

Examples of Outreach Portfolios

The following examples illustrate how faculty in different fields and with different outreach commitments might compile their portfolios. The examples are drawn from cases at Auburn University, but they represent only portions of successful candidates' records. They cannot be used as benchmarks for measuring the level of achievement necessary for promotion.

EXAMPLE 1: Portfolio Item for X, Professor, Nutrition and Food Science, Extension Faculty

Part 1: Commentary

Program 1. Maternal and Infant Health

a. Description. The field of maternal and infant health applies the science of nutrition to improve the health of expectant mothers and their newborn babies. The specialized nutritional needs of these two groups make this an important area of academic concentration. Furthermore, it is an area of pressing social concern, especially in Alabama, which has the highest infant mortality rate in the nation. My work in this area is best illustrated by two programs, called "Today's Mom" and "Mom's Helper."

Today's Mom, a program to improve the nutrition of limited-resource women during pregnancy.

Today's Mom was developed in 1987 to combat infant mortality in Alabama, which has the highest rate in the nation. The main contributor to the high infant mortality rate is infants of low birthweight, or less than 5 pounds. A prenatal weight gain of 25 to 35 pounds is recommended for mothers in order to ensure healthy babies at birth. Furthermore, the gain should follow a specified pattern. Limited resource individuals are at higher risk for delivering low birthweight babies than is the rest of the population. Today's Mom teaches nutrition to this target group.

The method to reach these hard-to-reach individuals relies on paraprofessionals. The program consists of recruiting and training these paraprofessionals to identify the high-risk mothers and instruct them in a series of six-week classes, using a specially developed curriculum. In order to document the impact of Today's Mom they collect dietary information from the mothers and birthweight data on the infants. This information is analyzed to measure the effectiveness of the program.

As part of the team that developed the original Today's Mom program, I assisted with the curriculum development and implementation. I had sole responsibility for evaluation of the program. After the initial trial period, I rewrite the curriculum and have taken sole responsibility for the overseeing the nutritional content and the evaluation of Today's Mom.

Mom's Helper, an in-home breastfeeding support program for limited-resource females.

The goal of this program is to increase breastfeeding and the use of proper breastfeeding techniques among low-income mothers in Alabama. In the early 1990's some groups in Alabama, especially the poor and minorities, had breastfeeding rates at the time of hospital discharge of about 10 percent, compared to a nationally recommended rate of 75 percent. The link between proper breastfeeding and the health of infants was already well established. So, the need was to create and test a program to improve breastfeeding among the target population.

I adapted the concept of peer counselors, trained paraprofessionals, to provide continued assistance, support, and encouragement for expectant and new mothers. A USDA grant funded a three-year pilot project (1992-1995) in four rural Alabama counties, where we found a breastfeeding rate among the target population of only 6 percent. I directed the project, wrote the manual, designed and conducted the training program for the peer counselors, created three assessment instruments, and collected and analyzed data to evaluate the results. Based upon its documented success, the program has been expanded to eighteen counties.

The unique design of Mom's Helper offers valuable assets to a rural community by bridging the gap between professionals and clients in communities that lack adequate health care. Moreover, this assistance can be provided as house visits or hospital visits, thereby removing a transportation barrier. I continue to support all phases of the program.

b. Mission. I have a 100% Extension appointment and hold the only Extension nutritionist faculty position in Alabama. The Maternal and Infant Health program is an important part of Extension's mission and certainly a major part of mine. I have devoted approximately 25 percent of my time to this area.

c. Scholarship. My work in maternal and infant health exhibits scholarship of integration and application. It draws upon the following disciplines:

