

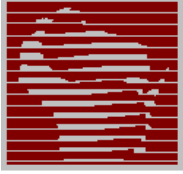
CORRESPONDENCE CLARIFYING SERVICE
DESIGNATION OF GRAY AREA POSITIONS

In 1993 the UWS and DER conducted an extensive review of academic staff positions that resulted in a Memorandum of Agreement (MOA). The MOA study identified 412 academic staff positions to be moved to the classified service. In addition, supplemental criteria were developed to assist institutions in the proper service placement of positions (see UPG #7 Attachment 2). The MOA study has been extremely helpful to DER and UW institutions in determining whether a position should be assigned to the classified service or would be more appropriate in the academic staff.

Since the MOA study the UW System Office of Human Resources, working in conjunction with DER and UW institutions, has periodically distributed correspondence to assist in the service placement of gray area positions. Attachment 2a to UPG#7 has been established to ensure that a record of such actions is maintained. It is intended to serve as a historical reference resource of correspondence that addresses specific problem areas. As future clarifications of positions at the service margins are developed they will be added to this record.

Subject Area/Chronology:

1. Criteria for Assigning Information Technology Position to the Unclassified Service (May 22,1996).
2. Standards for the Service Placement of "Instrumentation" Positions (Dec. 21, 1999).
3. Service Placement of Campus Planner (May 17, 2000)
4. Service Assignment Criteria for Web Related Positions (March 16, 2001)
5. Service Assignment Criteria for AA/EEO Positions (October 20, 2003)
6. Documentation for Classified to Unclassified Conversion Requests (November 19,2003)



The University of Wisconsin System
University Human Resources
Office of Personnel Services/Employee Relations
780 Regent Street
P.O. Box 8010
Madison, WI 537008-8010
(608) 263-4390 FAX (608) 265-2090

May 22, 1996

TO: Personnel Directors
Academic Personnel Officers

FROM: Chuck McConnell

SUBJECT: Unclassified Information Technology Positions

Over the last several months we received several requests to convert classified Information Technology (IT) positions to the academic staff. In the course of reviewing the requests with the institutions affected, we found that the supplemental guidelines for determining the appropriate service designation of IT positions under UPG #7 does not address several key factors or provide enough specific examples to clearly differentiate classified vs. academic staff positions.

The attached criteria has been developed to assist institutions in determining the appropriate assignment of (IT) positions to the unclassified service. The standards list three minimum criteria that all unclassified IT positions must meet. In addition, several examples of the type of work typically performed by IT positions is provided. This is intended to help understand the nature of the responsibilities normally performed by academic staff positions. For example, if a position works primarily with faculty, academic staff or students but the nature of the work is training in how to use WordPerfect, Microsoft Word and other software generally used in state government, the work would not be unique to higher education and therefore, the position would be more appropriate in the classified service. To be academic staff, both the clients served and the work performed must be unique to higher education.

We hope you find the criteria helpful. If you have any questions, please feel free to call George Brooks, Ginny Richert, Jon Reneau or me for assistance.

cc: George Brooks

UNCLASSIFIED INFORMATION TECHNOLOGY POSITIONS
(All criteria must be met for assignment in the academic staff)

CRITERIA

1. The primary clients served must be unique to higher education (i.e. faculty, academic staff, students);
2. The position must require at least a bachelor's degree;
3. The purpose of the position is to directly support instruction, research, outreach or student activities the majority of the time and the position provides assistance and advice to faculty, staff and students concerning specialized applications of information technology in instruction, research, outreach or student activities.

Examples of responsibilities meeting criterion 3

Set up and maintain instructional, research or student computer laboratories or networks.

E.g., Work with faculty in the design of student labs and assist students with computing project questions.

E.g., Consult with regional network provider, CICnet, on network problems or design issues affecting campus instructional computing or WiscNet.

E.g., Worked with academic units and Residency Life to make Internet, campus communication network and video network access available to all student residents.

E.g., Develop video interface network with other universities for sharing advanced instruction and research.

Consult with faculty, staff and students on design of a research project.

E.g., Medical researcher needs help to analyze data. IPC became familiar with technical instruments, read papers on similar studies, contacted researchers at other institutions to discuss what they were doing, assisted researcher in deciding on methodologies to follow and wrote the software to analyze the research.

E.g., Assist Statistics professor develop computer procedures to analyze data in a vector field map residing on a network computer; IPC helps access the data, how to use appropriate software, and analyze the data and save it.

