

SoTL and Community Enhance One Another to Create Impact At Loyola Marymount University

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Abstract:

As coordinating institution for the 2006-9 Carnegie Affiliates program, Loyola Marymount University (LMU) has found that “SoTL” and “Community” each contribute to develop the other and both work together to influence campus culture regarding teaching and learning. This article describes the groups, events and initiatives that have emerged and supported SoTL at LMU, the outcomes that have been observed to date as the university explores the role of SoTL on campus and the challenges and opportunities for SoTL work at LMU in the future. The results reported herein have been informed by a survey of university administrators, faculty and instructional technology staff engaged in SoTL work on the LMU campus and by recent discussions associated with major events held on campus within the last year. While SoTL is seen as having had a significant positive impact on faculty teaching practice, student learning and campus culture related to teaching and assessment, some LMU faculty and administrators still have an incomplete understanding of SoTL. The question of how or whether SoTL is to be valued and counted in decisions about tenure and advancement in rank is only beginning to be addressed and that presents both a challenge and an opportunity for the future of SoTL at LMU.

Key Words:

SoTL, scholarship of teaching and learning, communities of practice, impact, collaboration, scholarship, teaching, learning.

Introduction

To build support for the scholarship of teaching and learning at the institutional level, in 1998 the Carnegie Foundation for the Advancement of Teaching initiated the first of three programs aimed at institutions. In The Carnegie Teaching Academy Campus Program, which extended until 2001, institutions drafted local definitions of scholarship of teaching and then initiated one or more Campus Inquiry Groups to study and act on a teaching issue central to the campus. Next came the CASTL Institutional Leadership Clusters (2002-2005) followed by the CASTL Institutional Leadership and Affiliates Program (2006-2009). The two Leadership programs initially gathered institutions together in themed groups and one or two institutions in each group took on the role of group leader. For these two programs Carnegie also provided an option for institutions to participate individually, as Carnegie Affiliates. Each Carnegie Affiliate agreed to make a commitment to the scholarship of teaching and learning by exploring the place of such work in its institutional setting, and undertaking activities to provide support and recognition for ongoing inquiry into evidence-based improvement of student learning. Loyola Marymount University (LMU) in Los Angeles, CA elected to join as an Affiliate in both of these programs. In 2007, as more institutions began to join as Affiliates, Carnegie recognized that having an institution serve as coordinator would improve communication with and among the Affiliates, and LMU was tapped by Carnegie for this coordinating role because of its prior experience as an Affiliate.

This article focuses on the SoTL efforts taking place internally at LMU since 2004. In examining the trajectory of SoTL work on our campus, it becomes clear that what has developed is a “community of practice” in the sense of Wenger (1998). As this article about LMU will describe, SoTL is the root of this community and, in turn, this community has been instrumental in supporting and expanding SoTL work on campus. Together, they have had a positive impact on campus culture regarding teaching and learning. We will describe how the stage was set for the emergence of SoTL on our campus and how a community formed around SoTL work. We delineate the institutional supports that have been created for SoTL. Informed by a self-study that was modeled after the CASTL survey of the institutional participants in the 2006-9 Carnegie Campus Leadership and Affiliates program, we are able to report the outcomes that have been resulted from faculty involvement in SoTL. We close with a candid assessment of the challenges and opportunities facing the SoTL’s future at LMU.

The Backdrop for SoTL at LMU

Located in Los Angeles, California, Loyola Marymount University, one of the 28 Jesuit colleges and universities in the United States, will celebrate its centennial in 2011. LMU’s 2009-10 enrollment of 5500 undergraduates and 1860 graduate students is distributed among six schools and colleges divided by disciplines as follows: liberal arts, business administration, science and engineering, fine and communication arts, film and television, and education. In 2009-10, LMU had 431 full-time instructional faculty distributed across its six schools and colleges as shown in Table 1.

College/School	Frequency	Percent
College of Liberal Arts	171	40
College of Science & Engineering	85	20
College of Communications & Fine Arts	60	14
College of Business Administration	56	13
School of Education	35	8
School of Film & Television	24	6
Total	431	

Table 1. Distribution of LMU Full-time Faculty by College/School

The institution transformed from all male to coed in 1973 by merging with Marymount College, bringing strong programs in the arts to the campus and enriching the institution with the faith and educational traditions of the Marymount sisters. LMU, a comprehensive institution with a single doctorate program in educational leadership, focuses on educating men and women *for others*. This is reflected in the statement of the university's mission as "the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice." That faculty are expected to be teacher-scholars and to perform service is clearly indicated in its faculty handbook (most recently revised in 1996), which, in describing faculty duties and responsibilities given the most weight in tenure, promotion or merit reviews, states that "teaching and scholarship are the most important" and "service is also required." However, while the handbook contains language that clearly acknowledges the scholarship of discovery, application and integration, there is no reference to anything remotely like the scholarship of teaching and learning. In Spring 2010, the campus began undertaking a series of conversations to explore how these new forms of scholarship (in particular, SoTL and scholarship of engagement) should be valued and rewarded in the merit, tenure and promotion process (O'Meara & Rice, 2005).

