1984

Professional Development Committee 1983-1984

Bowling Green State University - Administrative Staff Council

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Notes

1. Colored Ink
2. Pencil
MEMORANDUM

TO: Kathy Hart
   English

FROM: Duane Whitmire
       Scheduling

RE: ASC Professional Development Subcommittee

March 30, 1983

In your role as one of the members of the Administrative Staff Council Professional Development Subcommittee, I am seeking your support for the initiation of professional development seminars for administrative staff on this campus. Attached please find a memorandum to Dick Eakin from myself on a topic of a similar nature.

I would be glad to explore this matter further with you at your convenience. If you need any additional information, just let me know.

vs/10

Attachment

pc: D. Eakin
September 20, 1982

TO: Dick
FROM: Duane

The following items involving Objectives, Possible Seminars and Resource Persons, Format, and Advertising are offered as a foundation upon which a series of in-service programs for academic services personnel can be built. Any reactions?

Thanks.

MANAGEMENT STRATEGIES FOR
ACADEMIC SERVICES PERSONNEL

Objectives

* To offer professional in-service training to personnel working under the "Eakin administration"

* To foster staff morale in times of limited travel funds for some offices

* To develop management skills which can be put to practical use

Possible Seminars and Resource Persons

* Data Management - Dick Conrad, Rich Zara, Chuck Schultz, Ron Lancaster

* Budget Management - Paul Nusser, Elton Ringer, Mark Asman

* Time Management - Dick Eskin, Duane Whitmire, Ray Tucker

* Stress Management - Roman Carek, Nancy Wygent, Jim Hodge

* Personnel Management - George Postich, Dick Pehmer, Chan Hahn
Format

* A series of 2-hour seminars of Friday Afternoons from 2-4 in January and February

* Specific content of seminar to be determined by resource persons

Advertising

* Memo from Dick

* Inexpensive typed "brochures" copied through duplicating

* Word-of-mouth at staff meetings
1) get handbook

2) concrete plan for these things/into/doing (model: fault handbook)

3) women's group

1) seek file/plane for leave

2) 1-2 seminars (men) + (women) (s refuted)

3) 2 workshops

4) clearance/where center computer file?

check with Q

Sonia R.
June 24, 1983

MEMORANDUM

TO: Jim Litwin

FROM: Duane Whitmire

RE: Options for Consideration by the Professional Development Committee of the Administrative Staff Council

Below please find outlines of two options for consideration by the Professional Development Committee of the Administrative Staff Council. In both cases, the focal topic would revolve around time management. This topic is being suggested because of its wide applicability to administrative staff in all types of office settings. Hopefully, concentrating on time management would be beneficial both to the individual administrative staff member and the University as a whole in terms of more effective utilization of time and resources.

OPTION I - ONE DAY TIME MANAGEMENT WORKSHOP

I. General Time Management Principles

A. Film--How to Get Control of Your Time and Your Life

B. Keynote speaker--follow-up to the film emphasizing the six basic principles of general time management
   1. Establishing goals
   2. Setting priorities
   3. To do list
   4. What is the best use of my time right now?
   5. Handle each piece of paper only once
   6. Do it now!

II. Practical Time Management Applications

A. Dealing with Time Wasters/People as Time Savers

B. Analyzing a Time Log

C. Controlling "Monkeys"

D. Inter-office Time Management

E. Priority Setting
OPTION II - A SERIES OF TIME MANAGEMENT SEMINARS

I. Introductory Seminar
   A. Film and Panel Discussion - How to Get Control of Your Time and Your Life

II. Seminar II - Dealing with Time Wasters/People as Time Savers
   A. A role playing seminar with a committee of at least four responsible for the content

III. Seminar III
   A. Analyzing a Time Log - a formal presentation

IV. Seminar IV
   A. Controlling "Monkeys" - a panel discussion with a committee of at least four responsible for the content

V. Seminar V
   A. Inter-office Time Management - a formal presentation with follow-up reactions by at least two Vice Presidents

VI. Seminar VI
   A. Priority setting - a hands-on working seminar in which participants would actually establish a series of priorities

If you need any additional information, just let me know.

vs/6-7

xc: C. Brewer
Given $3-4$ workshops in timing, computer
administration = \[ \text{const.} \]
= constituent / grant Officer
= realizing "const. entity"
To: Jim Litwin  
      Kathy Hart  

From: Joan Gordon

I attended most of the TIME MANAGEMENT workshop today. Enclosed are my notes and copies of handouts.

The morning session was better than the afternoon one, or ones.

The film was a good introduction. Dick Eakin did a nice job.

We should talk about the afternoon sessions.

#
June Management Workshop
July 26 - Morrow

Film: How to Get Control of Your Time and Life

1. List goals - Set priorities
2. Make a daily "to do" list
3. Do As (not C's)
4. What is the best use of your time right now?
5. Handle paper only once after sorting
6. Do it now.

Note:
Film is in color. About 25-30 minutes. Moves along quickly. Holds your attention.
2.

Dick Eakin's

(Used overhead projector throughout his talk)

1. Short articles
   - Memo to Those Who Write Memo
   - The Tilt

Basic time-planning tools
   - List tasks
   - Set priorities
   - Work smarter, not harder

5 min. exercise:
   List the most important things
   you have to do for the next
   year (job-related)

5 min. exercise:
   Narrow the above list to six
   months

5 min. exercise:
   Where have I been wasting
   my time? (List)
3.

Setting priorities:
A = High priority
B = Middle priority
C = Low priority

5 min. exercise
Prioritize the list you made for the year.

Spend more time on the A's.
Do less on C's.

• Four kinds of C's
  1. Trivial but essential
  2. Becomes a crisis later
  3. Will always be a C
  4. Goes away

What is the best use of my time now?

Three kinds of time:
1. Boss-imposed time
2. Colleague-imposed time
3. Self-imposed time
   • Subordinate-imposed time
   • Discretionary time
4.

Monkeys
People who say, "I've have a problem" — No!

Transfer of Initiative
Five degrees of initiative:
1. Waits until told
2. Asks what to do
3. Recommends some action
4. Acts, but advances at once
5. Acts on own, then routinely reports

Why don't people individually and collectively set priorities?
How can we develop the habit of setting priorities?

Eliminating procrastination:
1. Ease into project
2. Do the worst part first
3. Set a deadline and stick to it
4. Divide and conquer
5. Find a role model
6. Make a commitment to someone
7. Modify the environment
8. Promise yourself a reward!
Afternoon Sessions

First Session

Monkeyup
- transfer of problems, etc.
  to you
- be assertive in getting
  it back to the person

Second Session

1. "To do" sheet sampled distributed
   - don't have to do a "to do"
     sheet daily
2. Meetings - a big time waster?
3. Daily time log
   Sample distributed
   Do one for a day or 2
   Fill it in every 15 minutes
   where possible
   Afterwards, ask:
   1. Did setting goals improve
      my effectiveness?
   2. What were the longest
      periods of time without
      interruptions?
3. Which were the most costly interruptions?
4. What can be done to control these interruptions?
5. How much time is spent in meetings?
   (Meeting planners should prepare advanced agendas)
6. Did you record activities and results?
7. How many daily goals tie in with long-range goals?
8. What steps could you take to make yourself more effective?

