to other areas of the organization. The nature of the work that you are performing (enrollment tracking, explaining the education programs offerings, assisting employees, processing and tracking expenditure requests, purchase requisitions, check requests, payroll and travel requests, inventory and purchase of office supplies) is applicable and transferrable to other areas of the college.

Based on my review, I find that your position performs varied higher-level administrative and secretarial support duties. Higher-level administrative duties are duties of a substantive nature that are appropriate to be performed by the administrator but have been delegated to the administrative assistant to perform. Areas may include but are not limited to, the following: budget development and/or management, expenditure control, office space management, equipment purchases, budget development and/or management, public relations, personnel administration, records management and report preparation.

Incumbents in these positions represent the supervisors and/or unit's goals and interests and provide interpretation or explanation of the supervisor's policies or viewpoints.

As such, I have determined that the work you are performing falls best within the scope of the job classification of Administrative Assistant 3.

WWCC asserts the focus of Ms. Cagle's position and the majority of her duties as a whole are best described by the AA 3 class.

Comparison of Duties to Class Specifications

When comparing the assignment of work and level of responsibility to the available class specifications, the class series concept (if one exists) followed by 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.

Comparison of Duties to Administrative Services Manager series

The Definition for this class states:

The Administrative Services Manager is responsible directly to the senior academic or administrative official for planning, organizing, implementing, coordinating and controlling all administrative services for a department, college, division, inter-disciplinary center, conglomerate organization or institution exercising independent judgment and decision-making authority.

The Distinguishing Characteristics for this class state:

An Administrative Services Manager performs, supervises, directs, provides counsel and assists the head of the organization and other personnel in a variety of management services. The primary purpose is to facilitate the administration of the organization.

These positions normally involve a wide variety of duties. The following services, or similar and closely-related activities, are normally included: project management, funds management, contract administration, management analysis, property management, space management, program and budget planning, public information, personnel administration and staff supervision.

Positions at the "A", "B" and "C" levels are distinguished by the variety of functions performed and the degree of authority and responsibility involved. Factors considered are: size of annual budgets, scope of departmental functions, kinds and volume of services rendered, complexity and diversity of functions, number of personnel for whom services are provided, extent of the manager's supervisory role and degree of and involvement in activity calling for specialized or technical experience and capability, or a particularly high level of performance and the scope of delegated authority and responsibility for making independent

decisions that significantly influence the organization's objectives, programs, services and/or contractual commitments.

Positions at the "A" level are primarily responsible for a small organizational entity of a large university or college (e.g., total annual expenditures of the organizational entity: \$850,000 - \$1,700,000).

The Glossary of classification terms further defines "Administrative" and "Managerial" as follows:

Administrative – Determines or participates in making policy, formulates long-range objectives and programs, and reviews the implementation of programs for conformance to policies and objectives.

Managerial – Plans, coordinates, integrates, executes, controls and evaluates activities and functions of an organization. This includes developing budgets, policies and procedures, service delivery, and staff supervision.

The overall scope and level of Ms. Cagle's work does not reach the requirements of the definition and distinguishing characteristics of the Administrative Services Manager A class.

For example, an Administrative Services Manager plans, directs, supervises, provides counsel and assists the head of the organization and other personnel in a variety of management services. While a portion of the duties performed by Ms. Cagle reaches aspects of this class, as a whole, her position does not have primary responsibility for formulating long-range objectives or reviewing the implementation of the department's academic programs for conformance to policies and objectives at the level anticipated by this class. Additionally, her position does not have management-level responsibility for planning, coordinating, integrating, executing, controlling and evaluating all administrative services for the department at a level consistent with the requirements of this class.

Ms. Cagle's position does not fully manage funds and contracts. Her responsibilities in this area do align with performing higher-level administrative fiscal support tasks including having budget authority for expenditures. Ms. Cagle tracks and monitors expenditures, points out discrepancies and takes corrective action or makes recommendations. She develops year-end budget estimates for the department. Her duties include gathering and entering information into detailed spreadsheets and providing budget information to the Dean to assist the Dean in making budget planning decisions. She also tracks, monitors, audits and reports expenditures and discrepancies. However, when considering the overall assignment of work to Ms. Cagle's position, the bulk of her work relates to monitoring and maintaining budget-related fiscal activities for departmental operations.

