

Chapter 4

Developing and Supporting Agent Specialization in 4-H Youth Development

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Note: Much of this text is taken directly from 4-H PRK:
Professional Research and Knowledge Base, Final Report,
1988, Cooperative Extension System

The following materials have been assembled, developed, or written to support Ohio State University Extension 4-H youth development professionals in developing areas of specialization. The administrative guidelines for agent specialization are included on page 4.4; the actual specialization guidelines and expectations in 4-H youth development (pages 4.6 to 4.11) have been developed by state and district 4-H youth development specialists and will be updated as needed as the organization gains experience with agent specialization.

All 4-H youth development agents should select a primary specialization area in one of the areas listed below. These were developed in conjunction with the national 4-H Professional Research and Knowledge taxonomy (4-H PRK). Within the specialization area, the agent should select an area of emphasis list in each of the five areas. Additionally, a 4-H youth development specialization area or another program area [this is not a sentence] Consult with your District Director, District 4-H Youth Development Specialist, Personal and Professional Support Team, and/or County Chair in structuring your individual specialization plan.

Agent specialization can be a very positive experience for both the newest and the most tenured agent. Benefits include providing opportunities to: develop extensive professional skills in an area of intensive personal interest; recognize agents for professional expertise; development and/or contribute to a team effort with other Extension professionals; provide supplemental opportunities for agents through special travel and conferences relating to your specialization; and assist an individual agent with the University promotion and tenure process.

Ohio 4-H youth development agents may develop specializations in any of the five 4-H PRK taxonomy categories:

The 4-H Professional Research and Knowledge Taxonomy (4-H PRK)

Background and Philosophy

A taxonomy of professional research and knowledge required of 4-H youth development professionals in conducting prescribed job responsibilities was developed in 1998 in conjunction with an ES-USDA project to establish a youth development database. It establishes the framework for inclusion of items in the database named 4hprk within AGRICOLA at the National Agricultural Library. The taxonomy is a merger of separate research and knowledge taxonomies developed by Mississippi State University and The Ohio State University, respectively.

The development of the taxonomy evolved from the efforts of an expert panel composed of project personnel from those universities and a national advisory committee representing each region of the U.S. and diverse youth development histories. Using competency studies that identify minimum pre-employment skills, job analysis, literature reviews, and drawing on their own expertise and experience, the panel selected five categories for classifying youth development knowledge and research. Communication, educational design, youth development, youth program management and volunteerism were identified as areas containing the components used in youth development.

The general classification headings were further defined by the addition of primary, secondary, and tertiary areas. The resulting taxonomy was validated by a field faculty survey. A Q-sort of approximately 270 of the initially collected pieces of youth development research resulted in no apparent deficiency of redundancy. This offered further evidence of the validity of the document. The taxonomy is presented in a matrix form with accompany definitions of the primary, secondary and tertiary terms.

The taxonomy offers far-reaching implications for staff development, programming, hiring requirements, curricula, and career development as well as many other areas in the field of youth development. The identification and organization of the components, used by the youth development professional in planning, developing, implementing and evaluating 4-H educational programs, into a visible taxonomy helps both researchers and practitioners strengthen their research and knowledge database. This is necessary for the continued growth and development of the 4-H program in meeting the changing needs of America's youth. As stated in 4-H Future Focus: 1986-1996, the "identification, specification, and initiation of a research program and knowledge base are imperative to the future of 4-H." The development of the 4-H Professional Research and Knowledge Taxonomy is the first step toward meeting this challenge.

Preparing the 4-H Youth Development Professional for Effective Programming

An important implication of specifying taxonomy of knowledge and research for 4-H youth development is the identification of core areas from which programs for 4-H Youth Development Professionals should draw. The taxonomy of knowledge and research must become a foundation for the planning of both university curricula as well as other training and development activities for current 4-H professionals.

If the taxonomy is an accurate representation of the knowledge and research areas used by 4-H professionals in day-to-day programming, then the relevancy of training for 4-H Youth Development professionals should be measured by how well it draws upon the five areas.

Extension uses a number of staff development strategies in training 4-H Youth Development professionals. Such efforts are supplemented by professional improvement activities sought out by an agent from alternative development opportunities. Participation in professional improvement activities is based on an individual's perceived or identified needs for additional training. Ohio State University Extension defines formal staff development as Extension-sponsored activities such as internships, induction training, in-service workshops and other related types of training. Professional improvement refers to those activities in which participation is self-initiated, such as professional association involvement and other personal growth activities.

