

BEFORE THE WISCONSIN EMPLOYMENT RELATIONS COMMISSION

No. 8736-B
16507-A

Voting Group No. 3 - Professional employees to determine whether they desire to be included in the collective bargaining unit presently represented by Petitioner-WFT;

and further hearing having been conducted in the matter on August 25, 29 and 30, 1978, before Stanley H. Michelstetter, a member of the Commission's staff, where evidence was adduced relating to the issue as to the proper placement into the voting groups involved of some 57 employees; and the Commission, having considered the evidence and the arguments of the parties, being fully advised in the premises, makes and issues the following:

SUPPLEMENTAL FINDINGS OF FACT

1. That the following classifications of employees in the employ of the District (and their position identification number) are involved in the instant matters:

<u>Classification</u>	<u>Position Identification Number</u>
Administrative Assistant	1
Guidance Counselor-Generalist	2,3,6
Student Service Specialist I	4
Counselor	5
Physician	7
Nurse	8
Night Nurse	9
Clinical Psychologist, attached to Health Services	10
Manager-Administrative Systems	11
Admissions Officer	12
Admissions Counselor (Health Occupations)	13,14,15
Manager, Agency and Social Services	16
Guidance Counselor	17,45,46
Student Service Specialist (CETA)	18
Guidance Counselor (Veterans and Business- Industrial Referrals)	19
Rehabilitation Psychologist	20
Native American Specialist (Voc. Ed. Project)	23,24
Spanish American Specialist (Voc. Ed. Project)	25
Spanish American Recruiter (Voc. Ed. Project)	26
Financial Aid Officer	27
Coordinator Student Aids	28
Teacher on Special Assignment (Student Aids) 50%	29
Manager, General and Special Counseling	30
ABE Guidance Specialist	31
Counselor (Program)	32,33,34,35,36,37,38
Special Service Counselor (Apprentice)	39
Special Service Counselor (Veterans)	40
Placement Officer	41
Placement Counselor	42
Technician Career Education (PJE)	43
Manager, Psychological and Vocational Guidance Counseling and Testing	44
Counseling Psychologist	47
Assistant to Registrar and Secretary (Newly Hired)	48
Assistant to Registrar	49,50
Student Services Specialist I	51
Library Technician	52,54,66
Media Technician	53,55
Assistant Librarian	56,57,58,59
Educational Services Assistant	60,61,62
Women's Counselor	63
Aide to Women's Counselor	64
Media Technician (West Campus)	65
Student Services Specialist II	67

2. That during the course of the instant proceeding all parties agreed that the occupants of the following classifications should be excluded from the eligibles in any of the three voting groups established by the Commission in its decision of August 22, 1978:

<u>Classification</u>	<u>Position Identification Number</u>
Administrative Assistant	1
Counselor	5
Physician	7
Night Nurse	9
Manager-Administrative Systems	11
Admissions Officer	12
Admissions Counselor (Health Occupations)	14 (a)
Manager, Agency and Social Services	16
Financial Aid Officer	27
Manager, General and Special Counseling	30
Placement Officer	41
Manager, Psychological and Vocational Guidance Counseling and Testing	44
Assistant Librarian	56,57,58,59

3. That during the course of the instant proceeding all the parties agreed that the following classifications are appropriately included in Voting Group No. 3:

<u>Classification</u>	<u>Position Identification Number</u>
Admissions Counselor (Health Occupations)	13,15
Guidance Counselor	17,45,46
Guidance Counselor (Veterans and Business- Industrial Referrals)	19
Rehabilitation Specialist	20
ABE Guidance Specialist	31
Counselor (Program)	32,33,34,35,36,37,38
Special Service Counselor (Apprentice)	39
Special Service Counselor (Veterans)	40
Placement Counselor	42
Counseling Psychologist	47
Women's Counselor	63

4. That during the instant proceeding the District contended that the individuals occupying the following classifications should be excluded from the eligibles in any of the voting groups on the grounds that they are managerial and/or supervisory employees:

<u>Classification</u>	<u>Position Identification Number</u>
Guidance Counselor - Generalist	2,3,6
Coordinator Student Aids	28
Assistant to the Registrar and Secretary (Newly Hired)	48 (b)
Assistant to Registrar	49,50
Educational Services Assistant	60
Student Services Specialist I	51

(a) Said position was consolidated with position 15.

(b) The District also contends that said classification is confidential.

5. That the District would also exclude the classifications of Nurse and Clinical Psychologist, attached to Health Services from any of the voting groups, contending that the occupants thereof lacked a sufficient community of interest with employees in the voting groups involved.

6. That, with respect to the classifications sought by the District to be excluded from any of the voting groups, (1) Petitioner-WFT urges the Commission to include the occupants thereof in Voting Group 3, or in the alternative, in Voting Group 1, and (2) Petitioner-AFSCME seeks only to include Assistant to Registrar and Secretary (Newly Hired), Student Services Specialist I, and the Educational Services Assistant, all in Voting Group 2.

7. That, with respect to the remaining classifications involved herein, Petitioner-WFT urges the Commission to include the occupants thereof in Voting Group 3, or, in the alternative, in Voting Group 1; Petitioner-AFSCME urges the Commission to include the occupants thereof in Voting Group 2; and the District urges the Commission to include the occupants thereof in Voting Group No. 1, or, in the alternative, in Voting Group No. 2.

8. That the occupants of the following classifications perform supervisory and/or managerial functions:

Guidance Counselor-Generalist - Position Nos. 2, 3, 6
Coordinator Student Aids - Position No. 28
Educational Services Assistant - Position No. 60
Student Services Specialist I - Position No. 51

9. That the occupant of the classifications of Assistant to Registrar (Position No. 49) performs supervisory functions.

10. That the following classifications are paraprofessional in nature; and that the occupants thereof are engaged in student contact services:

Student Services Specialist I - Position Nos. 4, 67
Student Services Specialist (CETA) - Position No. 18
Native American Specialist - Position No. 23
Native American Recruiter - Position No. 24
Spanish American Specialist - Position No. 25
Spanish American Recruiter - Position No. 26
Technician Career Education - Position No. 43
Library Technician - Positions Nos. 52, 54, 66
Media Technician - Position Nos. 53, 55, 65
Educational Services Assistant - Position Nos. 61, 62

11. That the classifications of Nurse (Position No. 8) and of the Clinical Psychologist (Position No. 10) are professional positions; that the occupants thereof perform no managerial, supervisory, or confidential duties; and that said occupants perform duties supportive of the education process.