Ms. Cagle does not have management level responsibility for performing other administrative functions normally performed at this level such as management analysis, space management or public information. Ms. Cagle does not have responsibility for performing space and equipment analysis. Ms. Cagle's property management responsibilities involve completing administrative support tasks such as contacting vendors and making purchasing arrangements for academic instruction equipment and supplies.

Ms. Cagle does have responsibility for assisting in departmental personnel administration. Her position does assist the Dean in the administration of proper personnel practices and procedures.

However, her position's assigned responsibilities do not fully reach the requirements of this class of planning organizing, implementing, coordinating and controlling all administrative services for a department as required by the Definition for the Administrative Services Manager A, B and C classes. Therefore, allocation to a class within the Administrative Services Manager series is not the best fit for the overall duties and responsibilities assigned to her position.

Comparison of Duties to the Program Series

The OFM - State HR *Glossary of Classification Terms* defines a program as:

A specialized area with specific complex components and tasks that distinguish it from other programs (or the main body of an organization). A program is specific to a particular subject and has a specific mission, goals, and objectives. A program typically has an identifiable funding source and separate budget code.

The specific components and specialized tasks involve interpretation of policies, procedures and regulations, budget coordination/administration, and independent functioning. Typically requires public contact relating specifically to program subject matter, clients, and participants.

Duties are not of a general support nature transferable from one program to another. Performance of clerical duties is in support of an incumbent's performance of specialized tasks. Independent performance of these duties usually requires at least a six-month training period.

Ms. Cagle's position performs a variety of higher-level administrative support tasks for her supervisor, the Dean of the Corrections Education department. The scope of the majority of duties she performs are administrative in nature and generally transferable to other similar academic departments across the College. Therefore, the scope of her work does not meet the definition of a separate program area with specialized tasks that are distinguished from the main body of the organization. In total, Ms. Cagle's position should not be allocated to a class within the Program series.

Comparison of Duties to Program Manager A/B series

The Definition for the Program Manager A/B class states:

Supervises a division of a major administrative department, operating unit or program undertaking relieving the senior official of operating and administrative detail. Plans, coordinates and implements all functions required by the activity.

The Distinguishing Characteristics state:

Program Managers administer, supervise, direct and advise on activities involved in providing an essential management service within the institution. They are responsible for advising and assisting, with minimal direction, the senior official

and other administrators in the organization on matters pertaining to the program. The primary purpose of these positions is to achieve the goals and objectives of the program by providing, obtaining, and/or coordinating activities as they affect the institution.

Positions in this class involve a wide scope of complex duties and responsibilities in the management of a program which may involve a combination of two or more of the following services: Project management, funds management, contract administration, management analysis, property management, space management, program management, budget planning, public information, faculty, administrative, classified staff and student services administration, personnel administration, and staff supervision.

Program Managers exercise independent judgment, and have been delegated decision-making authority.

Program Managers at the "A" level are typically first-line supervisors, and are characterized by their total responsibility for a program or management services to an administrative supervisor.

Program Managers at the "B" level are typically second- or third-line supervisors and are distinguished by their responsibility for total control of a program for a particular academic or administrative unit.

The State HR *Glossary of Classification Terms* provides further guidance on the level and scope of work performed by Program Managers. The *Glossary* states the duties of a **Program Manager** involve authority over:

- Development of program goals and objectives
- Development of timetables and work plans to achieve program goals and objectives
- Development of program policies and procedures
- Preparation of program budgets, adjustments of allotments and authorizing expenditures
- Controlling allocation of program resources
- Setting and adjusting program priorities
- Evaluating program effectiveness

Ms. Cagle's position does not encompass the depth of responsibility and level of decision making authority required for allocation to a class within the Program Manager series.