Perhaps equally important to the development of 4-H professionals is the formal and informal training received before employment with the organization. Undergraduate and graduate study, as well as selected life experiences, affect an individual's development level at the time of organizational entry. Extension must undertake an ongoing effort to rely more on relevant training in undergraduate and graduate pre-service education rather than assuming that professionals gain 4-H youth development skills once employed. To facilitate these efforts, undergraduate and graduate curricula must be designed for 4-H youth development professionals based on the key knowledge and skill domains of the 4-H PRK taxonomy. Together, the total of all developmental experiences, both before and after employment, comprises an individual's cognitive base for 4-H youth development education.

The 4-H PRK Taxonomy Summarized

The table on the following page summarizes the specific contents of each of the five 4-H PRK taxonomy categories. Please refer to the table to identify the 4-H youth development professional competencies identified for communications, educational design, youth development, youth program management, and volunteerism.

Communication

Areas of Emphasis: Interpersonal Skills, Group Skills, Verbal Skills (Discussions), Presentation Skills (Demonstrations, Speaking), Written Skills, Nonverbal Skills, and Listening Skills;

Educational Design

Areas of Emphasis: Learning Environment (Rural, Urban, Suburban, Youth at Risk), Program Implementation Delivery Methods (Community Club Project Club, Special Emphasis Group, School Enrichment Group), Program Materials, Teaching Techniques and Methods, Small Group Teaching Methods and Organization, Member Education (Project Record Keeping, Evaluation, Interviewing Judging, Exhibits, Member Recognition), Competition;

Youth Development

Areas of Emphasis: Development of Preadolescence, Development of Adolescence, Development of Late Adolescence, Vocational/Career Development, Current Issues/Problems (Substance Abuse, Teen Pregnancy, School Dropout, Decision Making, Self Esteem):

Youth Program Management

Areas of Emphasis: Strategies Planning, Needs Assessment/Program Reviews, Coalitions, Advisory and Program Development Committees (Purpose, Design, Outcomes), Marketing (Public Relations, Promotion for Adult/Youth Image, Visibility), Member Recruitment and Retention, Resource Development (Private Contributions, Fund Raising, grants), Overall Design of County 4-H Youth Development Programs, EEO/Affirmative Action, Program Evaluation, Impact Assessment and Accountability; and

Volunteerism/Adult Education

Areas of Emphasis: Staffing Models, Identification, Selection (Recruitment), Placement, Orientation, Training and Development, Supervision (Motivation, Recognition, Retention, and Evaluation), Leadership Development, Teaching Tools for Lay Educators/Volunteers (Videos, Slides, Audio, Lesson Plans), Middle Management.

We hope these materials will be useful to you in developing individual areas of specialization in 4-H youth development.

**O.S.U. Extension Administrative Guidelines
For Agent Specialization**

(From O.S.U. Administrative Handbook, 2.40.00)

Definition

Agents, in consultation with their district director, will select at least one broad area of specialization from the lists provided by their state program areas (see next page). An agent can have various areas of emphasis within their area of specialization. A second area of specialization can be selected from any of the four program areas.

Example 1. A Home Economics agent may have a specialization in Management of Family Resources with an area of emphasis in savings/investments. The agent's second specialization area could be leadership, with emphasis on Family Community Leadership.

Example 2. A 4-H agent may have a specialization in volunteerism with an area of emphasis on recruiting. The agent's second specialization area could be animal production with emphasis on dairy nutrition.

Agents should identify their areas of specialization based on a combination of competence developed through academic course work, in-service, applied research; personal interests; and clientele needs.

Agent specialization provides an opportunity for county agents to direct 25 percent of their time to specific subject matter areas and share expertise within cluster/multi-county/adjoining counties through making presentations, serving on issue task forces, developing materials, etc., for use beyond county boundary lines.

Rationale

The purpose of agent specialization is to improve Extension programs by providing expertise close to the clientele. It should increase efficiency since agents will not need to devote teaching preparation time to all subject matter specialty to the same level as state specialists. They are expected to develop the specialty to the point that they will provide leadership and teach in their area of expertise inside and outside their county. It is expected that most agents will maintain their broad areas of specialization over time, however, their areas of emphasis may change periodically.

