

MEMORANDUM

State of Alaska
Department of Administration
Division of Personnel & Labor Relations

To: Dianne Kiesel
Director

Date: October 26, 2006

Thru: Sarah Brinkley
Classification Studies Manager

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Subject: Webmaster Study

Preamble:

When working with the Administrative Service Directors to prioritize classification projects, the Division of Personnel and Labor Relations recommended studies that would involve all agencies. After considering the areas of greatest need and available staff, a study of positions performing work on the State's web sites was given priority. The study was assigned in September, 2005, and begun in January, 2006.

Study Scope:

To set the scope of the study at a manageable level and ensure the work that warranted examination was included, we researched the organization of web work in private organizations and other public agencies. This research identified seven common roles in creating and maintaining web sites: a Web Presence Manager who manages the design, content, and overall vision of the site; an Information Architect who organizes content and tests site usability; a Designer who creates the overall look and feel of the site; an HTML Coder who performs technical programming and markup to create the site's front end; a Developer who creates scripts and applications to enhance interactivity; a System Administrator who maintains the site's servers; and a Copy Editor who determines the final content of text. Specific jobs are typically made up of multiple roles, with the roles closest to each other in the list being common combinations.

Comparison with existing class specifications found the Web Presence Manager, Information Architect, and Designer roles were not described. We proposed the study address positions performing one or more of these roles as their primary duty or as a significant responsibility. Following discussion with the Administrative Services Directors the roles covered by the study were expanded to include positions whose mix of duties included the Copy Editor role.

Ten departments submitted positions for the study. The positions included one Analyst/Programmer I, one Analyst/Programmer II, three Analyst/Programmers III, four Analyst/Programmers IV, one Publications Technician II, nine Publications Specialists II, four

Publications Specialists III, one Information Officer II, one Administrative Assistant, and one Fishery Biologist III.

Study Method:

After the scope of the study was determined the departments identified positions and submitted updated position descriptions. The position descriptions were examined and interviews conducted with all available incumbents. The information gathered was analyzed and sorted into three occupational groups. The group descriptions were distributed to the study contacts for review and comment. Following the comment period and evaluation of the comments received, the groups and positions were reexamined. The positions that met the criteria for a new class or series and marginal positions were compared for grouping into classes/levels. Class specifications for the resulting two-level series were drafted and distributed to the study contacts for review and comment. Following receipt of comments the class specifications were revised, initial allocations determined, and the proposed allocations distributed to agencies for review. Three requests for reconsideration were submitted and the positions further reviewed. The salary range placement was analyzed, the results distributed to agencies, comments reviewed and final recommendations determined. Following approval, the study results were implemented.

Class History:

The Division has not previously established separate job classes for positions responsible for maintaining the State's web sites. The positions performing the work have primarily been placed in the Publications job classes or the Information Technology job classes.

Class Analysis:

The state's classification plan provides for grouping positions into job classes when they are sufficiently similar with respect to duties and responsibilities, degree of supervision exercised and received, and entrance requirements so that: the same title can be used to clearly identify each position; the same minimum qualifications for initial appointment can be established for all positions; the same rate of basic pay can be fairly applied to all positions; and employees in a particular class are considered an appropriate group for purposes of layoff and recall. Job classes are constructed as broadly as is practicable so long as the tests of similarity are met.

The growth and evolution of computer technologies and the Internet has had considerable impact on the work of most occupations. In examining duties and responsibilities to determine the need for, and boundaries of, a new job class or class series we took care to distinguish between positions that use the Internet as a tool and those whose work product is the Internet. The impact on occupations that have adopted Internet technologies as tools, potentially with significant changes in the day-to-day tasks, we determined to be outside the scope of this study. Such examinations are properly addressed through separate studies of each occupation.

When evaluating the seven roles of web work to set the scope of this study, we determined the Coder, Developer, and System Administrator roles should be excluded. A full and complete study of positions performing work in these roles would require the study's scope be expanded to include all positions in the full spectrum of IT job classes. A study of such scope could not be satisfactorily completed with the resources currently available. To address the reported need for a class or series defining work that does not fit into existing job classes, we asked for positions whose work included the Web Presence Manager, Information Architect, and Designer roles as

their primary duty or as a significant duty (a significant duty we defined as 40% or more of the assigned duties). Twenty-six positions were submitted for examination within the agreed-upon study scope.