For example, Program Managers administer, supervise, direct and advise on activities involved in providing an essential management service within the institution. They are responsible for advising and assisting, with minimal direction, the senior official and other administrators in the organization on matters pertaining to the program. The primary purpose of these positions is to achieve the goals and objectives of the program by providing, obtaining and/or coordinating activities as they affect the institution. Ms. Cagle's duties do not encompass the scope of responsibility.

Ms. Cagle's level of responsibility for supporting the Corrections Education department's administrative activities does not reach management-level responsibility for supervising a division of a major administrative department, operating unit or program undertaking as required. Overall responsibility for managing all program-related student success functions and activities for the unit during the review period and on an ongoing basis rests with her supervisor, the Dean of Corrections Education.

In addition, Ms. Cagle's position does not exercise the scope and breadth of authority anticipated at the Program Manager level. She does not develop program goals and objectives for the Corrections Education department. She does not develop timetables work plans to achieve the department's goals and objectives. While Ms. Cagle is asked for her input, she does not develop Corrections education program policies or procedures. She does not independently prepare the department's budgets. Ms. Cagle's position does not set or adjust priorities or evaluate program effectiveness at the level of Program Manager. These duties rest with the Dean of the Corrections Education department.

The overall scope of Ms. Cagle's position falls more appropriately within the scope of work performed within the Administrative Assistant class series which addresses performing higher-level administrative support to the Dean who is the head of a major academic department for the College.

In total, I concur with WWCC's assessment that Ms. Cagle's position has not been assigned the overall level of responsibility for planning, developing, integrating, executing or controlling the functions required to implement new processes or create and streamline systems to the extent required by the PM A or B class. Her position does not rise to the scope of responsibility and level of decision making authority required for allocation to a class within the Program Manager series.

Ms. Cagle's position should not be allocated to a class within the Program Manager A/B series.

Comparison of Duties to Program Specialist 2 (PS 2)

The Definition for the PS 2 class states:

Positions at this level work under general supervision and plan, organize, direct and coordinate operations for programs such as the business enterprise, volunteer services and community resources, election examination/administration programs. Incumbents oversee day-to-day program operations, function as the program representative and resource, have extensive contact with program participants and outside entities, and resolve problems within a delegated area of authority. Unusual problems, probable outcomes and solutions are presented to higher levels for resolution. Incumbents may be delegated limited authority to approve budget expenditures and may assist higher-level staff with developing and coordinating statewide program activities.

There are no Distinguishing Characteristics for this class.

Ms. Cagle's position does not encompass the scope responsibility required for allocation to the Program Specialist 2 class.

For example, positions allocated to the Program Specialist series have independent responsibility for planning organizing, directing and coordinating operations for specialized programs which requires a higher degree of specialized knowledge and complexity unique to a particular subject. Incumbents coordinate services and resources, assess program needs and develop courses of action to carry out program functions and activities.

Ms. Cagle's duties involve providing a variety of budget, finance, payroll, travel, inventory, purchasing, student services and other related administrative services support for the department's educational activities. While she performs several specialized student services functions for the department, the majority of her support work is typical of administrative services support work performed by other areas of the college. Therefore, in total, the scope of departmental functions performed does not constitute a fully separate program with specialized functions and discrete activities which separates it from main body of the organization. Therefore, the nature of the duties performed in support of the department does not reach the intent of the Program Specialist series or the organizational size and scope of program operations anticipated by this class.

In addition, as stated in the Definition, positions at this level have independent responsibility for planning, organizing, directing and coordinating operations for specialized programs. Incumbents coordinate services and resources, assess program needs, and develop courses of action to carry out program functions and activities. While a portion of Ms. Cagle's duties reaches aspects of this level of work, her position does not fully meet this level of responsibility. Rather, Ms. Cagle's position has primary responsibility for administering the department's daily services in direct support to the Dean. While a portion of Ms. Cagle's duties involve supporting student success activities, her position does not have the breadth of responsibility for establishing standards and implementing courses of action to carry out program functions at the level anticipated by this class. Ms. Cagle is supportive to these efforts and provides input to management staff regarding the development of the department's administrative tasks; however, responsibility for the implementation of this function rests with the Dean.