- Nutrition. It is well documented that healthy mothers have healthy babies. Well-nourished mothers contribute to the nutritional well-being of the baby. Moreover, important substances, such as colostrum, are only passed to infants by nursing mothers. Babies cannot receive these important immune protectors that fight infections through formula.
- Child development. Babies that weigh at least 7.5 pounds have fewer developmental problems than low birthweight babies. Furthermore, research documents that breastfed children score higher on I.Q. tests than their formula-fed counterparts. Finally, breastfeeding allows skin-to-skin contact between mother and child that has been found to be an important developmental need of an infant.
- Anatomy & physiology. Many mothers do not understand the supply and demand cycle of breastfeeding. A clear understanding of the breast anatomy and physiology during lactation is essential to successful breastfeeding. In addition, proper positioning of the infant during breastfeeding leads to longer duration of breastfeeding.
- Education and peer counseling. Both programs involve a variety of teaching techniques. Peer counselors and paraprofessionals are extensively trained in methods for educating mothers on nutrition, anatomy and physiology, and health. In addition, they are instructed on group teaching dynamics and individual counseling.

Both Today's Mom and Mom's Helper required careful evaluation in order to test the utility of the design for the target population. This work has resulted in a number of publications and other products, which are listed under research or outreach in this dossier:

- three refereed articles (Prof. X, Marshall A (1999); Prof. X, Tate D, Blount L, Goebel V. (1989); Barron S, Lane H, Hannon T, Prof. X, Williams J (1988) and two others under review
- one invited article, Prof. X (2000)
- two national reports, Prof. X, Bobroff L, Forester D (1991); and Prof. X, Witcher B (1989)
- nine abstracts
- thirty-seven Extension publications
- six curricula and manuals
- three videos

In the last eight years I have been asked to referee 16 journal articles dealing with infant or maternal health.

d. Impact and recognition. The design of Today's Mom won two awards: United States Department of Agriculture (USDA) "Superior Service National Group Award" and the "Teamwork in Extension Award" from the Alabama Cooperative Extension Service, both in 1991. The program is now operating in 40 Alabama counties. Its effectiveness can be seen in the fact that in 1989-99 the rate of infant mortality for Today's Mom participants, a highly vulnerable group, was less than one third of the state average. The Today's Mom program was a pioneer infant and maternal health program in the United States. Every aspect of the program, including the curriculum, the publications, and videos have been purchased for use in thirty other states at last count. One Extension publication, *Baby's First Year Calendar*, has sold over 500,000 copies.

The proposal for the Mom's Helper pilot project won a USDA grant of \$92,000. As a result of the pilot, breastfeeding among the target population of 528 women rose from 6 percent to 51 percent. Cooperative Extension has now implemented the program in 18 counties. At last count, fifteen other states have purchased the manual for use in breastfeeding programs.

A recent study at Iowa State University indicated that each \$1 spent on individuals in the Expanded Food and Nutrition Education Program, in which Today's Mom and Mom's Helper have been incorporated, saves \$10.64 in health care costs. The savings for Alabama is in excess of \$20.3 million annually.

Program 2. Nutrition Education

(Omitted in this example.)

Part 2: Products and Activities

a. Instructional activities. The instructional challenge of my work is to make research information on good nutrition and its health benefits accessible to target populations in Alabama. The task of presenting the information to these groups falls primarily on the network of Extension Agents and associated paraprofessionals. My roles are to monitor current research in the science of nutrition, translate findings into usable information that fits the culture and educational levels of the audiences, and instruct the instructors in the delivery of this information. Instructional products and activities include:

(1) Curricula.

Prof. X. Mom's Helper: *An In-Home Breastfeeding Education and Support Program*. Auburn, Ala: Alabama Cooperative Extension System; 1999.

Prof. X. Jones F. *Simply Good Cooking*. Auburn, Ala: Alabama Cooperative Extension System; 1997. (75% contribution)

Dicken B., Minniefield D., Prof. X. *Meal Time Family Time*. Auburn, Ala: Alabama Cooperative Extension System; 1996. *NOTE: evaluation in progress.* (95% contribution)

Struempfer, B. *Eating Right is Basic*. Auburn, Ala: Alabama Cooperative Extension System; 1996. *NOTE: original curriculum from Michigan; major revisions made for use in Alabama's Nutrition Education Program.*

McLean R, Prof. X. *Play it Safe Bingo*. Auburn, Ala: Alabama Cooperative Extension System; 1996. (30% contribution)