We analyzed the positions first for differences in the nature of the work performed. In this examination we gave particular attention to the preeminent work of each position, the most important knowledge required to perform that work, and the primary purpose for the position's existence. Sorting for the greatest similarity within sets and the greatest difference between sets resulted in three groups of positions.

One group was positions whose preeminent work is the format and display of information on web pages. The positions use design and graphics software and typically work extensively with HTML to create the "front-end" of web sites. Examination of the foremost knowledge and skills required to perform the work revealed substantial similarity to the knowledge and skills required in publishing job classes to create newsletters, brochures, and other informational materials. Examination of the impact of computer technologies on publishing work led us to conclude design and graphics software and mark-up languages are properly considered additional tools the publishing occupation uses in the new media that is the web. Without a full study of all positions performing publishing work, we determined it was not appropriate to make decisions affecting the personnel administration of the positions in this group. Therefore, we determined positions in this group should be excluded from any new class or series created.

A second group was positions whose preeminent work is creating applications and databases that are accessed through Internet portals. The positions work in computer programming languages to develop the applications and programs that make up the "back-end" of web sites. Examination of the foremost knowledge and skills required to perform the work revealed substantial similarity to the knowledge and skills required to perform computer programming of applications and databases accessed through other methods. Examination of the evolution of computer programming, and the impact of developing technologies, led us to conclude the changes in the occupation were so pervasive we could not justify making decisions affecting the personnel administration of the positions in this group without examining all programming positions. Therefore, we determined positions in this group should also be excluded from any new class or series created.

The third group was positions whose preeminent work is interface design and programming of active web pages to provide information exchange and business activities. The positions work includes both front-end design and back-end programming, but the primary focus is on the structure where the two come together. Examination of the knowledge and skills required to perform the work revealed similarities to both publishing and programming occupations, but the foremost knowledge required is the practical knowledge of Internet systems, services, and technologies that provide the framework through which web page design and applications function. Comparison of the duties, responsibilities, and required knowledge and skills with similar job classes indicated this group is sufficiently different to warrant a separate title to identify the work; separate qualifications for initial appointment; and separate treatment for purposes of layoff and recall.

The results of the occupational sorting were distributed to study contacts in each agency for review and comment. Three agencies provided comments. Two agencies commented on the high speed of changes in Internet technologies and their potential impact on the work and class specifications. One agency commented on the need for a high level class that they did not see in the descriptions of the occupational groups. After receiving the comments we re-examined the occupational grouping of positions. The re-examination resulted in the same three distinct sets.

We then examined the positions within the third group, and the marginal positions in the other groups, to compare the levels of difficulty in work, supervision and guidance received, level of independent authority, and organizational scope of control. Sorting for the greatest internal similarity and greatest external variance resulted in two sets.

One set was positions whose primary purpose was the ongoing maintenance and improvement of interactive web sites and Internet services. The work of these positions is characterized by responsibility for interactive web sites with considerable use of scripting languages. The work includes web page design and layout and typically includes content maintenance, but the primary focus is on the technologies of the sites. Incumbents are typically responsible for web sites at the division level. The work is performed independently within State standards and general web design guidelines.

The second set was positions whose primary purpose was the overall management of an organization's web sites. The work of these positions is characterized by responsibility for overall planning and coordination of Internet delivery of an organization's e-government services. The work includes considerable interaction with the organization's senior management to evaluate functions and services and recommend methods of integrating Internet systems into business practices. Incumbents are typically responsible for web sites at the department level and serve as technical consultant to other staff who maintain web sites, develop content, and program applications. Incumbents typically represent the department in workgroups developing State Internet policies and effectively recommend agency-specific policies and standards.

The similarities in the nature of work and required knowledge and skills, with differences in level of difficulty and responsibility, indicated a two level class series should be created. We drafted class specifications defining and describing the two levels. To aid in interpretation and application of the class specifications we drafted a supplemental Guidance for Position Classification. The draft class specifications and supplement were distributed to the study contacts for review and comment. The drafts were also distributed to division HR Specialists with sample position descriptions for use in a test allocation session.

