

TO: Elizabeth Hitch, Interim Chancellor
Ron Rada, Interim Provost

FROM: Krista Shulka, Coordinator
Program Associate Professional Development (PAPD) Program

RE: 2005-06 PAPD Annual Report

DATE: July 26, 2006

CC: John Mason, College of Liberal Studies; Paula Knudson, Student Development & Academic Services; Karen McLean, College of Science & Health; William Colclough, College of Business Administration; Kenna Christians, Advancement; Jennifer Wilson, Human Resources; Kari Heilman, Human Resources; Kathryn Hollon, WSEU President

The Program Associate Professional Development (PAPD) program experienced great success and challenging changes during the 2005-2006 year. Through it all, the PAPD has maintained its commitment to UW-La Crosse program associates and related classified staff by serving as a voice for continued professional development opportunities. The PAPD mission is to enhance the individual and collective value, image, competence, and impact of program associates/related classifications at UW-La Crosse.

The 2005-2006 academic year provided ample opportunities for program associates to grow both personally and professionally. Some of the year's highlights include:

- Coordinated *Building Bridges: A Team-Building Workshop* in Fall 2005 with guest presenters Jon Hageseth and Chris Bakkum.
- Wrote and approved the Program Associate Professional Development bylaws.
- Coordinated the Spring 2006 PAPD workshop with guest presenters Nancy Jones, Jan Von Ruden, and Barry Miller.
- Coordinated an unscientific e-mail survey among UW-La Crosse program associates/related classifications to determine future workshop topics.
- Officially changed the program's name to Program Associate Professional Development to better reflect the classified title changes issued by the State of Wisconsin.
- Coordinated a group of PAPD members to attend *Moving Toward Peak Performance Conference* sponsored annually by the UW-Madison Human Resources Department.
- The Mentoring Committee conducted an assessment survey of its mentors and mentees.
- The PAPD Steering Committee is in the process of revising the PAPD brochure as well as the Mentoring brochure.
- Continues to create and update a monthly newsletter and website.

We look forward to an exciting and challenging future and seek opportunities to develop within our profession. As we continue to grow as leaders and mentors, we hope to raise the standard of excellence for program associates in order to best meet the needs of our departments, our students, and the University.

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Program Name Change/Bylaws Fall 2005

The primary goal this year for the PAPD program was to adopt a new name and develop bylaws. In 2000, the Wisconsin State Employees Union - Administrative Support Unit conducted a survey of program assistants and secretaries regarding job descriptions, daily tasks, and professional growth. The survey resulted in a large number of reallocations and program assistant titles changed to include academic department associates/specialists, university services associates, and office associate just to name a few. In order to better reflect these title changes, the Program Assistant Professional Development modified its name to best represent the new classifications. After reviewing numerous suggestions, the steering committee voted to use “Program Associate Professional Development” in order to maintain the well-established and recognized PAPD acronym.

The PAPD Steering Committee also took on the arduous task of writing the program’s governing bylaws. The bylaws were approved December 1, 2005 and included the program’s name, the steering committee, membership, subcommittees and their tasks, and officer duties. The bylaws may be reviewed in full at www.uwlax.edu/papd or in the appendix of this report.

Workshop Planning Committee

Building Bridges: A Team-Building Workshop

The Program Associate Professional Development program kicked off the 2005-2006 academic year with a team-building workshop for approximately 40 academic department associates and related classifications on September 30, 2005. *Building Bridges: A Team-Building Workshop* was led by guest presenters Jon Hageseth (Counseling and Testing) and Chris Bakkum (College of Liberal Studies). The workshop consisted of brief lectures on the dynamics of an effective team and the group process. Attendees also participated in a variety of group activities to develop negotiation skills, values definition, effective decision-making, and communication.

Feedback was generally positive with nearly 100% of participants indicating that the workshop was beneficial and worthwhile. In order to increase networking, participants were assigned seating which allowed them to meet and work with other associates that they may not have already known. As one participant stated, *“The group activities were fantastic. Our table had a really good sharing of ideas and giving input. The “appreciation” exercise was a nice chance to say things that we might not normally say.”* Continued professional development workshops will further enhance program associates’ skills while networking with others within the profession.