SoTL Emerges at LMU

The university hosted a visit by Ernest Boyer in 1992 after the publication of his book *Scholarship Reassessed* (Boyer, 1990) to discuss the various forms of scholarship. However, little changed institutionally in regards to understanding or acceptance of SoTL as an emerging form of scholarship as a result of his visit. The founding of the Center for Teaching Excellence (CTE) in 1998, led by a faculty director and provided with a spacious meeting room for workshops and a budget supported by endowment funding, signaled the university's deep commitment to excellence in teaching. Two years later, in 2000, CTE initiated a competitive program of grants to faculty for undertaking and assessing innovations in teaching. In Spring 2005, the innovation in teaching grants were re-named Scholarship of Teaching and Learning grants to emphasize the importance of gathering evidence from students to evaluate the

effectiveness of the innovation and to more accurately reflect the intended focus of these grants.

The selection of two LMU Mathematics faculty members, Curtis Bennett and Jacqueline Dewar, as 2003-4 CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) scholars further raised the profile of SoTL on campus and gave the campus direct access to important SoTL resources, including Carnegie staff and other CASTL scholars. Bennett and Dewar were catalysts for the formation of a SoTL community on campus as we describe in the following section.

In 2007, CTE initiated an annual SoTL Showcase Week (see <http://tinyurl.com/Showcase2009>) to celebrate LMU's SoTL accomplishments, highlight connections to LMU's mission and offer opportunities to explore positive synergies with course design and student outcomes assessment. The first three showcase weeks have brought four guest speakers to campus, each a former CASTL scholar (David Reichard, Cal State Monterey Bay, CASTL 2003; Heidi Elmendorf, Georgetown, CASTL 2003; Randy Bass, Georgetown, CASTL 1999; Dennis Jacobs, Notre Dame, CASTL 1999). These speakers have demonstrated how SoTL investigations into learning in seminar courses or in community based learning opportunities provide insights into the ways that these forms of instruction can deepen student understanding of social justice issues. In addition, SoTL Showcase Week provides multiple venues, such as panels and poster sessions, for LMU's SoTL practitioners to share their SoTL work with the broader university community and nurtures and facilitates cross fertilization of inter- and multidisciplinary studies of teaching and learning at LMU.

Through these SoTL events, LMU faculty began discussions with colleagues from such diverse areas as Mathematics, Modern Languages, Communications, and Film and Television about student interactions and interdisciplinary courses. For example, a pair of SoTL Showcase week participants from Communication Studies and the Department Electrical Engineering and Computer Science pooled their knowledge of assessment and technical concepts to collaborate on a successful National Science Foundation grant proposal to develop a virtual engineering science learning lab (August & Hammers, 2009). Their collaboration on this online interactive environment was a direct result of conversations initiated during one of the showcase week poster sessions. A second instance of cross-disciplinary collaboration is found in a pair of faculty from Biology and the Department of Electrical Engineering and Computer Science creating a bioinformatics teaching framework that was implemented through courses introducing computer science students to the field of bioinformatics (Dahlquist & Dionisio, 2008). Through the class, students developed an initial product release of a software application used in gene mapping. In the next two sections of this paper we examine other ways in which SoTL activities have created a vibrant and productive community of SoTL scholars and the ways in which its members have had an impact on campus culture and initiatives.

SoTL Creating Community

At the close of their year as 2003-4 Carnegie scholars, Professors Bennett and Dewar presented their work at a lunchtime session at the Center for Teaching Excellence. Attendees expressed interest in continuing conversations about SoTL and

that suggestion led to the initiation of a SoTL Brown Bag Group that has continued to meet twice a month in the CTE since the middle of 2004. The original set of members, perhaps a dozen or so, grew to 84 by 2010, including 68 faculty, 12 staff and 4 administrators. The current distribution of the 68 faculty participants in the SoTL Brown Bag across LMU's six schools and colleges is shown in Figure 1.