Further, positions at this level act as the program's primary representative and resource. They serve as a liaison and provide consultation to program participants and outside entities regarding the functions and content of the program. Incumbents contact program participants and outside entities extensively and resolve problems. I concur with WWCC's assessment that Ms. Cagle provides students with information and assistance regarding the unit's policies and procedures but does not consult and resolve problems with outside entities at the level anticipated by this class. The focus of her position and the majority of her duties as a whole are more administrative in nature and consist of providing a variety of direct administrative services support to departmental operations and activities.

For these reasons, Ms. Cagle's position should not be allocated to the PS 2 class or other classes within the Program Specialist series.

Comparison of Duties to Administrative Assistant 3

The Definition of the Administrative Assistant 3 classification states:

Positions perform varied administrative and secretarial support duties or positions are responsible for one or more major program activities under a second line supervisor.

The Distinguishing Characteristics for this class state:

Positions are delegated higher-level administrative support duties or positions are delegated one or more major program activities that would be performed under a second-level professional supervisor, manager or administrator in WMS Band II or above or in exempt service, chief administrator or head of a major organizational unit such as a school, college, or major academic or administrative department. Only one position will be allocated to an individual second-line supervisor for those positions performing one or more major program activities.

A major program activity is defined as a function that is a major element of the supervisor's job. The duty must stand alone and would create significant adverse consequences if poorly performed. However, full delegation can't occur if the supervisor's position requires specialized licensure such as attorneys, medical doctors and engineers.

Higher-level administrative duties are duties of a substantive nature that are appropriate to be performed by the supervisor, manager, administrator, or professional level employee but have been delegated to the administrative assistant to perform. Areas may include but are not limited to, the following: budget development and/or management, expenditure control, office space management, equipment purchases, budget development and/or management, public relations, personnel administration, records management and report preparation.

Incumbents in these positions represent the supervisor's and/or unit's goals and interests and provide interpretation or explanation of the supervisor's policies or viewpoints.

The overall scope and level of responsibility of Ms. Cagle's position and the majority of her duties as a whole, more accurately align with the Definition and Distinguishing Characteristics of this class.

First, in accordance with the Definition, Ms. Cagle performs a variety of administrative support duties in support of her department's academic activities. Ms. Cagle reports to the Dean of the Corrections Education department, who serves as the unit's second line supervisor.

Further, Ms. Cagle has been delegated authority by the Dean to perform a variety of higher level administrative support services for the department. The tasks she performs with respect to the administration of the department fall within the Dean's scope of authority. This includes responsibility for performing various administrative support activities regarding the departmental budget, funds management, space management, public information, classified staff supervision and students services administration.

This scope and level of responsibility for administering several of the department's administrative functions falls within the scope of the work defined by this class of providing higher-level administrative support to the head of a major administrative department.

For example, Ms. Cagle relieves the Dean of administrative responsibilities for purchasing a variety of instructional supplies, parts and equipment for use by the various academic units. Ms. Cagle determines the appropriate course of action and procurement methodology to use to obtain instructional materials, equipment and supplies. Additionally, her level of decision making authority is consistent with this class such as approving expenditures within the allotted budget which includes making purchases within her delegated authority.

Ms. Cagle also performs higher-level student services administrative functions for the department on behalf of the Dean. For example, Ms. Cagle oversees' student corrective action process for the department and serves as the education representative for Program Review Committee. This committee reviews circumstances and makes decisions related to the student suspensions and other disciplinary actions.

Although 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. Ms. Cagle's duties are consistent with the following typical work statements which provide examples of work performed at this level:

- Establishes procedures and interprets and applies administrative policies to the work of the unit;
- Evaluates costs and/or approves purchases for expenditures...;
- Participates in budget preparation; develops budget estimates; monitors budget status and expenditures;
- Assists in devising unit standards/procedures to ensure adherence to policies regarding tasks such as budgeting, purchasing and contract administration;
- Represents management and serves as the primary contact in assigned program areas;
- Prepares reports, ...
- Coordinates with other departmental staff members on administrative practices and procedures;
- Serves as a liaison between supervisor and other staff; members, relaying assignments and requesting status information;

Ms. Cagle's duties are consistent with these statements. For example, Ms. Cagle participates in the offender program review process as the education representative. As the WWCC WSP campus representative, Ms. Cagle works with WSP administrators to revise institution policies and operational memorandums affecting the work performed by classified staff as well as overall operations for the WSP campus. Ms. Cagle also *develops classified staff procedures*.

