

# Summary of Professional Contributions and Scholarship

## Community Building on Behalf of Children, Youth and Families & Building Scholarship Within The Profession And University

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### Reflection on Professional Philosophy and Scholarship

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As I looked back over the last eight years with UW-Extension (UWEX) I was able to reflect on the many opportunities in my Family Living (FL) work in Washington County. This process took me back further as I reflected on the past thirty-five years of my career and how even earlier moments have given direction to where I am today and how that has influenced decisions I have made in the work I have engaged in more recently. Clearly, they are intertwined and these experiences make me the professional that I am today. This summary looks different than most we see in the Department of Family Development (DFD). I continually hear in departmental discussions that this process should be a reflection on one's scholarly work. I will attempt to be truly reflective and avoid the usual chronological compilations of events, teaching, and research for there is evidence of this in plans of work, success stories and the professional resume. Moreover, some may say that this reflection should be more about scholarly contributions than my professional philosophy. On the contrary, they are inseparable. For how can one be scholarly without having a professional philosophy? Indeed, it is this philosophy that guides our scholarly work. Therefore, this reflection will include, not only a summary of my scholarly work, but will be intertwined with bits of my professional philosophy.

*We want you to be the community development educator for families in Washington County.  
John Kohl, Washington County Extension Education Committee, 1998*

This was the charge presented to me at my 1998 hiring interview. Since that time, I have steadily redirected the emphasis of the FL Program in Washington County to fulfill that charge. Tall order? Yes, indeed! However since that time I have developed programming that places emphasis on building community capacity through collaborations that address the pressing issues of strengthening families, consumer health, and financial well-being. Families and communities face complex issues that cannot be addressed in isolation. Only when families, agencies, education, business, and government come together to address such issues will workable solutions evolve creating individual and social responsiveness.

Did I do this work alone? Absolutely not! Would I want to do this work alone? I don't think so, especially as it doesn't fit with my professional philosophy. In Washington County, not only does the UWEX office have a team philosophy, but this is also the case for county agencies, non-profits, the Education & Culture Committee, and others. The Washington County Board Chairman supports this philosophy, and so on it goes. Did I take leadership with some of the programming efforts for countywide programs? You bet! But I placed emphasis on inclusion and encouraged others to take leadership, acted as a facilitator or researcher/evaluator, or taught content for programs; all within the context of shared responsibility and a team philosophy.

Were there successes? Absolutely! Were there challenges? Always! Were there failures? Sometimes! But I always looked at failure as a learning experience and identified the next steps to success. Did I have to give up some of the traditional programming? Only those that appeared antiquated and those that did not serve our mission or vision for a community that welcomed and supported families in multiple, diverse ways. The transition was gentle when there were supportive clientele, volunteers, or agencies involved and with an eye on the alternatives for continuing the efforts from their perspective with other resources.

Of course, one challenge is always too much work and too little time. Therefore, I am consistently examining where my time and expertise can be the most valuable. I have phased out programs that were coming to a close or that were less productive than they should have been, but only after a reasonable amount of time and effort to provide evidence of potential success. I have declined memberships on community committees and boards that did not have the greatest impact for the time spent. And I have often had to say no to some initiatives that I would have liked to be involved in simply because of time constraints.

Is there a vision for the future? I believe so. My eight years in Washington County have flown by. However it seems that we have just begun to make progress toward forming community connections that affect the well being of families. There is clearly enough work for everyone as we meet the needs of families in this

community. My vision is that we develop a system that will be inclusive, comprehensive, and family-focused. In fact, my recent training with the ABC project has helped me to move in this direction. Can it be done in the time I have in Washington County? I'm not sure, probably not. However, I relish in the thought of developing a footprint.

I have a passion for helping families succeed at their most difficult task of contributing to society by raising competent and productive children. Not from a parent educator perspective but from one of community support systems for families. Families need support in this most important, complex work; however, I also believe that it is difficult for only one segment of community or one agency to do so alone. I firmly believe that every segment of community develops policy or supports an environment that affects children and families. Such policies or environments impel social, psychological or economic consequences into the future. UWEX is uniquely positioned to build community capacity and support families.