Third Session

People as Time Savers

Communicate clearly
Delegate
SOME IDEAS FOR MAKING BETTER USE OF YOUR TIME

I. SHARPENING YOUR AWARENESS OF TIME

A. Consider time as money and invest it wisely

B. Set A, B, C priorities and follow them through

C. Divide time and tasks into manageable parts and conquer each part in turn

D. Ask and answer the question: "What is the best use of my time now?"

II. SETTING TIME PRIORITIES THAT STICK

A. Assigning priorities based on value/time ratios
   1. Realize that 80% of the value is usually in 20% of the time
   2. Analyze the economics of spending another hour on a particular item
   3. Start with the most profitable parts of the large projects
   4. Cut off non-productive activities as quickly as possible

B. Arranging schedules around high priority tasks
   1. Do first things first
   2. Give yourself enough time to concentrate on the high priority items
   3. Select the best time of the day for the type of work required
   4. Schedule appointments, where necessary, but always reserve at least one hour a day of uncommitted time

C. Focusing on objectives
   1. Keep in mind your long-term goals even while doing the smallest tasks
   2. Keep a list of specific items to be done today
   3. Lose a few battles in order to win the war
   4. Get something done each five minutes
III. GETTING HIGH VALUE TASKS DONE FAST

A. Allocating time daily to planning time
   1. Plan your work and work your plan
   2. Have a time budget and record how you actually spend your time compared to budget
   3. Find one technique each day which you can use to help you gain time
   4. Examine old habits for possible elimination or streamlining

B. Using the Time Law for better time use
   1. The Time Law: "There is always enough time for the important things"
   2. Strive to make your long-term goals vivid enough to guide your daily actions
   3. Examine actual time usage looking for time spent on trivial activities which could be avoided in the future
   4. Count all time as "on" and live twenty-four hours every day

C. Squeezing short tasks into otherwise wasted moments
   1. Give up forever all waiting time
   2. Keep handy a group of short tasks which can be done in between other activities
   3. Have in mind some question to explore in spare moments
   4. Recognize the value of time spent truly relaxing

D. Finding new ways to delegate
   1. Use your secretary to save your time
   2. Require completed work from your subordinates
   3. Search for opportunities to "de-skill" tasks
   4. Avoid tendencies to "do it yourself"
E. Seeing unavoidable commitments as opportunities

1. Less critical items provide safer opportunities to experiment
2. Try increasing your workspace from time to time
3. You can learn much about your management of time by observing how you handle routine activities
4. Put the added meaning of self-improvement into doing the necessary tasks

IV. GETTING THE MOST FROM NECESSARY TASKS

A. Keeping on top of paperwork

1. Handle each piece of paper only once
2. Consider reports and paperwork as primarily for your benefit in achieving your priorities
3. Use "Keep the ball in the other man's court" as a way of keeping the paper moving meaningfully
4. Ask yourself "If I were not to do this now, what would I do instead?", then decide based on the value to you of the two possibilities

B. Preparing for effective meetings

1. Ask yourself, "Is a meeting really necessary?"
2. Clearly identify your purpose and objective for the meeting
3. State as one of the meeting objectives to reach the meeting purpose in the least time
4. Always have a written agenda prepared and distributed in advance to give attendees time to prepare

C. Using meetings to advantage

1. Relay all comments to the agenda and make sure that all agenda topics are covered at the meeting
2. Give up some details to simplify the task of getting the significant items covered
3. Expect something useful to come out of each meeting.
4. Print minutes indicating decisions and next steps for follow-up

D. Keeping telephone and personal visits in perspective
1. Quickly get to the purpose of the call
2. Recognize that others may be taking your time so that they can relax
3. When you have finished the original purpose recognize your need to return to the high priority tasks
4. Try to arrange personal visits so that you have flexibility in terminating the discussion

E. Handling crises for long-term benefits
1. Recognize the value of occasional corrective action to save hours of overperfectionist time wasting
2. Observe the shortcuts used in handling the crisis for ideas on revising general routines for greater efficiencies
3. Look for opportunities to accomplish long-term goals which have been waiting for an acceptable time
4. A little advance planning can often eliminate a short-term crisis

F. Anticipating and handling interruptions
1. Recognize that inevitably some of your time will be spent on activities outside of your control
2. Once you have started to handle an interruption, use the basic principles of time management to minimize its duration
3. Handle interruptions in a group whenever possible
4. Avoid feeling guilty with the Time Law Corollary: "You always do what at the time you consider the most important thing"

G. Finding channels of easy return to priority
1. Concentrate on areas where you have control of your time
2. Make a brief note to yourself of the next priority step before you service an interruption
3. Always keep a reminder of the top priority tasks before you
4. Concentrate on only one thing at a time

V. INSURING A SUCCESSFUL TIME MANAGEMENT PROGRAM

A. Dealing with tendencies to procrastinate
1. Do it now
2. Try to find something very specific on the general task that you could do now
3. Raise the value to you of having the task done sooner by listing the benefits of its realization
4. Set deadlines with yourself and others

B. Getting associates to work with you
1. Develop a common effort of better time usage with your secretary's assistance
2. Add to the end of meeting agendas the question, "How can we spend time more effectively in our next meeting?"
3. Arrange joint schedules with others to minimize interrupting each other's concentration and still have effective information flow
4. Help your boss to make better use of your time

C. Developing the management team's support for valuing time
1. Ask others "What can I do to help you make better use of your time?"
2. Within your own area of responsibility, seek out efforts to modify controllable situations to save others' time
3. When others take actions which help or hinder your efforts to make good use of time, share your thoughts with them in a constructive manner
4. Do time feasibility studies before undertaking major time commitments
D. Improving time utilization of others in your organization

1. Adopt the ABC priority system as standard practice

2. Periodically review each person's C's for possible elimination of unnecessary work

3. Establish a project of spreading the word about better time management
August 4, 1983

MEMORANDUM

TO: Jim Litwin

FROM: Judi Roller

RE: Administrative Staff Council Seminar - Women and Minorities

In trying to respond to your questions regarding a possible seminar focused on issues of special interest to women and minorities, I've come up with the following possible areas: "Alternative Managerial Styles", "Career Paths", "Sexual and Racial Harassment", "Networking". I really think you need a lot more than the few suggestions I've made, and I think the people I've listed below might minimally be interested in generating topics.

I'm not sure format is that critical although I personally would prefer an all-day program.

Resource people: Sharon Rogers, Ramona Cormier, Sue Crawford, Jan Scottbey, Susan Caldwell, Reva Anderson, Susan Arpad, Nancy Miller, Mary Edmonds, Sandra Packard, Carol Heckman, and Dawn McCaghy.

I don't know what to say about "where we go from here". I'm cranky today, and all I can think of are vulgar responses to that question.

Seriously, let me know if I can be of more help. Some of the people I identified might be able to give you more names.

rsm

p.s., I'd like to see a good bibliography worked up and possibly future seminars planned around issues in the literature.

Enclosure
The text on the page appears to be handwritten and contains several sentences. However, due to the handwriting style, it is challenging to transcribe accurately.
The Society of Outsiders: Women in Administration

Marian Swoboda and Jane Vanderbosch

The article analyzes a paradigm from literature, Virginia Woolf’s “Society of Outsiders,” as a possible prototype for women in administration. It considers the goals and strategies of the society as possible theoretical bases from which to assess and to transform academic organizations, as well as the roles and behaviors of women within them.