Prof. X, Jelinek S. *Salt & Pepper*. Auburn, Ala: Alabama Cooperative Extension System; 1996. (50% contribution)

Prof. X, Sealey-Potts C. *Let's Eat*. Auburn, Ala: Alabama Cooperative Extension System; 1995. *NOTE: evaluation in progress.* (95% contribution); 1996 revision (100% contribution)

Prof. X, Sealey-Potts C. *Good Food, Good Health*. Auburn, Ala: Alabama Cooperative Extension System; 1995. *NOTE: evaluation in progress.* (95% contribution); 1996 revision (100% contribution)

Prof. X, Sealey-Potts C, Derrig J. *Nutrition Activities Sourcebook, Volume I*. Auburn, Ala: Alabama Cooperative Extension System; (50% contribution)

Prof. X, Sealey-Potts C, Derrig J. *Nutrition Activities Sourcebook, Volume II*. Auburn, Ala: Alabama Cooperative Extension System; 1995. (50% contribution); 2000 revision (100% contribution).

Prof. X, Sealey-Potts C. *Food Demonstration Packet*. Auburn, Ala: Alabama Cooperative Extension System; 1995. (50% contribution); 2000 revision (100% contribution)

Prof. X. *Eating Right is Basic Leader Guide*. Auburn, Ala: Alabama Cooperative Extension System; 1995.

Prof. X, Jarrett J. *Today's Mom*. Auburn, Ala: Alabama Cooperative Extension System; 1994. (60% contribution)

Prof. X, Gaines M, Lovelace D. *Mom's Helper*. Auburn, Ala: Alabama Cooperative Extension System; 1994. (90% contribution)

Prof. X. *Take the Lean Step, Stop Those Extra Pounds*. Auburn, Ala: Alabama Cooperative Extension System; 1992.

Prof. X. *Prime Time Nutrition...For Mature Individuals Only*. Auburn, Ala: Alabama Cooperative Extension System; 1992.

Blount L, Goebel V, Prof. X, Crayton E. *Today's Mom Program Manual*. Auburn, Ala; Alabama Cooperative Extension System; 1991. (30% contribution)

(2) Instructional games.

Prof. X, Hayner D. *Come and Get It*. Auburn, Ala: Alabama Cooperative Extension System; 2000. (60% contribution)

Prof. X, Parmer S. *Who wants to be a millionaire...and a nutrition whiz?* Auburn, Ala: Alabama Cooperative Extension System; 2000. (50% contribution)

Prof. X, Cobrin S. *Feed Your Mind*. Auburn, Ala: Alabama Cooperative Extension System; 1999.(60% contribution)

(3) Alabama In-Service Training. One of my responsibilities as the Extension Nutritionist is to provide in-depth training for Extension County Agents, Extension Program Assistants and non-Extension health care professionals. The training sessions present current research information to keep professionals up-to-date or new curricula. I have presented a total of 31 such training sessions ranging from one to five days. In 24 of the cases I was also the developer or co-developer. Examples include:

"Today's Mom." Alabama Cooperative Extension Service: 20 Supervising Agents/Program Assistants, instructional full-day workshop, New Brockton, April 1992, developer, presenter.

"Mom's Helper," Alabama Cooperative Extension System: 35 Supervising Agents/Program Assistants, instructional three-day workshop. Auburn, January 1999, developer, co-presenter

(4) Lectures and workshops, 1984-1999.

Research-based lectures for Alabama Extension personnel - 16

Research-based lectures for non-Extension professionals in multi-county meetings - 18

Lectures for statewide audiences - 33

Presentations for regional, national, or national meetings - 16.

(5) Mass Media. This includes clips and interviews for radio and television, articles for distribution to newspapers and magazines, articles for newsletters, copy for County Agents to use in local newspapers. From 1984 through 1999 I made 1,637 such contributions to mass media.

b. Technical assistance (problem solving).

Part of my responsibility as the state nutritionist is to respond to individual inquiries. From 1984 through 1999 I dealt with 35,800 contacts by telephone, mail, or email.

In addition, I led or contributed to the following major projects:

“Today’s Mom,” a program to improve the nutrition of limited-resource women during pregnancy. (Described in Commentary, above.)