12. That the classifications of Assistant to Registrar and Secretary (Position No. 48), Assistant to Registrar (Position No. 50), and Aide to Women's Counselor (Position No. 64) are neither professional nor paraprofessional; and that their occupants do not perform managerial, supervisory, or any significant confidential duties.

Upon the basis of the above and foregoing Supplemental Findings of Fact, the Commission makes and issues the following

SUPPLEMENTAL CONCLUSIONS OF LAW

1. That the occupants of the following classifications are not municipal employes within the meaning of Section 111.70(1)(b) of the Municipal Employment Relations Act:

Guidance Counselor-Generalist - Position Nos. 2, 3, 6
Coordinator Student Aids - Position No. 28
Assistant to Registrar - Position No. 49
Student Services Specialist I - Position No. 51
Educational Services Assistant - Position No. 60

2. That the occupants of the following classifications are municipal employes within the meaning of Section 111.70(1)(b) of the Municipal Employment Relations Act:

Assistant to Registrar and Secretary - Position No. 48
Aide to Women's Counselor - Position No. 64
Assistant to Registrar - Position No. 50

3. That, in order to carry out the policy expressed in Section 111.70(4)(d)2.a. of the Municipal Employment Relations Act, the Commission concludes that the complements of the three separate voting groups involved herein consist of the following classifications:

Voting Group No. 1

Student Services Specialist I, II - Position Nos. 4, 67
Student Services Specialist (CETA) - Position No. 18
Native American Specialist - Position No. 23
Native American Recruiter - Position No. 24
Spanish American Specialist - Position No. 25
Spanish American Recruiter - Position No. 26
Technician Career Education - Position No. 43
Library Technician - Position Nos. 52, 54, 66
Media Technician - Position Nos. 53, 55, 65
Educational Services Assistant - Position Nos. 61, 62

Voting Group No. 2

Assistant to Registrar and Secretary - Position No. 48
Assistant to Registrar - Position No. 50
Aide to Women's Counselor - Position No. 64

Voting Group No. 3

Nurse - Position No. 8
Clinical Psychologist - Position No. 10
Admissions Counselor (Health Occupations) - Position Nos. 13, 15
Guidance Counselor - Position Nos. 17, 45, 46
Guidance Counselor (Veterans and Business-Industrial Referrals) - Position No. 19
Rehabilitation Psychologist - Position No. 20
ABE Guidance Specialist - Position No. 31
Counselor (Program) - Position Nos. 32, 33, 34, 35, 36, 37, 38
Special Service Counselor (Apprentice) - Position No. 39
Placement Counselor - Position No. 42
Counseling Psychologist - Position No. 47
Women's Counselor - Position No. 63

Upon the basis of the above and foregoing Supplemental Findings of Fact and Supplemental Conclusions of Law, the Commission makes and issues the following

DIRECTION OF ELECTIONS

IT IS HEREBY DIRECTED that elections by secret ballot shall be conducted under the direction of the Wisconsin Employment Relations Commission on a date to be established subsequently in the following voting groups for the following stated purposes:

VOTING GROUP NO. 1

All employees occupying the classifications of Student Services Specialist I and II, (but excluding Position No. 51), Student Services Specialist (CETA), Native American Specialist, Native American Recruiter, Spanish American Specialist, Spanish American Recruiter, Technician Career Education, Library Technician, Media Technician, and Educational Services Assistant (but excluding Position No. 60), who were employed by Milwaukee Area Board of Vocational, Technical and Adult Education District No. 9 on a date to be established subsequently, except such employees as may prior to the election quit their employment or be discharged for cause to determine whether such employees desire to be included in the collective bargaining unit of employees of said District, which unit is presently represented jointly by Petitioners WFT and AFSCME.

VOTING GROUP NO. 2

All employees occupying the classifications of Assistant to Registrar and Secretary, Assistant to Registrar (but excluding Position No. 49), and Aide to Women's Counselor, who were employed by Milwaukee Area Board of Vocational, Technical and Adult Education District No. 9 on a date to be established subsequently, except such employees as may prior to the election quit their employment or be discharged for cause, to determine whether such employees desire to be included in the collective bargaining unit of employees of said District, which unit is presently represented by Petitioner AFSCME.

VOTING GROUP NO. 3

All employees employed in the classifications of Nurse, Clinical Psychologist, Admissions Counselor, Guidance Counselor, Guidance Counselor (Veterans and Business-Industrial Referrals), Rehabilitation Psychologist, ABE Guidance Specialist, Counselor (Program), Special Service Counselor (Apprentice), Special Service Counselor (Veterans), Placement Counselor, Counseling Psychologist, and Women's Counselor, who were employed by Milwaukee Board of Vocational, Technical and Adult Education District No. 9 on a date to be established subsequently, except such employees as may prior to the election quit their employment or be discharged for cause, to determine whether such employees desire to be included in the collective bargaining unit of employees of said District, which unit is presently represented by Petitioner WFT.

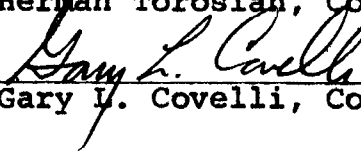
Given under our hands and seal at the
City of Madison, Wisconsin this 27th
day of June, 1979.

WISCONSIN EMPLOYMENT RELATIONS COMMISSION

By


Morris Slavney, Chairman


Herman Torosian, Commissioner


Gary L. Covelli, Commissioner

MEMORANDUM ACCOMPANYING SUPPLEMENTAL
FINDINGS OF FACT, SUPPLEMENTAL CONCLU-
SIONS OF LAW AND DIRECTION OF ELECTIONS

The instant proceeding was initiated by separate petitions filed by WFT and AFSCME, whereby said organizations sought to accrete certain employes of the District occupying certain classifications to the bargaining units represented by said organizations. WFT solely represents employes in a bargaining unit consisting of "all regular teaching personnel teaching at least fifty percent (50%) of a full teaching schedule; excluding teaching personnel teaching less than (50%) of a full teaching schedule; supervisory personnel such as Assistant Deans, Assistant Directors, and all other executives or administrative personnel". AFSCME solely represents "employes in a bargaining unit generally described as an office and clerical and blue collar unit". The classifications of employes in said unit are as follows:

Accounting Assistant	Foundry Worker I, II
Architectural Draftsman	Head Cashier
Assistant Stage Manager	Key Punch Control Clerk
Audio-Visual Assistant	Key Punch Operator I, II
Bindery Assistant I, II, III	Mail Clerk-Relief Tel. Operator
Building Service Workers I, II, III, IV	Messenger
Clerk I, II, III, IV	Receiving and Shipping Clerk I, II, III
Clerk Stenographer I, II, III	Security Officer
Clerk Typist I, II, III	Security Officer in Charge
Computer Clerks Coordinator	Service Station Attendant
Custodial Worker II, III	Stores Assistant
Electronics Repair Technician	Stores Clerk (PSE)
Engineering Aide	Student Services Coordinator
Food Service Utility Worker	Telephone Operator
Food Service Worker I, II, III	Telephone Operator Trainee

WFT and AFSCME jointly represent employes of the District in yet a third unit consisting of "all teaching paraprofessionals and those teacher aides spending more than 50% of their time in instructional and student contact services, excluding supervisors and all other employes".