In the test allocation session the analysts indicated the class specifications were difficult to apply to the test positions. The supplemental guide was useful and the analysts indicated they would not have been confident in their decisions without it. Discussion revealed the difficulties in applying the class specifications were primarily due to a lack of knowledge of the work and the limited information provided in the position descriptions. These difficulties could have been ameliorated if the analysts had been able to conduct desk audits. In spite of the difficulties, the inter-rater reliability was high with the benchmark positions properly allocated. The border-line positions had the expected variance, but discussion indicated additional information from desk audits would have led to greater consistency. The analysts recommended minor changes to the

class specifications, including distinguishing the Data Processing Manager series from the second level, and requested a glossary of computer and Internet terms be added to the supplement. The recommendations were evaluated and the class specifications and supplement revised.

Four departments responded in the draft class specification review period. Two departments stated they had no recommendations. One department questioned the need for a new series and recommended the Publications Specialist series be revised to include the work described in the proposed series. One department expressed concern that the series appeared not to be professional; that the proposed minimum qualifications were too broad; and that the probable salary ranges would not be appropriate for the work their positions were performing. The department did not recommend specific changes to address their concerns.

Throughout this study we have been concerned a new series could be an unnecessary fragmentation of the Classification Plan. We have seen indications that a study with broader scope could have resulted in different class boundaries and possibly obviated the creation of this series. However, given the length of time since the most similar classes were last studied, we determined revising existing classes to insert the Internet work was not practicable. Since examination of allocations to existing job classes revealed decreasing inter-rater reliability, we determined creating a new series, which highlights and fills the boundary between the publishing and programming aspects of Internet work, would provide the most equitable treatment of employees until broader studies of the occupations can be conducted.

The comment about the work not appearing to be professional we attribute to the difference between the broad definition the term is given in general usage and the more specific definition applied in position classification. In classification, “professional” work is creative, analytical, evaluative, interpretive, and *requires a range and depth of specialized and theoretical knowledge in a field of science or learning characteristically acquired through education or training equivalent to a bachelor’s degree* or higher. This class series is not professional under this definition. The type of work performed by positions in this series is administrative, which also has a specific meaning. In classification, “administrative” work involves the exercise of analytical ability, judgement, discretion and personal responsibility, and the application of a substantial body of knowledge of principles, concepts and practices applicable to one or more fields of administration or management. The work *does not require specialized education*, but does involve the type of skills typically gained through college level education or through progressively responsible experience.

The minimum qualifications and salary ranges of the classes are addressed in later sections of this memorandum.

Class Title

A class title should be the best descriptive title for the work. It is intended to concisely and accurately convey the kind and level of work performed and should be brief, easily recognized, gender neutral, and understood by potential applicants.

The use of “Webmaster” as a title was rejected because the term is not gender neutral and in general usage describes a variety of types of work with no specific nature or level

predominating. Job titles used for work similar to the positions being studied vary widely in the private and public sectors. We found many companies currently use titles with the terms web, website, Internet, or e-business to indicate the nature of the work. To indicate the nature and level of work in the class series created, we selected the class title "Internet Specialist."

Minimum Qualifications

The minimum qualifications established for a job class must relate to the knowledge, skills, and abilities needed to perform the work and must not create an artificial barrier to employment of individuals in protected classes. Required training should be limited to the basic formal training that customarily prepares individuals for work in the field. Experience requirements are intended to ensure new employees can successfully perform the work after a period of orientation or familiarization. Required experience should be directly related to the actual duties of positions in the class and should not be equivalent to the work to be performed.

Specialized advanced knowledge of the theories, concepts, and principles of Information Technology, publishing, or advertising could indicate a candidate with greater potential for advancement. However, performing the duties of the Internet Specialist classes does not require this breadth and depth of knowledge. Establishing a bachelor's degree as a minimum qualification is not supported.

The foremost knowledge required by Internet Specialists is practical knowledge of Internet systems, services, and technologies. While the field has adopted guiding principles from publishing, advertising, and other media, the core knowledge is related to and governed by practice or action, rather than theory, speculation, or ideals. Such knowledge is typically gained through specific training and practice rather than postsecondary education.