E.g., Helped Enzyme Institute modify the network to accommodate an x-ray diffraction experiment that was using obsolete protocol support.

Consult with faculty and students on vendor, operating environments and languages. Examples of resources provided: needs analysis, configuration planning, initial system installation.

E.g., Consulted with School of Business library on establishing an Internet training and education facility for use by their faculty. Performed needs analysis, established functional requirements for the facility and met regularly with them throughout the project. Required an understanding of their faculty's instructional and research needs in order to match IT solutions to those needs.

Evaluate current and emerging technologies for use in instruction, research, outreach or student activities.

E.g., Research new versions of software for educational use not yet for release to the general public. Use homogeneous populations for testing and improvement of the product for educational use.

Work with faculty to develop educational software in their disciplines.

Consult with faculty on ways to effectively integrate information technology into their teaching, research or outreach.

E.g., In cooperation with faculty, develop electronics communication facilities for collaborative discussion with colleagues and students.

E.g., Develop hardware, software and process to create expansion lists used by faculty to communicate with the entire class and facilitate discussions, interchanges of information and responses that the entire class communicates with each other collectively.

Write articles, conduct seminars/workshops/courses and other activities on use of information technology for teaching, research, outreach or student activities.

Consult with faculty, staff and students on statistical software packages for use in research and instruction.

Consult with faculty, staff or students on database design, selection, implementation, maintenance for research or instructional purposes.

E.g., Designed a database of economics statistics for over 30 countries for an Economics course. The students' assignment is to use the information and analyze it. They consult with the IPC, if necessary.

E.g., Advise and assist Computer Science department on the operation of Computer Science 132 and 302 programming course.

Advise faculty, staff or students on selection and configuration of computers for academic purposes.

E.g., Design computer environments and experiments to cut down on the time and effort involved in data gathering, analysis, simulation and visualization thereby allowing more time for the creative part of problem solving.

E.g., Development of a workstation cluster environment that will provide parallel processing cycles to speed up the analysis, modeling and visualization of atomic resolutions study of chemical reaction.

E.g., Consult with faculty, staff and students on IT needs for their discipline such as: disciplinary specific software (e., AutoCad for certain engineering fields, Mathematica for math majors, Persius for history); special purpose hardware (e.g., interface boards to lab instruments, extremely high resolution graphics); customized add-ons to common productivity software (e.g., foreign language translators, 3-D surface contour mapping to graphics packages).

Support faculty, staff and students in utilizing electronic network resources in creative ways to communicate, exchange and analyze data in research and instruction.

E.g., Assist faculty in accessing remotely, a database of protein sequence data at the National Center for Supercomputing Applications.

E.g., Set up a virtual network for various professors around campus as part of the Arabidopsis Interdisciplinary Training Grant for scholarly interaction and the sharing of data.

E.g., Research and develop computer conferencing (First Class) to fulfill collaborative learning and problem-solving requirements. Promote access to research center web sites (e.g., for molecular modeling).

E.g., Consult with faculty on using the Internet on using network resources in the following ways: electronic conferencing – used f out-of-classroom course related discussion and debate; accessing research databases; accessing multi-media and real time instructional simulations; distance education; and making effective use of Internet-accessible information within the classroom environment.



Office of Human Resources
Assistant Vice President
1220 Linden Drive
1564 Van Hise Hall
Madison Wisconsin 53706

December 21, 1999

MEMORANDUM

TO: Erika Sander
Steve Lund
Jim Stratton
Kate Kelly

FROM: Chuck McConnell

RE: Final "Instrumentation" Service Designation Standards

DER has reviewed and concurred with the attached standards for determining the service placement of "instrumentation" positions. To ensure that these service placement standards, as well as the criteria developed earlier for "information technology" positions is readily retrievable in the future; I am creating a new Attachment 2a to UPG #7. The new UPG attachment will serve as a resource for information on gray area positions. I hope to have it on the UPG Web page around January 1.

Because of the controversy surrounding instrumentation positions during bargaining, DER has asked that we apprise them of all conversions in the instrumentation area over the next year. I agreed to DER's request.

Attachment

cc: George Brooks
Owen Bradley
Vicki Durtschi
Ginny Richert
Lori Fuller

Instrumentation Positions-Service Designation Standards

The following guidelines provide additional information to assist UW institutions in determining the proper service placement of positions in the following classified and academic staff titles:

- Classified-Instrument Maker and Shop Coordinator
Versus
- Academic Staff-Instrumentation Specialist.

