

## Title

SoTL creating Community creating Impact: One Institution's View

## Summary (75 words)

Loyola Marymount University (LMU), coordinating institution for the Carnegie Affiliates program, 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 poster will describe the groups, events and initiatives that have supported SoTL at LMU, the outcomes that we have observed and the challenges that remain.

## Theme

### Keywords

SoTL Communities, Impact, Future of SoTL

## Abstract (364 words)

The CASTL Affiliates program

(<http://www.carnegiefoundation.org/programs/sub.asp?key=21&subkey=2039&topkey=21>) was a Carnegie initiative to encourage and support institutions in the early stages of their commitment to the scholarship of teaching and learning. Institutions that were prepared to make a commitment to the scholarship of teaching and learning (SoTL) by exploring the place of such work in their settings, and undertaking activities that provide support and recognition for ongoing inquiry into evidence-based improvement of student learning were invited to apply to the CASTL Affiliate program. Applications closed October 15, 2008. In Summer 2007, Carnegie named Loyola Marymount University (LMU), a comprehensive university in Los Angeles, CA, as the coordinating institution for the CASTL Affiliates program.

As coordinating institution, LMU both facilitated and benefited from the Affiliate group's communication and resource sharing via email, videoconferencing, and face-to-face meetings at conferences. Meanwhile on its own campus, LMU built on and expanded existing structures in support of SoTL. This poster exhibits the LMU groups, events and initiatives that have promoted and supported SoTL on its own campus, the outcomes that have been observed and the challenges that remain.

The information presented derives from a formal survey of faculty and administrators, publications by LMU faculty, informal discussions over SoTL brown bag lunches, and

resources provided by LMU's Center for Teaching Excellence. The following campus initiatives will be featured on the poster: an annual SoTL Showcase Week, grants in support of SoTL investigations, travel grants for SoTL presentations, SoTL faculty brown bag lunches, and connections to other campus initiatives such as core curriculum and student outcomes assessment. The relative impact of these and other efforts to promote, recognize and publicize SoTL work will be assessed in various ways: through counts of participants, types of products, areas of focus for SoTL projects, and using the "Examining the Impact of the Scholarship of Teaching and Learning" document (Ciccone, 2008).

The interplay between SoTL and Community in supporting and recognizing SoTL work at LMU is a key factor in the successes we have experienced. The continual addition of new disciplines and focus areas for SoTL investigations is certainly one positive indicator. Other markers of success and areas of challenge that remain at LMU will be noted.