

Scholarship

Department of 4-H Youth Development Education

College of Education

The Department of 4-H Youth Development Education was created in the mid-1990's through the University Category 1 Approval Process. The then "new" university-wide Promotion and Tenure Guidelines were used as the foundation for scholarship requirements in the Department.

University Guidelines for All Faculty

"Scholarship and creative activity are understood to be intellectual work whose significance is **validated** by peers and which is **communicated**. More specifically, such work in its diverse forms is based on a high level of professional expertise; must give evidence of originality; must be documented and validated through peer review or critique; and must be communicated in appropriate ways so as to have **impact** on or significance for publics beyond the University, or for the discipline itself. Intellectual work in *research, teaching, extension, service*, or other assignments is scholarship if it is shared with peers in journals, in formal peer-reviewed presentations at professional meetings or in comparable peer-evaluated forms."

2007OSU Promotion and Tenure Guidelines

Scholarship for 4-H Youth Development Faculty

Development of appropriate scholarship for 4-H Youth Development Faculty is accomplished through the following process:

- Review your position description for appropriate division of time in teaching, scholarship and service.
- Review the needs of youth in your county/area/state
- Identify a need that can be addressed with a high quality 4-H educational program
- Evaluate your current 4-H program efforts with regard to this need. What can be done to improve current efforts or what new response should be developed?
- Develop and implement the changes
- Document and evaluate the results. (Remember to obtain IRB approval for evaluation instruments.)
- Validate and communicate the results

The Forms Of Scholarship Include:

Discovery contributing to the body of knowledge

Examples:

- New knowledge about the way youth learn scientific concepts
- Assessment of the specific life skills learned through a particular 4-H activity

Development of new technologies, materials, methods, or educational approaches

Examples:

- Writing a new publication or series of publications, such as 4-H Master Anglers or 4-H Adventures
- Creation of the 4-H Wildlife Stewards master volunteer program
- Improving the non-competitive aspect of market livestock projects

Integration of knowledge or technologies leading to new interpretations or applications

Examples:

- Adaptation of challenge programs for youth in juvenile corrections
- Integration of program ideas gleaned from multiple sources to develop a new youth adult partnership program
- Local adoption of a successful volunteer retention program

Service that involves work on steering committees, funding agency panels and editorships where the outcome is a *fundamental change in the field's direction*.

Grants and Contracts where these are an essential responsibility of the position, and success in this endeavor- particularly when the grants are highly competitive and peer-reviewed- is a component of achievement in scholarship.

Validation ... Communication ... Impact

Validation is substantiation by peers that the intellectual work has value to the profession and or to the public.

Communication is sharing the intellectual work with professional peers in such a way that they can improve their own educational programs.

These aspects may happen simultaneously or separately, depending on the methods used:

- A program may be validated by its selection for presentation at a professional meeting, which becomes a way that it is communicated.
- A new project may be validated through a peer review prior to the approval to create a numbered Extension publication. The communication may take place through distribution of the publication or its use in workshops and seminars.

Impact is shown by the confirmation that other professional peers have used the scholarly work to change their own practice of youth development education. The impact of the work may not be measured until months later when the faculty member contacts those professional peers who were recipients of the information in the presentation or publication.

Venues for Communication of Scholarly Work

The key verification of scholarship should come from its impact on 4-H Youth Development Education practice. For change to take place, scholarly work must be presented in ways that will influence the profession. In the 4-H Youth Development profession, validation and communication most often come from some form of presentation to professional peers rather than through a new numbered publication or journal article. Abstracts for such presentations are evaluated through peer refereed processes. Typical places for 4-H Youth Development faculty to communicate their scholarly work include:

Through Presentation (*primary method for validation and communication of scholarly work*)

- National Association of Extension 4-H Agents (NAE4-HA) Conference, peer reviewed seminar or poster presentation or research report
- Other National Extension Association Conferences- Galaxy, Volunteerism, etc.
- Children, Youth and Families at Risk (CYFAR) National Conference
- Association for Experiential Education Conference
- Pacific Northwest 4-H Staff Development Conference
- Oregon State University Extension Association 4-H Affiliate poster presentations
- Oregon State University Extension Association Search for Excellence award and presentation

Through Publication (*an additional method for validation and communication of scholarly work*)

- New numbered Extension publication
- Published article in Journal of Extension
- Published article in Journal of Volunteer Administration
- Published article in Journal of Youth Development – Bridging Research and Practice