The woman administrator in academe is an anomaly. Constituting a fraction of the executive cohort, she is met with a system of values and a code of behaviors designed to accommodate and perpetuate its masculine character. Myths surrounding her gender soon became countervailing forces against the fact of her position: a woman president, dean, or chancellor is seen first as a woman, and belatedly as an administrator.

Since being an anomaly is no less difficult than understanding one, the woman administrator often attempts to reduce the dissonance between her gender and her status. These attempts are made difficult by the fact that, as Thomas Kuhn (1970) has observed, anomalies—because of their potential to subvert the power of existing paradigms to explain phenomena—are rarely welcomed into closed systems, be they disciplines or professions.

As mistfits within the closely ordered and male-defined structure of the academy, a woman has had basically two options available to her: she could either live her womanliness up or she could live it down.

In living it down, a woman attempts to “neuterize” and to neutralize her gender in order to gain acceptance on the profession’s terms; in living it up, she either integrates or emphasizes her gender in order to gain respect on her own terms. Both strategies are undertaken for a single purpose, thought to compensate for the threat of collegial disapproval. Both are mutually exclusive responses to the dilemma that faces every woman in administration: to fit or not to fit.

“Fitting” may be the nub of the question, but it is hardly the entirety of the answer. It presupposes, for one thing, that personal and professional acceptance are incommensurate, that a woman must continue to make choices that no man is ever forced to make: between family and career, between self-defined and institutional goals, between identity and role. Fitting implies dichotomizing the public self and the private person and more than implies that false (i.e., unnecessary) choices need to be made in order to maintain the split between who a woman is and who she is perceived to be.

The works that have been published about the executive woman in the last decade (Cannie, 1979; Penn, 1978; Harragan, 1977; Kennig & Jardin, 1977; Williams, 1977) reinforce, for the most part, the idea that a woman must reduce the threat of her womanliness if she is to...
The range of behaviors available to the woman administrator is often as circumscribed as that available to her secretarial foremothers—the first women to wedge open the office door. She is asked to be, not who she is, but what men want her to be. An anomaly within male-defined paradigms of knowledge and power, she is asked, and sometimes required, to accede to the dictates of a man-centered institution not only to succeed, but to survive. She is asked to believe that her needs and those of the organization are consonant; that upholding the status quo will be good for her, good for business. But what if the woman administrator lived her professional life according to more woman-centered norms? What if she replaced a dichotomous dilemma—living it up or living it down—with a code more in keeping with the appropriateness of a behavior to her own needs, the requirements of the task, the means available to her, and the goals of the institution? What if she developed a whole repertoire of strategies based upon her perceptions of her position, not society's perceptions of her gender?

Such a woman-centered paradigm is not pie-in-the-sky theorizing. In fact, one was developed by the British woman novelist Virginia Woolf (1923) nearly 50 years ago. In *Three Guineas*, a feminist satire that she wrote as a response to fascism, Woolf envisioned the “Society of Outsiders,” a collection of educated women loyal first to themselves and other women, then to their professions. The Society, which “would have no office, no committee, no secretary; it would call no meetings; it would hold no conferences,” would be a self-selecting network of highly articulate women united by both a willingness “to earn their own wages” and a desire to transform their work and their culture. A member of the Society, according to Woolf, would at once be supporter and subverter of the status quo: she would be enduring enough to make her own way, intelligent enough to become indispensable, and skeptical enough to want to change institutions that trivialize her endurance and belittle her intelligence.

Simply by surviving in a hostile or, at best, indifferent environment, an Outsider is also an Insider. Knowing the system well enough to prevail as much as endure, she uses this knowledge to do two things simultaneously: overtly maintain a sexually repressive institution and covertly reform it from within. While it may sound as if the Outsider is just a variation on the Superwoman theme, Woolf has too much intelligence and common sense to suggest that being an Outsider is easy. But neither does she suggest that being an Outsider is any more difficult than simply being a woman.

An Outsider, says Woolf, walks a tightrope. She is prudent enough to know that her survival is itself a subversive act; she is wise enough to understand that she is constantly in danger of being changed for the worse by institutions she seeks to change for the better. A woman-centered woman in the middle of a male preserve, she is able to view her situation objectively and subjectively, from the proverbial inside as an Outsider.

Woolf not only invents the Outsider with clarity of purpose and a critical appreciation of her environment, she also maintains that the Outsider develops two characteristics that are, ultimately, feminist strategies for change: a tolerance for ambiguity and
what Woolf calls "freedom from unreal loyalties." A tolerance for ambiguity allows the Outsider to discard either-or solutions like living it up or living it down. Having acknowledged that because she is an anomaly her very existence is ambiguous, she is able to discern what behaviors are most appropriate to the situations in which she finds herself. She is able to decipher, according to her own system of values, which battles to pick, which behavioral strategies to try (e.g., accommodation or confrontation). This she is able to do because she essentially depersonalizes her situation and demystifies the choices available to her: she is a given woman in a given situation who must as she must do, not what others want her to do. Her sense of her situation enables her to see that each experience she undergoes as an American woman is often "shared, political and unnecessary" (Rich, 1973, p. 32). With enough confidence to know what she wants, she is in little danger of passively letting others do her "getting" for her.

Coupled with a tolerance for ambiguity, the Outsider also retains a "freedom from unreal loyalties," that "freedom from interested motives" that so bands the Insider to the "intellectual servitude" of the Inside. Because the Outsider recognizes and accepts that she is of "a different sex, a different tradition, a different education, and the different values which result from those differences," she is in an intellectually enviable position: she can with disinterested critique a system which she maintains but does not uphold. She is relieved of the burden of constantly justifying loyalties she does not feel and cannot share. She becomes, in other words, her own woman, not the mirror of men's thoughts about her. She is free to choose between being loyal to herself and other women and being loyal to stereotypes of womanhood. She is free to walk a tightrope of her own choosing, knowing she is not saddled with the weight of an entire culture's beliefs about the female, the feminine, women, administration. And she is also free to acknowledge that she is an Outsider and Insider simultaneously, at once a "have" and a "have-not."

The characteristics that the Outsider exhibits are complemented by two strategies that she employs: anonymity and secrecy. Woolf contends that the Outsider can only preserve her autonomy and integrity by extinguishing "the coarse glare of advertisement and publicity, not merely because the limelight is apt to be held in incompetent hands, but because of the psychological effects of such illumination upon those who receive it" (p. 115). Such illumination paradoxically a woman's free will and inhibits her power to change by pointing out only the rutted by-ways of thought and action. Such illuminations only point out, in the absence of examples of what an Outsider might wish to be, what she has chosen to forego.

Secrecy is, for Woolf, essential to the Society of Outsiders. She bluntly states her case as follows:

We must still hide what we are doing and thinking even though what we are doing and thinking is for our common cause. The necessity for this, in certain circumstances, is not hard to discover. When salaries are low... and jobs are hard to get and keep, as everybody knows them to be, it is... "rather tedious," as the newspaper puts it, to criticize your master (p. 120).

Fear, then, says Woolf, is a powerful reason: as women are still economically dependent upon the good will of the "master," they have ample reason to conceal what they are doing and thinking.

Woolf is as practical as she is a visionary theorist; she offers means and ends to the would-be members of her Society. She stresses strategies that sadly reflect a pragmatic recognition of the status of women, however well-educated, however well-placed. She stresses characteristics that insure survival, not martyrdom, and she offers a paradigm of values that is radical precisely because it is possible.