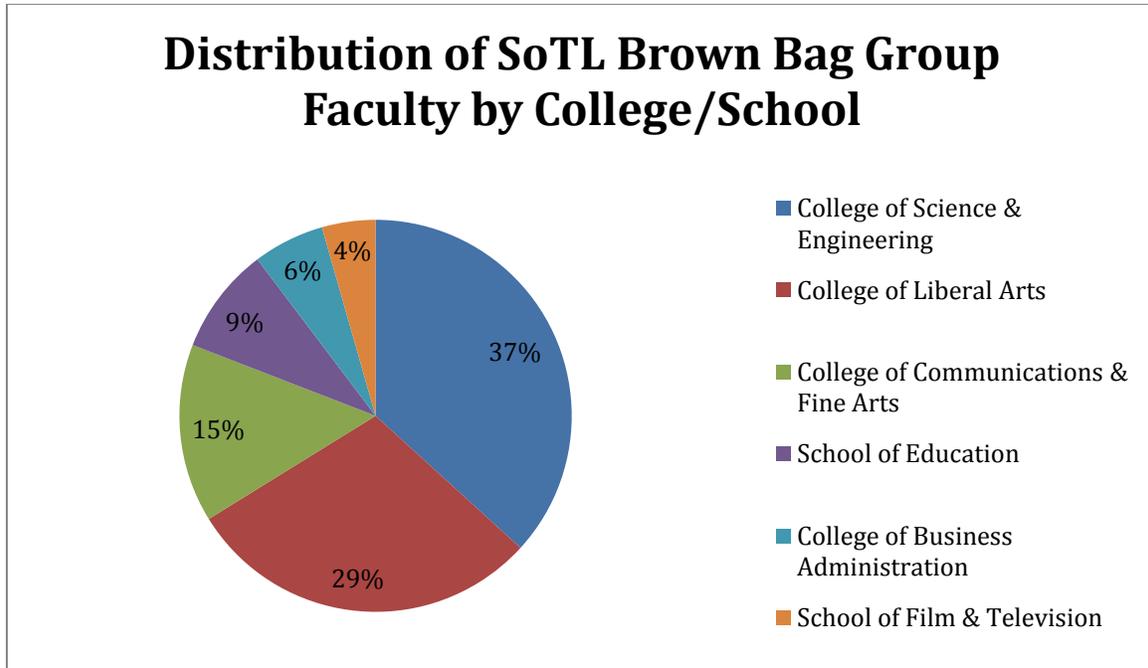


Figure 1. Distribution of SoTL Brown Bag Group Faculty by College/School

A comparison of Table 1 and Figure 1 reveals that the distribution of faculty participation in SoTL Brown Bag group is not very representative of the relative size of the schools and colleges in terms of full-time faculty. For example, faculty in the College of Science and Engineering comprise 37% of the faculty in the SoTL Brown Bag community despite being only 20% of university faculty. On the other hand LMU's largest college, the College of Liberal Arts, has 40% of full-time faculty but only 29% of the Brown Bag community come from the liberal arts.

In Spring 2005, the SoTL Brown Bag group members organized a presentation at CTE "Fostering a Scholarship of Teaching and Learning" and arranged a two-day campus visit by Richard Gale, then a senior scholar at the Carnegie Foundation and director of the CASTL program. Gale's presentation, "Advancing Social Justice Concerns Through the Scholarship of Teaching," was the first formal attempt to increase campus awareness of SoTL's synergy with LMU's mission. Gale also met with the university President, Robert B. Lawton, SJ, and consulted informally with faculty interested in SoTL.

Now that the CTE has take a leadership role in planning an annual SoTL Showcase Week, the SoTL Brown Bag community focuses on providing a venue for discussing project ideas, seeking advice, and sharing news about SoTL opportunities. SoTL queries, project ideas, and reports of results have been brought to the group from faculty and staff in Psychology, Theology, Physics, Biology, Animation, Communication

Studies, Math/Science Teacher Preparation, and more. Questions and concerns raised at Brown Bag discussions have led to subsequent presentations or mini-workshops on topics like coding qualitative data and identifying appropriate venues to publish SoTL work. The Brown Bag group has served a sounding board for the CTE Director in designing the SoTL Showcase Week agenda and assisted with LMU's Carnegie Affiliate work.