Over the last few years I have reflected on how I might best exhibit scholarship through potential for leadership to this organization. Not because I am a charismatic personality, but because I have the knowledge and experience to contribute, I have the desire to speak out and a willingness to take calculated risks to move forward on strategies that make a difference. I have had a split career in Extension. During 15 years away, I have had the opportunity to become involved in non-profits, business, and university experiences that have added to my understanding of family and community capacity building from varying perspectives. I have given much thought to how I (as one person) could contribute to the future of UWEX, especially to FL.

As a result, in this document I will paint a picture of my most recent scholarly work as it has been influenced by past experiences. Therefore, I reflect on my journey in this organization from two perspectives: One as educator, facilitator, researcher, community developer as a result of my work in FL programming countywide and statewide; the other from the perspective of leader, mentor, and active participant in faculty governance.

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## Community Building on Behalf of Children, Youth and Families

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### **Systems Planning—The ABC Project—Creating Supportive Environments**

According to Dean Arlen Leholm **Transformational Education (TE)** *is the process that Cooperative Extension (CES) in Wisconsin uses to work with communities to tackle complex issues in ways that result in system changes, positive outcomes, stronger organizations and innovative policies that transform communities in powerful and long-lasting ways. This is accomplished by building trusting relationships with partners, bringing research-based information to bear on the issues and increasing leadership capacity in individuals and organizations that will result in improved quality of life.*

One example of TE for UWEX FL is the ABC (Acting to Build Our Children's Future) project. It provides the opportunity for a community to address the complex, interrelated issues around providing needed experiences for young children, parent responsiveness and skill building, and community support for families. Over the last 18 months I have facilitated this systems planning process in Germantown as one of five pilot communities in the state.

TE is the continuing process of knowledge discovery, integration, application and reflection that produces desired results by applying knowledge. The community planning process used to develop an ABC project is identified to be transformational. When I first heard about the ABC project I wondered if this was the program process that would address the frustrations of the disjointed attempts to provide for children and families in a community. There are many successful models to address child and family issues, but most address only one segment of the issue, one member in the family relationship, or one delivery method. The ABC project addresses the complex issues facing children and families by using a community systems approach to develop an "ultimate ideal system".

*For these are all our children . . . we will all profit by, or pay for, whatever they become.*

James Baldwin

I invested considerable time in the training process for this project, at least three to four full weeks over approximately two years. So that I might effectively implement such a planning process, I needed to totally understand and visualize the entire picture before attempting to move into processing the parts. In addition, I wanted to be confident of my ability to implement such a complex planning process and to convey to sponsors and planning members what the vision might look like in their community. It seems to me that this could be the most important thought process a scholar must move through when conducting applied research; that of knowing the potential result of an abstract idea to the extent that it can be communicated to the audience in a way that provides

no specifics about the outcome, but with confidence can convey the potential positive future results and implications for the community.

In addition, I needed to be confident in my ability to move such a systems planning process forward for its success or failure would greatly impact on my credibility as a professional and could reflect on the credibility of UWEX in Washington County and perhaps statewide as well. But even more importantly, my confidence needed to be reflected to those community stakeholders involved so that they might become dedicated to this long process. An initial analysis of the community's readiness to become involved in this process was imperative, for its success or failure might also have an impact on the community as well as the families who live there.

***To have a community system that ensures that all young children have all of the foundational health, family and early learning experiences they need to enter school healthy and ready to succeed.*** This is the purpose of the ABC project. This purpose and its potential to converge multiple sub-systems that will address the many components of family support and community life drew me to this project. It brings together the research base in child development and community knowledge and skills into a systems planning model that allows for the development of community capacity in addressing the issues surrounding support for families raising young children. It appears to be one educational effort that holds promise to address family issues locally, statewide, and nationally.

So how did I go about identifying a community and developing the support and framework for this process? My experiences in collaboration building in the county were paramount in this process. The networks developed as a result of previous programming (Celebrate Families, Building Bridges, Germantown Youth Futures, and Youth Money Smart College) clearly helped me to identify a community and sponsors for this project. When Germantown was identified, sponsors assisted in identifying a group of dedicated and committed members for the planning team and for the Family Resources sub-system team.

In this project, I act as facilitator, educator, researcher, planner, and evaluator. Each step in the 10-step process requires a different role and sometimes multiple roles. The training I received from project directors was invaluable and monthly consultation with Mary Gruenewald, Gay Eastman, and Dave Hinds allowed us to act as a team to make this planning process unique to the Germantown community. This is truly transformational education at work, for by the time this process is completed multiples of community members will have exposure to the process and will have an investment in attaining success.