Examination indicates the majority of people working in the Internet field gained their knowledge through specific training courses in applicable technologies, self-study, and practice. Individuals typically enter the occupation from other fields due to interest and aptitude. A significant number of people have developed the knowledge and skills and put them into practice as a hobby, instead of through employment in the field.

To ensure candidates can be reasonably expected to successfully perform the work after the probationary period establishing a requirement for prior related experience is warranted. To ensure the experience indicates a solid grounding in the practical knowledge required, we have set the amount of required experience at two years. Because a significant number of individuals have gained the requisite knowledge and skills through experience outside an employment relationship, restricting qualifying experience to such a relationship is not supported.

To provide a broad pool of candidates who can be reasonably expected to succeed in the positions, we have set the minimum qualifications for the classes at two years of experience performing Internet work that will indicate the applicant has the requisite knowledge and skills.

An increasing number of colleges are developing educational programs to meet the growing demand for people with a standard, verifiable core knowledge of Internet technologies and broader Information Technology principles. The majority of currently available educational programs are two-year, associate's degree programs. However, this education has not yet

become the customary method for entering the occupation. Providing an option for qualifying through applicable postsecondary education will enable hiring managers to consider candidates coming from the developing educational programs. To ensure the evolution of the occupation and development of educational programs are adequately provided for, we included substitutions of education for the required experience.

Class Code

A Class Code is assigned based on the placement of the job class in the classification schematic of Occupational Groups and Job Families. Occupational Groups are made up of related Job Families and encompass relatively broad occupations, professions, or activities. Job Families are groups of job classes and class series that are related as to the nature of the work performed and typically have similar initial preparation for employment and career progression.

Examination of the Job Families reveals PB04 (Information Technology), and PE06 (Arts, Photography, and Information) as possible families for the Internet Specialist series.

PB04, Information Technology, includes classes that advise on, administer, supervise, or perform work necessary to develop, provide, and maintain computers, computer programs, databases, or networks. Initial preparation for employment is typically through specific training or experience with subsequent career progression based on progressively responsible experience or specialized training.

PE06, Arts, Photography, and Information, includes classes that advise on, administer, supervise or perform creative work to communicate ideas through verbal, written or pictorial means. Initial preparation for employment is typically through training or education in a field of artistic endeavor or journalism with subsequent career progression based on demonstration of talent and ability.

Comparison of the nature of work and the common methods of entering the occupation indicates the Internet Specialist series is properly placed in the Information Technology Job Family. The classes are assigned Class Codes PB0491 and PB0492.

AKPAY Code

AKPAY Codes are assigned to job classes for use in computer systems which cannot use the six-digit Class Codes established with the revision of the Classification Outline on July 1, 2006. The AKPAY Code for new job classes are five-digit alpha-numeric codes beginning with K and numbered in sequence.

The Internet Specialist classes are assigned AKPAY Codes K0003 and K0004.

Fair Labor Standards Act

The positions in this study are covered by the minimum wage and maximum hour provisions of the Fair Labor Standards Act of 1938, as Amended (FLSA). While exemption from the provisions of the Act are determined based on the specific circumstances of an individual employee on a work-week basis, there are general aspects of the classes and their influence on the exemption of employees that can be addressed in general.

The Part 541 exemptions for Executive, Professional, Administrative, and Computer Employees include both salary and primary duty requirements. Full-time employees in these classes are compensated on a salary basis at a rate that exceeds the required amount.

To be eligible for exemption as an Executive Employee, the employee's primary duty must be management of a customarily recognized subdivision of the organization; include customarily and regularly directing the work of two or more other employees; and include authority to hire or fire other employees or make recommendations as to the change of status of other employees that are given particular weight. The employees in the Internet Specialist series do not manage recognized subdivisions of agencies as their primary duty, nor regularly direct the work of two or more other employees. Employees in these job classes would not typically meet the primary duty criteria for exemption from the overtime requirements of the FLSA as Executive Employees.