Areas of Specialization by Program Areas

Agriculture and Natural Resources

- Agronomic Crops
- Animal Production
- Farm Management and Marketing
- Fisheries and Wildlife Resource Management
- Horticulture
- Pest Management
- Water Resources
- Forest Resource Management

Family & Consumer Sciences

- Management of Family Resources
- Food and Human Nutrition
- Family Life/Human Development

Community Development

- Community Economic Development
- Local Government

Leadership
Water Quality
Solid Wastes
Small Business
Community Health

4-H Youth Development

Communication
Education Design
Youth Development
Youth Program Management
Volunteerism/Adult Education

4-H Youth Development Specialization Guidelines

Communication

1. Select one of the following areas of emphasis within the Communication area of specialization in which to build expertise as an agent specialist:
 - a. Interpersonal Skills
 - b. Group Skills
 - c. Verbal Skills
 - d. Presentation Skills
 - e. Written Skills
 - f. Non-Verbal Skills
 - g. Listening Skills
 - h. Information Technology
2. Participate in appropriate in-services, course work, independent studies and other professional development opportunities related to communication and the selected area of emphasis.
3. Read appropriate journals and stay current with the literature of the specialty area.
4. Become a member and participate in an appropriate professional organization or society.
5. Participate in the planning, implementation, and evaluation of 4-H youth development projects and programs in the specialization area of emphasis to be used within and beyond the county.
6. Participate in the design, implementation, publication, and dissemination of research projects related to the specialization area of emphasis.
7. Participate with appropriate State Specialists and faculty from other colleges in projects of mutual interest.

Educational Design

The role of this individual is to provide leadership to the overall design and direction of Ohio's 4-H youth development curriculum. Specific responsibilities include:

1. Understanding/communicating the process for initiating and delivering youth-centered programs with the Ohio State University Extension 4-H youth development program.
2. Be an expert in the field of non-formal youth education with specialties in curriculum design, experimentally based instruction, and instructional materials development.
3. Be an expert in the field of non-formal youth development activities that include priority setting, target audience identification and program planning to meet the needs of all clientele.
 - a. Adult Learning Theory – Understand the fundamental truths, laws, or postulates relating to the process of acquiring new knowledge, understanding or mastery of a subject or skill.
 - b. Youth Learning Theory – Understand the fundamental truths, laws, or postulates relating to the process of acquiring new knowledge, understanding or mastering of a subject or skill.
 - c. Learning Environments – Understanding the physical or social setting under which learning is to take place.
4. Program implementation – Understand the activities involved in putting a planned program into action.
 - a. Program Delivery – Understand the vehicle by which planned programs are carried out.
 - b. Program Materials – Identify books, publications, computer assisted instructional materials, audio-visual teaching aides, etc. used in working with youth clientele.
 - c. Teaching Techniques – Understand the use of specific learning experiences that are planned and carried out to reach specific instructional objectives.
 - d. Teacher Behaviors – Identify specific actions of a teacher in a learning situation.
 - e. Youth Teaching Strategies – Be knowledgeable of the theories, principle, and applications for imparting knowledge, or facilitating learning in youth. ? does this mean “young people”
 - f. Adult Teaching Strategies – Understand the theories, principles, and applications for imparting knowledge or facilitating learning in adults.
5. Program Direction
 - a. Program Evaluation – Understand the systematic collection of information about the activities, characteristics, and outcomes of programs, personnel, and products.
 - b. Program Impact Assessment – Conduct evaluations aimed at determining program results and effects, especially for those purposes of making major decisions about program continuation, expansion, reduction, funding.

Youth Development

1. Select one of the following areas of emphasis within the youth development area of specialization in which to build expertise as an agent specialist:

- a. Pre-adolescent development (encompassing the psychological-emotional, physical, social-moral and cognitive development of individuals younger than the onset of puberty).
 - b. Early adolescent development (encompassing the psychological-emotional, physical, social-moral, and cognitive development of early adolescents within the period beginning with the outset of puberty and extending to cessation of the growth spurt).
 - c. Late adolescent development (*encompassing the psychological-emotional, physical, social-moral, and cognitive development of individuals during the latter stages of adolescence.)
 - d. Youth psychological-emotional, physical, social-moral, and cognitive development of individuals during the latter stages of adolescence.
 - e. Youth physical development (including fitness, health, coordination, and physical changes).
 - f. Youth social-moral development (includes values acquisition, interpersonal skills development, and peer relationships).
 - g. Youth cultural development (includes citizenship, international education, multi-cultural education, and similar development related to being cognizant and mindful of the beliefs, customs, arts, and institutions of a society at a given time).
 - h. Youth leadership development (includes development of knowledge, attitudes, skills, and aspirations to pro-actively guide or direct others).
 - i. Youth cognitive development (includes the development of learning styles and cognitive abilities, critical reasoning, problem solving, and decision-making, and implications for 4-H youth development.)
 - j. Vocational/career development (includes awareness of job choices and roles in life, job/vocational/career exploration and selection, the preparation of youth to enhance their positions in their selected fields, youth unemployment, and work internships.
 - k. Current youth issues and problems (including substance abuse, teen pregnancy, suicide, violence, youth unemployment etc.)
 - l. Family relationships
2. Participate in appropriate in-services, course work, independent studies, conferences, workshops, and other professional development opportunities related to youth development and the selected area of emphasis.
 3. Read appropriate journals and stay current with literature of the specialty area.
 4. Become a member and participate in an appropriate professional organization or society.
 5. Participate in the planning, implementation, and evaluation of 4-H youth development projects and programs in the specialization area of emphasis to be used within and beyond the county.
 6. Participate in the design, implementation, publication, and dissemination of research projects related to the specialization area of emphasis.
 7. Participate with appropriate State 4-H Specialists, Youth Development in projects of mutual interest

Youth Program Management

1. Agent should select a specialty in one or more of the following areas: strategic planning, needs assessment, coalitions, advisory committees, marketing, member recruitment, resource development, design of county 4-H youth development programs, EEO/affirmative action, or program evaluation
2. participate in appropriate O.S.U. Extension sponsored or supported in-service workshops or seminars.
3. Become an active member of an appropriate professional organization or society (NAE4-HA, American Society for Training and Development, American Association for Adult and continuing Education, etc.
4. Reach appropriate journals, books, and periodicals in order to stay current in the field.
5. Have active discussion and dialogue with State 4-H Youth Development faculty and/or District Specialist, 4-H Youth Development once a year to discuss coordination of programming in specialty area.
6. take graduate courses related to your specialty whenever possible.
7. pursue scholarly work in your area of specialty including application of new knowledge, research, and publication. Encouraged present seminars or research findings at regional or national meetings. [sentence?]
8. attend a national or regional professional meeting which includes seminars related to your specialty at least once every two years.
9. Present/teach, develop materials, and/or serve as a resource person related to your specialty each year for cluster, district, state or regional audiences.
10. develop networks/coalitions linking O.S.U. Extension to other organizations with an interest in youth program management.

Volunteerism/Adult Education

1. Select one of the following areas of emphasis in which to build expertise:
 - a. Staffing models
 - b. Identifications
 - c. Selection (recruitment)
 - d. Placement
 - e. Orientation
 - f. Training and development
 - g. Supervision (motivation, recognition, retention, and evaluation)
 - h. Leadership development
 - i. Teaching tools for lay educators/volunteers (videos slides, audio, lesson plans)
 - j. Middle management
2. Participate in appropriate O.S.U. Extension sponsored or supported in-services, workshops, or seminars pertinent to volunteerism

3. Become an active, contributing member of an appropriate professional organization or society (e.g., American Volunteer Association, Volunteer Ohio, Volunteer Administrators Network, American Association for Adult and Continuing Education, etc.).
4. Reach appropriate journals and books to stay current with volunteerism literature (eg., Journal of Extension, Journal of Volunteer Administration, Leadership, Adult Education).
5. Have active discussion and dialogue with state 4-H youth development faculty at least once a year for formal specialization program planning.
6. Take graduate level courses relating to volunteerism/adult education whenever possible.
7. Collaborate with state/district 4-H youth development specialist(s) to conduct research and pursue scholarly/creative work; publish as appropriate in professional journals (see Number 3 for examples).
8. Attend an annual national or regional meeting relating to volunteerism/adult education (e.g. NAE4-HA National meeting, American Volunteer Association Annual Meeting,, [Ohio] Volunteer Venture, etc.); present a seminar, research paper, poster session, etc.
9. Continue to state and national 4-H youth development publications (e.g., Ohio 4-H Newsletter, News and Views, etc).
10. Present/teach sessions related to volunteerism (outside of your county 4-H youth development program responsibilities) to county, district, state, or regional audiences.
11. Develop networks or coalitions linking O.S.U. Extension to other volunteer/voluntary organizations that relate to Extension's mission/vision/values and could benefit from the agent's specialization in volunteerism/adult education (e.g., Voluntary Action Centers, Scouts, other youth serving agencies, etc.).
12. Collaborate with state/district 4-H youth development specialist(s) to develop teaching materials related to volunteerism (e.g. fact sheets, recruitment materials, packaged programs, lesson plans, correspondence courses, etc.).