*We all want to be involved in making decisions that influence our lives. And we accept and feel good about implementing a solution that we help to devise.*

Gerald Nadler and Shozo Hibino. *Breakthrough Thinking: The Seven Principles of Creative Problem Solving.*

Systems planning is a continuous process in the Germantown ABC Project. However there are several pieces that warrant sharing in this portfolio as examples of the scholarly work conducted. Copious meeting summaries were completed after every planning meeting with sponsors, planning team and sub-system team. **(Exhibit A)**. I developed teaching tools including "the man on the street survey" **(Exhibit B)** that allowed planning members to identify with many other community citizens and what they valued through their "hopes and concerns" for Germantown families. The Family Resources subsystem team completed the process of idea generation and MACD (major alternatives, components, details) process to identify 3 major alternatives for the Family Resources subsystem. **(Exhibit C)** The planning team is using the *Public Participation Continuum* developed by colleagues in Community and Resource Development Program to plan for additional citizen input into this process. This step of the process will now include focus group sessions to develop clarity in scenarios for each alternative **(Exhibit D)**, a publicity campaign to educate the public on this process leading to an open house to share the major alternatives of the subsystem plan with the Germantown community. Finally the planning team will reconcile the subsystem plan with the overall ABC plan. At that point, the sponsors and the planning team will make decisions about potential oversight and implementation of the plan. The goal is to have the plan completed and move on to implementation by summer/fall of 2007. As a result of this work, I have been invited by Mary Gruenewald to participate in developing a presentation about the ABC project at the CYFAR conference in Chicago in May, 2007.

This process is not for the faint of heart. It is complex, time consuming, and takes every ounce of brain power one might have. However, it is scholarly work, applied research at its best, and most of all there will be significant results and outcomes. It has been more than worth my time. ***If you build it, they will come.*** To best understand my decision to undertake this enormously complex and time consuming process, it is important to understand what has transpired over the last eight years of FL programming in Washington County.

### **Coalition Building in Washington County**

In both 1999 and 2003, Washington County stakeholders identified "increasing quality time invested in family life" as a top priority supporting the charge by then Extension Committee Chair John Kohl to conduct community development programs for families in Washington County. The direction was challenging because of the many variables involved in an attempt to assure that families invest quality time in family life. Would I identify directions in child care, financial education, parenting skills development, community support systems to parents and families, work and family issues, stress reduction for family members, programming with vulnerable populations. The list goes on and on. At that time, little did I know that the path I would take would ultimately lead me into systems planning and the ABC Project.

Initially I conducted an analysis of existing programs, including the traditional, existing FL programs in place when I arrived in Washington County and community programs conducted by other agencies and non-profits in the county. My conclusion was that some traditional, existing programs were worth continuing and strengthening and others were not. I slowly moved toward severing ties with programs that were not in line with current priorities and increased efforts with others that had potential to accomplish my objectives including Celebrate Families and Germantown Youth Futures. Over the last eight years both programs have increased community presence, have become model programs for other communities in the county, and/or have ultimately led to the networks needed to provide more comprehensive programming efforts including the ABC project or to addressing the needs of new audiences such as the Building Bridges program (Latinos) or Youth Money Smart College.

Likewise, I made the conscious decision not to program in areas with existing successful programs conducted by other agencies, but to supplement such programming with resources available through UWEX. This included parenting programs such as those successfully conducted by the Family Center or family mentoring programs conducted by the Department of Social Services. Therefore, I offered program resources such as the Parenting the First Year and Parenting the Second and Third Year newsletters or The First Years Last Forever presentations on brain development when requested.

I have worked to develop community connections and networks that are important to strengthening family and community. This is my major work. I do very little public work in Washington County without the involvement of coalitions, networks, or teams. This is also reflected in my professional philosophy. Many agencies, organizations and institutions in Washington County embrace collaborative efforts and partnerships that address family issues. There is a growing recognition that when local groups and agencies work together to coordinate services and programs and share resources they are more cost efficient and more effective for families.