Mom’s Helper, an in-home breastfeeding support program for limited-resource females. (Described in Commentary, above.)

“Nutrition Education Program in Alabama,” a program to improve the nutrition of all limited-resource individual in Alabama. I am co-PI for this annual contract, totaling more than \$8 million in 2000-01. I direct all nutrition activities for 70 professionals that teach nutrition mainly throughout the school systems in Alabama.

c. Outreach publications.

(1) Books

Prof. X. *Diabetes Learn-at-Home*. Auburn, Ala: Alabama Cooperative Extension Service; 1987. 89 pages.

(2) Published manuals and reports.

Prof. X, Bobroff L, Forester D. Extension in the Nineties: Addressing Critical Issues in Nutrition, Diet and Health. *National Association of State Universities and Land-Grant Colleges (NASULGC) Extension Committee on Organization and Policy (ECOP)*. 1991. (33% contribution) 27 pages.

Prof. X, Witcher B. Infant Mortality: Implications for Nutrition Education. *National Association of State Universities and Land-Grant Colleges (NASULGC) Extension Committee on Organization and Policy (ECOP)*. 1989. (50% contribution). 18 pages.

(3) Article-length publications. (Note: research articles based on Extension work are listed under Research.)

Prof. X, Brown A, Sanders L, Jelinek S. Understanding of the new food label by extension professionals. *Journal of Extension*. April 1997 (35); pp 1-5. (electronic journal; 70% contribution). Refereed.

Prof. X. Cardiovascular update '86--cooking lite, eating right. *Extension Review*. Spring Edition. 1987; 28-29. Refereed.

Prof. X. Progress toward nutrition-related Healthy Alabama 2000 objectives. *Journal of the Alabama Academy of Sciences*. 1993; 64:298-310. Invited.

(4) Proceedings

Prof. X. *Apples -- With or Without Worms*. Southern Regional Workshop on Sustainable Agriculture. 1991; 8 pages.

Prof. X. *Linkages: Agricultural Production and Human Health*. National Extension Integrated Pest Management Conference. 1990; 66-67.

(5) Other types of publications

Abstracts, a total of 24. Examples include:

Prof. X. *Simply Good Cooking: A Community Nutrition Program*. Society for Nutrition Education, 1999.

Prof. X, Marshall A. *Nutrition knowledge and dietary habits of limited resource Alabamians*. Society for Nutrition Education, July 1998.

Invited Book and Journal Article Reviews, a total of 16. Examples include:

Prof. X. A Comparison of the Relationship Between Nutrition Knowledge and Nutrition Risk of Elderly Residing Independently in the Community. *Journal of Nutrition for the Elderly*, November 1999.

Prof. X. Evaluation of a Training Program Preparing Abuelas as Nutrition Educators. *Journal of Nutrition Education*, November 1999.

Prof. X. Improving nutrition of elders: A review of the literature and suggestions for a comprehensive treatment program. *Journal of Nutrition for the Elderly*. October 1998.

Prof. X. Nutrition beliefs and weight loss practices of Lakota Indian adults. *Journal of Nutrition Education*. March 1999.

Consumer publications. Consumer publications are an important educational tool in Extension outreach. As the Extension Nutritionist, one of my main responsibilities is to prepare publication for free distribution to consumers in Alabama. Based on issue and needs of Alabamians, publication topics are selected. Topics vary widely as needs differ among audiences. Target audiences may include adult consumers, teenagers, mothers with young children and the elderly. Consideration must also be given to literacy levels so that outreach can be most effective. In general, publication topics include weight management, pregnancy and breastfeeding, general health and wellness and diet/disease relationships. Total - 90 such publications. Examples include:

Prof. X, Marshall A. *Food News: Eat More With Less*. Auburn, Ala: Alabama Cooperative Extension System; 1995. HE-740. *NOTE: 100,000 copies were distributed in a 2-month period to food stamp recipients in Alabama. (70% contribution)*

Prof. X. *Trim and Slim Learn-at-Home*. Auburn, Ala: Alabama Cooperative Extension Service; 1984; HE-548 (5 lessons). *NOTE: I received a National Merit Award (one of ten) from the Food and Drug Administration (FDA) and National Coalition for Consumer Education publication contest in 1988.*

Prof. X, Knight P. *Drug-Nutrient Interactions*. Auburn, Ala: Alabama Cooperative Extension Service; 1987; HE-594. *NOTE: distributed through the Veterans Hospital Administration in all states. (50% contribution)*

d. Electronic products: computer programs, web sites, etc.