General Factors:

Academic Staff: Positions assigned to the academic staff are located in academic/research areas where direct consultation with faculty, researchers and students is a daily focus of the positions. Interactions are collaborative. Support is much broader than completing technical requests to construct specialized equipment. The academic staff member is an active participant at the conceptual design stage of new classroom and/or research equipment development. Positions are integrated into the research and/or classroom activities for input and consultation. In this sense the academic staff position is involved in the science. This is much broader than constructing equipment. Also, academic staff positions typically provide instructional assistance and mentoring to students, which is core to the university's educational mission. This generally requires advanced training (e.g. bachelor's degree in appropriate academic field). Typically extensive experience in an educational setting or research lab is also necessary to perform the broad range of instructional and research support.

Classified Employees: In contrast, the work of positions assigned to the classified service is much more task specific. Classified positions perform skilled and highly skilled "benchwork". The work can be performed in a physical location outside of the academic/research area. The focus of the work is to construct instruments for others to use in instruction and research. Interaction with faculty, researchers and students is more limited and defined. Construction of needed equipment is the focus rather than the science of what is being investigated and/or taught. Also, a classified employee is not expected to provide on-going instructional assistance to students.

The following activities illustrate the research, teaching/instructional support and collaborative interaction typical of positions in the academic staff, which is clearly different than the narrower specialized benchwork focus of classified positions:

Specific Research/Instructional Support:

[Note: classified staff may periodically perform some of the following but in contrast to academic staff it is not the primary focus of the position.]

- Work with faculty Principal Investigators, scientists and researchers on grants: understand scope of the research project and recommend laboratory set-up and personnel needs.

- In conjunction with faculty/researchers, design and create new and unique research instruments; function as a member of the research team.
- Supervise graduate students in the design and construction of specialized research instrumentation.
- Function as a consultant with the user or client, usually graduate students, professors, scientists and researchers.
- Maintain a laboratory to include working on research projects that require the incumbent to assist faculty/researchers in determining parameters and methods to be used beyond the technical level.
- Teach manufacturing techniques and principles in a laboratory and classroom setting.
- Work directly with faculty groups to develop instructional projects and designs.
- Develop, teach and lecture lab sections on Welding, Machine Tool Usage and Machine Shop Safety.
- Develop laboratory/shop WEB pages and department-specific laboratory displays in support of collaborative endeavors with College/Department, community partners.
- Assist faculty and teaching staff in the running of experiments and teaching lab sessions.
- Construct and assemble from sketches and drawings experiment set-ups in consultation with faculty, staff and students.
- Assist students in the assembly and testing of projects including advice on available instrumentation, proper test procedures and acceptable test sites.
- Assist students in the design of projects, including feasibility, material selection and choice of manufacturing techniques.
- Positions are physically located in a research and/or academic unit to facilitate consultation with faculty, staff and students.

May 17, 2000

MEMORANDUM

TO: Academic Personnel Officers

FROM: Chuck McConnell

SUBJECT: Service Placement of Campus Planner

In the MOA study the position that served as the "Campus Planner" was designated as a classified position because DOA had classified positions with responsibility for facilities/construction. There were a number of factors that supported placement of the position in the academic staff but at the time DER felt the classified service on balance was the best fit.

Because UW institutions have had little turnover it is only recently that we have tried to fill campus planner vacancies in the classified service, which resulted in failed recruitments. We have an understanding with DER that if the classified service can't meet our recruitment needs that we would re-visit where we drew the line in the MOA study.

The attached memo reflects a new agreement with DER to amend the MOA standards to permit the assignment of the Campus Planner position to the academic staff. If the position at your campus was designated in the MOA study as classified, please review the attached memo to determine if it meets the principles for placement in the academic staff. The position must function very independently and at a high level with internal and external constituents. While the position does not have a staff large enough to be a director, it must be recognized as the point person for campus planning. If it meets this intent and functions as described in the attached memo, please send me a letter stating that it meets the standard for placement in the academic staff.

If you have questions please call Ginny Richert or me.

Attachment

cc: George Brooks
Vicki Durtschi
Ginny Richert

May 16, 2000

MEMORANDUM

TO: James Pankratz, Administrator,
Compensation and Labor Relations

FROM: Charles McConnell
Assistant Vice President

SUBJECT: Service Placement-Campus Planner

In the MOA study we struggled with the service designation for the position that serves as the "Campus Planner" at the UW comprehensive institutions. Because some functions related to the building program in DOA, the positions were designated for placement in the classified service. There were other strong arguments for placement in the academic staff.