In the initial decision issued herein the Commission directed that elections be conducted among the unrepresented employes involved herein in three separate voting groups, indicated in the preface herein, in effect to determine whether the employes in said voting groups desire to accrete to the appropriate established bargaining units. Additional hearing was held to take evidence with respect to the classifications involved in order for the Commission to determine the "employee" status of the occupants of some of the classifications, and further to determine the placement of the eligible classifications in the various voting groups involved. As indicated in the Supplemental Findings of Fact the parties reached agreement on certain exclusions, as well as the placement of certain classifications in Voting Group No. 3, the professional voting group.

The District would have the Commission exclude the occupants of the following classifications, and their position numbers, from the eligibles in any of the voting groups, contending that said occupants perform managerial and/or supervisory duties:

Guidance Counselor-Generalist 2, 3, 6	Asst. to Registrar 49, 50
Coordinator Student Aides 28	Student Services Specialist I 51

WFT would have the Commission find that the occupants of such positions are "employees", and, further, contends that said occupants be included among the eligibles in Voting Group No. 3, or in the alternative, in Voting Group No. 1. AFSCME urges the Commission to include the Assistant to Registrar and Secretary, the Educational Services Assistant, and the Student Services Specialist in Voting Group No. 2.

The District would also exclude the professional positions of Nurse and Clinical Psychologist from any of the voting groups, contending that the occupants of said classifications do not have a sufficient community of interest to be so included. WFT would include said positions in Voting Group No. 3, or in the alternative, in Voting Group No. 1.

The classifications of Teacher on Special Assignment (Speech) and Vocational Evaluator are presently unoccupied, and the parties agree that said classifications not be placed in any of the voting groups involved herein.

With respect to the classifications remaining in issue, the District would have the Commission place them either in Voting Group No. 1 or No. 2. WFT would have them in Voting Group No. 3, or in the alternative, in Voting Group No. 1. AFSCME seeks to include said classifications in Voting Group No. 2. There follows our rationale in determining the various issues with regard to "employee" status and/or voting group placement of the various classifications involved.

ANALYSIS

The Commission will, on the basis of community of interest, place each position in issue in one of the above three described existing units. Additionally, with respect to issues concerning the professional, supervisory, managerial and confidential status of employees, the Commission in determining same will rely on the following criteria and policies.

Professional Status:

The Commission is mandated by Section 111.70(1)(1) to employ the following criteria in its determination of professional status:

(1) 'Professional employee' means:

1. Any employee engaged in work:

a. Predominantly intellectual and varied in character as opposed to routine mental, manual, mechanical or physical work;

b. Involving the consistent exercise of discretion and judgment in its performance;

c. Of such a character that the output produced or the result accomplished cannot be standardized in relation to a given period of time;

c/ The District contends that the position is also "confidential".

d. Requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study in an institution of higher education or a hospital, as distinguished from a general academic education or from an apprenticeship or from training in the performance of routine mental, manual or physical process, or

2. Any employee who:

a. Has completed the courses of specialized intellectual instruction and study described in subd. 1. d;

b. Is performing related work under the supervision of a professional person to qualify himself to become a professional employee as defined in subd. 1.

Supervisory Duties:

The Commission, in order to determine whether the statutory criteria are present in sufficient combination and degree to warrant the conclusion that individuals are supervisors, considers the following factors:

1. The authority to recommend effectively the hiring, promotion, transfer, discipline, or discharge of employees;

2. The authority to direct and assign the work force;

3. The number of employees supervised, and the number of other persons exercising greater, similar or lesser authority over the same employees;

4. The level of pay, including an evaluation of whether the supervisor is paid for his skills or for his supervision of employees;

5. Whether the supervisor is primarily supervising an activity or primarily supervising employees;

6. Whether the supervisor is a working supervisor or whether he spends a substantial majority of his time supervising employees;

7. The amount of independent judgment and discretion exercised in the supervision of employees. 1/

Managerial Status:

In determining whether positions are to be excluded from a bargaining unit on the basis of managerial status the Commission considers the degree to which individuals participate in the formulation, determination and implementation of management policy and possess the authority to commit the employer's resources. 2/

1/ City of Green Bay (Public Works Dept.) (16399-C) 9/6/78

2/ Tomahawk School District (16524) 8/30/78

Confidential Status:

The Commission has held that in order for an employe to be considered a confidential employe, and thereby excluded from the bargaining unit, such an employe must have access to, have knowledge of, or participate in confidential matters, relating to labor relations. 3/

Guidance Counselor-Generalist - Position Nos. 2, 3, 6:

The incumbents of said positions are James Shelander, Maria Flores and Robert Schulring. The responsibilities and duties of Shelander, who is employed at the West Campus, West Allis, is characteristic of the two remaining positions in said classification. Shelander is the only Guidance Counselor assigned to the West Campus. Shelander has completed the requirements of certification as a Guidance Counselor, including a Master's Degree in counseling, in addition to requisite teaching experience. Completion of such certification requirements is required for the position. Shelander's responsibilities span a wide range of duties related to orientation, admissions, placement, recruitment, testing, records, and registration, public relations, financial aid and counseling. Many of these responsibilities require close cooperation with Dr. John Deady, the Dean of Student Services for the downtown campus. Shelander's functions in a sense are comparable to those of Deady at the downtown campus in that he oversees many of the Student Service's functions located at the West Campus. Incidental to these functions, Shelander oversees the work of four clerical employes assigned to Student Services at the West Campus who assumed their positions prior to the time that Shelander assumed his, as well as that of CETA-funded and student employes who assist on a temporary basis with such areas as testing and registration. He will be overseeing the work of the Student Services Specialist to be assigned to the West Campus. Shelander's immediate supervisor is Robert Lexow, Regional Administrator for the West Campus, who indicated that Shelander had been delegated the day-to-day responsibility for Student Services. He is paid at the Guidance Counselor rates.