Developing a Specialization Plan and Requesting Financial Support

Twice each year (usually in the autumn and spring) specialization training support proposals are due to District Directors from county and district professionals. The proposal includes two separate documents: the Specialization Plan Work Sheet, and the Request for Financial Support for Specialization Training. Samples of these two documents are included on the next two pages.

Agents and district specialists are encouraged to determine how they could use financial support for training activities other than in-state/out-of-state programs/conferences, etc. Thoughtful completion of the Specialization Plan Work Sheet should assist in this process. Maximum support provided during a fiscal year (July 1 to June 30) to each professional is \$750; lesser amounts may be awarded

based upon availability of funds and the merit of a proposal. Professionals who received support during the current fiscal year are eligible to submit proposals for support during the next fiscal year. Proposals from teams of agents/district specialists are encouraged.

Specific guidelines for developing a specialization plan and submitting a Request for Financial Support for Specialization Training are outlined in the spring memo to county chairs from Assistant Directors.

**Note: Specialization financial support
is currently not available.**

Sample Specialization Plan Work Sheet

Name: Chris Clover **County:** Clover County
Title: Extension Agent, 4-H Youth Development
Years in Extension: 5 Years Professional Experience Elsewhere: 0
Date Initially Submitted: 11/17/93 **Date Updated:** 4/15/94

Area of Specialization: Volunteerism and Adult Education

Focus Area Within Specialization: Middle Management

Current Level of Expertise:

Taught 5 volunteer development workshops (total audience: 203) during previous year (three 4-H workshops in Clover County: two 4-H Youth Development workshops in other counties):

Developed Clover County 4-H volunteer newsletters, "The Clover County 4-H Press;"

Developed Clover County 4-H Volunteer Handbook in 1993 (for 450 volunteers):

Worked with district 4-H Youth Development specialist to develop "Understanding 4-H School Enrichment: A Guide for Parents and Volunteers"; will be working with state 4-H Youth Development specialist to pilot statewide in 1994.

Level of Expertise You Plan To Achieve Within The Next 2-4 Years:

Became known as a local expert in volunteerism and volunteer management through networking and coalition building:

Improve professional knowledge and skills regarding volunteer middle management;

Develop research skills in volunteerism by conducting a county-wide study of middle management volunteers in non-profit agencies.

In-Service Training Opportunities You Would Like to Pursue:

Participate in all Extension state in-service dealing with volunteerism;

Participate in Volunteer Venture '94 (May, 1994) in Cincinnati;

Participate in volunteerism track of NAE4-HA National Meeting in Niagara Falls (November, 1994);

Plan at least one day per month for reading, reflection, and journaling of current literature regarding volunteerism (and especially middle management).

Ways You Propose To Use Your Increased Expertise:

Teach a district Extension in-service on volunteer middle management (and offer to teach the same in-service in other Extension districts):

Conduct an area workshop for non-profit agencies on Volunteer Middle Management: Building Leadership and Skills Together;

Draft an article for the Journal of Administration reporting the results, finding, and implications of the county-wide research study of volunteer middle management in non-profit agencies; solicit peer review from district and state specialists;

Develop an Extension Fact Sheet (and possibly lesson plan) reporting the research study findings and implications for Extension educators.