The annual call for applications to the CASTL Summer Institutes is one of the SoTL opportunities shared with Brown Bag participants as well as LMU faculty at large. LMU faculty have been tremendously successful in the blind peer review process used for selecting scholars to be mentored at the CASTL Summer Institutes. For the 2005 through 2009 Summer Institutes there were eight LMU applicants and all were accepted: two in 2005 (Math and Physics), one in 2006 (Computer Science), two in 2007 (Math and Natural Science), one in 2008 (Economics) and two in 2009 (Communication Studies and Theological Studies). All of LMU's CASTL Summer Institute applicants were either encouraged to apply or mentored in their applications by someone in the SoTL Brown Bag community.

In 2007-8, two additional faculty (Communication Studies and Modern Languages) were named Faculty Fellows in the Service Learning for Political Engagement Program by California Campus Compact and The Carnegie Foundation for the Advancement of Teaching. As this CASTL scholar data suggests, initially interest in SoTL was highly concentrated in mathematics and the sciences, possibly because the first two Carnegie scholars were in mathematics. Then the CASTL Summer Institute began attracting applications from LMU faculty in the humanities. This year LMU has its first CASTL Summer Institute applicant from the arts, specifically from the Animation department of the LMU School of Film and TV.

If we examine the distribution of CTE SoTL grants by school and college (see Figure 2), we again find Science and Engineering faculty leading the way. In addition, we note that while few business faculty have participated in the SoTL Brown Bag group (Figure 1), they have been relatively successful in applying for CTE SoTL grants (Figure 2). As our data strongly suggests, there are disparities across disciplines in SoTL participation at LMU. However, the open nature of the SoTL Brown Bag group and the outreach of its members to collaborate with and mentor others across disciplines is beginning to attract scholars from underrepresented areas.

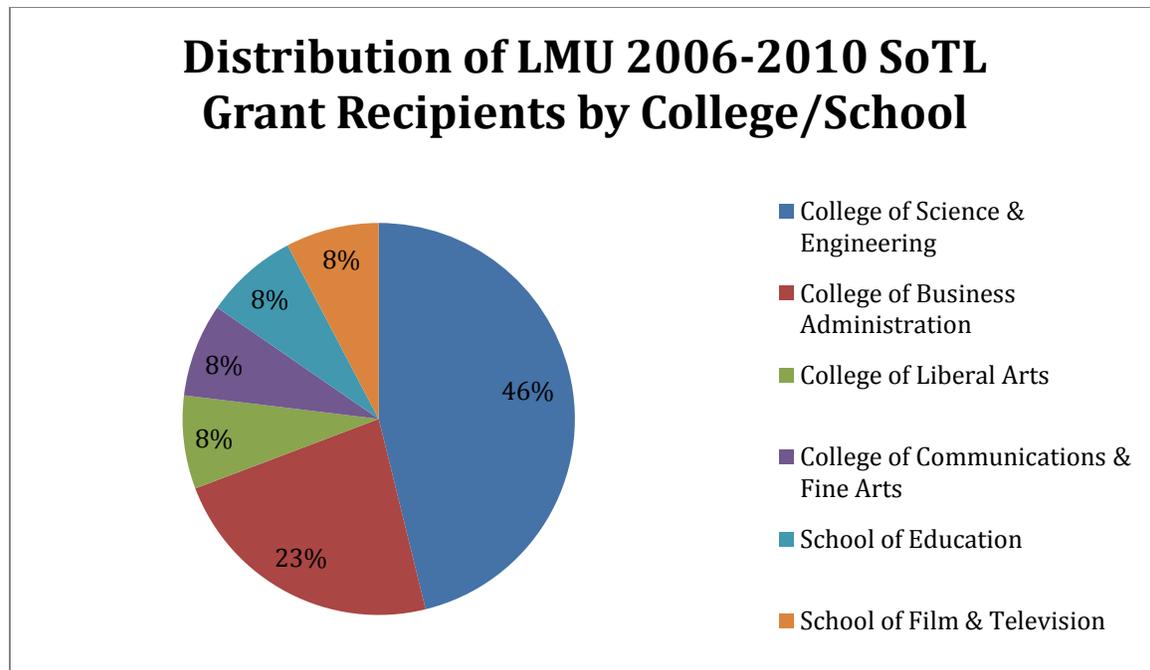


Figure 2. Distribution of LMU 2006-2010 SoTL Grant Recipients by College/School

Community Creating Impact

The previous section described how SoTL activities at LMU, especially the SoTL Brown Bag group, have encouraged the development of community among faculty, staff and administrators interested in SoTL. We have cited evidence that the community has been successful in recruiting and supporting the development of new scholars and in identifying and sharing expertise. We now report additional impacts of SoTL on campus culture and initiatives revealed through a campus survey undertaken in February 2009. The survey consisted of ten open-ended questions derived from the CASTL survey that was administered to all institutional participants in the 2006-9 Carnegie Campus Leadership and Affiliates program. We list the LMU version of these questions in Table 2.