Prof. X. *Nutriquiz*. Auburn, Ala: Alabama Cooperative Extension Service; 1985. *NOTE: first computer program developed in Alabama Extension Home Economics programs. (developer)*

e. Other outreach products: videos, job aids, etc. I wrote video texts and outlined the visual pictures, coordinated most of the video production, located and scheduled actors and actresses for production, supervised editing and final production and approved the final videos.

Prof. X. *Food Labels: Reading Between the Lines*. Auburn, Ala: Alabama Cooperative Extension Service; 1994, 35 minutes. *NOTE: Video was introduced nationally as part of a 60-minute satellite program.*

Prof. X, Fowlkes B. *Menu Planning in 12 Easy Steps*. Auburn, Ala: Alabama Cooperative Extension Service; 1994, 11 minutes. *NOTE: All 900 child care providers in the United States Department of Agriculture (USDA) Child and Adult Care Food Program in Alabama have been instructed by this video education. (50% contribution)*

Prof. X. *Teen Nutrition (Part I)*. Auburn, Ala: Alabama Cooperative Extension Service; 11 minutes.

Prof. X. *Teen Nutrition (Part II)*. Auburn, Ala: Alabama Cooperative Extension Service; 1991, 11 minutes.

Prof. X. *Prime Time Nutrition (Part I)*. Auburn, Ala: Alabama Cooperative Extension Service; 1991, 20 minutes.

Prof. X. *Prime Time Nutrition (Part II)*. Auburn, Ala: Alabama Cooperative Extension Service; 1991, 12 minutes.

Prof. X. *Food Labeling Update*. Auburn, Ala: Alabama Cooperative Extension Service; 1991, 5 minutes.

Prof. X. *Nutrition and the Elderly*. Birmingham, Ala: Veterans Administration Hospital; 1990, 55 minutes. NOTE: Video was distributed nationally through Veterans Administration Hospital system.

Prof. X. *Image Building*. Auburn, Ala: Alabama Cooperative Extension Service; 1988, 5 minutes.

Prof. X. *Cholesterol 200--Eating For Your Heart's Sake*. Auburn, Ala: Alabama Cooperative Extension Service; 1988, 15 minutes. Note: According to video library records, this video was the most widely distributed Alabama Extension video nationally (n=35 states) and the most requested video statewide in 1998-90.

Prof. X. *Dairy Does A Body Good*. Chicago, Ill: National Dairy Council; 1988, 10 minutes and guide for youth education.

Zenoble O, Prof. X. *Mom To Be: It's O.K. To Gain Weight*. Auburn, Ala: Alabama Cooperative Extension Service; 1988, 14 minutes. NOTE: Video has been purchased by 30+ states; used with *Today's Mom* curriculum. (40% contribution)

Zenoble O, Prof. X. *Mom To Be: Old Wives' Tales For New Mothers*. Auburn, Ala: Alabama Cooperative Extension Service; 1988, 19 minutes. NOTE: Video has been purchased by 30+ states; used with *Today's Mom* curriculum. (40% contribution).

Zenoble O, Prof. X. *Mom To Be: Eating Right For Your New Baby*. Auburn, Ala: Alabama Cooperative Extension Service; 1988, 19 minutes. NOTE: Video has been purchased by 30+ states; used with *Today's Mom* curriculum. (40% contribution)

Prof. X. *Cooking Lite, Eating Right*. Auburn, Ala: Alabama Cooperative Extension Service; 1987, 22 minutes. NOTE: According to Extension Communication video library records in 1987, this video was the most widely distributed Alabama Extension video nationally (n=25 states) and the most requested video statewide in 1987.