Ms. Cagle participates in the department's budget preparation process. She assists in developing budget estimates. Ms. Cagle is responsible for monitoring the budget and tracking expenditures, compiling reports and completing monthly budget status reports. She develops budget year-end forecasts. She advises the Dean regarding the department's financial status, to identify areas of concern and to make recommendations needed to remedy any areas of concerns.

Toward the end of each fiscal year she meets with college business office staff to compare year-end figures and to develop the WSP campus year-end spend down plan.

Ms. Cagle independently purchases instructional materials, equipment and supplies using the college VISA card and through use of open college accounts with various vendors.

Ms. Cagle serves as the point of contact for counselors who have questions regarding the department's educational programs. She attends multidisciplinary review and policy review committee meetings. She monitors and tracks due dates for part-time faculty evaluations, answers employee questions about payroll, assists new employees with paperwork and ensures new employees attend security briefings. She oversees the Corrections Education space at WSP by assigning instructional, office and storage space for the east complex minimum security education department.

Ms. Cagle maintains a compiled list of program graduates. She generates reports related to completion rates and gathers statistical information for publication related to graduate employment and re-incarceration rates.

The focus of Ms. Cagle's position and the majority of her administrative duties as a whole more fully align with the requirements of this class.

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).

In this case, the majority of the duties assigned to Ms. Cagle's position and her level of responsibility and delegated authority are best described by the AA 3 class. Based on the level, scope and diversity of the overall duties and responsibilities assigned to Ms. Cagle's position, her position is properly allocated to the AA 3 class.

Her position should remain allocated to that class.

Appeal Rights

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

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 mailing address for the Personnel Resources Board (PRB) is PO Box 40911, Olympia, Washington, 98504-0911. The PRB Office is located on the 3rd floor of the RAAD Building, 128 10th Avenue SW, Olympia, Washington. The main telephone number is (360) 407-4101 and the fax number is (360) 586-4694.

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

c: Karin Cagle, WWCC
John Littlel, WPEA
Sherry Hartford, WWCC

Enclosure: List of Exhibits

KARIN CAGLE v WWCC

ALLO-15-085

LIST OF EXHIBITS

A. Karin Cagle Exhibits

1. Request for Director's Review Dated 10/19/15 (3 pages: pgs. 1-3)
2. Allocation Determination Letter Dated 9/27/15 (8 pages: pgs. 4-11)
3. Position Review Request Employee Portion (7 pages: pgs. 12-18)
4. Position Review Request Supervisor Portion (3 pages: pgs. 19-21)
5. Organization Chart, Washington State Penitentiary Campus (1 page: pg. 22)
6. Class Specification – Administrative Assistant 3 (3 pages: pgs. 23-25)
7. Class Specification – Program Manager B (2 pages: pgs. 26-27)
8. Class Specification – Program Specialist 3 (2 pages: pgs. 28-29)
9. Class Specification – Administrative Services Manager C (3 pages: pgs. 30-32)
10. Employee Statement Dated 11/28/15 (5 pages: pgs. 33-37)

B. WWCC Exhibits

1. Allocation determination letter dated 9/27/15
2. Position Review Request Employee Portion
3. Position Review Request Supervisor Portion
4. Organizational Chart, Walla Walla Campus
5. Class Specification - Administrative Assistant 3
6. Class Specification - Program Manager B
7. Class Specification - Program Specialist 3
8. Class Specification - Administrative Services Manager C

C. Class Specifications

1. Administrative Assistant 3
2. Program Manager A/B
3. Program Specialist 2
4. Program Specialist 3
5. Administrative Services Manager A/B/C