LMU Campus Impact Survey Questions	
#1	What examples or stories can you give regarding the impact of individual or campus engagement with SoTL on how LMU faculty approach teaching?
#2	What examples or stories can you give regarding the impact of engagement with SoTL on the student learning experience at LMU?
#3	What examples or stories can you give regarding the impact of engagement with SoTL on the culture of teaching at LMU?
#4	Please provide examples of Department or Program initiatives where SoTL impact has been significant.
#5	Please provide examples of Campus-wide initiatives or agendas where SoTL impact has been significant.
#6	Do you use technology to advance the knowledge and practice of the scholarship of teaching and learning at LMU? How? How have you used technology to share work and to learn from others?
#7	What are one or two lessons from your engagement with the scholarship of teaching and learning at LMU that would be useful to others?
#8	What are one or two of the most promising signs of progress in teaching and learning that engagement with SoTL has contributed to at LMU?
#9	What are one or two of the most important issues that the scholarship of teaching and learning as a movement must address in the near future?
#10	Please feel free to make any additional comments regarding the Scholarship of Teaching and Learning at LMU.

Table 2. LMU Campus Impact Survey Questions

The survey was administered electronically to three groups at LMU: (1) Academic deans and vice presidents; (2) recipients of LMU SoTL grants or Carnegie scholars of any type; (3) SoTL Brown Bag faculty who did not fall into the previous category. Although the response rate was lower than we would have liked ($n = 3, 9, 3$, respectively from each group), the length and depth of the responses submitted provided a rich data set to analyze. The authors used grounded theory (Glasser, 1998) and open coding to discover the participants' main reactions and beliefs about SoTL's impact at LMU. Several passes through the data produced the categories in Table 3, presented in alphabetical order along with an example of a remark from each category and the frequency of responses in each category. Following Table 3, Figure 3 presents the frequency data graphically.

Category of Response	Example Response	Frequency
CA Connections to Assessment	"LEAP ... assessments used were directly impacted by SoTL"	22
CP Changing Pedagogy	"I have begun to focus more on group activities in my courses and listen more closely to student remarks. ... SoTL definitely contributed to my appreciation of the value of group work in class."	29
CT Influencing the Culture of Teaching on Campus	"I feel like the culture is shifting, albeit slowly. In some circles there is a new attitude toward teaching. Going beyond 'teaching tips' to be more scientific."	11
PC Program Change or Impact due to SoTL	"Life Science Early Awareness Program (LEAP) certainly owes its existence, in large part, to SoTL awareness and the form it took and the assessments used were directly impacted by SoTL."	11
PR Promotes Faculty Relationships and Cross Disciplinary Work	"Being engaged in the SoTL community, especially on campus, has made a world of difference (and improvement) in my ability to feel a part of the university community of scholars."	18
SL Contributes Directly to Student Learning or	"... the work that SoTL does significant[ly] improve student learning and the quality of students' education[al] experience."	22
SS Students Involved in SoTL Work	"Several students have worked with me on educational research projects."	2
TD Faculty Thinking Deeply or Reflecting About Student Learning	"By understanding the literature as well as knowing how to measure the different components, I am able to think about how [to] create activities that target students' specific needs... ultimately such specific activities will yield ... better understanding and skill"	20
US Getting a Better Understanding of SoTL	"SoTL activities are extremely helpful in guiding me to improve my teaching and in helping me conduct educational research."	6
WC What Counts as Scholarship, how is SoTL Valued	"The fact that the Faculty Development Center has sponsored and supports SoTL work has made a significant and positive impact on the discussion of what constitutes scholarship."	11