To be eligible for exemption as a Professional Employee, the employee's primary duty must be work requiring knowledge of an advanced type in a field of science or learning, which is customarily acquired by a prolonged course of specialized intellectual instruction; or be work requiring invention, imagination, originality or talent in a recognized field of artistic or creative endeavor. The employees in the Internet Specialist series create and maintain the State's Internet portals as their primary duty, which does not require knowledge customarily acquired through a bachelor's degree in a professional field; and web sites are not a recognized field of artistic or creative endeavor. Employees in these job classes would not typically meet the primary duty criteria for exemption from the overtime requirements of the FLSA as Professional Employees.

To be eligible for exemption as an Administrative Employee, the employee's primary duty must be office or non-manual work directly related to the management or general business operations of the employer or the employer's customers; and include the exercise of discretion and independent judgement with respect to matters of significance. The regulations state: "Work directly related to management or general business operations includes, but is not limited to, work in functional areas such as . . . computer network, internet and database administration; . . . and similar activities." Discretion and independent judgement "involves the comparison and the evaluation of possible courses of conduct, and acting or making a decision after the various possibilities have been considered." The term "matters of significance" refers to the importance or consequence of the work performed.

The Internet Specialists' primary duty of creating and maintaining the State's Internet portals is in the computer network, internet and database administration functional area and meets the requirement the work be directly related to the management or general business operations of the employer. The independence exercised in examining available technologies and methods; evaluating their impact on system operations and business goals; and deciding which course of action to follow or effectively recommend meets the requirement for discretion and independent judgement.

The regulations provide an illustrative list of factors to consider when examining if an employee's exercise of discretion and independent judgement is "with respect to matters of significance." The list includes: whether the employee has authority to formulate, affect, interpret, or implement management policies or operating practices; whether the employee performs work that affects business operations to a substantial degree; whether the employee has

authority to waive or deviate from established policies and procedures without prior approval; whether the employee provides consultation or expert advice to management; and whether the employee is involved in planning long- or short-term business objectives. Evaluation of the importance and consequence of the primary duty of employees in the Internet Specialist I job class indicates their exercise of judgement and discretion in maintaining interactive web sites is not “with respect to matters of significance” as intended by the regulation. Evaluation of the importance and consequence of the primary duty of employees in the Internet Specialist II job class, their responsibility for agency policies, system design, and integration of business operations and planning indicates their exercise of judgement and discretion is “with respect to matters of significance” as intended by the regulation.

Employees in the Internet Specialist I job class would not typically meet the primary duty criteria for exemption from the overtime requirements of the FLSA as Administrative Employees. Employees in the Internet Specialist II job class would typically meet the primary duty criteria for exemption from the overtime requirements of the FLSA as Administrative Employees, and would not be eligible for overtime.

To be eligible for exemption as a Computer Employee, the employee’s primary duty must consist of: 1) the application of systems analysis techniques and procedures, including consulting with users, to determine hardware, software or system functional specifications; 2) the design, development, documentation, analysis, creation, testing or modification of computer systems or programs based on and related to user or system design specifications; 3) the design, documentation, testing, creation or modification of computer programs related to machine operating systems; or 4) a combination of the aforementioned duties, the performance of which requires the same level of skills.

The Internet Specialist I’s work on interactive web sites requires skills in scripting languages, web site design, and application programming. Comparison with the level of skills described in the regulation indicates employees in the Internet Specialist I job class would not typically meet the duty requirement for exemption from overtime as a Computer Employee.

The Internet Specialist II’s work on designing and maintaining an agency’s Internet structure and providing expert consultation to management and staff requires skills in Internet systems, server systems, application programming, and web site design. Comparison with the level of skills described in the regulation indicates employees in the Internet Specialist II job class would typically meet the primary duty requirement for exemption as a Computer Employee and would not be eligible for overtime.

Pay Analysis:

Salary ranges are determined based on the merit principles with a two-part goal: to provide fair and reasonable compensation for services rendered; and to maintain the principle of like pay for like work. In determining the salary range of a job class the principle guide is internal consistency in the State’s pay plans. Analysis for internal consistency examines the difficulty, responsibility, knowledge, skills, and other characteristics of a job class in comparison with job classes of a similar nature, kind, and level in the same job group and family or related job families.