Prof. X. *Eating For Your Health*. Auburn, Ala: Alabama Cooperative Extension Service; 1987, 15 minutes.

Prof. X. *Health Related Fitness In-Service Training*. Auburn, Ala: Alabama Cooperative Extension Service; 1987, 30 minutes.

f. Copyrights, patents, and inventions. None.

g. Contracts, grants, and gifts.

Johnson M, Prof. X, Turner J. *Food Stamp Project Nutrition Education Program*. Funded by U.S. Department of Agriculture, Food and Nutrition Service. This is a series of six grants awarded annually from 1995 through 2001 totaling over \$16.5 million with another \$17 million in match provided by the Alabama Cooperative Extension system. I serve as co-principal investigator with a 33 percent contribution.

Prof. X, Turner J, Johnson M. *Nutrition Education Plan*. Funded by United States Department of Agriculture Food and Consumer Services. \$1,200,000. Project period October 1995 through September 1996. *NOTE: In addition, \$1.2 million provided was match by the Alabama Cooperative Extension System for project total of \$2,400,000. (Co-PI, 33% contribution).*

Prof. X. *Mom's Helper*. Funded by United States Department of Agriculture Cooperative Extension Service. \$92,000. Project period October 1992 through September 1995.

Prof. X. *5-A-Day Focus Groups*. Funded by Alabama Association of Family and Consumer Sciences. \$500. Project period May 1994 through April 1995.

Prof. X. *Physicians' Alabama Opportunity Fair*. Alabama Family Practice Rural Health Board. \$20,000. Project period January 1992 through December 1992.

Prof. X. *Healthy Beginnings Newsletter*. Funded by March of Dimes, Southern Region. \$5,000. Project period January 1991 through December 1991.

Prof. X. *Healthy Beginnings Newsletter*. Funded by March of Dimes, Northern Region. \$10,000. Project period January 1991 through December 1991.

Prof. X. *Peer Support Intervention for Cardiovascular Risk among African-American Women, Ages 40 and Older*. Funded by National Institute of Health, subcontract with University of Alabama at Birmingham. \$14,215. Project period September 30, 1999 through September 28, 2000.

Prof. X. *Peer Support Intervention for Cardiovascular Risk among African American Women, Ages 40 and Older*. Funded by National Institute of Health, subcontract with University of Alabama at Birmingham. \$12,000 for a graduate student assistantship. Project period September 30, 1999 through September 29, 2000.

Prof. X. *Peer Support Intervention for Cardiovascular Risk among African-American Women, Ages 40 and Older*. Funded by National Institute of Health, subcontract with University of Alabama at Birmingham. \$14,215. Project period September 30, 1998 through September 28, 1999.

Prof. X. *Peer Support Intervention for Cardiovascular Risk among African-American Women, Ages 40 and Older*. Funded by National Institute of Health, subcontract with University of Alabama at Birmingham. \$12,000 for a graduate student assistantship. Project period September 30, 1998 through September 29, 1999.

Prof. X. *Peer Support Intervention for Cardiovascular Risk among African American Women, Aged 40 and Older*. Funded by National Institute of Health, subcontract with University of Alabama at Birmingham. \$42,865. Project period September 30, 1997 through September 29, 1998.

Prof. X. *Peer Support Intervention for Cardiovascular Risk among African-American Women, Ages 40 and Older*. Funded by National Institute of Health, subcontract with University of Alabama at Birmingham. \$12,000 for a graduate student assistantship. Project period September 30, 1997 through September 29, 1998.

Jelinek S, Prof. X, Johnson M. *Food Stamp Education (Nutrition) Network*. Funded by United States Department of Agriculture Food and Consumer Service. \$99,949. Project period October 1996 through December 1997. (10% contribution)

Prof. X. *Nutrition Network Plan*. Funded by United States Department of Agriculture Food and Consumer Service. \$93,916. Project period October 1995 through September 1996.