Table 3. LMU Campus Impact Survey Results

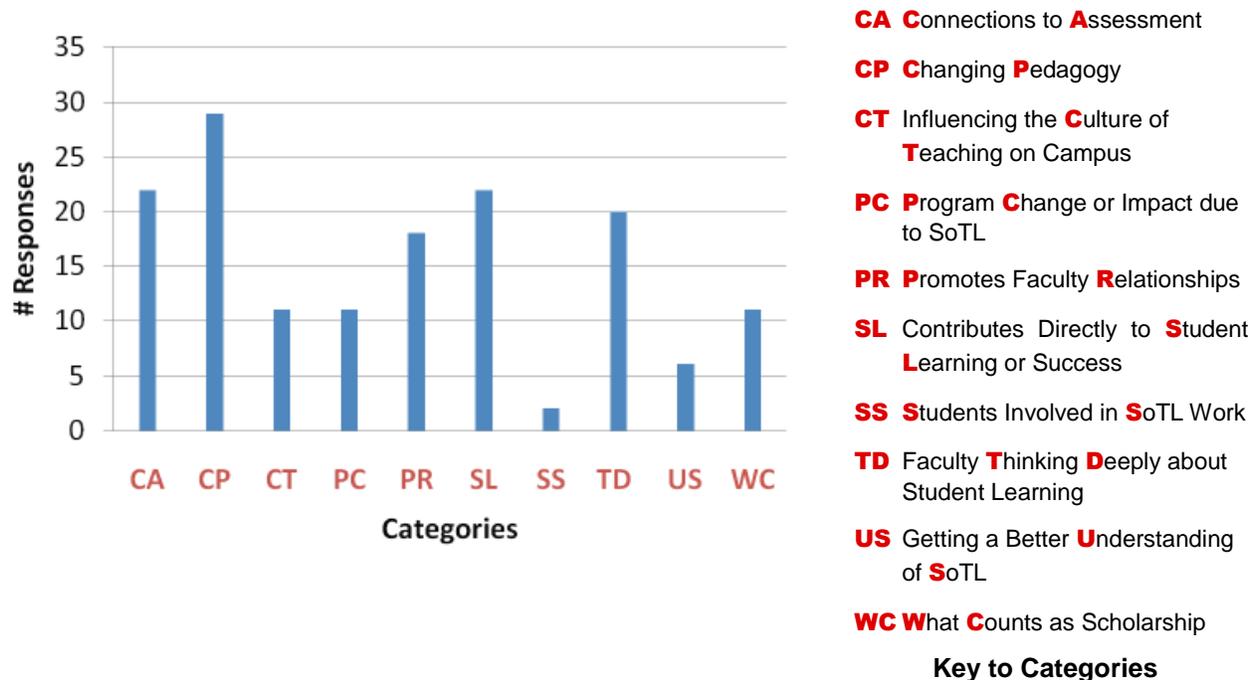


Figure 3. Frequency of LMU Campus Impact Survey Responses by Category

As Figure 3 indicates, faculty and administrators responding to the survey most frequently commented that SoTL was a significant influence on faculty to change their teaching methods ($n = 29$ comments out of a total of 134 codings). Surprisingly, SoTL was next most frequently seen as improving approaches to or understanding of the assessment of learning outcomes ($n = 22$). While some have been concerned that connecting SoTL to assessment might hinder the development of SoTL, it seems that at LMU, the efforts to create and highlight positive synergies between SoTL and assessment have been successful. Tied with “Connections to Assessment,” for second place as an impact, was that SoTL contributes directly to student learning or success ($n = 22$). A large number of responses indicated that SoTL has encouraged faculty to think more deeply about student learning ($n = 20$). Nearly as many ($n = 18$) suggested that SoTL has promoted faculty communication and cross-disciplinary work. There were 11 codings that indicated SoTL has influenced the culture of teaching on campus toward increasing its visibility and importance. The same number ($n = 11$) addressed some aspect of the question what counts as scholarship at LMU or how is SoTL counted and rewarded for LMU faculty. Another 11 codings described SoTL having an impact on a campus program or effort. In a moment we will explore some of these impacts on programs in more detail. Finally, we were able to identify six instances where respondents noted that faculty were getting a better understanding of SoTL and two references to students being directly involved in SoTL work.

As previously mentioned and the survey corroborated, the LMU SoTL community has influenced and contributed to major initiatives and departmental programs on campus. Through direct involvement of faculty and staff from the SoTL community, the Core Curriculum Development, Community Based Learning, Assessment, the university’s Academic Planning and Review process, and two early intervention programs in the life sciences and psychology have been nurtured, critiqued, and

improved. A university administrator remarked that "conversations regarding a new core curriculum reflect sophistication about SoTL and its value [Survey Q#6, Administrator]." The administrator also stated that a "... professor's participation in [a SoTL] project in support of a community-based learning course has provided her and colleagues working with her on this project a much more refined understanding of the challenges and opportunities inherent in such work. I predict that her experience with this initiative will continue to produce larger effects in her department as well as provide her with very practical teaching strategies gained as a result of participating in this project. [Survey Q#4, Administrator]"

We now describe SoTL's impact on several of these initiatives and programs in greater detail. One is the Life Science Early Awareness Program (LEAP) for life science majors. To promote interest and success in pursuing careers in the life sciences, LEAP links critical first-year courses in science and mathematics, faculty, and living arrangements and co-curricular activities for a cohort of first year students to create a fully integrated learning experience. LEAP faculty have gleaned ideas and support from the SoTL Brown Bag community, received a CTE SoTL grant, and reported on the challenges, successes and disappointments of LEAP in each of the SoTL Showcase poster sessions. In turn, the success of LEAP influenced the development of the Psychology Early Awareness Program, which provides a similar experience for beginning majors in psychology.