But what does a paradigm offered by a British woman writer during the 30s have to say to an American woman administrator in the 80s? Some of the features of the Society have obvious contemporary parallels. For example, the advantage of networking is being recognized, th is is as if women administrators now understand that Benjamin Franklin's exhortation applies as much to them as the Founding Fathers, "We shall have to hang together,
gentlemen, or by God, we shall surely hang separately.") The need for secrecy, or at least caution, is also not lost on the academic woman.

What is most transformative about Woolf's paradigm, however, has been neither accepted nor implemented: the recognition that women, educated and professional women, can be loyal to both themselves and their institutions by coming together as a special interest group to exercise (first in secret, then more boldly) their personal and collective power. Woolf's perception, that women are not the passive sibs of history, but frightened accomplices in oppressive social arrangements and institutions, is essentially an "illumination" of the potential strength of women coming and working together to create and to change.

Woolf is not easy on women: she urges them to be free, never an easy thing for a member of any minority group. Further, she urges women to take their freedom, albeit slowly and secretly, and not wait until it is given to them. But again and most importantly, she maintains that freedom and self-identify are synonymous; that a women administrator must define herself and her position (alone and in concert with her female peers), like the woman doctor, lawyer, or shamaness.

So now what does the Society of Outsiders reveal to the woman administrator? That she is and always will be an Outsider; that she must see herself as an Outsider all the while she functions as an Insider; that she must develop bonds with other Outsiders, rather than curry favor from the Insiders, if she is to do anything more than survive at the whim of the "masters"; that she must transfer the cunning perceptions she has developed in personal relationships outward, into the public arena; that she must constantly question the reality of her loyalties; that she must be, in what a contemporary woman poet has described as "the tragedy of sex" (Rich, 1978, p. 26), what can only be called a sneaky guerilla.

A proud, sly, and secretive fighter for changes to benefit herself, other women, and potentially all men, a woman administrator who takes out membership in the Society of Outsiders might be the prototype of all administrators in the future: compassionate yet thoughtful; loving yet just. And if, it is finally proposed, enough women took out membership in the Society, the administrator as Outsider would not be the prototype, the exception: she would be the norm.

References
September 9, 1983

MEMORANDUM

TO: Susan Caldwell, Director of Administrative Staff Personnel Services

FROM: ASC Professional Development Committee
       Jim Litwin, Chair
       Joan Gordon
       Kathy Hart

SUBJECT: Professional Development and 1983-84 ASC Workshops

Susan, we were surprised and disappointed by your communication that the three ASC workshops proposed for 1983-84 were considered to be more "personal" development than professional development.

As you know, these workshop ideas had been advanced to us through a brief survey of ASC members last Spring. We viewed the topic of wellness as one that is being developed by many corporate and business groups to increase organizational productivity. The topic of time management is an important management principle (the Ohio registrars and admission counselors even held a similar workshop on the BGSU campus this summer). "Women and Administrative Roles" was seen as a legitimate and professional response to the BGSU Task Force on Women and Minorities.

In the absence of an endorsement for these three programs, we have chosen to recommend that the three workshops be cancelled.

In order to achieve the goal of building professional development activities that are considered by all to be part of the regular duties and responsibilities of administrative staff (and to avoid the wasteful process of back and forth action-reaction), we are requesting that you develop guidelines for the Administrative Staff Council on what constitutes professional development activity. We are confident that such guidelines will serve our Council well and will also be necessary for training and development programs your office may undertake in the future.

We will be most happy to meet with you, but we do think the initiative to develop these guidelines rests with you. We earnestly hope that an agreed-upon operational definition for professional development will be available by the end of the Fall Semester.

JLL/mtt
xc: Cary Brewer
MEMORANDUM

TO: ASC Professional Development Committee
    Jim Litwin, Chair
    Joan Gordon
    Kathy Hart

FROM: Susan Caldwell, Director
      Administrative Staff Personnel Services

SUBJ: Professional Development

September 19, 1983

I am pleased that you have asked me to assist the Administrative Staff Council in developing guidelines concerning training and development for administrative staff at Bowling Green State University. Our goals, I believe, are the same — to offer staff members more opportunities to increase their knowledge and skills and, thereby, improve their work effectiveness. I will be happy to initiate the development of the guidelines and appreciate your offer to assist. Once I have some materials drafted, I will contact you for a meeting. In the meantime, if you have any suggestions, please feel free to call me (2-2558).

SC: rmb
MEMORANDUM

TO: Cary Brewer, Chair
Administrative Staff Council

Jim Litwin, Chair
ASC Professional Development Subcommittee

FROM: Susan Caldwell, Director
Administrative Staff Personnel Services

SUBJ: Training Workshop

Over the past few weeks, Dick Conrad and I have met several times to discuss a training program on personal computers. I am pleased to tell you that we will be offering a workshop during semester break. Designed for administrative staff members, the workshop will be offered in four parts. Dick Conrad and some of his colleagues in Computer Services (yet to be named) will instruct the program covering the following topics: history of computers, basic components of computers, introduction to BASIC, practice with a personal computer, and use of various software packages. In addition, the program will feature a tour of BGSU computer facilities. The dates for the workshop will be January 10, 12, 17 and 19, from 11:30 a.m. to 1:30 p.m. each day. The program will be limited to 30 participants.

I plan to announce this program to administrative staff within the next 3 weeks, as soon as I have all the necessary details. I hope you will agree that this topic is both timely and useful. Your assistance in supporting the workshop will be greatly appreciated.

SC: mb
xc: Dr. Richard Eakin

11/14/93

Thanks for sharing this. I'm glad this is happening and I am sure that the ASC professional development subcommittee will be quite supportive of the workshop. It seems that personal computers are the current rage, and appropriately so.

At the same time, the larger Council will ask us about what we are doing other than this, therefore, the natural question is to ask about how the "guideline for professional development programs" are developing.
MEMORANDUM

TO: AEC Professional Development Committee
   Jim Litwin, Chair
   Joan Gordon
   Kathy Hart

FROM: Susan Caldwell, Director
       Administrative Staff Personnel Services

SUBJ: Professional Development

I have been working on the guidelines for professional development which you requested earlier this semester. Because of the workload in our office, it will not be possible for me to meet with you before the end of the year. I hope to be able to set up a meeting soon after the start of spring semester to review with you my draft guidelines. In the meantime, I've enclosed some materials that you may want to review. One of the attachments is a listing of criteria that may be applied to determine if a program falls under professional or personal development. The other attachment is a policy statement from the University of Cincinnati. I have checked with several universities to find out if they have policies or guidelines dealing with training. I have not found any with guidelines defining professional and personal development. The University of Cincinnati has a general policy on training.

If you have suggestions concerning the guidelines, please give me a call. Best wishes for a happy holiday.

SC: mb
Attachments
xc: Cary Brewer, Chair
       Administrative Staff Council

Dana
O-I
Plant
TRAINING GUIDELINES/PROFESSIONAL DEVELOPMENT

(Criteria that may be applied in determining if a program is professional or personal development)

Definition of Professional Development - (work time)
- job related; unique to an area/department
- enhance knowledge/skill for performing present job
- benefit the university as much as the individual directly (can be demonstrated to have an effect)
- topics of current importance to the University
- skills needed on-the-job for tasks required to be performed
- related to policies/procedures at B.G.S.U.