Prof. X. *Peer Support Intervention for Cardiovascular Risk among African American Women, Aged 40 and Older*. Funded by National Institute of Health, subcontract with University of Alabama at Birmingham. \$80,307. Project period October 1995 through September 1997. NOTE: An additional \$45,000 was awarded for a 3-year Auburn University research assistantship through the University of Alabama at Birmingham.

I solicited a total of \$63,633 in gifts to support various Extension programs.

EXAMPLE 2: Portfolio Item for Y, Professor, Political Science

Part 1: Commentary

Program 1. Election Administration

a. Description. Election administration deals with the myriad functions necessary to carry on elections: registering voters, certifying candidates, preparing ballots, recruiting and training poll workers, overseeing absentee voting, compiling returns, conducting recounts, etc. In the last comprehensive book on the subject, published by the Brookings Institution in 1934, Joseph Harris wrote: "There is probably no other phase of public administration in the United States which is so badly managed as the conduct of elections." Since that time, changes in law and demographics have made the job much more complicated than it was then. Yet before the activities described here there was no national training and certification program and few comprehensive state programs.

Proper administration is obviously critical to the operation of democracy. While laws can set out goals and general procedures, they will not have the desired effects unless they are carried out with competence and integrity. The history of the voting rights struggle in the South and complaints about rigged elections in many other nations attest to the importance of administration.

I began my scholarly interest in this field with a dissertation on the effects of election laws on the ability of the electorate to guide the policies of elected officials. Since then I have participated in a number of outreach projects which have both served the public and increased my knowledge of the field. Three examples illustrate the nature and the cumulative effect of the work

A Training Program for County Election Officials.

Alabama election law divides administrative responsibility among six different offices in each county - probate, judge, sheriff, clerk, registrar, county commissioner and party chairs - each of whom can interpret the law independently within limits set forth in court decisions. I was tasked with creating a statewide training and reference program. My method was to first define the election functions for each office, largely by studying existing practices in sample counties and by interviewing representatives of private companies that printed materials and provided most of the training. Then I analyzed each electoral provision of the Code of Alabama, linking each legal mandate to an administrative function. This step revealed a number of inconsistencies, conflicts, and gaps, which I sought to resolve by reference to court and attorney general opinions. The result was a manual with a section for each office organized by administrative function and cross-referenced to the Code, legal interpretations, and the relevant functions of every other office. (Copy attached.) Other materials included job aids and sound-and-slide presentations for the training of poll workers.

Implementation of Harris v. Siegelman

In 1988 a federal court order overturned part of Alabama's election laws governing the appointment of poll workers and the conduct of elections at the polling place. As part of the remedy the state was to recruit bi-racial teams of volunteer trainers who would go into 65 of the 67 counties, hold training sessions for anyone wishing to become a poll worker, certify the results to the county appointing boards, and evaluate the counties' implementation of the changes. There was little more than two months to conduct the program before the county appointing boards met. Drawing upon information developed for the earlier training program and my own research on policy implementation, I led the effort by the Center for Governmental Services (CGS) that successfully prepared new materials, recruited and trained volunteers, and trained, tested, and certified prospective poll workers throughout Alabama in time for the election. Later, I collected data on county implementation and prepared a report for the court. I continued to consult on implementation in subsequent elections through 1992.

A National Training Program in Election Administration

The Election Center is a national organization of mostly state and local election officials. It has helped them recognize common administrative problems and goals, despite the differences in

state law and administrative structures. Ever since a series of state workshops sponsored by the Federal Election Commission in the early 1980s, officials had been discussing the need to professionalize their work. There is no degree program to prepare people for careers as election officials and, until recently, there was no certification program. In 1992 the Election Center asked me to help create a certification program. For several years I developed and taught most of the courses and relied on faculty from other institutions for the rest. Then we decided to recruit and rely exclusively upon the Auburn MPA (Master of Public Administration) faculty. Representatives of the Election Center came to Auburn, met with the faculty, and together we designed a series of courses which applied general theories of public administration to the more specialized field of election administration. We now have a basic program consisting of twelve CEU courses, each consisting of nine hours of instruction over a day and a half. We offer over at least ten courses a year at various locations around the nation. The program is self-supporting.

b. Mission.