Since the Internet Specialist series is included in the Information Technology family (PB04), we first made comparisons with other classes in that family to determine the most appropriate alignment of the computer duties and knowledge. Comparisons within this family were made to the following classes:

Range	Class
14	Analyst/Programmer I
14	Microcomputer/Network Technician I
15	Data Processing Technician II
16	Analyst/Programmer II
16	Microcomputer/Network Technician II
17	Data Processing Technician III
18	Analyst/Programmer III
18	Microcomputer/Network Specialist I
19	Data Processing Production Manager
19	Data Communications Specialist I
20	Analyst/Programmer IV
20	Data Security Specialist
20	Microcomputer/Network Specialist II
20	Database Specialist I

We then made comparisons with the Arts, Photography, and Information family (PE06) to ensure the creative work in communicating ideas was fully considered. Comparisons within this family were made to the following classes:

Range	Class
11	Publications Technician I
13	Publications Technician II
13	Publications Specialist I
16	Publications Specialist II
19	Publications Specialist III

In the Analyst/Programmer series the first level (range 14) is an entry/trainee level in which employees receive on-the-job training in computer programming and analysis functions. The second level (range 16) represents the advanced training level in which employees perform productive tasks of increased difficulty and variety including coding, testing, debugging, and documenting routine programs. The third level (range 18) is the full-proficiency computer programmer level responsible for the full range of program design, coding, testing, debugging and implementation. The fourth level (range 20) is the full-proficiency systems analyst or advanced level programmer responsible for complex programming on major systems. The fifth level (range 22) is the senior systems analyst responsible for planning and directing development and implementation of major functional systems projects.

The Internet Specialist I's regular application of practical knowledge of Internet technologies and systems indicates the class should be aligned higher than the range 14 of the entry/trainee level programmer. The minimal responsibility for programming in high level languages indicates the class should be aligned lower than the range 18 of the full-proficiency level programmer. The

closely matched complexity of regular, recurring duties, and level of required knowledge of computer languages indicates the Internet Specialist I should be aligned at range 16 with the advanced training level of the Analyst/Programmer series.

The Internet Specialist II's regular requirement for guiding and coordinating the work of other employees, and requisite level of knowledge of computer programming languages and systems, indicates the class should be aligned above the range 18 of the full-proficiency level programmer. The lower level of complexity in applications programming and limited responsibility for systems analysis indicates the class should be aligned lower than the range 20 of the advanced level of the Analyst Programmer series. This supports aligning the class at range 19.

In the Microcomputer/Network Technician series the first level (range 14) is a trainee level learning network installation and maintenance and providing hardware and software support services to users. The second level (range 16) is the full-proficiency technician responsible for network installation, maintenance, and administration. In the Microcomputer/Network Specialist series the first level (range 18) is the full-proficiency network administrator responsible for complicated, dispersed, and variable networks. The second level (range 20) is the advanced network administrator responsible for complex networks serving a large number of end-users and a variety of platforms, systems, or protocols.

The Internet Specialist I's support to users and limited responsibility for server administration more closely matches the responsibilities of the trainee level of the technician series; however, the required proficiency in regular duties indicates the class should be aligned higher than the range 14 of the trainee class. The scope and level of knowledge and skills regularly applied in the work more closely matches the full-proficiency level of the technician series and supports aligning at the same range 16. The limited responsibility for the levels of analysis and problem solving that characterize the specialist levels indicates the Internet Specialist I should not be aligned at the range 18 of the Microcomputer/Network Specialist I.

The Internet Specialist II's planning and coordination duties and required knowledge and skills are similar to the characteristics of the Microcomputer/Network Specialist I and supports aligning at range 18. The lack of comparable scope, nature, and level of knowledge and responsibilities with the second specialist level indicates the Internet Specialist II should be aligned at a lower range than the Microcomputer/Network Specialist II's range 20.

In the Data Processing Technician series the first level (range 13) is an entry/trainee level responsible for equipment operation and data monitoring for production of data processing jobs. The second level (range 15) is the full-proficiency level responsible for equipment operation or is a specialist in a recognized function involving coordination, quality control, and evaluation of procedures that require familiarity with operations or programming. The third level (range 17) is the senior level responsible for serving as an assistant to the production manager or performing problem determination in support of data center networks.