PAPD Spring 2006 Workshop

One of the primary goals of the PAPD is to share information about new or changing university policies and procedures that pertains to an associate’s daily tasks. The Spring 2006 PAPD workshop, held on March 31, 2006, focused on registration guidelines, travel procedures, revised curriculum forms, fleet vehicles, and the searchable timetable. Guest presenters included Nancy Jones and Jan Von Ruden (Records and Registration) and Barry Miller (Business Services).

Most of the participants indicated that the information learned at the workshop would have an immediate effect on how they did their job and how they assisted students

and other faculty. Many indicated that they would benefit from additional workshops featuring other administrative areas on campus such as Admissions, Business Services (procurement card guidelines, reimbursement, purchasing, and miscellaneous transfers), the Foundation, and Document Services. By offering continuing workshops, department associates will have access to accurate, complete information rather than learning about changes in policies and procedures by trial and error.

As a result of this workshop, the PAPD Workshop Planning Committee created an e-mail survey requesting suggestions for future workshop topics. Ideas from respondents include assertiveness training, ergonomics, work/life balance, and computer skills. It is clear that program associates are eager for additional training in order to grow and respond to the changing demands of their positions.

Moving Toward Peak Performance

On May 3, 2006, eight members of the Program Associate Professional Development program attended the annual *Moving Toward Peak Performance Conference* sponsored by the University of Wisconsin-Madison Human Resource and Development Office. This is the first year that delegates from UW-La Crosse have attended this System-wide conference.

Kathryn Jeffers presented the keynote address, “How to Work More Effectively with People,” in which she identified competencies for successful communication, how to provide negative feedback in a nonconfrontational manner, and the primary emotions associated with “difficult” conversations. Attendees also chose from a variety of workshop topics including ergonomics, work/life balance, heart healthy nutrition, e-mail management, PowerPoint design techniques, retirement planning, and Windows shortcuts. The conference provided a number of opportunities for attendees to network and learn from others throughout the UW-System.

Overall, this conference left the UW-La Crosse delegates re-energized and committed to their professional growth, their departments, and the university as a whole. It is our hope that program associates continue to attend this annual conference as well as

encourage university administration to host similar professional development opportunities on our campus.

Mentoring Subcommittee

The Mentoring program seeks to foster relationships between new, existing, transferring, promotional, and limited term program associates and related classifications by providing access to volunteer mentors (support system), campus tours, a web-based Job Book, communication and networking opportunities, and appropriate information and resources. The Mentoring Committee took on several tasks this year including revising their mission statement, updating the mentor list, and recruiting new members from each academic building. The committee also designed and finalized both a Mentor and Mentee Survey to serve as assessment tools to gauge the usefulness of the PAPD mentoring program. The committee continues to work with Human Resources to identify new program associates. The Mentoring Committee is in the process of updating the mentoring brochure, tallying survey results, and publicizing their services to department chairs/directors.

Publications Subcommittee

The Publications Committee seeks to share knowledge regarding policies and procedures, conferences and upcoming events, and program opportunities through various means, including newsletters, program brochures, a website, and a Job Book. During 2005-06, the committee made layout and design changes to the PAPD website and simplified the navigation tools needed to access information on the webpage. Other website updates included adding new committee member photos, adjusting staffing changes on the peer tour pages, and implementing the PAPD lantern logo.

The PAPD Job Book, also found on the website, continues to be an invaluable tool not only for program associates but for faculty and administrators as well. The Job Book is continually undergoing revisions to include new forms, staff changes, and policies. Job

Book updates this year included information on graduation, Information Technology work requests, and publications, as well as a quick reference guide to Business Services.

The Publications Committee is also responsible for the PAPD Newsletter. Newsletter articles are written by a variety of committee members with the layout design created by Lori Hanson (Chemistry). The Newsletter is posted to the PAPD website and provides information about upcoming professional development opportunities, as well as tips and techniques to assist associates in their job performance. During 2005-06, the PAPD published seven newsletters with topics relating to the new Individual Development Plan (IDP), room reservations, Cleary Center services, union updates, and fleet vehicle/travel policies. Newsletters can be viewed in full at www.uwlax.edu/papd or a sampling in the appendix of this document.

Impact on the University Community

The UW-La Crosse Program Associate Professional Development (PAPD) program is creating a lasting impact not only for program associates here at UW-La Crosse but also throughout the UW-System. Through the PAPD's continued efforts to increase professional development opportunities, we are enabling program associates to best serve the university and meet the growing demands of supervisors, administration, faculty, and students. Program associates are gaining new skills, enhancing communication with their co-workers and supervisors, increasing their personal and professional confidence, and taking on more complex and challenging tasks.