Definition of Personal Development - (personal time)
- career-oriented
- general topics of interest
- benefit the individual more than the University
- benefit to university is ancillary
- topics dealing with health, well-being
- skills that would be nice to have, benefit the person directly/immediately; benefit the University indirectly

Theory C = Assumes individual injured doesn't affect university
Theory B = Assumes individual will get new job/loyalty to profession and gains more than $50 in personal, etc.
TRAINING AND DEVELOPMENT POLICY: On-Campus Programs

POLICY STATEMENT

Bowling Green State University supports and encourages professional development and educational growth for administrative staff. It recognizes that programs aimed at professional development and educational growth benefit the University and the individual through increased effectiveness and professional enhancement.

GUIDELINES

Opportunities for educational growth are available in many forms including University credit courses, in-service training programs, and sponsored seminars. These guidelines are intended to set criteria for programs, seminars, and workshops sponsored by the University (e.g., departments, committees, groups), and to guide program development.

Attendance by individual staff members at [programs/seminars, workshops, conferences] on or off campus is governed by these guidelines. Individual attendance at such programs is a decision to be reached by the individual staff member and his/her supervisor.

The question of whether a program mostly benefits the institution or the individual cannot be determined in an absolute manner. The following guidelines are meant to be interpreted broadly within the context of each program which is proposed.

1. [Add specific guidelines here]
2. [Additional notes or instructions]
3. [Any further remarks or considerations]

DRAFT 2-21-84
ASPS
Professional development and personal development programs are defined according to the following guidelines:

1. Professional development programs prepare staff members to serve university objectives, both academic and administrative, by increasing their effectiveness in current assignments. Criteria listed below serve as a guide to determine whether a program satisfies the definition of professional development:
   - the program is primarily work-related; it may relate to specific tasks or responsibilities of a particular department, or it may offer training related to general skills, knowledge and abilities important in all departments;
   - the program enhances knowledge or skills related to the performance of a present position;
   - the knowledge or skills acquired through the program directly benefit the University and the individual;
   - the program topic is of current importance to the University, including programs on EGSU policies, procedures, and practices.

2. Personal development programs offer staff members opportunities for personal fulfillment that is not related to the performance of current assignments. The criteria listed below serve as a guide to determine whether a program satisfies the definition of personal development:
   - the program topic is of general interest; the program provides knowledge or skills that are not related directly to the staff members' current assignments;
the knowledge or skills acquired through the program will primarily benefit the individual, with minimal benefit to the University.

Programs defined as professional development may be offered and attended during regular work hours. Programs defined as personal development are to be offered and attended outside regular work hours.

RESPONSIBILITY

The responsibility for implementing on-campus programs for administrative staff rests with the Director of Administrative Staff Personnel Services as part of training and development services.

PROCEDURES

1. The Professional Development Committee of the Administrative Staff Council will serve in an advisory capacity to the Director of Administrative Staff Personnel Services to identify topics and schedules for sponsored programs. Staff members may submit suggestions for professional and personal development programs directly to Administrative Staff Personnel Services or through the Administrative Staff Council.

2. Any program proposed for sponsorship by Administrative Staff Personnel Services must be supported by a statement of its nature, purpose, and objectives. These proposals will be reviewed by the Director of Administrative Staff Personnel Services and the Professional Development Committee. If there is a question concerning the nature of the program, i.e., whether it qualifies as professional or personal,
development, the Director of Administrative Staff Personnel Services will request a determination by the Administrative Council.

3. For programs that are specific to a department or functional area of the University, the Director of Administrative Staff Personnel Services will work with the area staff to plan and organize the program.

4. The Office of Administrative Staff Personnel Services will make necessary arrangements for training and development programs including speaker or trainer arrangements, room reservations, program announcement and other assistance requested. Expenses for on-campus programs will be shared by the Office of Administrative Staff Personnel Services, Administrative Staff Council, University departments, and/or staff members as determined in advance.

5. Staff members should indicate their interest in attending sponsored programs to their immediate supervisor. Participation in professional development programs during regular work hours must be approved by the immediate supervisor. The immediate supervisor shall consult with the area Vice President if there is any question as to the appropriateness of the request.
TRAINING AND DEVELOPMENT POLICY: On-Campus Programs

POLICY STATEMENT

Bowling Green State University supports and encourages professional development and educational growth for administrative staff. It recognizes that programs aimed at professional development and educational growth benefit the University and the individual through increased effectiveness and professional enhancement.

GUIDELINES

Opportunities for professional development and educational growth are available in many forms, including University credit courses, in-service training programs, and sponsored seminars. These guidelines are intended to set criteria for programs sponsored by the University (e.g., departments, committees, groups) and to guide program implementation. Individual attendance at programs is a decision to be reached by the individual staff member and his/her supervisor.

The question of whether a program mostly benefits the institution or the individual cannot be determined in an absolute manner. The following guidelines are meant to be interpreted broadly within the context of each program which is proposed.
Professional development and personal development programs are defined according to the following guidelines:

1. Professional development programs prepare staff members to serve university objectives better by increasing their effectiveness in current assignments and University responsibilities. Criteria listed below serve as a guide to determine whether a program satisfies the definition of professional development:
   - the program is primarily work-related; it may relate to specific tasks or responsibilities of a particular department, or it may offer training related to general skills, knowledge and abilities important in all departments;
   - the program enhances knowledge or skills related to the performance of a present position;
   - the knowledge or skills acquired through the program directly benefit the University and the individual;
   - the program topic is of current importance to the University, including programs on EOSU policies, procedures, and practices.

2. Personal development programs offer staff members opportunities for personal fulfillment that is not directly related to the performance of current assignments and University responsibilities. The criteria listed below serve as a guide to determine whether a program satisfies the definition of personal development:
   - the program topic is of general interest; the program provides knowledge or skills that are not related directly to the staff members' current assignments;
- the knowledge or skills acquired through the program will primarily benefit the individual, with minimal benefit to the University.

Programs defined as professional development may be offered and attended during regular work hours. Programs defined as personal development are generally to be offered and attended outside regular work hours.

RESPONSIBILITY

The responsibility for implementing on-campus programs for administrative staff rests with the Director of Administrative Staff Personnel Services as part of training and development services.

PROCEDURES

1. The Professional Development Committee of the Administrative Staff Council will serve in an advisory capacity to the Director of Administrative Staff Personnel Services to identify topics and schedules for sponsored programs.

2. Staff members may submit suggestions for professional and personal development programs directly to Administrative Staff Personnel Services or through the Administrative Staff Council.

3. Any program proposed for sponsorship by Administrative Staff Personnel Services must be supported by a statement of its nature, purpose, and objectives.

4. These proposals will be reviewed and approved by the Director of Administrative Staff Personnel Services and the Professional Development Committee of the Administrative Staff Council. If there is a question concerning the nature of the program, the
Director of Administrative Staff Personnel Services will request further clarification about the proposed program from the initiator.

5. For programs that are specific to a department or functional area of the University, the Director of Administrative Staff Personnel Services will work with the area staff to plan and organize the program.

6. The Office of Administrative Staff Personnel Services will make necessary arrangements for training and development programs including speaker or trainer arrangements, room reservations, program announcement and other assistance requested. Expenses for on-campus programs will be shared by the Office of Administrative Staff Personnel Services, Administrative Staff Council, University departments, and/or staff members as determined in advance.

