March 8, 2012

The Carnegie Foundation for the Advancement of Teaching
c/o Tony Ciccone, former CASTL Director
51 Vista Lane
Stanford, CA 94305

RE: Final Report on Loyola Marymount University’s Continued Use of the Carnegie (CASTL) name during 2010 and 2011

Loyola Marymount University (LMU) is very grateful to the Carnegie Foundation for the Advancement of Teaching for granting permission to continue the use of the Carnegie (CASTL) name for the work in the scholarship of teaching and learning conducted at LMU during 2010 and 2011.

In its Fall 2009 application for this extension, LMU set two major goals for its work:

1. 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.
2. To expand and clarify understanding of what mission-related scholarship and creative works are valued and counted for tenure and promotion at LMU.

With regards to Goal #1, the following was accomplished:

- The leaders of a Community-based Learning (CBL) initiative, begun in 2009 to support and expand CBL at LMU, modeled their community of practice after the well-established SoTL Brown Bag group and at times the two groups held joint meetings. In 2011, three members of the CBL group submitted successful proposals (one from a team of a Business faculty and a CBL staff person, the other from a Communications Studies faculty member) as 2011 CASTL Institute/IISSAM scholars.
- During 2010-11, when LMU was in the process of developing a new core curriculum (adopted in late Spring 2011), information derived from past Carnegie scholar work on the seminar was shared with an early Core Curriculum working group developing ideas for a freshman seminar.
- The fourth (2010) and fifth (2011) annual LMU SoTL Showcase Week featured SoTL work by LMU faculty (SoTL grant recipients, SoTL brown bag group members, CASTL Institute/IISSAM scholars, and others), highlighted SoTL connections to LMU’s mission, and offered opportunities to explore synergies with course design and student outcomes assessment.

With regards to Goal #2, the following was accomplished:

- In Fall 2010, a group of LMU faculty and staff began exploring the application of Scholarship Assessed to evaluate work in the creative arts. They engaged in conversations first on campus and then with others across the nation about this topic
through presentations at the 2011 conferences of Lilly West, ISSOTL, and the POD Network. This LMU group included a 2010 CASTL Institute scholar from LMU’s Animation department. The group hopes to submit the results of their work for publication.

- Some progress has been made toward institutional recognition of SoTL work for tenure and promotion as evidenced by the following statement contained in the preamble to the 7-26-11 draft (modified by Faculty Senate) of a new LMU Rank and Tenure Resource Manual: “LMU is committed to multiple forms of scholarship and creative activity including scholarship of discovery, conceptual design, synthesis, engagement, and teaching and learning. LMU is committed to multiple forms of scholarship and creative activity including scholarship of discovery, conceptual design, synthesis, engagement, and teaching and learning. These activities comprise the essential criteria for tenure and/or promotion and themselves reflect the mission and goals of the University.” This manual is self-described as a comprehensive guide to all aspects of tenure and promotion designed to bring clarity, consistency, and transparency to practices across the university. A faculty vote is to be taken on this document in Spring 2012.

Unrelated to the two stated goals, LMU has additional SoTL accomplishments to report. During the extension period the LMU SoTL Brown Bag group email list grew by 20% and LMU increased its number of CASTL/IISSAM scholars by four, bringing the total to 13. In the 2011-2012 academic year, LMU’s Center for Teaching Excellence (CTE) launched a major initiative to strengthen SoTL work by LMU faculty through an eight-part workshop series designed to improve skills in the analysis of quantitative and qualitative data. In Fall 2011, CTE surveyed LMU faculty to identify perceived areas of impact for SoTL at LMU. Some of the findings were reported in a poster “SoTL and Community Reinforce One Another to Create Impact at Loyola Marymount University,” presented by J. Dewar, S. August and D. Herreiner at the 2011 ISSOTL Conference in Milwaukee, WI. Of note for this current report are the following: LMU faculty saw SoTL as being a significant factor in changing their teaching methods, helping them with assessment of student learning outcomes, and encouraging communication and cross-disciplinary collaborations. Some faculty felt there was an improvement in how SoTL is valued in tenure and promotion at LMU, while about twice as many expressed concern and reservations about how and whether SoTL is valued.

In addition to this local work, LMU has engaged with and contributed to the national/international SoTL community in significant ways. These are:

- After serving as the coordinating institution for the group of 17 institutional Affiliates in the 2006-9 CASTL Institutional Leadership program, LMU organized the summary presentation by the Affiliates at the 2009 CASTL convening. Following this final convening, LMU successfully proposed to the editors of Transformative Dialogues to dedicate an issue of the journal to the work of the Carnegie Affiliates. LMU then coordinated the Carnegie Affiliates’ final dissemination in the July 2010 issue of Transformative Dialogues titled The Attraction, Value and Future of SoTL: Perspectives from the Carnegie Affiliates.

- LMU joined the planning group for the 2010 National CASTL Summer Institute to mentor new SoTL Scholars, now called International Institute for SoTL Scholars and Mentors (IISSAM), and LMU has made a commitment to host IISSAM
(http://www.iissam.org) in 2012 and 2013 on its campus. This and other SoTL work at LMU are now led by LMU’s new CTE director, Dr. Dorothea Herreiner.

As reported above, during the extension period much progress has been made by LMU in terms of promoting and supporting SoTL both on and beyond campus. Still there is much more work to be done. The current list of challenges and goals for the future of SoTL at LMU includes:

- Continue efforts to anchor scholarship of teaching and learning in tenure and promotion standards at LMU
- Continue efforts to increase faculty and administrator understanding of SoTL and its value to LMU
- Enhance understanding of standards of SoTL work and ways to evaluate it
- Encourage faculty to move beyond assessment of learning outcomes to undertake a SoTL project grounded in their courses
- Integrate SoTL into course development for the new university-wide core curriculum, including community-based learning and other engaged learning courses
- Broaden the base of SoTL scholars, especially in the humanities
- Extend support and interest in SoTL-related work at LMU and beyond by hosting IISSAM 2012 and 2013 at LMU and continuing to work with the multi-institution consortium formed during the extension period to plan future IISSAM institutes.

The ability to reference the foundational support and connection to Carnegie during the extension period has certainly been a valuable asset for LMU in carrying on this work. It is hoped that there will be a continuing Internet presence documenting Carnegie’s heritage in the launch and formation of what has become an international SoTL movement. The assistance and support of past Carnegie leaders, Lee Shulman, Pat Hutchings, Mary Huber, Tony Ciccone and Richard Gale, to LMU over the years has been invaluable and is gratefully acknowledged here.

For any questions regarding this report, contact Jacqueline Dewar, Professor of Mathematics, by email jdewar@lmu.edu or phone 310-338-5106. This report as an acknowledgement of Carnegie’s support during the extension period will appear at http://www.lmu.edu/libraries_research/cte/Programs/SoTL/Carnegie_SoTL_Work.htm

Sincerely,

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Writing for the LMU team named in the 2009 application, consisting of:
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