As new program associates are hired or transfer to campus, they are finding the PAPD program to be an invaluable resource to help them adapt to their new surroundings and accomplish their job tasks in an efficient manner. As one associate stated:

"The mentoring program is an invaluable resource for new employees. I continue to use the PAPD mentoring tools on a regular basis. These tools continue to enhance my job knowledge, awareness, and performance. The PAPD Program is one of the greatest networking experiences on campus. I thoroughly recommend exploring this program to all UW-L Program Associates."

*Susanne Koehler,
University Services Associate
Continuing Education & Extension*

Future Goals

Although the PAPD program has made substantial strides over the past year by organizing workshops, updating and maintaining a website, publishing monthly newsletters, and mentoring co-workers, we continue to have numerous future goals to meet the needs of program associates at UW-La Crosse.

One of the PAPD's primary objectives is the concept of leadership at all levels. Leadership is not just meant for administrators, department chairs, or division heads. Program associates are knowledgeable about and are a reflection of their departments, the university, and the community. They have a unique perspective and should be encouraged to share their ideas. Continued professional development will give program associates the opportunity to network and partner with others and the knowledge and confidence to take on leadership roles.

Future goals of the PAPD include, but are not limited to:

- Increase networking opportunities through professional development workshops, staff socials, brown bag discussion sessions, etc.
- Increase visibility of the PAPD program and associates through campus-wide committee participation, acknowledgement of accomplishments, etc.
- Create a collaborative relationship with Human Resources and other related university organizations, such as the Organization for Campus Women and Women's Advisory Council, to provide cost-effective opportunities without duplicating services.
- Increase participation in the PAPD program/subcommittees in order to truly be a voice for all program associates and related classifications.

The Program Associate Professional Development program has come a long way since its inception in 2001 due to the dedication of volunteer committee members and the support and encouragement of administrators, department chairs, and supervisors. We recognize that there is still a great deal of work to be done, but we believe that *together, we are making a difference.*

2005-06 COMMITTEE MEMBERS

PAPD Steering Committee

Krista Shulka (Coordinator), Department of Theatre Arts
Jean Bonde, Department of Economics
Susan Butterfield, Cleary Center Advancement
Lori Hanson, Department of Chemistry
Ingrid Iverson (Recorder), College of Business Administration
Shirley Shufelt, Department of Biology
Maureen Spencer, Small Business Development Center
Cynthia Taylor, Murphy Library
Marge Troka, Student Development and Academic Services

Workshop Planning Subcommittee

Krista Shulka (Co-Chair), Department of Theatre Arts
Becky Yoshizumi (Co-Chair), Department of Computer Science
Shirley Shufelt, Department of Biology
Susanne Koehler, Continuing Education

Mentoring Subcommittee

Shirley Shufelt (Chair), Department of Biology
Marge Falls, Health Professions
Maureen Spencer (Recorder), Small Business Development Center
Marge Troka, Student Development and Academic Services

Mentoring Advisors

Judith Albert, Multicultural Student Services
Karry Auby, Department of Mathematics
Cheryl Brye, College of Science and Allied Health
Susan Butterfield, Cleary Center Advancement
Bonnie Danes, Murphy Library
NiCole Dennler, Health Professions
Bev Kratt, Cartwright Scheduling
Christine Reed, Department of Music
Judi Shepherd, Department of Marketing
Shirley Shufelt, Department of Biology
Maureen Spencer, Small Business Development Center
Cyndi Taylor, Murphy Library
Marge Troka, Student Development and Activities
Becky Yoshizumi, Department of Computer Science

Grant Writing Subcommittee

Krista Shulka (Chair), Department of Theatre Arts
Lori Hanson, Department of Chemistry
Ingrid Iverson, College of Business Administration

Publications Subcommittee

Jean Bonde, Department of Economics (brochures/editor)
Lori Hanson, Department of Chemistry (Newsletter/graphic design)
Ingrid Iverson, College of Business Administration (Job Book/website)
Susanne Koehler, Continuing Education (website)
Maureen Spencer, Small Business Development Center (brochures/editor)
Maureen Wilson, Career Services (brochures)
Becky Yoshizumi, Department of Computer Science (Job Book)

SUBCOMMITTEE MISSION STATEMENTS

Grant Writing Committee

The Program Associate Professional Development Grant Writing Committee seeks funding through university, local, national, and governmental resources to support the professional development of program associates/related classifications at UW-La Crosse.