7. Staff members should indicate their interest in attending sponsored programs to their immediate supervisor, since participation in professional development programs during regular work hours must be approved by the immediate supervisor.
ON-CAMPUS PROFESSIONAL AND EDUCATIONAL DEVELOPMENT PROGRAMS

PURPOSE

The On-Campus Professional and Educational Development Program is to prepare administrative staff members to better serve the educational and administrative objectives of the University through on-campus programs that have as their purposes the enhancement of professional and educational growth and/or the development of knowledge, skills or expertise directly applicable to the administrative staff member’s University duties and responsibilities. To this end, the University encourages flexibility in planning of and attendance at on-campus professional and educational development programs that promote the interests of the University.

GUIDELINES

On-campus professional and educational development programs are defined according to the following guidelines:

1. Professional and educational development programs defined as those that enhance effectiveness in specific, current assignments and University responsibilities. Criteria listed below serve as a guide in determining whether a program satisfies the foregoing definition:

   - the program is primarily work related; it may relate to specific tasks or responsibilities of a particular department, or it may offer training related to general skills, knowledge and abilities important in all departments;
   - the program enhances knowledge or skills related to the performance of a present position;
   - the knowledge or skills acquired through the program directly benefit the department and the individual; and
   - the program topic is of current importance to the University, division or department including programs on BGSU policies, procedures and practices.

2. Professional and educational development programs defined as those that serve the general interests of the University, division or department. Criteria listed below serve as a guide in determining whether a program satisfies the foregoing definition:

   - the program topic serves the interest of the University, division or department but is not necessarily related directly to an administrative staff member’s specific, current assignments and University responsibilities;
   - attendance at the program serves to enhance knowledge and appreciation for other University divisions and departments;
   - attendance at the program serves to develop and/or strengthen linkages/relationships among divisions and departments within the University; and
   - attendance at the program is encouraged by the University or by the division or department supervisor.
RESPONSIBILITY

1. Each division or department may implement professional and educational development programs for administrative staff members within the respective division or departments. Division-wide programs require approval of the appropriate Vice President. Department programs require approval of the appropriate department head.

2. The Director of Administrative Staff Personnel Services may implement professional and educational development programs as part of the professional and educational development services of the Office of Administrative Staff Personnel Services. The Director of Administrative Staff Personnel Services may also assist in implementing divisional or departmental professional and educational development programs at the request of a Vice President or department head.

PROCEDURES

The procedures listed below will be followed for professional and educational development programs implemented as part of the professional and educational development services of the Office of Administrative Staff Personnel Support Services.

a. The Professional Development Committee of the Administrative Staff Council will serve in an advisory capacity to the Director of Administrative Staff Personnel Services to identify topics and schedules for sponsored programs.

b. Staff members may submit suggestions for professional and personal development programs directly to Administrative Staff Personnel Services or through the Administrative Staff Council.

c. Any program proposed for sponsorship by Administrative Staff Personnel Services must be supported by a statement of its nature, purpose and objectives.

d. These proposals will be reviewed and approved by the Director of Administrative Staff Personnel Services and the Professional Development Committee of the Administrative Staff Council. If there is a question concerning the nature of the program, the Director of Administrative Staff Personnel Services will request further clarification about the proposed program from the initiator.

e. The Office of Administrative Staff Personnel Services will make necessary arrangements for training and development programs including speaker or trainer arrangements, room reservations, program announcement and other assistance requested. Expenses for on-campus programs will be shared by the Office of Administrative Staff Personnel Services, Administrative Staff Council, University departments and/or staff members as determined in advance.

f. Staff members should indicate their interest in attending sponsored programs to their immediate supervisor, since participation in professional development programs during regular work hours must be approved by the immediate supervisor.
Administrative Staff Council Informal Poll
(4/8/83)

What one professional development activity would you want in place for next year? (Responses N=32)

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<thead>
<tr>
<th>N</th>
<th>Activity</th>
<th>Topic</th>
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<td>11</td>
<td>Administrative Staff Leaves</td>
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<td>5</td>
<td>Continuing Seminars</td>
<td>1. Management Topics</td>
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<td>2. Management/Supervision (different viewpoints)</td>
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<td>3. Middle-management series (aimed at upper-level mgmt. skills)</td>
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<td>4. Institutional Issues</td>
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<td>7</td>
<td>Workshops</td>
<td>1. Burn-out</td>
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<td>2. Wellness/Positive Lifestyle</td>
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<td>3. Administrative/Personal Computer Literacy</td>
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<td>4. BGSU Organizational Structure</td>
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<td>5. University Mission and Administrative Polies</td>
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<td>3</td>
<td>Exchanges</td>
<td>1. Dialogue (BGSU)</td>
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<td></td>
<td></td>
<td>a) between faculty and administrators</td>
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<td>b) between student affairs and academic affairs</td>
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<td>2. With other universities</td>
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<td>6</td>
<td>Financial Support</td>
<td>1. Travel to professional meetings</td>
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<td>2. Off-campus workshops</td>
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<td>3. Development grants</td>
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<td></td>
<td>Suggestions</td>
<td>- Use professional development resources among administrative staffers</td>
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<td>- Use Management Center</td>
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April 12, 1984

MEMORANDUM

TO: Cary Brewer, Chair
 Administrative Staff Council

FROM: Bob Arrowsmith

RE: On-Campus Professional and Educational Development

After the discussion on the subject policy at the last ASC meeting, I
revised my document. Apart from consolidating some of the text into
paragraph form, I attempted to more clearly delineate those areas that
may be involved in programming and the parameter of their involvement.
Divisions (vice president areas) and departments already sponsor such
programs. Beyond this, I see the ASC and the Director of Administrative
Staff Personnel Services independently initiating programs. Further,
the Director of Administrative Staff Personnel Services can assist in
implementing programs initiated and approved by a division or department
and the ASC.

I certainly would not want it to look as though this is a "fight over
turf" but, rather, an acknowledgement that each of the three has a
legitimate role to play and that cooperation is the order of the day.

BA:plp

Enclosure
ON-CAMPUS PROFESSIONAL AND EDUCATIONAL DEVELOPMENT PROGRAMS

PURPOSE

The On-Campus Professional and Educational Development Program is to prepare administrative staff members to better serve the educational and administrative objectives of the University through on-campus programs that have as their purposes the enhancement of professional and educational growth and/or the development of knowledge, skills or expertise applicable to the administrative staff member's University duties and responsibilities. To this end, the University encourages flexibility in planning of and attendance at on-campus professional and educational development programs that promote the interests of the University.

RESPONSIBILITY

1. Division and Department Programs

Divisions and departments may initiate on-campus professional and educational development programs. A program proposal is prepared indicating the program topic, the purpose and objectives of the program and expenses and the source(s) of funds, if funds are required. Program proposals are reviewed and approved by the appropriate department head for department programs and by the appropriate vice president for division-wide programs. Participation in on-campus professional and educational development programs sponsored by a department or division is approved by the immediate supervisor.

2. Administrative Staff Council Programs

The Administrative Staff Council may initiate on-campus professional and educational development programs. The Professional Development Committee of the Administrative Staff Council will prepare a program proposal indicating the program topic, the purpose and objectives of the program and expenses and the source(s) of funds, if funds are required. Program proposals are reviewed and approved by the Administrative Staff Council. Participation in on-campus professional and educational development programs sponsored by the Administrative Staff Council is approved by the immediate supervisor.