SoTL is having some influence on the core curriculum revision process that began in 2006. In 2008 the LMU Core Curriculum Committee and the Center for Teaching Excellence held a Summer Institute to assist 17 faculty interested in developing or revising a course to incorporate desired characteristics* anticipated for the new core. The SoTL background of two participants interested in revising an introductory course on computer science for non-majors for the core facilitated the transfer of knowledge about course design and student learning from theory into practice. After studying Fink's Taxonomy of Significant Learning (Fink, 2003) during the Institute, the two computer science faculty were able to apply Fink's criteria for good course more effectively to integrate learning goals, activities, and assessments in the restructured course in part because of the SoTL savvy they brought to the process.

In addition to the influence of SoTL on campus culture, initiatives and programs there have also been external outcomes resulting from LMU's participation in SoTL that are leading to increasing visibility of LMU as an institutional leader in SoTL. As faculty at LMU increased their participation in SoTL, and LMU joined the 2006-9 Carnegie Affiliates program, LMU was tapped to serve as coordinating institution for the Affiliates. In this role LMU forged connections with fifteen other institutions of higher education in the United States and Canada and one national center for science and civic engagement. The videoconferences hosted by LMU provided resources and opportunities for LMU faculty to participate in discussions with this larger SoTL community. LMU gained further exposure, recognition and access to more than 100

* 1. Alignment with Mission: Values, Ethics, Faith, Justice and Leadership; Intellectual/Artistic Rigor; and Education of the Whole Person; 2. Coherence, Integration, Interdisciplinarity; 3. Diversity, Internationalization, and Ecological/Environmental Concerns; 4. Writing, Oral Communication, and Quantitative Reasoning across the Curriculum

other institutional collaborators, when as coordinator of the Carnegie Affiliates, it was included along with representatives of the 12 themed groups in the Carnegie Institutional Leadership Program in the planning for the final convening of the CASTL program which took place on October 21, 2009 at Indiana University in Bloomington, Indiana. At the final convening LMU was invited to join a new consortium of six institutions led by Creighton University that seek to create a sustainable structure for hosting and financing the CASTL Summer Institute to mentor new SoTL scholars.

Institutional Commitment to SoTL

In Fall of 2004, having just missed the deadline to join Carnegie's Campus Cluster Program, LMU joined the Carnegie Affiliate program. In addition to being on its own as an Affiliate, LMU SoTL scholars contributed to some of the work taking place in the cluster Advancing the Scholarship of Teaching and Learning as a Networked Community Practice led by Georgetown University (McGowan, et al, 2005). As an Affiliate, LMU made its first official public institutional commitment to explore the place work on its campus, and undertake activities that provide support and recognition for ongoing inquiry into evidence-based improvement of student learning. As mentioned in the previous section, in 2006, LMU again applied for Carnegie Affiliate status to continue its commitment to SoTL in a formal way. In Summer 2007, LMU accepted the Carnegie Foundation's invitation to become the coordinating institution for the new group of Affiliates who would join the 2006-9 CASTL Institutional Leadership program.

In January 2007, Dr. Ernest Rose, LMU's Senior Vice President for Academic Affairs committed institutional funding to pay page charges or subvention fees for SoTL publications. Dr. Rose has been quite supportive of the Center for Teaching Excellence and of SoTL work, often citing their impact in his annual convocation address to the campus. In his 2009 convocation address, Dr. Rose stated that what he liked most about SoTL was that it took the private work of teaching and made it public: "One of the things I really value about the scholarship of teaching and learning is its public face. [Every year we have a SoTL Showcase that provides] an open and public way for really talking about teaching. It's a perfect fit for LMU" (Rose, 2009).

Another move to support SoTL at the institutional level was taken in Fall 2007, when CTE initiated a travel grant program that provides stipends up to \$750 for faculty travel directly related to improving pedagogy or presenting SoTL work. Travel funding is a limited resource in each of the six schools and colleges that comprise LMU, and typically the level of funding available to a faculty member covers just one conference trip per year. For most faculty, the top priority has to be attending the particular disciplinary conference that focuses on their area of research. The CTE travel grants are designed to offset (at least partially) the costs of faculty travel to access professional development for their teaching or to disseminate their SoTL findings outside of the University.