Workshop Planning Committee

The Workshop Planning Committee seeks to enhance the skills, knowledge, and professionalism of program associates and related classified staff by designing, coordinating, and implementing a professional development opportunity each semester.

Mentoring Program

The Mentoring program seeks to foster relationships between new, existing, transferring, promotional, and limited term program associates and related classifications by providing access to volunteer mentors (support system), campus tours, web-based job book, communication and networking opportunities, and appropriate information and resources.

Publications (Newsletter, brochures, website, and Job Book)

The Publications Committee seeks to share knowledge regarding policies and procedures, conferences and upcoming events, program opportunities, etc. among the PAPD program, program associates and related classified staff, supervisors, and administration through various means including, but not limited to, newsletters, program brochures, PAPD website, Job Book, etc.

BYLAWS

Program Associate Professional Development Program

ARTICLE I – NAME/PURPOSE

Section 1: The name of the organization shall be Program Associate Professional Development Program (PAPD).

Section 2: The PAPD is a volunteer organization which promotes professional development for program associates and related classifications at UW-La Crosse as defined by Human Resources at UW-La Crosse.

ARTICLE II – MEMBERSHIP

Section 1: Membership is open to all UW-La Crosse program associates and related classifications and is governed by the PAPD Steering Committee (hereafter referred to as “the steering committee”).

ARTICLE III – MEETINGS

Section 1: Steering Committee.

A monthly meeting during the academic year is called by the Chair of the steering committee.

Section 2: Committees and Subcommittees.

Meetings are called as necessary by the Chair of these committees.

Section 3: Special Meetings.

Special meetings may be called by: 1. the Chair of any subcommittee or 2. any member of the steering committee.

Section 4: Notice.

Notification is via e-mail.

ARTICLE IV – STEERING COMMITTEE

Section 1: Steering Committee Role and Size.

The steering committee is responsible for overall policy and direction of the PAPD and delegates responsibility for day-to-day operations to the committees. The steering committee shall have up to 12 and not fewer than 8 members with representation from each college/division.

Section 2: Meetings.

The steering committee shall meet at least monthly during the academic year and as needed during the summer, at an agreed upon time and place, unless the Chair asks and receives a 2/3 majority vote from members to cancel a meeting.

Section 3: Steering Committee Appointments.

Appointments of new steering committee members will be considered by the steering committee following notification of the vacancy. Steering committee members will be elected by a majority vote of the current steering committee members.

Section 4: Terms.

All steering committee members shall serve indefinitely but may resign at any time.

Section 5: Quorum.

A meeting must be attended by at least 2/3 of the steering committee members before business can be transacted or motions made or passed.

Section 6: Notice.

An official steering committee meeting requires that each steering committee member have written notice in advance.

Section 7. Officers and Duties.

There shall be three officers of the steering committee consisting of a Chair, Secretary, and Treasurer. Their duties are as follows:

Chair: The Chair shall convene regularly scheduled steering committee meetings, develop and distribute the agenda, send out meeting announcements, and preside or arrange for other members of the steering committee to preside at each meeting in the following order: Secretary and Treasurer.

Secretary: The Secretary shall be responsible for keeping records of steering committee actions, including recording the minutes at all steering committee meetings, distributing copies of minutes to each steering committee member, and assuring that records are maintained. In the absence of the Secretary, a volunteer from the steering committee will be chosen.

Treasurer: The Treasurer shall make a report at each steering committee meeting. The Treasurer will assist in preparation of the budget, serve on the fundraising committee, and make financial information available to steering committee members. In the absence of the Treasurer, the Chair shall assume these duties.

Section 8: Vacancies.

When a vacancy on the steering committee exists, nominations for new members may be received from present steering committee members and the campus community by the Secretary two weeks in advance of a steering committee

meeting. These nominations shall be sent out to steering committee members with the regular steering committee meeting announcement to be discussed and voted upon at the next steering committee meeting.

Section 9: Resignation.

Resignation from the steering committee must be in writing and received by the Secretary and the Chair.

Section 10: Attendance.

A steering committee member is expected to attend a minimum of 2/3 of the yearly meetings.