We have had long-term staff in the positions, and therefore, we have not had to recruit in the classified service until recently. UW-Platteville has had three failed recruitments and I anticipate a similar problem at UW-Whitewater, which has a vacancy. I have also had discussions with several other institutions that expect future turnover. Based on our recent failed search experience I think we need to re-visit the service placement of the positions.

The role of the campus planner is to work with the department chairs, deans, governance groups, etc. to identify instructional, laboratory, research and other academic facility needs in the planning or major renovation of student and academic buildings. Much of this work is done in committees where faculty identify their academic needs by working with the campus planner. The focus is to translate the academic mission into the campus planning function. The facilities planning and design responsibility is not the technical work done by DOA and by architects and construction staff under contract. The campus planner works with the academic community in a visioning process so that the facilities meet the academic mission of the campus. This is not a brick and mortar role. The campus planning function has a direct impact on instruction, research and student life. Given this I have come to the conclusion that the positions should be assigned to the academic staff. Because the pay in both services is comparable, the assignment of the positions to the unclassified service will not result in a pay inequity.

If you concur with this change in the MOA standards please sign below.

Approved

/s/ James A. Pankratz 5/17/00
James A. Pankratz Date



Office of Human Resources
Assistant Vice President
1220 Linden Drive
1564 Van Hise Hall
Madison, Wisconsin 53706
(608) 263-4384
(608) 265-3175 Fax

email: cmccornel@uwsa.edu
website: <http://www.uwsa.edu>

March 16, 2001

MEMORANDUM

TO: Human Resource Directors
Academic Personnel Officers

FROM: Chuck McConnell

SUBJECT: Service Assignment Criteria for Web Related Positions

Recently we received several inquiries regarding the proper service placement of positions that support the Web in varying ways. Attachment 2a to Unclassified Personnel Guideline (UPG) #7 provides supplemental information to assist in determining the proper service assignment of positions. This includes specific criteria related to IT positions. The thrust of the UPG is that to be in the academic staff, both the clients served and the work performed must be unique to higher education. The Web is not unique to the university so we need to look at the specific work performed to determine the service designation. Below are general service assignment principles to assist you in assessing the service placement of Web related positions.

1. For an academic staff appointment, the primary Web clients served must be unique to higher education (e.g. faculty, academic staff, students). Web services for administrative application can be performed but this would not represent the majority of the work.
2. Academic staff positions must require at least a bachelor's degree; para-professional and technical positions are more appropriately assigned to the classified service.
3. Web positions in the academic staff directly support instruction, research, outreach or student activities the majority of the time. For example, a Web page design position works primarily with faculty to help them design Web based applications for course delivery/instruction. Designing a Web page is not unique to higher education. To support assignment to the academic staff, the Web page design needs to relate to higher education. For example, consult with faculty on how to use the Web to promote electronic conferencing, out-of-classroom course related discussion, accessing research databases, accessing multi-media and real time instruction, distance education, making Internet-accessible within the classroom environment. Another example would be to design ways that students can learn to more effectively use the Web for research and other instructional applications.

4. Technical and professional positions that focus on Web hardware and network application/maintenance should normally be assigned to the classified service. They would typically not have, as a primary focus, direct interaction with faculty, students or other staff unique to the university community. Also, such positions generally have a different skill set than Web positions that require direct user services of an advising and promotional nature.
5. Where a Web position reports organizationally is often a key to the proper service assignment. For example, in a central IT operation, a Web position that works in a functional area that directly supports academic/instructional or student service IT needs, is probably academic staff. The majority of the clients served would be unique to higher education. Similarly, at larger UW institutions, a Web position located in an academic or research department would probably meet the "clients served test" for assignment to the academic staff.