During a recent visit to Washington County by Chancellor David Wilson, Mike Bloedorn, Director of the Washington County Department of Social Services shared his perspective on the importance and role of UWEX in supporting families. He said, *years ago I (DSS) could do this work myself, but no longer. Family issues are so complex and pervasive that we must concentrate on the remedial, yet we recognize the importance of prevention strategies. Therefore, we must partner with other agencies like UWEX to help us facilitate the prevention programs that will be more efficient and cost effective in addressing family issues.*

Overall, building community coalitions to address local issues is good for the community, good for agencies, and good for families. *The scholarship of discovery, integration, and application of knowledge* implied in transformational education requires playing multiple roles—teacher, planner, facilitator, project manager, researcher, evaluator. In the past I have assumed all of these roles at various times and to varying degree, jumping in and out of roles depending on the need of the group. All of these experiences have been a foundation for the responsibilities I assumed in conducting the ABC Project in Germantown. My involvement in several collaborative programs guided the way to my present scholarly work with the ABC Project.

In Washington County **Celebrate Families (CF)** is probably one of the most significant examples of collaboration exhibited in the county. Presently, over 20 organizations sit on the planning committee. Moving into its 16<sup>th</sup> year CF has brought community organizations/agencies and families together for a half a day of learning, enrichment, quality family time, fun, and resource education. It is difficult to understand the magnitude and impact of this event without seeing it.

I inherited my role in this event to manage funds and activities and facilitate the publicity plan. In this role I have worked to be sure that youth and diverse populations have center stage to exhibit their talents and contributions to the community. I have made significant effort to develop relationships with the media resulting in increased participation, funding, and sponsorships (**Exhibit E**) in addition to providing a public venue for education about issues facing families. I have developed credibility as a facilitator, provided education through a media setting (**Exhibit F**), and provided opportunities for quality family time. Statements similar to the following are common from parents and other participants: *I called my girlfriend & her husband to join us today with their children, good event to provide family interaction together, we all need more of that.*

At my 2005 Tenured Faculty Review the committee observed the success of this event and asked if there was now a way to step back from major responsibility. I have started negotiations with the major sponsor (Synergy Health) to assume more responsibility for the development of publicity for the event. Synergy has committed sponsorship for the next two years and has committed a member of their PR staff to assist in developing publicity. In addition, Synergy has increased their cash donation to allow for the hiring of a temporary employee in our office to provide clerical support. This has occurred only because of the huge success of this event and the demonstration of collaboration and leadership exhibited by the UWEX staff. Clearly this will afford more time for other important programming, especially the ABC project.

Over the last 12 years **Germantown Youth Futures (GYF)** has been an educational resource to parents, youth and the community. My role as a member of the board of directors over the last eight years has been one of collaboration building, resource identification, and facilitation. The twenty-one member board includes representation from fourteen organizations and works collaboratively to promote a developmental asset approach to educating families and the community about the importance of youth development. My teaching role has been one of planning for student life surveys, and dissemination of results as co-author of a power point presentation (**Exhibit G**) and co-teaching to at least eight community groups.

This community development process in Germantown laid the foundation for what was to come. This long time collaboration and a positive community vision provided the strong connections and philosophy needed to place this community as number one on the list of contenders in the ABC project decision-making process. The process that led to the formation of GYF was conducted by the UWEX office 12 years ago with a deliberate vision toward sustaining the collaborative efforts to the benefit of youth, families and community. It was by no accident that this community might become a pilot community for the ABC project for it clearly demonstrated the vision and readiness to build community capacity needed for future programming yet to come as a pilot site.

Two recent collaboratives have evolved as a result of my early work in guiding coalitions. **Youth Money Smart College (YMSC) (Exhibit H)** was created in 2002 with a collaboration of organizations interested in providing personal financial education to youth. Now into the planning of the fifth, one day, experiential event for youth in grades 7-9, the planning committee includes youth graduates of the program on the planning committee and has included an opportunity for parents to become a part of the educational process through attendance with their teen and through a presentation for parents on mentoring their children about money. (See page 7 regarding the role of this program in public policy education.)

**Building Bridges-Understanding Latino Families (BB)** is one of the most significant results of my involvement with collaborative efforts. When agencies or non-profits seek out my skills in collaboration, program development, and strategic planning to address an issue or assist with problem solving it is a testament to my scholarly work. There have been numerous requests for assistance however I consider a request from the Hispanic Outreach Group as an important one. The group has been meeting in Washington County for several years. Two years ago I was approached by two agencies to join them in the planning of the first Building Bridges-Understanding Latino Families seminar. (**Exhibit I**) The purpose was to provide professional development opportunities for agencies serving Latino families in Washington County. The Hispanic population in Washington County is still small (about 1.5%) however growth has more than doubled. It has been suggested that a boom in growth of this population in Washington County is just around the corner. As a result agencies are serving more Latino families and are not prepared to do so. Therefore, I collaborated with five other agencies to develop the first Building Bridges seminars for professional employees of agencies and non-profit organizations.

