

**Department of Agricultural Leadership, Education and Communications
Graduate Student/Teaching Assistant Scholarship Assignment**

The Department of Agricultural Leadership, Education and Communications, to enhance the graduate assistantship experience and support scholarship among graduate assistants, requires that you demonstrate some form of scholarship each semester. Some suggestions for the types of scholarship, and scholarly products, are listed on the back of this form. Please complete the form above the line, visit with your major professor or chair to review for approval. If approved, please sign your name; obtain your major professor/chair's signature, and the signature of the faculty member supervising your scholarly activity if it is someone other than your major professor/chair. Submit the completed form to the Associate Head for Graduate Programs for final approval.

Name _____ UIN# _____

Scholarship to be completed during the _____ semester.

Please identify the scholarly outcome(s) you plan to complete during this semester.

Student Signature _____ Date: _____

Major Professor/Chair: Approve or Deny (circle one)

Major Professor/Chair Signature: _____ Date: _____

Approval of Faculty member supervising scholarly activity (if different).

Faculty Signature: _____ Date: _____

Approved _____ Date: _____
Associate Head for Graduate Programs

Forms of Scholarship

“Scholarship creates something that did not exist before that is validated and communicated to others: new understanding in the minds of students, new knowledge about ourselves and our universe, new beauty that stimulates the senses, new insights, and new technologies and applications of knowledge that can benefit humankind.” For a more through description of scholarship, follow the link provided below.

	Teaching and Learning	Discovery	Artistic Creativity	Integration	Application
<i>Nature of the Scholarship</i>	With learners, develops and communicates new understanding and insights; develops and refines new teaching content and methods; fosters lifelong learning behavior.	Generated and communicates new knowledge and understanding; develops and refines methods.	Interprets the human spirit, creates and communicates new insights and beauty; develops and refines methods.	Synthesizes and communicates new or different understandings of knowledge or technology and its relevance; develops and refines methods.	Develops and communicates new technologies, materials or uses; fosters inquiry and invention; develops and refines new methods.
<i>Primary audiences for scholarship</i>	<u>Learners</u> ; Educator peers.	<u>Peers</u> ; Supporters of research; Educators; Students; Publics.	<u>Various publics</u> ; Peers; Patrons; Students.	<u>Users</u> ; Educators; Students; Peers.	<u>Users</u> ; Customers; Educators; Peers.
<i>Primary means of communicating scholarship</i>	<u>Teaching materials and methods; Classes; Curricula; Publications and presentations to educator peers and broader publics.</u>	<u>Peer-reviewed publications and presentations; Patents; Public reports and presentations.</u>	<u>Shows, performances and distribution of products, reviews, news reports; copyrights; peer presentations and juries, publications.</u>	<u>Presentations, publications, demonstrations, and patents.</u>	<u>Demonstrations and presentations to audiences; Patents; Publications for users; Periodicals and reports; Peer presentations and publications.</u>
<i>Primary criteria for validating scholarship</i>	Originality and significance of new contributions to learning; depth, duration and usefulness of what is learned; lifelong benefits to learners and adoption by peers.	Originality, scope, and significance of new knowledge; applicability and benefits to society.	Beauty, originality, impact, and duration of public value; scope and persistence of influence and public appreciation.	Usefulness and originality of new or different understandings, applications, and insights.	Breadth, value, and persistence of use and impact.
<i>How scholarship is documented</i>	Teaching portfolio: summaries of primary new contributions, impacts on students and learning; acceptance and adoption by peers; evidence of leadership and team contributions.	Summaries of primary contributions, significance and impact in advancing knowledge, new methods, public benefits; communication and validation by peers; evidence of leadership and team contributions.	Summaries of primary contributions, public interest, and impact; communication to publics, peer recognition and adoption; evidence of leadership and team contributions.	Summaries of primary contributions, communication to users, scope of adoption and application, impact and benefits; acceptance and adoption by peers; evidence of leadership and team contribution.	Summaries of primary contributions, communication to users, significance and scope of use and benefits; commercial and social value; acceptance and adoption by peers; evidence of leadership and team contributions.

Weiser, C. J. (1994). The value system of a university: Rethinking scholarship. College of Agricultural Sciences, Oregon State University, Corvallis. <http://www.adec.edu/clemson/papers/weiser.html>

Approved April, 2009