ARTICLE V – SUBCOMMITTEES

Section 1: Subcommittees

The steering committee may create or disband committees and subcommittees, such as workshop, publications, grants, mentoring, Job Book, brochure, website, and fundraising, as needed to meet the mission of the program.

Section 2: Expenditures

All expenditures must have prior approval by the steering committee and must be within the budget. The financial records of the organization are public information and shall be made available to the membership, steering committee members, and the public. The fiscal year shall be July 1-June 30.

ARTICLE VI – PARLIMENTARY AUTHORITY

Section 1: Decisions are made using a consensus process.

ARTICLE VII - AMENDMENTS

Section 1: These bylaws may be amended when necessary by a 2/3 majority of the steering committee. Proposed amendments must be submitted to the Secretary to be sent out with regular steering committee announcements.

These bylaws were approved at the PAPD steering committee meeting on December 1, 2005.

Newsletter Samples



UW-L PROGRAM ASSOCIATE PROFESSIONAL DEVELOPMENT

Newsletter

ISSUE THIRTY-SEVEN • APRIL 18, 2006

Making the most of your individual development plan



Do you dread your annual performance evaluation? Is this the first time you've ever met with your supervisor to discuss your performance even though you've worked at your job for years? Does the idea of the new Individual Development Plan (IDP) put fear in your heart?

Fear not! Toss away those negative attitudes, and take a moment to learn how to make the IDP work for you. During the 2005-06 academic year, Human Resources implemented the new IDP initiative in order to foster communication between supervisors and classified staff, establish career goals, and establish objective expectations and outcomes. The IDP will serve as a guide throughout the year to ensure that employee career goals and supervisor expectations are being met.

The first step in developing your IDP is to be prepared.

The major components are the position description, department organization chart, individual career goals, and supervisor expectations. As with any part of self-managing your career, you research, prepare, and plan year-round for your performance evaluation. Know your accomplishments relating to your current position. Know your professional goals and how you'd like to grow within your position. Know your department's goals and how you help to achieve them. The more prepared you are, the smoother your discussion session with your supervisor will go.

Tips for Preparing for your Discussion Session

1. Document your accomplishments throughout the year. Maintain a file with notes about work done outside the norm of your present position description, and copies of items such as new forms developed, press releases written, or brochures designed. Be sure to date them to establish a logical and sequential timeline which can be especially helpful if these tasks become a part of your job description.

2. Connect your goals to your department's goals. If you don't already know your department's goals, ask your supervisor or review your department's literature. Your goals then should be linked to your department's "big picture." Your goals connect you to the success of your department and further establishes you as a vital member of the team.

3. Prepare questions to ask during your discussion session. The discussion session is an opportunity to ask for clarification regarding your supervisor's expectations or the department's long-term goals. You should also be prepared to answer any questions your supervisor may have regarding your job performance, career goals, or job satisfaction. If you happen to get negative feedback during your discussion session, try to get to the root of the issue by asking such things as, "How could I have handled this better?"

4. Rehearse for your discussion session. It may sound silly, but it's important to practice what you are going to say or get feedback from a friend. Review your list of accomplishments and other relevant notes. Practice enables you to be more confident and professional when presenting your ideas and suggestions.

5. Be confident and open during the session. After all your hard work in preparing for the discussion session, be sure to project the proper image and attitude. Show that you are interested and engaged. Make eye contact with your supervisor, and be aware of your body language. Don't take anything personally. This is a review of your job performance, not you as a person. And, finally, don't feel obligated to sign your evaluation immediately. Ask to have a day or two to review the evaluation, and put more thought into your written comments and goals.

6. Look beyond money. Most people think of a performance evaluation as a necessary step for promotion and raises. Due to contract restrictions, the IDP is not connected to either of these items and, therefore, should be viewed as an opportunity for personal and professional growth. Besides money, consider other factors that are important to you, such as job satisfaction, professional development training, or flexible work hours.

Ideally, the IDP should be a motivational tool and a two-way feedback opportunity. An Individual Development Plan provides a chance to express your ideas relating to the direction of your department and your role in it.



Guiding the way towards the recognition of program assistants as professionals on campus.

UW-L PROGRAM ASSISTANT PROFESSIONAL DEVELOPMENT

Newsletter

ISSUE THIRTY-THREE • SEPTEMBER 9, 2005

Welcome Back!