I also acted as evaluator for this program and developed an evaluation (**Exhibit J**) tool using a retrospective survey technique that revealed significant increase in knowledge. In addition to attendance of over 100 participated from 21 agencies, a second Building Bridges "Roundtable" was held as follow-up to the first with over 60 agency representatives attending. The planning team has targeted additional audiences to continue training about Latino families including health care providers and education professionals.

### **Strategic Planning—Healthy Washington County (HWC)**

**Healthy Washington County** is a unique collaboration of representatives from hospitals, public health, mental health, human services, and AODA dedicated to making Washington County a healthier place to live and work. The collaboration has been successful in developing initiatives to address environmental health issues, maternal/child health issues, teen pregnancy, health care access, crisis intervention, health issues of older adults and tobacco use. In 2001 HWC embarked on a successful reassessment of the health status of Washington County adults and developed a five year strategic plan based on the data collected. As chair of the Data Collection Committee I led the one year process to identify a survey instrument, develop strategies for the completion of the survey, secure over \$23,000 in grants to fund, hire and supervise a survey consulting firm, guide the dissemination

of data, and as a result led the strategic planning process based on the data collection. Over 50 representatives participated. As a result surrounding counties replicated this process and new data is collected every three years with Aurora Health Care taking the lead to fund and conduct the data collection process for several counties in southeastern Wisconsin. **(Exhibits K, L, M)**

Overall, the common thread running through all of my work has been the importance I have placed on developing strong collaborations in the county to address the issues facing children, youth and families. Although the context varies, coalition building and strategic planning is the framework that I use to move toward transformational education. All of this history has prepared me to move my work into building the social networks and community capacity needed to help communities address the complex issues facing families. When I heard about the ABC Project, the light bulb went on. I could not deny the fact that all the pieces of the puzzle were now falling into place. Using a community systems approach to insure that all children enter school ready to succeed makes a great deal of sense in terms of efficient resource allocation, comprehensive community involvement, significant impact, and transforming lives. The cycle begins with young children and the families that raise them.

*By ignoring our youngest citizens, aren't we, as a nation, eating our seed corn?*

Demographer Harold Hodgkinson

One of the greatest honors in this work is to be nominated to a system wide committee that will have significant impact on the organization. As a result of my work on systems/strategic planning, I was asked to be on two teams that will have impact on the future of UWEX. Because I could not dedicate the time to do both, I have accepted a nomination to be on the **CES Strategic Planning Committee**, but declined an opportunity to be on the Strategic Planning Team to revise the Strategic Planning 101 training for UWEX colleagues. The CES Strategic Planning Committee will work over then next two years to develop a system-wide, CES strategic plan that will impact the direction of the organization for at least the next 10 years. It has been affirmed that my work in this area is valued by my peers and by the organization. It is an honor to assume this responsibility.

### **Public Policy Education**

Building collaborative efforts and strategic planning that result in transformational education is one way to support children and families. Using collaborative efforts can also affect families when actions result in public policy change. More recently, I have attended the **Public Issues Leadership Development Conference (PILD)** as a representative of WEAFCFS. It was the first time members of the Joint Council of Extension Professionals-WI (JCEP) delegation would partner the Wisconsin Association of County Extension Committee (WACEC) members at PILD to send a joint message about Extension's public work to legislators at the national level. During this first year JCEP members were to prepare briefing papers (**Exhibit N**) for WACEC representatives and congressional representatives. We were to prep the WACEC representatives about our work in Wisconsin so they could solicit support from congress. The second year our WEAFCFS delegates prepared a second briefing paper for WACEC and Congress with an emphasis on state programs having impact on families in Wisconsin. Addressing legislators in Congress can be daunting for some. Some legislators are very receptive and others are a challenge. One of the most challenging is a Congressman from the southeast part of the state. As a result of our preparation and joint message to legislators, we were told that we had one of the most receptive and productive discussions with our Congressman held in some time.