Shelander also provides personal, educational and vocational counseling to current and prospective students at the West Campus. Some 30 to 35 percent of this time is devoted to in-depth personal career counseling, and approximately three-quarters of his time involves student contact. Shelander additionally participates in the management of the MATC Western Region. He draws up the initial budget proposal for the Student Services Department and participates in weekly staff meetings with other departmental administrators to discuss the operation of the West Campus. Lexow must review and approve that budget. Special requisitions must also be approved by Lexow. Shelander also attends staff meetings during which administrative policies are discussed, although he does not possess the authority to determine such policies. He is subject to direction from both Lexow and from the Office of the Dean of Student Services at the downtown campus and works in close cooperation with them.

Shelander does review the day-to-day work of the clerical and CETA employes assigned to his office, but he does not exercise the full range of supervisory authority over them. These employes perform well-defined functions, and although Shelander is responsible for coordinating their activities, for evaluating their work and for initial handling of problems involving them, they appear to require relatively little day-to-day supervision. Shelander has not adjusted any employe grievances or disciplined or discharged any of these employes, nor does he have final authority to hire, discipline or discharge members of his staff without consultation with, and approval by, Lexow. Shelander assists in coordination of the work of part-time student assistants

participating in the registration process, who are hired under the work-study program or paid out of MATC funds, and he shares this function with other MATC staff or with faculty.

We are satisfied that the instant Guidance Counselors are professionals within the meaning of Section 111.70(1)(1) of MERA. However, we are also satisfied that the individuals occupying such, including Shelander, and the two remaining individuals, if they perform the same duties as Shelander, because of managerial responsibility, are not "employees" under MERA, and therefore they are excluded from the eligibles in any of the voting groups.

Coordinator Student Aids - Position No. 28:

The Student Aids Coordinator, Taft T. Benson, acts as Assistant to his Supervisor, Financial Aids Officer James Friedbacher, and is solely responsible for two special projects, a district wide tutorial project and a recruiting project. As Assistant to the Financial Aids Officers, Benson determines student financial aid needs, makes financial aid awards and assists in record keeping. He also supervises the 6 employees in the financial aids office when Friedbacher is on vacation or absent. Benson has participated in the interviewing of some of the employees hired for the office and discussed who should be hired with Friedbacher. His annual salary is approximately \$27,000.00 per year.

Benson is solely responsible for the operation of the federally funded tutorial project and the federally funded recruiting project. He is solely responsible for submitting budget and program proposals to the funding authority, solely responsible for making necessary reports and, otherwise, has sole discretion in the expenditure of funds for both projects. The District has, and will in the future, pick up cost overruns. The former project takes approximately 20 percent of his total time and operates essentially for the full year. Benson is solely responsible to hire, direct, assign, discipline and, in all other respects, supervise approximately 3 full year full-time employees for the tutorial project, who in turn hire approximately 90 to 100 students to tutor approximately 500 other students. The annual budget for this project is approximately \$95,000.00-\$100,000.00.

The recruiting program operates primarily during the summer. Benson spends approximately 20 percent of his time in the summer (equivalent to 5 percent of his total time) with respect to this project. He solely hires, directs, assigns, disciplines and in all other respects, supervises 10 to 15 full-time summer seasonal recruiters, one full-time school year employee and one part-time full-year clerical. The recruiters seek students for MATC. The budget for this project is approximately \$60,000.00 to \$65,000.00 per year. The regular employees of both projects are paid through the District's payroll and it is contemplating treating their experience as service on its employees. We conclude that Benson occupies a supervisory/managerial position, and therefore is excluded from the eligibles in any voting group.

Assistant to Registrar and Secretary (Student Services Technician) - Position No. 48:

The Student Services Technician, Hatro Doll, acts as Assistant to the Registrar and is responsible for the District's evening school registration process which occurs approximately four times per year. She works under the supervision of the Registrar, Jack Gardiner. The position does not require a college education. Doll progressed to this position from previously held clerical positions.

Ordinarily Doll acts as assistant to the Registrar. In this role she spends 50% of her time handling inquiries of students who have been referred to the Registrar's office by others, including those referred to her by guidance personnel. This role is essentially providing information or other routine services to students. When not performing this work, Doll handles routine requests for information by non-students, including gathering necessary information in those instances in which Gardiner must make the response.

Along with Gardiner, Doll also is present during budget meetings and policy decision meetings. While her function is not entirely apparent in said meetings, she has a limited role in the discussions and does not participate in the decision process.

When Gardiner has "confidential" work, he calls on Doll to perform same. In this capacity Doll types letters concerning complaints against employees. She has also been present when employees are disciplined or their grievances adjusted. This occurred twice in the last year. She also sits in on interviews of prospective employees. It appears the foregoing collectively occurs rarely.

In addition to her other functions as Assistant to the Registrar, Doll is responsible for administering MATC's evening registration. Approximately four times a year, it is her responsibility to determine how many temporary employees are needed. She then obtains volunteers from among MATC's employees (service is entirely voluntary). If more employees are needed she requisitions them from Gardiner, who independently approves the requisition and hires the need outsiders. Doll then obtains the needed supplies and organizes the registrations. During the registration process she directs the approximately 100 employees temporarily assigned to this work. Since work in the registrations is voluntary, there has never been a disciplinary problem associated with it. On occasion, however, Doll has had to reinstruct an employee as to his or her function.

We conclude that the instant position is not a supervisory position within the meaning of Section 111.70(1)(o)1 of MERA. We also conclude that any managerial or confidential duties performed by the incumbent are de minimus in nature, and therefore the incumbent is an employee within the meaning of Section 111.70(1)(b) of MERA. It is clear that the position is not a professional position. Nor does the incumbent perform any teaching or paraprofessional duties, and, therefore the position is appropriately placed in Voting Group No. 2.

Assistant to Registrar - Position No. 49:

Under the supervision of the Registrar, the Assistant to the Registrar, Raymond Lauerman, directs the registration of students and maintenance of student records for the downtown campus. In this capacity he spends approximately 85 percent of his time supervising a total of 24 regular full-time and regular part-time clericals. In addition, he also supervises approximately 40 temporary employees, who work a total of approximately eight weeks a year. It is his responsibility to hire, train, and direct said clericals on a day-to-day basis.

After being provided with a list of qualified employees, Lauerman interviews all of the applicants and selects the employee to be hired. His choice is routinely accepted by his superiors. During his seven years in this position, Lauerman has selected 25 to 30 employees in this manner.

The Assistant to Registrar has never discharged or suspended an employee, but does have the authority to do so. He has issued written

reprimands on two occasions, one in 1978 and the other in 1976. On the basis of the foregoing, we concluded that Assistant to Registrar Lauerman has the authority, in the interest of the District, to effectively recommend the hire of employees and to discipline and discharge them. We, therefore conclude he is a supervisor within the meaning of Section 111.70(1)(o)1.