3. Administrative Staff Personnel Services Programs

The Director of Administrative Staff Personnel Services may initiate on-campus professional and educational development programs as part of the professional and educational development services of the office. The Director of Administrative Staff Personnel Services will prepare a program proposal indicating the program topic, the purpose and objectives of the program and expenses and the source(s) of funds, if funds are required. The Professional Development Committee of the Administrative Staff Council will serve in an advisory capacity to the Director of Administrative Staff Personnel Services in the development of program proposals, with final program approval by the Director of Administrative Staff Personnel Services. Participation in on-campus professional and educational development programs sponsored by the Director of Administrative Staff Personnel Services is approved by the immediate supervisor.
The Director of Administrative Staff Personnel Services may assist in implementing approved programs sponsored by a division or department or by the Administrative Staff Council. The Office of Administrative Staff Personnel Services will make necessary arrangements including speakers, room reservations, program announcements and other assistance requested.

DEFINITIONS

On-campus professional and educational development programs are defined according to the following guidelines:
MICROCOMPUTERS IN THE WORKPLACE
EVALUATION
March 1984

General Comments:

1. How familiar with microcomputers were you before taking this workshop?
   1 Very familiar  2 Somewhat familiar  3 Little familiarity  6 Not at all

2. Was the length of each session (2 hours each) adequate to cover the material?
   14 To a great extent  19 To some extent  2 No

3. Were visual aids (overheads, chalkboard, slides) helpful?
   25 To a great extent  8 To some extent  1 No

4. Overall, did the four-session workshop meet your expectations?
   22 To a great extent  14 To some extent  0 No

- More comfortable, knowledgeable about computers now
- Expected more hands-on practice*
- Too much to learn; need more time at terminal
- Good workshop for novices - not threatening
- Very clear presentation
- Overall very good and worthwhile
- Practical office applications good
- Sessions were more general than anticipated
- Good introduction to computer terminology and technology*
- Met my expectations*
- Originally expected to gain thorough familiarity with Apple but realize now that that was an unrealistic goal

5. What would you suggest to improve future sessions?

- More monitors and lab time*
- Emphasize applications and terminal commands
- Step-by-step instruction using various software packages
- Ideas to apply to office setting
- More exercises on the terminals
- Hands-on practice with VISICALC & PES
- More than one video screen for session C
- Preliminary handouts to study before workshop starts
- More time on session B

* Repeated similar comments
6. What follow-up workshops dealing with microcomputers and computer technology would be useful?

- Other software packages
- VISICALC, PFS, Applewriter in more detail
- IBM-PC
- Additional lab and instruction related to office duties/projects * (specific to areas)
- A review in one month
- Shorter, more intense seminars on specific packages*
- More hands-on sessions
- Sessions on security and communication
- Sessions on graphics
- How to access (down-load) data from host IBM to a microcomputer
- Working with other models of microcomputers
- How to purchase a microcomputer - comparison of models

7. What other training topics would be very useful or of great interest to you?

- Management skills*
- BGSU budget process
- Interpersonal communications
- Stress management*
- Time management*
- Dealing with the public
- Evaluating subordinates & supervisors
- Fitness and wellness
- Understanding Business Office financial reports and printouts
- Supervision*
- Personnel management
- Motivation
- Computer terminology
- Software packages

8. How long (hours) should a training program last?

- 2 hours*
- 4 hours
- 1/2 day*
- over lunch - good*
- over lunch - bad
- series of 2 hour lectures over several days/weeks*
- total 8 hours excellent
- 1-3 hours per session*
- depends on topic*
- 4-6 hours
- Saturday training session would be interesting
- 1 1/2 - 2 hours per session, 6-8 sessions

*Repeated similar comments
Bowling Green State University supports and encourages professional development and educational growth for administrative staff. It recognizes that programs aimed at professional development and educational growth benefit the University and the individual through increased effectiveness and professional enhancement. Toward this end, the University encourages flexibility in the planning of and attendance at professional and educational development programs.

GUIDELINES

Opportunities for professional development and educational growth are available in many forms including credit courses, training units, and sponsored seminars. These guidelines are intended to set criteria for selecting programs to be sponsored University-wide and to guide program implementation. Individual attendance at programs is a decision to be reached by the individual staff member and his/her supervisor. They are meant to be interpreted broadly within the context of each program which is proposed.

1. Professional and educational development programs that enhance effectiveness in specific University assignments and responsibilities. Criteria listed below serve as a guide in determining whether a program satisfies the foregoing definition:

   - the program is primarily work related; it may relate to specific tasks or responsibilities of a particular department, or it may offer training related to general skills, knowledge and abilities important in all departments;
   - the program enhances knowledge or skills related to performance;
   - the knowledge or skills acquired through the program benefit the department and the individual;
   - the program topic is of importance to the University including programs on BGSU policies, procedures and practices.

2. Professional and educational development programs that serve the general interests of the University, area or department. Criteria listed below serve as a guide in determining whether a program satisfies the foregoing definition:

   - the program topic serves the interest of the University, area or department but is not primarily task related;
- the program serves to enhance knowledge of and appreciation for other University areas and departments;
- the program serves to develop and/or strengthen relationships among areas and departments within the University.

PROCEDURES

1. The responsibility for implementing University-wide programs for administrative staff rests mainly with the Director of Administrative Staff Personnel Services.

2. The Professional Development Committee of the Administrative Staff Council in conjunction with the Director of Administrative Staff Personnel Services will identify topics and schedules for sponsored programs.

3. Staff members may submit suggestions for professional and educational development programs directly to Administrative Staff Personnel Services or through the Administrative Staff Council.

4. Any program proposed for sponsorship by Administrative Staff Personnel Services must be supported by a statement of its purpose and objectives according to the above guidelines.

5. Proposals will be reviewed and approved by the Director of Administrative Staff Personnel Services and the Professional Development Committee of the Administrative Staff Council. If there is a question concerning the nature of the program, the Director of Administrative Staff Personnel Services will request further clarification about the proposed program from the initiator.

6. For programs that are specific to a department or area of the University, the Director of Administrative Staff Personnel Services will work with the respective staff to plan and organize the programs.

7. The Office of Administrative Staff Personnel Services will make necessary arrangements including speaker or trainer arrangements, room reservations, program announcements and other assistance requested. Expenses for on-campus programs will be shared by the Office of Administrative Staff Personnel Services, Administrative Staff Council, University departments, and/or staff members as determined in advance.

8. Staff members should indicate their interest in attending sponsored programs to their immediate supervisors. Participation in professional and educational development programs during regular work hours must be approved by the immediate supervisor. A director of the University must be reached by the individual staff members and their supervisor.
May 29, 1984

MEMORANDUM

TO: Norma Stickler
FROM: Jim Litwin

Norma, the revision of the statement on professional and educational programs for administrative staff is attached. The Professional Development Subcommittee met with Bob Arrowsmith and Susan Caldwell to work out an agreed-upon statement. Please send copies out to Council members for the June 14th meeting. It is our intention that the 14th will represent the final discussion of this statement. The Committee would like to move on to the development of a leave policy. Thanks.

JLL/mtt
xc: Kathy Hart
    Joan Gordon
    Bob Arrowsmith
    Susan Caldwell
    Cary Brewer
Professional and Educational Development Programs

Bowling Green State University supports and encourages professional development and educational growth for administrative staff. It recognizes that programs aimed at professional development and educational growth benefit the University and the individual through increased effectiveness and professional enhancement. Toward this end, the University encourages flexibility in the planning of and attendance at programs which address these objectives.