Moreover, locally, connecting with state legislators might seem less difficult, however no less important. Recently, Jennifer Garner of the Chancellor's office prepared a briefing paper for a new state assembly representative for my county that included impact information about YMSC. (**Exhibit O**) This is indeed recognition of scholarly work. Many years of experience in public policy education had prepared me for this opportunity. During my earliest years (mid-late 70's) with UWEX I was involved with public policy efforts through our professional association as chair of the public policy committee and by organizing the first ever organized opportunity for "Extension Home Economists" to provide research-based family information to state legislators in Madison. Since returning to UWEX I have been working in public policy efforts at the local level by providing opportunities for elected officials to dialogue with family professionals and agencies about local issues through four Family Impact Seminars (**Exhibits P, Q**), by educating coalitions for citizen action through the "continuum of citizen participation" and assisting with evaluation efforts of the Tobacco Free Coalition.

The **Tobacco Free Coalition (TFC)** is an example of this work. My earliest contribution included educating owners of businesses who were tobacco vendors about the law that prohibited sales to minors. In subsequent compliance checks 100% of vendors completing the training were in compliance. More recently the Washington County Tobacco Free Coalition has been working toward educating the public about smoking cessation

and solutions to environmental smoke. My role with the coalition is educational as I assist coalition members in strategic planning, dissemination of research-based fact sheets for use by elected officials and preparation of evaluation results of their initiatives.

As a result of these experiences, I had an opportunity to share my expertise in public policy education across the organization through the Public Policy Education team. (**Exhibits R, S, T**) The team developed and presented the **Public Policy Education for Extension Educators** in November, 2004 to 42 participants.

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## Building Scholarship Within The Profession And University

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When I returned to UWEX in 1998, I wasted no time in presenting a portfolio for tenure that reflected my work at the University of Wisconsin Medical School. When I started work on a PhD in the late 80's, I immediately knew that my major emphasis would be in Community Leadership Development. Through coursework and research experiences I quickly learned about and believed in shared leadership and building social capital/community capacity. There is no doubt that this reinforced my belief in and re-energized my interest in family and community development. As a result, I have used my experiences to program in and teach about shared leadership, collaboration building and strategic planning. I strongly believe that scholarship is exhibited in a willingness to give back to the profession and institution, to accept leadership positions that will impact colleagues, the profession, and the university. Therefore, over the last eight years I have gladly accepted leadership roles through the program area, the department, the association, and more recently the organization.

One of the first leadership roles I accepted was to co-chair the FL health team for two years. Again, in 2003, Laurie Boyce contacted me and asked me to consider co-chairing the present Consumer Health Education team. Gladly I accepted, for my past experiences at the UW-Medical School told me that UWEX had a role in health education. The path that led me to this role was an unexpected one. In 1983, after 12 years in UWEX, I decided to explore other career opportunities. However, my interest in family and community development did not wane. After a short experience in the business world I enrolled in graduate school to move ahead on a PhD in community leadership development. During that time and after being involved in part-time experiences with non-profit organizations I had the opportunity to develop a community health education program within the Department of Family Medicine on the UW campus. The project was a Kellogg Foundation funded national demonstration of Community Oriented Primary Care (COPC). During the hiring process I interviewed with a physician who would later become my partner in this grant project. During the interview I asked him why I was being considered for this position as I had no formal training in health or medicine and virtually no experience as well. His comment was, ***We have all the health/medical professionals we need in the department. For this project I need someone who knows how to organize communities for action. Physicians are not trained or experienced in that field.*** Over the next eight years I would teach medical students about collaboration and community action programs. I would partner with physicians and other health professionals to develop a community wide health and wellness education program that later resulted in co-authorship of a chapter in the publication of *Community-Oriented Primary Care: Health Care for the 21<sup>st</sup> Century*. (**Exhibit U**)

My interest in family and community health education has continued to this day. In Washington County our program planning process has identified family and community health as a priority. I have co-chaired the FL Consumer Health Education team for the past three years. In Wisconsin, consumer health education is not a traditional role for Family Living Educators, however it was popping up on the radar screen in local communities and statewide as an important issue.

My role as facilitator, programmer, researcher, teacher and evaluator are exhibited in both the county and statewide level in Consumer Health Education. My role in the local Healthy Washington County (**Exhibits K, L, M**) and Tobacco Free Coalitions have already been shared in this document.