Assistant to Registrar - Position No. 50:

The Assistant to Registrar, Ben Williams, directs mail registration, directs the maintenance of inactive student records, and acts as liaison between the Registrar's office and the outlying campuses and centers. He directs the day-to-day functions of three full-time clerical employees and, during registration, directs some temporary employees. His direction of all of the foregoing employees is relatively routine in that the employees' functions are standardized.

Williams has participated in the hiring of the one employee hired during his tenure. However, the Registrar independently made the determination. Williams did participate with the Registrar in the evaluation of employees at the end of their probationary period, but does not otherwise evaluate employees. In disciplinary situations, Williams would discuss the matter with the employee, but if the matter were not resolved to his satisfaction, he would report it to the Registrar. We conclude that Williams does not have authority to hire or discipline employees, or to effectively recommend same. We conclude that Williams is not a supervisor within the meaning of Section 111.70(1)(o)1.

Nor do we conclude that Williams is managerial. He has no substantive function in the formulation of management policy. While he does submit an annual budget covering the cost of his area of operations, substantive determinations with respect to his budget are made by the Registrar.

The Assistant to Registrar is not a professional employee and performs no functions which could be deemed in direct support of instruction. We therefore, conclude this position is appropriately included in Voting Group No. 2.

Educational Services Assistant - Position No. 60:

The Educational Service Assistant (Wauwatosa Campus), Nancy Winkel, acts as the Principal Administrator of the District's Wauwatosa program. The Wauwatosa program serves 800 daytime students and 1,600 nighttime students with approximately 80 part-time instructors. The physical facilities for this program are all rented from the Wauwatosa Board of Education.

Winkel reports to Robert Lexow, Regional Administrator of the District's entire western region. Although Winkel reports to him periodically, he has little or no contact with the day-to-day administration of this program.

Winkel prepares the budget for this program which is subject to Lexow's approval. She is largely responsible for the allocation and has the authority to vary spending of funds from that prescribed in the budget. In addition she negotiates the rental price of the Wauwatosa facilities with the Wauwatosa School Board and acts as liaison with it.

Winkel is solely responsible for the hiring and discipline of all of the teachers employed for this program. She has hired one-third of the present staff. The remainder were employed prior to Winkel's employment. On two occasions, she has taken disciplinary action against instructors, one of those occasions occurred three years ago when she discharged a teacher.

Since the Educational Service Assistant (Wauwatosa Campus) has the authority in the interest of the District to hire, assign, discipline and discharge employes, as well as the authority to commit the resources of the District, the position is a supervisory and managerial position and therefore is not included in any voting groups.

Student Services Specialist I - Position No. 51:

The Student Services Specialist I-Consumer and Homemaking Education Consortium Coordinator, Rosemary Fischer, spends all of her time coordinating and managing a consumer and homemaking education project jointly conducted by five community agencies who are collectively known as the Consortium. In this project Consortium agencies hire teachers at the paraprofessional level with whom students are likely to be able to identify with on a cultural basis. These teachers teach courses with respect to consumer matters and homemaking at various locations in different disadvantaged communities.

Fischer is responsible for the supervision of the teachers in the performance of their work. While she apparently has occasionally suggested the hire of a teacher, it appears she is not usually involved in the hiring process. She assists in the initial and continuing training of teachers. Further, she participates in monthly training and enrichment sessions. She regularly observes teachers and has recommended their termination. Her recommendation was, and would be, routinely followed.

Each of the five agencies and MATC individually submit project proposals (budgets and other information) to the funding authorities. Fischer prepares MATC's project proposal, and she assists each of the agencies in preparing its proposal. She is the sole person on behalf of MATC to be involved in the instant project and has independent discretion in the dispensing of funds. The total budget of the instant project is approximately \$150,000.00 of which approximately \$55,416.00 is attributable to the MATC request. Ninety percent of the MATC amount is provided by the federal government and the remainder is apparently provided by MATC.

Fischer and her secretary maintain an office with one of the agencies of the Consortium. There are no other personnel from MATC in the same location. Fischer effectively recommends the hire of her full-time, full-year secretary, assigns her work and maintains the authority to effectively recommend her discipline or discharge.

We conclude MATC is a joint employer with the Consortium for the purposes of this project and that the Student Services Specialist I - Consumer and Homemaking Education Consortium Coordinator has assigned employes of the joint employer and has the authority on behalf of the joint employer to effectively recommend their discipline and discharge. Further, taken in the context of her substantial authority over the expenditure of the District's resources we conclude she is a supervisory/managerial employe.

Nurse - Position No. 8:

The Registered Nurse (Health Center), Elizabeth Ziebell, carries out the general functions of the Health Center which is located on

the second floor of the main building of MATC. She renders first aid and medical advice to MATC students, faculty and employees, and refers users of the Health Center to physicians in the event of the occurrence of serious health problems. The Health Center does not provide treatment beyond the first aid stage. In addition, Dr. Harriet Gallimore, the physician stationed at the Health Center, performs medical examinations for new employees. Ziebell assists in keeping records of examination and such treatment as is given. She does not otherwise have contact with students, teachers or guidance personnel.

Ziebell is licensed as a Registered Nurse by the State of Wisconsin but is not certified to teach nursing; nor does she participate in the instructional program for nurses, nurses' aides and LPN's or any other instructional program. She does not attend professional meetings with teachers or Guidance Counselors, and her only regular contact with such personnel occurs when they use the services of the Health Center for medical advice or assistance.

Ziebell, as a Registered Nurse, occupies a professional position. The Commission has, in the past, included all professional personnel employed in a school district, who work with students and/or teachers in support of the education program, in a single bargaining unit. 4/ We see no reason to deviate from that policy herein, and therefore the position is included in Voting Group No. 3.

Clinical Psychologist - Position No. 10:

The incumbent in this position is Dr. Merrel Stockey who has been employed by MATC for 32 years. His regular assignment is to Health Services and works under Dr. Harriet Gallimore, although he now is specially assigned on a part-time basis to Student Services, in which capacity he works with Dr. John Deady, Dean of Student Services. His office is located in the main building of the downtown campus, although as of the time of hearing, plans were being made to move his office to the new Counseling Center.

Dr. Stockey acts as psychological counselor for MATC faculty and students, providing personal rather than educational or vocational counseling. His "clientele" consists largely of students who are referred to him by Guidance Counselors and the Counseling Psychologists attached to Student Services. Once the referral is made, Dr. Stockey assumes sole responsibility for the care and treatment of his patient, although in the case of student patients he will when appropriate, work with the particular student's teachers.