GUIDELINES

Opportunities for professional development and educational growth are available in many forms including credit courses, training programs, and sponsored seminars. The following guidelines are intended to set criteria for selecting programs to be sponsored University-wide and to guide program implementation; they are meant to be interpreted broadly, within the context of each program which is proposed.

Programs that provide for professional development and educational growth may enhance effectiveness in specific University assignments and responsibilities or more broadly serve the general interests of the University. These categories are not mutually exclusive. All programs to be sponsored by the University should fall within the following guidelines:

1. Professional and educational development programs that enhance effectiveness in specific University assignments and responsibilities. Criteria listed below serve as a guide in determining whether a program satisfies the foregoing definition.
   - the program is primarily work related; it may relate to specific tasks or responsibilities or it may offer training related to general skills, knowledge and abilities;
   - the program enhances knowledge or skills related to performance;
   - the knowledge or skills acquired through the program benefit the University and the individual;
   - the program topic is of importance to the University including programs on BGSU policies, procedures and practices.

2. Professional and educational development programs that serve the general interests of the University. Criteria listed below serve as a guide in determining whether a program satisfies the foregoing definition:
   - the program topic serves the interest of the University, but is not primarily task related;
   - the program serves to enhance knowledge of and appreciation for other University areas and departments;
   - the program serves to develop and/or strengthen relationships among areas and departments within the University.
PROCEDURES

1. The responsibility for implementing University-wide professional and educational development programs for administrative staff rests mainly with the Director of Administrative Staff Personnel Services.

2. The Professional Development Committee of the Administrative Staff Council in conjunction with the Director of Administrative Staff Personnel Services will identify topics and schedules for sponsored programs.

3. Staff members may submit suggestions for professional and educational development programs to Administrative Staff Personnel Services or to the Administrative Staff Council.

4. Any program proposed for sponsorship by Administrative Staff Personnel Services must be supported by a statement of its purpose and objectives according to the above guidelines.

5. Proposals will be reviewed and approved by the Director of Administrative Staff Personnel Services and the Professional Development Committee of the Administrative Staff Council. If there is a question concerning the nature of the program, the Director of Administrative Staff Personnel Services will request further clarification about the proposed program from the initiator.

6. The Office of Administrative Staff Personnel Services will make necessary arrangements including speaker or trainer arrangements, room reservations, program announcements and other assistance requested. Expenses for programs will be shared by the Office of Administrative Staff Personnel Services, Administrative Staff Council, University departments, and/or staff members as determined in advance.

7. Participation in professional and educational development programs during regular work hours is a decision to be reached by the individual staff member and his/her supervisor.
MEMORANDUM

TO: Members of Administrative Staff Council

FROM: Norma J. Stickler, Secretary

Enclosed is the final revision of the statement on professional and educational development programs as prepared by the Professional Development Subcommittee. This statement will be discussed at the June 14 meeting of Council.
Professional and Educational Development Programs

Bowling Green State University supports and encourages professional development and educational growth for administrative staff. It recognizes that programs aimed at professional development and educational growth benefit the University and the individual through increased effectiveness and professional enhancement. Toward this end, the University encourages flexibility in the planning of and attendance at programs which address these objectives.

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Programs that provide for professional development and educational growth may enhance effectiveness in specific University assignments and responsibilities or more broadly serve the general interests of the University. These categories are not mutually exclusive. All programs to be sponsored by the University should fall within the following guidelines:

1. Professional and educational development programs that enhance effectiveness in specific University assignments and responsibilities. Criteria listed below serve as a guide in determining whether a program satisfies the foregoing definition.

   - the program is primarily work related; it may relate to specific tasks or responsibilities or it may offer training related to general skills, knowledge and abilities;
   - the program enhances knowledge or skills related to performance;
   - the knowledge or skills acquired through the program benefit the University and the individual;
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4. Any program proposed for sponsorship by Administrative Staff Personnel Services must be supported by a statement of its purpose and objectives according to the above guidelines.

5. Proposals will be reviewed and approved by the Director of Administrative Staff Personnel Services and the Professional Development Committee of the Administrative Staff Council. If there is a question concerning the nature of the program, the Director of Administrative Staff Personnel Services will request further clarification about the proposed program from the initiator.

6. The Office of Administrative Staff Personnel Services will make necessary arrangements including speaker or trainer arrangements, room reservations, program announcements and other assistance requested. Expenses for programs will be shared by the Office of Administrative Staff Personnel Services, Administrative Staff Council, University departments, and/or staff members as determined in advance.

7. Participation in professional and educational development programs during regular work hours is a decision to be reached by the individual staff member, his/her supervisor, and the area vice-president.
MEMORANDUM

TO: Kathy Hart
    Jim Litwin
FROM: Susan Caldwell
SUEJ: Guidelines for Professional and Educational Development Programs

The Guidelines for Professional and Educational Development Programs have been approved by President Olscamp and the Administrative Council with a change to item 7 under PROCEDURES. That item should be changed to read: "Participation in professional and educational development programs during regular work hours must be approved by the employee's area vice president."

I am pleased that the guidelines have the approval both of Administrative Staff Council and Administrative Council (with the one item correction). I feel that they provide an excellent basis for the Professional Development Subcommittee and my office to work together on future training and development programs.

I would appreciate your forwarding this information to the Administrative Staff Council for appropriate action on the correction to item 7. Thanks, and thanks again for your hard work in preparing the guidelines.

SC:mmb
xc: Joe Martini
MEMORANDUM

TO: Larry Weiss  
Assistant Vice President for University Relations &  
Director of Alumni Affairs

FROM: Susan Caldwell, Director  
Administrative Staff Personnel Services

SUBJ: Professional Development

Larry: Thanks for your suggestion for a professional development workshop on "Effective Memo and Letter Writing Techniques." I agree that it is an excellent topic and would make a worthwhile seminar.

As you know, I have worked with the ASC Professional Development Subcommittee the last few months planning three workshops for the remainder of 1984-85. The programs we plan to offer next semester deal with microcomputers, performance evaluation, and organizing/prioritizing skills. I will be sending out information about these programs after the first of the year.

I will place your suggested topic on the agenda for consideration for 1985-86 workshops. Please extend my thanks to the staff member who made the suggestion. This kind of input is helpful and essential to developing relevant professional development programs. Thanks for your assistance and best wishes for the holidays.

SC:mmb  
xc: ASC Professional Development Subcommittee
December 26, 1984

MEMORANDUM

TO: Susan Caldwell, Director of Administrative Staff Personnel Services

FROM: Jim Litwin, Chair, Professional Development Committee, Administrative Staff Council

SUBJECT: "Guidelines for Professional and Educational Development Programs."

At the December 6th meeting of the Administrative Staff Council, a discussion was held regarding the change introduced by Administrative Council on item 7 under Procedures of the "Guidelines for Professional and Educational Development Programs." The change had to do with staff participation in the program: "Participation in professional and educational development programs during regular work hours must be approved by the employee's area vice president."

After discussion, ASC members voted on a motion to again endorse the Guidelines with the change of Item 7 requiring Vice Presidential approval. The motion carried; 15 in favor, 5 opposed, 2 abstentions. Thus, the policy now has the endorsement of both Administrative Council and Administrative Staff Council. As Chair of the Professional Development Committee, I am pleased to see closure on this policy. Thank you for your persistence.

mt
xc: Kathy Hart
Ruth Friend
Joe Martini
Jill Carr