Resources to Support Specialization Professional Associations

Association Name	Address and Telephone	Dates/Time of Year for Conference
Ohio Career Education Association	Jim Wahl (Pres.) Greene County Career Center 360 E. Enon Road Xenia, OH, 45385 (513) 372-6941	Fall
American Association for Career Education	2900 Amby Place;Hermosa Beach, CA, 90254-2216	
American Association for Career Education	5000 State Road 67 North Martinsville, IN 46151-7902	Early March
National Association of Fund Raising Executives (NSFRE)	1101 King St., Suite 700 USA-Alexandria, VA, 22314	February-March
Ohio Conservation and Outdoor Education Association	Beth Hahn Executive Director 121 Beckett St Clairsville, OH 43950 (614) 695-4207	
American Rabbit Breeders Association, Inc.	PO Box 426 Bloomington, IL 61702	One week each fall
Summer Institute for Intercultural Communication	Forest Grove, Oregon	July-August each year
American Association for Adult and Continuing Education (AAACE)	1101 Connecticut Ave NW Suite 700 Washington DC 20036 (202) 429-5131	November each year
Association for Volunteer Administration (AVA)	PO Box 4884 Boulder, CO 80306	October/November each year
Volunteer Ohio	17 S High Street S 1200 Columbus, OH 43215 (614) 221-1900	Volunteer Venture, the annual state wide meeting on volunteerism held in May May 18-20, 1994 in Cincinnati
Association of Leadership Educators (ALE)	Attn: Lorna Miller Rm 308H Ag Hall UN of Wisconsin Madison, WI 53706	National Meeting held annually in June

National Clearinghouse for Leadership Programs	1135 Stamp Student Union University of Maryland at College Park College Park, MD 20742-4631	National clearing house for information on leadership programs; occasional national symposiums held
American Evaluations Association (AEA)	@ Rita O'Sullivan Secretary/Treasurer School of Education Univ. of NC Greensboro Greensboro NC 27412	
American Association for Agricultural Education	Dean Sutphin Department of Education Agriculture, Extension and Adult Education Cornell University, Ithaca NY 14853-5901	Various regional and national symposiums on an announced basis.

Sources of External Resources

There are many sources of financial support to enhance the agent's specialization development. These monies may be available to participate in educational opportunities to enhance the knowledge and skills in the area of specialization. There are also grants available to teach, develop programs, or do research in the specialization. The list below is a relatively immediate place to start. Granting sources outside of Extension require more time and planning.

Agent Specialization Training Support (Currently not Available)

Applications, which are available from District Director, assistant Director or County Chair are due June 1 or December 1 to the District Director. The maximum support provided during a fiscal year to each agent is \$750. Funds must be requested for area of specialization that the agent has officially declared. The District Director or District Specialist is a source to help with the development of the proposal. Refer to the information and examples included in the preceding section.

County Travel Support (Varies from county-to-county)

On the basis of the availability and County Chair approval, agents can request up to \$500.00 annually to use for out-of-state travel to a professional meeting. An additional \$300.00 is available from state monies to agents presenting a peer-referred seminar, workshop, and poster session or research paper.

Ohio Cooperative Extension Agents Association (OCEAA) and Epsilon Sigma Phi (ESP) Scholarships

OCEAA and ESP offer educational scholarships to member that can be applied to special study opportunities. These opportunities might include special study tours, a college course, seminars, etc.

National 4-H Council

Applications are sent each summer to county offices for grants in targeted subject matter areas that are available from the National 4-H Council. Some of these grants may provide you with resources to develop educational materials, travel, or to conduct programs in your specialization.

Innovative Program Grants (Currently Not Available)

Information on innovative grants is distributed in October with application deadline on February 1. The purpose of the OSU Extension innovative grant fund is to provide start-up capital for high risk programs within the four Ohio Extension Focus Areas (i.e., Economy, Environment, Family/Individual/Youth development and Leadership). The intent of these grants is to encourage Extension personnel to think innovation.

Ohio 4-H Foundation Grants

Ohio 4-H Foundation grants are available annually to support youth development programs which may relate to an area of specialization. Applications are distributed to county offices in October or November and are due to the District office by February 1.

Miscellaneous External Grants

The opportunities to apply for available grants are announced through various communications including Vax, state 4-H newsletter, etc. Many of these have short turnaround times and one may need to have ideas developed or a collaborative team in place to be able to take advantage of these opportunities. An excellent resource is Writing Grants in Youth Development: A Resource Guide for Ohio State University Extension Educators published by the State 4-H Youth Development Office in December, 1993; a copy of this resource notebook should be in the county office.

Other University Sources of Possible Support

This section summarizes programs of the Office of Research for the annual academic year that may support agents with faculty appointments in developing areas of specialization. The activities are intended to nurture the mission of the office that is to stimulate, support, and recognize research across all disciplines. If you have questions about these activities or other ways that the Office of Research can assist you please contact the office at (614) 292-1582.