The training program for Alabama election officials was within the mission of Office of Public Service and Research (later renamed the Center for Governmental Services) where I served as assistant director on a one-half time appointment. Later, the mission of election administration was adopted by the Master of Public Administration Program within the Department of Political Science, which is my home department.

c. Scholarship.

My work in election administration draws upon three important fields of political science: elections, public administration, and - to a lesser extent - constitutional law. The *Alabama Election Officials' Handbook* required an analysis of administrative functions as they flowed through multiple offices, most of which did not have elections as their primary responsibility. The training and reference materials were distributed to each every county in Alabama and examples were given by the Federal Election Commission to several other states.

This analysis of Alabama law and practice later proved essential to the rapid implementation of *Harris v. Siegelman*. For example, it allowed me to quickly identify a practical conflict between a proposed requirement and a federal statute. In addition, I drew very heavily on the implementation literature, including theory that Larry O'Toole and I had developed (Prof. Y and O'Toole, 1979; O'Toole and Prof. Y, 1984). The experience with volunteers subsequently formed the basis of another research article (Prof. Y and Brudney, 1991).

The curriculum for the Election Center is based largely on elements of the Auburn MPA program, for which I was the first director. The classes are participatory and, in effect, the Auburn instructors test the applicability of public administration theory against the experiences of full-time election administrators from all over the United States.

The three activities just described and others listed in Part 2 all contribute to a body of knowledge in the field. Evidence of recognition includes:

- Peer review and certification of the *Alabama Election Officials' Handbook* by the the Southeastern Consortium of Public Administration (SCUPSO).
- The Alabama training program receiving the 1982 outstanding project award from SCUPSO.
- The Auburn University Excellence in Extension award in 1989 for the implementation of *Harris v. Siegelman*.
- Sole-source contracts from the Federal Election Commission to conduct the motor voter and mail registration studies.
- The only faculty member invited by the Federal Election Commission to participate in a series of national workshops preparing for the implementation of the National Voter Registration Act of 1993.
- The 1996 National University Continuing Education Association award for the Outstanding New Non-Credit Program.

d. Impact.

The direct beneficiaries of these activities have been state and local election officials. (See attached letters.) The Alabama Election Officials Handbook, videos, and job aids were distributed to election officials throughout Alabama. The federal reports were distributed to every state and to government depository libraries. They are also available from the Federal Election Commission. The Election Center manual was also distributed to every state. The newsletters were distributed to public affairs mailing lists in their respective states (Alabama, South Carolina, and Virginia). The newsletters represent continuing public affairs education programs by state universities. I was invited to prepare the report in each case.

The number of invited presentations to meetings of election officials in Alabama and other states are one measure of impact. The fact that 66 of 67 Alabama counties have adopted electronic voting equipment and successfully held hundreds of elections under the rules I drafted is another. Impacts of the *Harris v. Siegelman* implementation included the training and appointment of approximately 13,000 poll workers, who are representative of their county populations, and the satisfaction of the court order, in which the Governor, Attorney General, and Secretary of State were defendants. To date the Election Center program has had 494 participants from throughout the United States and has produced 142 graduates. It has involved seven additional Auburn faculty in a new form of outreach.

An expected impact that cannot be observed directly is the eventual professionalization of election administration in the United States. The literature on professionalism points to the importance of a distinct body of knowledge and an educational program as necessary conditions. The AU - Election Center program is the only certification program for election officials in the United States. It provides not only a common information base but also opportunities for administrators from around the county to interact and develop a heightened sense of mutual responsibility. A major step in that direction was the adoption of the first Code of Ethics for election administrators in the United States. Dr. Christa Slaton, one of the Auburn MPA faculty recruited for the program, worked with recent graduates to produce the Code.

The indirect beneficiaries are the people of the United States whose elections should become more fair, accurate and efficient with greater professionalism among the people who plan and manage them.

Program 2. State and Local Economic Development

(Omitted from this example.)

Part 2. Activities and Products

(Omitted from this example.)

END OF APPENDIX A