The parties have stipulated, and the record indicates, that Dr. Stockey occupies a professional position. Although Dr. Stockey provides primarily personal counseling, his work is no less in support of the MATC educational program than that of Guidance Counselors providing educational or vocational counseling, if indeed any sharp distinction between these various categories of counseling is even possible. There is thus little reason to differentiate Dr. Stockey from other professional counselors now in the unit represented by petitioner, WFT, employed by MATC simply on the basis of his departmental assignment insofar as their qualification and functions are roughly comparable. This fact renders Dr. Stockey's situation distinguishable from that of Ms. Ziebell, his co-worker in Health Services whose connection with the educational process is considerably more tenuous. The Commission

has in the past included school psychologists working in support of the school's education process within units of teaching professionals, and we deem it appropriate in this instance to follow said policy. 5/ Therefore, the position is included in Voting Group No. 3.

Student Services Specialist (CETA) - Position No. 18:

The incumbent in this position is Charles F. Clayvon who has held the position for approximately six years. His immediate supervisor is James Nault, MATC Manager of Agency and Social Services.

Clayvon's assignment is to MATC's CETA Skills Center, which center performs the function of providing for the educational needs of students referred to the Center by various community agencies including primarily, but not limited to, Wisconsin Job Service. These students are largely from disadvantaged backgrounds, who are currently unemployed and who are seeking training in job-related skills or upgrading of existing skills. They receive an allowance for their attendance at the Skills Center. Clayvon is responsible for the orientation of students to the Skills Center and for familiarizing them with the goals and benefits of the Center's program and with their responsibilities as part of the program. The Skills Center comprises a number of program areas and Clayvon is additionally responsible for several of these areas including pre-vocational training. A certified Guidance Counselor is also assigned to the CETA Skills Center and Clayvon works in close cooperation with that counselor.

One of Clayvon's responsibilities consists of day-to-day supervision of students in the program, including reporting of attendance and hours and handling of tardiness, absence, or other particular classroom problems. He is often consulted by students with personal problems and he will attempt to assist them to the extent that he is able. However, Clayvon does not perform in-depth counseling and will refer matters requiring such attention to MATC's certified counselors or to the Counseling Center. He also is consulted by instructors periodically regarding problems they have encountered with students in the Skills Center program or with suggestions as to a student's vocational abilities. Approximately 60 percent of Clayvon's time is spent in direct contact with students, or in closely related duties such as completing or reviewing student absence and tardiness reports.

Clayvon is a high school graduate and has attended college for one year. In addition, he has accumulated a number of college credits at MATC and has had extensive experience as a welder and as an overhead crane operator. He has also worked with psychiatric patients prior to assuming his present duties at MATC. He earns an annual salary of approximately \$18,500.00.

While Clayvon's position does not require the attainment of educational qualifications to constitute it a professional position we conclude that it is properly included in Voting Group No. 1, since Clayvon's duties require him to work closely with students and professionals.

Native American Specialist and Spanish American Specialist - Position Nos. 23 and 25:

The incumbents in these positions respectively are Sherwin Davids and Oscar Cervera. We conclude both positions are properly treated the same for purposes of placement within a voting group. Davids and Dr. James Nault provided the testimony with respect to these positions.

Dauids has held the position of Native American Specialist at MATC for nearly two years. His immediate supervisor is Dr. Nault. His primary responsibility is to direct the application, interviewing and orientation process for incoming Native American students. Included within these tasks are those of interviewing students to determine their educational and vocational background and goals, familiarizing students with MATC programs, devising programs of study in cooperation with students, assisting students in obtaining financial aid, and directing students to other departments of MATC when appropriate. In addition, he is often called upon to help students with educational, emotional, physical or financial problems, which will at times require him to refer students to teachers, tutors, Guidance Counselors, recruiters, or Health Center personnel. His chief contact with students appears to be during the introductory phases of their tenure at MATC although he is available to students on an ongoing basis and is often consulted by them from time to time.

Dauids is required to work closely with teachers in developing plans for students encountering classroom difficulties. These plans may involve additional remedial courses, tutoring programs or advising in regard to personal problems that the student may be encountering.

Dauids also has certain responsibilities unrelated to direct student contact. He attends the regular monthly meetings of Student Services Department personnel. He acts as MATC liaison with community agencies dealing with Native Americans and in such capacity meets with community leaders regarding MATC offerings.

Dauids holds a B.S. degree in English education, and the position requires graduation from an accredited college or university with relevant course work. He earns approximately \$16,000 a year.

Although Dauids works closely with professional personnel in determining Native American student needs and in resolving difficulties encountered by students, he does not provide professional counseling or instruction. When such services are called for, Dauids will refer students to appropriate teachers, counselors, psychologists and nurses. If testing in conjunction with evaluation of student educational needs is required, Dauids will engage the services of counselors or vocational evaluators to perform the testing. Although he is certified as a teacher, the record does not indicate that he engages in any actual teaching. Dauids' function is to provide general assistance to Native American students, to act as liaison between these students and the various departments of MATC and, as noted, to coordinate with professional staff also engaged in assisting these students. The chief attributes required for the position are therefore knowledge of MATC and its programs, familiarity with the culture of Native Americans and an ability to work with students of such background rather than a particular form of professional training or experience as set forth in Section 111.70(1)(1), Stats. Therefore, Dauids' position is not professional. On the basis of the foregoing, the Commission concludes that the positions of Native American Specialist and Spanish American Specialist (Vocational Education Project) are most appropriately included within Voting Group No. 1.

Native American Recruiter and Spanish American Recruiter - Position Nos. 24 and 26:

The incumbents in these positions are Lewis LaRoque and Asael Ruiz, respectively. We conclude both positions are properly treated in the same way for purposes of placement within a voting group. Ruiz and Nault provided testimony with respect to these positions.

Ruiz has occupied the position of Spanish American Recruiter for close to two years. Nault is his immediate supervisor. His duties

include those of assisting in the recruitment of Spanish American students for MATC programs, coordination with Hispanic community agencies in the organization of recruitment programs and seminars, assisting students (particularly those with limited proficiency in English) with the admission, financial aid, and orientation process and advising students as to MATC educational programs that would best fit their particular educational goals. Ruiz will also make himself available to assist students with problems they may encounter at subsequent stages of their education. Much of Ruiz' work with students takes place in the field, at the various educational seminars sponsored jointly with one of the community agencies or in conjunction with the MATC Mobile Career Van. Ruiz works closely with Oscar Cervera, MATC's Spanish American Specialist, and may be accompanied by one of MATC's counselors serving a particular specialty. On occasion, Ruiz will find the need for a student to undergo vocational testing, in which case he will refer such cases to counselors or psychologists at MATC or at the community agencies. He will normally review test results with one or more of MATC's counseling staff and at times with Cervera, but the counselor and not he will make any recommendations based upon such tests. Ruiz also attends the regular staff meetings of the Student Services Department.