Krista Shulka, PAPD Coordinator



It's hard to believe that summer is gone, and we are facing another exciting academic year! I hope everyone had a chance to relax and have some fun over the summer break and are refreshed and energized to dive back into the chaos. I would like to first welcome any new classified staff associates and related classifications to campus and encourage you to participate in the Program Assistant Professional Development (PAPD) program. Second, I would like to say thank you to everyone who volunteered on a subcommittee or participated in the workshops and brown bag lunch discussions over the past year. Your support and input is greatly appreciated in helping this program grow and be the voice for classified staff associates and related classifications on campus.

The past year was one of our most challenging and exciting with PAPD members presenting across the state, announcing a new program coordinator, coordinating a statewide conference, and implementing several workshops and brown bag discussions. It's going to be hard to top 2004-05, but we're sure going to try! The PAPD program is in the process of writing and finalizing our bylaws and will soon be updating our website. The workshop planning committee has already scheduled the fall workshop, and has begun planning the spring session. Keep your eyes open for further information on these two events and mark your calendar!

Overall, the PAPD hopes to increase networking opportunities among classified staff associates and related classifications. I strongly encourage you to get involved either by attending a brown bag discussion or workshop or volunteering on a subcommittee. This is YOUR professional development program, and we want to hear from you! If you're unsure about our program or how to get involved, feel free to contact Krista Shulka at Shulka.kris@uwlax.edu or 5-6701.

Have a great semester and hope to see you at the next PAPD event!

Building Bridges Across Campus: A Team-Building Workshop

Mark Your Calendars! The PAPD has scheduled the fall workshop, "Building Bridges Across Campus: A Team-Building Workshop," for Friday, September 30, 2005 from 9:00-11:00 a.m. in 339 Cartwright Center. Join us for this highly interactive session on working in teams facilitated by Jon Hageseth and Francie Biesanz from Counseling and Testing. This workshop is an opportunity to network with other classified staff associates and related classifications from across campus, learn about effective teams, and enjoy hands-on team-building activities.

Registration flyers will be mailed in early September. Registration is required and may be done via campus mail or by e-mailing Becky Yoshizumi at yoshizumi.beck@uwlax.edu. The registration deadline is Friday, September 23, 2005. Release time has been granted for this event. Questions may be directed to Krista Shulka (shulka.kris@uwlax.edu) or Becky Yoshizumi (yoshizumi.beck@uwlax.edu).

The Power of Professionalism Conference a Huge Success!

The PAPD undertook its largest project to date with the development, coordination, and hosting of the UW-System-wide conference, The Power of Professionalism, on June 2, 2005. For those of you who attended, you know what an amazing day it was, filled with educational workshops, uplifting keynote speakers, networking opportunities, great food, and generous vendors.

The PAPD wanted to have a broad range of topics to meet the growing demand for expertise in the areas of conflict management, communication, work/life balance, goal setting, and grant writing that is being expected of classified staff associates and related classifications within the UW-System. We also wanted to make sure that these topics were presented by experts in the field, which included members from UW-La Crosse, UW-System, and the La Crosse community. Attendees were allowed to choose from 12 different workshop sessions as well as a welcome by Provost Elizabeth Hitch, two keynote speakers (Dr. Tom Thibodeau, Viterbo University and Beth Erickson, Editor, Coulee Region Publications) and a vendor fair (which included Office Max, Office Depot, Identity Works, Hampton Inn, Holiday Inn and Suites, Best Buy, etc.).

To say that the response to this conference was overwhelming would be an understatement. Our original goal of 100 attendees was surpassed in the first two weeks of registration with our final registration total being 142. It is clear that classified staff associates and other administrative professionals within the UW-System want and need professional development opportunities in order to grow within their chosen career. We are proud of the statewide representation from the UW's 12 four-year universities, 2 two-year universities, and UW-System.

Throughout the day, conference planning committee members were approached by attendees requesting this conference on a yearly basis. Although the conference was a huge success for our program's revenue budget and the identification of being a leader in professional development programs for administrative support staff, there are no plans for another conference due to the extreme time commitment required of this volunteer committee. It is the PAPD Steering Committee's hope that others within the UW-System will see the importance of continued professional development and growth for administrative professionals and take a leadership role in future program development. By working together and sharing our experiences and expertise, we are making a difference for classified staff associates and related classification throughout the UW-System.