University Seed Grants

Proposals submitted to this program may request up to \$20,000 for a period of approximately 12 months. These grants are intended to encourage new initiatives in research and other scholarly activities. A principal objective is to increase the success of proposals for extramural funding by supporting preliminary work that will contribute to the strength and competitiveness of such proposals. Though it is recognized that there are activities for which external support is very limited, a specific plan to obtain extramural funding for the Seed Grant project is required as part of the application. The Seed Grant competition is open to all full-time members of the regular faculty and Research Scientists, but the program is primarily intended to provide grants to those initiating their research activities. Thus, priority is given to faculty and Research

Scientists with an initial appointment since June, 1992. The deadline for applications is in October of each year. A faculty member who received a Seed Grant in the previous two years is not eligible to submit a proposal. Detailed information and application materials are available from the Office of Research.

Interdisciplinary Seed Grant Program

The Office of Research plans to sponsor a competition for Interdisciplinary Seed Grants to provide financial support to initiate new collaborative interdisciplinary research and to foster interaction among faculty, graduate students, and research staff on research problems of current interest to the academic community. The structure and focus of the program is currently under review. Once this review is complete, detailed information and application materials will be available from the Office of Research. An announcement should be available during Winter Quarter.

Interdisciplinary Research Seminar Program

The Interdisciplinary Research Seminar Program was developed by the University Research Committee during Spring Quarter 1992. The program is intended to stimulate and support new interdisciplinary research and graduate education. In past years the program has been supported by funds available through the Office of Research and the Graduate School. A competition is planned for the 1993-94 academic year. An announcement detailing the program will be an anticipated Winter quarter date.

University Small Grants

The Small Grant Program is administered by each college with funds provided by the Office of Research. Grants of up to \$1,000 are awarded quarterly to assist faculty members with special needs related to research and other scholarly activities. Typical uses include travel to research sites, data collection, laboratory supplies, and small equipment. Micro-computer equipment, including accessories and software, would normally be considered departmental items and should not be requested. An individual faculty member is eligible to apply for a Small Grant once during a two-year period. Application should be made by letter to your college and must be endorsed by the chairperson. The college office should be contacted regarding the deadline(s) for receipt of applications.

Distinguished Scholar Awards

Nominations for the University's Distinguished Scholar Awards are solicited during Autumn Quarter. These awards recognize outstanding scholarly achievements of the faculty. Each recipient of the award will receive a research grant for pursuit of further scholarly activities and a \$1,500 honorarium. The amount of the research grant, \$20,000 in previous years, is under review. Details were provided in a separate mailing to department chairpersons and deans on June 17, 1993. The nomination form is available from the Office of Research.

Matching Equipment Funds

Funds may be committed on a matching basis by the Office of Research to groups or individuals writing proposals to external agencies for the purchase of equipment.

Matching support beyond published agency requirements is considered only in extraordinary circumstances. Because it is necessary that written agreement be reached prior to the submission of a proposal, investigators who desire support should contact their Program Officer at the Research Foundation at the start of the proposal writing effort. In conjunction with matching equipment requests to the Office of Research, it may be appropriate to request funds for equipment and related renovation costs from the Board of Regents' Action Fund Program. The minimum request is \$60,000 and is contingent upon matching university funds for capital equipment. For financial reasons, the University encourages maximum use of the Action Fund Program. Thus, if a proposal falls within the guidelines of the Action Fund Program, a request must be forwarded to the Board of Regents in order to assure cost sharing by the Office of Research. Since stringent deadline and other requirements apply, please contact your Program Officer at the Research Foundation or this office for details regarding Action Funds.

Overseas Travel Assistance

The Overseas Travel Program is administered by each college with funds provided by the Office of Research. The program provides travel support to faculty or staff members who have been asked to present invited papers at significant overseas research conferences. Assistance is contingent upon matching support from another university unit. Support for domestic travel or travel to Mexico and Canada is not available under this program. Up to \$700 may be requested by individuals once in a two-year period (based on dates of travel). Requests should be made to your college office by letter at least four weeks in advance of the travel and must include a travel budget, a copy of the letter of invitation from the conference, and evidence of matching funds.

Department Direct Research Support

Funds are provided annually by the Office of Research to departments. The amount is based on a percentage of the actual indirect Cost recovery on sponsored research projects. The funds are intended to stimulate the growth and development of research and may be used at the discretion of the chairperson for any legitimate research related expense.

College Direct Research Support

Funds are provided annually by the Office of Research to colleges. The distribution is directly related to indirect cost recovery on sponsored research projects. The funds are intended to stimulate the growth and development of research and may be used at the discretion of the Dean for any legitimate research related expense.