As LMU's participation in the Affiliates program was ending in Fall 2009, Senior Vice President Rose authorized LMU's successful application for registration to use the Carnegie name for an additional two years. In its application LMU identified two primary goals to pursue through the end of 2011. The first goal is to solidify and make more visible connections between SoTL and the university's mission: the encouragement of

learning, the education of the whole person, the service of faith and the promotion of justice. The second goal is to expand and clarify the understanding of which mission-related scholarship and creative works are to be valued and counted for tenure and promotion at LMU. To address these goals, during the next two years the following work has been planned:

- Encourage SoTL as a way to investigate and document learning in community based learning (CBL) courses and to identify and promote approaches to CBL that are most effective in producing significant learning.
- Encourage faculty participating in course development projects (for example, the 2008-2010 President's Core Curriculum Institute) to move beyond assessment of learning outcomes to undertake a SoTL project grounded in their course.
- Make available results of previous SoTL studies of learning in seminar courses to inform the development of any freshman seminar program that is included in the revised core curriculum.
- Highlight SoTL work by LMU faculty and the impact it has on teaching and learning through a 4th annual SoTL Showcase week to be held in Fall 2010.
- Amplify the outcomes of a roundtable discussion held October 2, 2009 on the role of SoTL in the professional lives of faculty.
- Continue the work to broaden the base of SoTL scholars across all of the six schools and colleges in the university.

Challenges

The major challenges to the future of SoTL at LMU were explored in a roundtable discussion held on October 2, 2009 as part of the 2009 SoTL Showcase Week and also emerged from a recent discussion of the University Research Council. At the roundtable, it became apparent that some LMU faculty and administrators still have an incomplete understanding of what SoTL entails and how SoTL differs from good teaching practice or scholarly teaching (Richlin, 2001). A related challenge is the question of how and where SoTL work fits into the tri-part responsibilities of LMU faculty: teaching, research, and service. This second challenge is actually a large umbrella covering a host of more particular concerns:

- How to insure that SoTL will enhance LMU's reputation rather than dilute it
- How to evaluate the quality of SoTL work (as a form of scholarship that does not reside in a single discipline)
- Reluctance to encourage junior faculty to engage in SoTL, because they may find that it is not being recognized as valid scholarly work when they apply for tenure and promotion
- How to identify outside evaluators who are able to review SoTL work submitted in tenure and promotion dossiers

The goals and activities outlined in the previous section as an extension of work begun as an institutional participant in the Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), 2006-2009, were selected with some of these challenges in mind. In addition, we are hopeful that a series of institutionally sponsored conversations to explore how these new forms of scholarship

(in particular, SoTL and scholarship of engagement) should be valued and rewarded in the merit, tenure and promotion process will help the LMU SoTL community to address these challenges successfully.

Conclusion

In examining the interplay between the role of scholarship of teaching and learning at LMU during its last three years as a Carnegie Affiliate and the community of SoTL practitioners at LMU, we have found each has served to enhance the other. We have been able to identify many campus initiatives and programs that have benefited from faculty involvement in SoTL. In addition, we have discovered that SoTL events and the LMU SoTL community have facilitated a number of fruitful professional collaborations. Together SoTL and the LMU SoTL community appear to have had a significant impact on teaching and learning. In our survey LMU faculty and administrators most frequently cited SoTL as helping faculty change their pedagogy, improve student learning, gain assessment skills, and think more deeply about teaching and learning. These are exactly the type of impacts that the CASTL Institutional Leadership Program leaders and the CASTL Staff Team (Pat Hutchings, Mary Huber, Barbara Cambridge, and Tony Ciccone) were seeking to document (Ciccone, 2008).

Institutional infrastructure to support LMU faculty wishing to engage in SoTL is fairly substantial. It includes a SoTL grant program, travel stipends to present SoTL papers or attend SoTL conferences, subvention fees for SoTL publications, campus venues to present SoTL work, and a community of practice for SoTL scholars. The major challenge to a wider embrace of SoTL at LMU is the uncertainty about how or even whether this work will be rewarded when included tenure and promotion dossiers. The goals and activities for the extension of LMU's work as an institutional participant in the 2006-9 Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning were expressly chosen to address this challenge. The planned campus conversations about aligning the faculty reward system with LMU's mission are expected to move our campus toward a shared understanding of SoTL's role at Loyola Marymount University.

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