As a result of attendance at the Priester Health Conference in 1999 I became a member of the National Network for Health team to develop the Consumer Health Decisions curriculum. I was a contributing author to two of the modules and use them in my programming. The curriculum is used nationwide but is in need of updating. As co-chair of the Consumer Health Education team I lead the workgroup to revise the curriculum. With help of a programming grant to hire a student intern, the team has worked to adapt one new unit and revise four units of this educational series. The curriculum includes Power Point slides, teaching guide, handouts, and post meeting evaluation. To date one unit will be available on the team's new website soon (**Exhibit V**). I had the opportunity to teach this unit at 2006 College Days in a pilot test with good results (**Exhibits W, X**) and will be teaching the unit at the 2007 "Fulfilling the Promise" Conference in March. Two other units will be available before the end of 2006, with two additional units released in 2007.

In 2004, as a way to introduce the topic of consumer health education to multiple audiences I developed the Ultimate Consumer Health Education Quiz in collaboration with Roberta Riportella (**Exhibit Y**). It was introduced to administrative leaders and other team chairs at a statewide meeting. After updated revisions are complete it will be included as part of an educational display being developed by the team. County faculty may use the display and quiz to gain awareness of health issues in their communities.

Sharing scholarly work through shared leadership in the program area is only one example of my willingness to be responsible to the profession. I am immediate past president of WEAFCFS and have been active with the JCEP-WI board in various roles including PILD conferences. I have remained active on WEAFCFS's Public Policy Committee and more recently have worked with Member Resources to more actively seek out and welcome the skills of our retirees.

As a member of the Department of Family Development, I have shared my leadership skills on the Mentor Ad Hoc Committee and co-authored the Mentor Handbook. (**On Department of Family Development website URL <http://www.uwex.edu/ces/flp/department/documents/DFDmentoringhandbook42005.doc>**) This interest is reflective of my Masters Degree Thesis. I have a deep concern for the experiences our probationary faculty receive as they begin their scholarly journey, and the advice that they do or don't receive as they move through the portfolio process. As Chair of the Standard, Rank and Promotion Committee and member of the Mentor Ad Hoc Committee, I am encouraging the two committees and the Vice Chair Committee to jointly meet to review our mentoring process for it is the most critical thing that we can do in advising probationary faculty as they travel their journey to become scholars. I am delighted to play this role and I have a vision of how well prepared, probationary faculty will proceed through the tenure process with ease. We have work ahead of us to realize this vision.

#### **Conclusion—Sharing Scholarly Work:**

Earlier in this piece, I wrote of my desire to reflect on exhibiting scholarship through leadership in this organization. I find it interesting that the value of one's scholarly work is judged by some in terms of published papers, presentations, awards received, testimonials, and other formal venues. However, because the nature of our community work is so complex, so variable, and so exciting in its evolution I find the usual academic requirements of scholarship rather mundane. I prefer to think about how a scholar's creative intellectual work is woven into professional contributions and leadership? In what other ways would a scholar's ideas be shared with colleagues? Do colleagues seek out the scholar's wise counsel? Is the scholar willing and able to contribute to the development of novice colleagues through a mentor process? How has the scholar contributed to the success of colleagues' programs? How has the scholar generated respect from other faculty members in the department and throughout the organization?

For some, writing to publish, competing for awards, soliciting testimonials, or speaking to large groups is easily accomplished. For others, working toward the usual scholarly expectations does not come easily. For some, including myself, other creative ways to show scholarship include watching a protégé succeed as a result of your wise counsel, or having a colleague seek out your wisdom when strategizing about major issues. Being nominated for a system-wide committee (CES Strategic Planning Committee) that will have impact on the system and how we do our public work is ultimate scholarship.

I am happy to say that I have published some, received an award or two, presented to various groups. However, nothing makes me feel more like a scholar than when a probationary faculty member that I have mentored receives tenure without a hitch. I am able to contribute to the Department through the Mentor Ad Hoc Committee and as Chair of the SRP Committee. I consider this to be important and serious work for it places in my hands the great responsibility of determining the future of young professionals in the organization.

My nomination to the Dean's CES Strategic Planning Committee is an honor and truly reflective of the respect that I have gained in understanding the complex system of UW-Extension and how we relate to our various publics. My recent work with the ABC project and systems planning will allow me to contribute effectively in this process. I look at the changes that the organization faces as an opportunity to make the best even better. The challenges and opportunities ahead are exciting.