The Internet Specialist I's responsibilities are most similar to the specialist option of the second level Data Processing Technician, but exhibit a greater requirement for specialized knowledge and independence. This indicates the Internet Specialist I should be aligned higher than the Data

Processing Technician II's range 15. The limited similarity to the responsibilities of third level class, mainly concentrated in the problem determination and resolution duties, indicates the Internet Specialist I should be aligned lower than range 17. This supports aligning the class at range 16.

Data Processing Production Manager (range 19) is responsible for one of two functional areas in a central computer facility's operations section, scheduling and control, or equipment operation. Data Communications Specialist I (range 19) is the technical supervisor of operations in a network control center or is the data communication coordinator for a department with extensive network requirements. Data Security Specialist (range 20) is the central security expert responsible for standards and procedures to protect data, data processing activities, and telecommunication activities in mainframe environments. Database Specialist I (range 20) is an entry level responsible for daily reviews of production output, monitoring disk space, and resolving technical and operational problems.

The Internet Specialist II's requirement for technical expertise, coordination and control, and departmental scope of responsibility is substantially similar to the responsibilities of the Data Processing Production Manager and Data Communications Specialist I and supports aligning the at range 19. There are some similarities with the security responsibilities of the Data Security Specialist and the system administration responsibilities of the Database Specialist I; however, examination of the required knowledge and skills, and scope of control, does not fully support aligning the Internet Specialist II at range 20.

The preponderance of the comparisons within the Information Technology Job Family indicates the Internet Specialist I should be aligned at range 16 and the Internet Specialist II aligned at range 19.

Evaluation of the classes in the Arts, Photography, and Information Job Family indicates the Internet Specialist series has sufficient similarities in design responsibilities with the Publications Technician and Publications Specialist series to support comparison for alignment. We did not find sufficient similarities with the creative work of Visual Information Specialists and Exhibit Specialists or with the media spokesman responsibilities of the Information Officer series to support examination for alignment.

In the Publications Technician series the first level (range 11) is the entry/trainee level at which employees learn and apply standards and software to create pamphlets, reports, and other documents. The second level (range 13) is the full-proficiency level in desk-top publishing at which employees perform extensive layout and design, prepare original graphics, and recommend presentation methods. In the Publications Specialist series the first level (range 13) is the entry level in which employees write original material, edit and proof materials from others, and produce printed and electronic publications, articles, brochures, newsletters and other materials. The second level (range 16) is the full-proficiency level in which employees work with greater independence producing materials requiring more creativity and originality. The third level (range 19) is the advanced/supervisory level in which employees perform the most complex writing and publishing duties and directly supervise staff in a publications section; or manage the content and form of scientific publications through editorial direction of standards and policies.

The Internet Specialist I's independence and creativity in graphic design of web pages is greater than the entry technician level and substantially similar to the responsibilities of the full-proficiency technician level. This indicates the class should be aligned at range 13 with the Publications Technician II. The lack of regular responsibility for writing original material indicates the class should not be aligned with the Publications Specialist II at range 16.

The Internet Specialist II's responsibility for departmental design decisions, serving as representative on statewide working groups, and coordinating development of materials and applications for the web indicates the class should be aligned higher than the Publications Specialist II's range 16. The lack of responsibility for regularly writing original materials, supervising other employees, or editorial direction of scientific publications indicates the class should be aligned lower than the Publications Specialist III's range 19.

The comparisons with the Arts, Photography, and Information Job Family indicate the Internet Specialist classes should be aligned at lower ranges than is supported by comparisons with the Information Technology Job Family. However, based on the Internet Specialists' principle focus on Internet technologies, the type and level of computer knowledge and skill required, and the similarity with the IT classes, we determined that alignment within the Information Technology job family should override the results of comparison with the publications classes.

Conclusions:

The difference between the duties and responsibilities of the positions reviewed and the characteristics of the Information Technology and Publishing job classes supports creating separate job classes. The differences in level of difficulty, independence, and organizational responsibility support creating a two-level series. The series is titled Internet Specialist I/II. The classes are assigned salary ranges 16 and 19, respectively.

The new classes are effective November 1, 2006.

Attachments:

Final Class Specifications

Supplement - Guidance for Position Classification

cc: All Administrative Services Directors

Management Services – All Groups

Technical Services – All Groups

Employee Records