Ruiz has completed the requirements for a Bachelor's degree in Community Education at the University of Wisconsin-Madison. His position requires an Associate Degree and work experience with the Spanish American community. Ruiz has obtained such work experience as a "Job Specialist" with SER Jobs for Progress, a Milwaukee-based manpower organization devoted to locating suitable jobs for members of the Hispanic community. He is not certified as a teacher or counselor by the State of Wisconsin. He earns a salary of approximately \$13,000.00 per year.

Ruiz acts primarily as a "resource person" to aid Spanish American students in their dealings with MATC, in the formulation of their educational and vocational goals and in their adjustment to student life. He also acts as a liaison with teachers, counselors and psychologists. However, he does not perform any instructional duties, in-depth counseling or vocational testing: instead referring students requiring such specialized services to professional personnel equipped to provide them. His position requires familiarity with MATC programs and with the culture of the Spanish American community. It also requires an ability to work with students of Hispanic background, of whom many may encounter language difficulties requiring a considerable measure of assistance. However, it does not require that kind and degree of training and experience envisioned by Section 111.70(1)(1), MERA. Therefore, Ruiz' position is not professional.

On the basis of the foregoing, the Commission concludes that the positions of Native American Recruiter and Spanish American Recruiter (Vocational Education Project) are included within Voting Group No. 1.

Technician Career Education - Position No. 43:

The incumbent in this position, James Scott, is assigned to MATC's Placement Department. His immediate supervisor is Robert Braun. Scott is responsible for the operation and maintenance of MATC's mobile recruiting van. This van contains information on MATC programs and career opportunities. He drives the van to various sites within the Milwaukee metropolitan area, including schools, shopping centers and businesses and makes a presentation at the site, during which he explains educational and career opportunities available through the MATC system. At times, Scott may be accompanied by a counselor and on other occasions, he will conduct the presentation himself. Following each presentation, Scott will answer questions from interested persons and hand out brochures and other material relating to MATC and other higher educational

programs to interested persons. He will talk to prospective students in order to ascertain their interests and will direct them to particular campuses and programs for further information. If a prospect wishes further information, Scott will give him or her a follow-up "career Sheet" which will contain a reference to the Counselor in question handling the particular program or, when appropriate, will refer him or her to the counselor accompanying him on the particular trip. On occasion, Scott will arrange appointments for prospective students with members of MATC's counseling staff. Each site visit occupies substantially all of a working day.

Scott is responsible for maintenance and servicing of the van and for the preparation and use of films and other audio-visual equipment used as part of his presentations. He is on the road approximately four days per week with the fifth working day set aside for van maintenance at the downtown campus.

Scott holds a B.S. degree in Communications from the University of Wisconsin-Milwaukee. His position requires two or more years of post-high school education "preferably in a people-oriented field", approximately \$10,000.00 per year and his position is federally-funded by the CETA program.

Scott's position is not a professional position. We conclude that it is paraprofessional in nature, and therefore the position is included in Voting Group No. 1.

Library Technician - Position Nos. 52, 54, 56:

The incumbents in these positions are respectively Elizabeth Conrad, assigned to the North Campus, and Louise Weber, assigned to the South Campus, both of whom provided testimony as to their positions, and Martha Starck, who is assigned to the West Campus. Conrad's Supervisor is Edward Zeporski, Supervisor of Instructional Services. Weber's Supervisor is Terry Printz, Supervisor of the Business Division. We conclude all three positions are appropriately treated the same for purposes of placement within a voting group.

Both Weber and Conrad are assigned to their respective regional campus libraries. The regional libraries are relatively small in comparison to the downtown campus library, each holding approximately 3,000 volumes. The Library Technician is the only full-time employee assigned to a regional library, although both the South Campus and West Campus libraries have assigned to them a part-time Library Technician who works in the evening and a number of student helpers under the work-study program who are paid out of the MATC budget. The Library Technician assists in the selection and training of the student helpers, and directs their work.

In addition to supervision of the student staff, the duties of the Library Technician include those of direct contact with and rendering of assistance to students and faculty (occupying approximately half of the Library Technician's time), obtaining faculty requests for new library materials and of the computer terminal located in the library, and initial preparation of the budget proposals for the regional campus libraries. Library Technicians also assume responsibility for ordering library materials and for a variety of clerical and record-keeping tasks including maintenance of statistics, preparation of the annual library report and typing of book order cards. Conrad added that she prepared flyers and "fact sheets" for public distribution explaining the range of resources and services available at the regional campus libraries, and that she prepared a taped orientation "tour" of the library for use with faculty and students that she uses on a regular basis. Neither Conrad nor Weber report to a librarian, and the record

indicates that they have been delegated the day-to-day responsibility for overseeing library operations by their respective supervisors.

Conrad and Weber both hold a Master's Degree in Library Science. Starck holds a B.S. in Education with a minor in Library Science. The job description for the position of Library Technician requires an Associate Degree in Library Technology and one year of library work experience, or an equivalent combination of the above.

The record contains conflicting evidence as to the extent of the authority of the Library Technician in several areas, notably in the selection and ordering of new library materials. We conclude the Library Technicians do not have authority to select and purchase material on their own. Instead, they must obtain approval from downtown campus librarians.

We conclude that the Library Technician is a paraprofessional position, and therefore it is included in Voting Group No. 1.

Media Technician - Position Nos. 53, 55, 65:

The incumbents in these positions respectively are James MacDonald, assigned to the North Campus, Gary Kuenzel, assigned to the South Campus, and Irene Hoffman, assigned to the West Campus. We conclude all three positions are appropriately treated the same for purposes of allocations among the three Voting Groups. These are full-time ten month positions.

The Media Technicians are in charge of the Media Centers located at the regional campuses and of the equipment used by those centers, including the scheduling, delivery, repairing and inventory of that equipment. They are responsible for assuring that the faculty have the required equipment for use in their classes. In the event of major equipment failure, the Media Technician is responsible for transporting the equipment to the Service Technicians at the downtown campus for repair. They are also responsible for working with faculty and students at the regional campuses in the design of posters and promotional materials, and in the development of instructional media. The latter task involves the translation of ideas and information presented by students and faculty into a suitable media presentation in such forms as videotapes, slides, audio tape or visual (artistic) media. The Media Technicians also work with the various programs offered by the regional campuses for the benefit of the community, especially in coordinating requests for media equipment and promotional material. They are also responsible for coordinating and training student assistants assigned to the Media Center who perform the Center's more routine tasks. They spend approximately 40 percent of their time working with faculty in developing instructional media and another 40 percent is spent working with students either in media development or in supervising and coordinating part-time student help. Twenty percent is spent in completing paperwork and in miscellaneous tasks.