Increasingly, State government is using the Web to promote E-business applications. UW institutions have been leaders in using the Web. As State government moves to more Web applications, the service designation of positions can become blurred. Positions performing Web services for both administrative and academic users can fall at the margins. That's why its important to look at the primary purpose of the position and determine the majority clients served to help in the service designation.

cc: George Brooks
Vicki Kenyon

Service Assignment Criteria AA/EEO, Diversity Positions

Background: In the 1993 Memorandum of Agreement Study, DER and the UWS reached agreement that the head of the AA/EEO office (that may include campus diversity) is appropriately assigned to the unclassified service. Because most employers, including state agencies have AA/EEO positions, some functions in this area are not unique to higher education. Thus, the specific work of UW institution positions below the chief AA/EEO officer level needs to be reviewed based on the following criteria to determine the proper service assignment:

Standards for Assignment to the Unclassified Service

- Position typically requires a Master's degree.
- Position is assigned authority to make final decisions.
- Position serves as the "senior" position below the chief AA/EEO officer.
- The position's responsibilities require on-going substantive contact (direct services) with the higher education community (e.g. academic administrators, faculty, students)
- The position has authority to investigate/mediate complaints involving faculty and students.
- The level at which the position works and the expectations of the position to be effective requires that the incumbent participate in university governance and the position regularly represents the office on various university committees.
- A significant component of the work involves leading faculty and other university clients through presentation of development/training programs.
- The position has a substantive AA/EEO advisory and decision making role in unclassified searches.
- Position is assigned responsibility to work directly with faculty and academic staff grievance committees.
- Support staff performs the day-to-day tabulation, recordkeeping and other standard AA/EEO reporting functions.

Standards for Assignment to the Classified Service

- The focus of the position is to perform in-office AA/EEO functions not requiring extensive direct interaction with the academic community.
- The authority of the position typically involves review and recommendations to others to take action.
- The position role in unclassified searches is attention to forms and procedures rather than direct consultation with search chairs and a substantive AA/EEO decision making role.
- External office contacts typically involve administrative issues/activities rather than consultation, mediation, development/training with university clients.
- The focus of the work involves analysis of AA/EEO data, records management, and review for compliance with procedures, completion of required forms and other documentation requirements.
- Position has a limited role in the direct contact with faculty and students in the investigation and mediation of complaints.

November 19, 2003

M E M O R A N D U M

TO: Academic Personnel Officers

FROM: Chuck McConnell

SUBJECT: Documentation for Classified to Unclassified Conversion Requests

As we experience turnover in our HR ranks, we lose some institutional memory (not all bad) as to how to best analyze and document the conversion of a classified position to the unclassified service. This leads to back and forth requests for more information. Also, when OSER requests more information, it generally means suspicions are raised and we end up digging out of a hole. This creates more work and slows down the approval process.

How can the initial conversion request be documented so that additional information is not necessary and a timely decision is made? From experience, I think, I have a pretty good idea of what should be included in the initial request. If your request follows the justification template below, I believe the back and forth requests for more information will be avoided.

- The position's classified title is *x*.
- The conversion request has been reviewed by the UW-_____ conversion committee and approved by the chancellor.
- A copy of the former classified position description and the new unclassified description and organization chart are attached. The following classified duties on the old position description have been...e.g., modified, eliminated, reassigned, etc. Specifically, the former classified work is now handled in the following way...
- The position was redesigned to perform *x* work as a result of...e.g., reorganization, new program requirements, budget cuts, staff reassignments, etc.
- The redesigned position is now more appropriate in the unclassified service because of substantive changes in responsibility...e.g., position performs direct student advising which is a function unique to higher education, the position has direct impact on an academic program through the responsibility for *x*, the MOA study identified *x* work as more appropriate in the academic staff, the position has moved to an new area (e.g., academic department, research unit, different reporting relationship) that is now closely linked to teaching, research, students, etc.

- Other comparable positions at our institution (who) or at another UW institution (who) are assigned to the academic staff.
- Based on the review/audit by the UW-_____ HR Office, the position's work cannot be identified in the classified service because...e.g., there is no classified title that describes the redesigned position, the new higher level assignments require daily interaction with faculty and students, which in the MOA study was a key factor used to distinguish unclassified positions, in order to work effectively the individual must be academic staff in order to participate in departmental/academic staff governance, the position's new level of responsibility represents a major change from paraprofessional support to professional responsibilities that are clearly linked to work unique to higher education, etc.
- The work is more appropriately captured by *x* title in the academic staff. That title definition covers...
- As a result of the new assignments, the position requires *x* academic credentials and *x* experience that relates to the position's higher educational work area. (If there is an incumbent, that person meets these requirements with a degree in *x* and *x* work experience.)

I hope you find the above outline helpful. I'd like to eliminate the guess work on what information should be provided. We all spend too much time guessing what is really important. I think providing information along the lines outlined above will reduce requests for follow-up information. This should result in quicker approval of conversion requests.

cc: George Brooks
Owen Bradley
Ginny Richert
Lori Fuller