The position of Media Technician requires an Associate Degree in Commercial Art, Photography, Printing or Visual Communications with a Bachelor's Degree in those fields considered desirable. MacDonald, who holds an Associate Degree in Commercial Art and has experience as an artist with Milwaukee Electric Tool Corporation and with the MATC Visual Communications Center, stated that such background was sufficient for the responsibilities of his position. Kuenzel holds an Associate Degree in Visual Communication from MATC and Hoffman is a high school graduate with one year of post-high school education in Commercial Art. Both Kuenzel and Hoffman have extensive relevant work experience. The position requires familiarity with a wide variety of equipment including film projectors, cassette and tape recorders,

videotape and video cassette units and closed circuit television. It also requires skill with signs, calligraphy and graphics. However, MacDonald must submit the design of his signs, flyers and graphics to Zaproski for review.

The Media Technician is not responsible for the formulation of the education curriculum. Rather, the incumbent's duties relate to the realization of concepts formulated by faculty, and in some cases, students, into workable instructional material. Although the position requires a good deal of initiative and creativity, the testimony of MacDonald and Zaproski indicated that the Media Technician is subject to frequent and close supervision and that the authority of the Media Technician to utilize independent discretion and judgment in the performance of his or her duties is necessarily limited. The educational requirements for the position are not those envisioned for professional employees by Section 111.70(1)(1), and the record is clear in that the duties of the position can be performed without such professional education. The position of Media Technician is therefore not a professional position.

Although Media Technicians are not involved directly in the teaching process, they work in close cooperation with faculty and students and provide support services and consultation on an ad hoc basis in specified areas. Media Technicians share a sufficient community of interest with the paraprofessional personnel are therefore are including within Voting Group No. 1.

Educational Services Assistant - Position Nos. 61, 62:

The incumbents of said positions are Richard Green and Paul Crawford. Green testified as to the duties of both positions. Green works with disadvantaged youths and ex-offenders, assisting them with obtaining information about, and gaining admission to MATC programs. He also aids these students in obtaining part-time employment while enrolled, and on occasion full-time employment upon graduation. Students are referred to him by the Wisconsin Department of Health and Social Services, the Division of Corrections, the Milwaukee Urban League and other public and private organizations. He acts as the first point of contact for these students with the MATC system and his function is to ease their process of adjustment to an academic environment and to inform them of opportunities available through MATC. He discussed personal, educational and vocational problems with students coming within his ambit and with their teachers and counselors if appropriate. Green and Crawford were together responsible for approximately 650 students during the academic year 1977-1978.

Green's educational background includes completion of the 11th grade, a GED, and six credits each at the University of Wisconsin and at MATC. He also acquired seven years of work experience at Commando Project I, a project aimed at the rehabilitation of ex-offenders, three years as a counselor, four years as project director. He is not certified as a counselor by the State of Wisconsin. The job description for his position requires a high school diploma or GED, "some" college coursework, and work experience in a community social agency. The salary range for this position starts at slightly under \$12,000.00, up to slightly over \$15,000.00 annually; which is several thousand dollars less than the salary range for MATC Guidance Counselors.

On the basis of the record, Green's position does not satisfy the requisites of a professional position as set forth in Section 111.70(1)(1). It does not require, nor does Green possess, an educational background such as that customarily required for such positions. Since Green and Crawford work with both students and teachers, we have included their positions in Voting Group No. 1.

Aide to Women's Counselor - Position No. 64:

The incumbent in this position is Jane Gibbons, who works directly under the auspices of the MATC Women's Counselor. Gibbons holds an Associate Degree from MATC which she earned in the Social Service Associate Program. Her position requires an Associate Degree and one year of related work experience or an equivalent combination of training and experience.

Gibbons's duties consist of a combination of clerical work (including typing), handling of intake procedures for clients of the office, (consisting of students and prospective students), advising clients in filling out forms and record keeping. Gibbons' intake and advisory responsibilities are of a rather routine and/or clerical nature. She refers all inquiries regarding in-depth program planning and counseling to her supervisor, the Women's Counselor or to other Guidance Counselors. Her function is to act as the first point of contact for students and non-students who seek assistance from the office of Women's Counselor, to ascertain and classify their interests and/or particular needs and to make appropriate referrals.

Gibbons earns an hourly salary of \$4.73, which is significantly below the salary range for MATC Guidance Counselors. The position has a community of interest with clerical employees, and therefore it is included in Voting Group No. 2.

Student Services Specialist I - Position Nos. 4, 67:

William Young occupies Position No. 4, and is employed at the South Campus. His supervisor is Robert Schubring, Guidance Counselor-Generalist. Position No. 67, located at the West Campus was not filled at the time of the hearing. We conclude that the two positions are appropriately treated together for voter group placement. The position requires a B.A. degree, with major course work in a relevant field, or, in the alternative, an Associate Degree and two years of related work experience.

Young's duties consist primarily of advising prospective students in the pre-admission phase with regard to various degree programs and especially those programs offered by the South Campus. Young concentrates on General and equivalency Diploma and Adult Education programs. The bulk of his time is spent in meeting with students and prospective students, explaining and advising as to program alternatives. In the course of his work, Young will advise students on personal or financial problems from time to time. He does not engage in any in-depth counseling, referring all such functions to Schubring, who is a certified Guidance Counselor. Young also does not generally advise as to Association Degree-level programs, although he may do so occasionally during periods when Mr. Schubring is absent. He will also, on occasion, direct the testing of prospective students for purposes of program selection, and will assist students in completing admission and course selection forms.

Young is certified for evening school teaching and has taught evening courses in the past, but is not currently engaged in teaching; nor do the responsibilities of his position include that of teaching. Young is hourly paid and his annual wage is far less than certified counselors. We conclude that the positions are properly placed in Voting Group No. 1.

The Commission is delaying the conduct of the elections directed herein until after the commencement of the fall term. At that time,

prior to the elections, the Commission will request the District to furnish the Commission and the labor organizations involved the current eligibility list for each voting group. The eligibility date, as well as the time and place of the balloting will then be established.

Dated at Madison, Wisconsin this 27th day of June, 1979.

WISCONSIN EMPLOYMENT RELATIONS COMMISSION

By Morris Slavney
Morris Slavney, Chairman

Herman Torosian
Herman Torosian, Commissioner

Gary L. Covelli
Gary L. Covelli, Commissioner