

Annual Report **2009 – 2010**



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This report is available online at the Center's website <http://www.lmu.edu/cte>

Center for Teaching Excellence Annual Report 2009 - 2010

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Cover photo: Guest speaker Dennis C. Jacobs, Ph.D, Vice President and Associate Provost, University of Notre Dame, speaks at SoTL Showcase 2009.

During 2009-2010, the Center for Teaching Excellence (CTE) not only continued its hallmark collaboration with committees, offices, and divisions across campus but expanded it significantly through the work of two Faculty Associates: Dr. Deena Gonzalez and Dr. Cathy McGrath, who coordinated programs about inclusive pedagogy and community-based learning, respectively. These Faculty Associate positions, one funded by Academic Affairs and the other by CTE, enabled the Center to utilize LMU faculty expertise to develop programming to address critical areas and to build capacity on campus for future faculty development work. Both of these programs brought nationally recognized speakers to campus (see pages 40 – 48). The Inclusive Pedagogies programming received tremendous support from other offices and academic departments, while the Community-Based Learning programming led to significant interactions and collaborations with the Center for Service and Action.

As usual, ITS was among CTE's collaborators. This year CTE's Academic Technology Week held April 5 to 9, 2010, (see page 39) was entirely coordinated by CTE's administrative assistant, Mr. Nick Mattos, who has been working on his Masters degree in Educational Technology. Nick has brought his increasing expertise in this area to bear on several other major efforts at CTE. He worked closely with Dr. Cathy McGrath, Ms. Maria Alderete, the Assistant Director of CSA, and myself to establish in myLMU Connect an on-line space and community devoted to CBL. He also set up and managed the wikispace utilized by the 17 Carnegie Affiliate institutions to prepare for their presentation at the final convening of the CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) Institutional Leadership Program on October 21, 2009 at Indiana University, Bloomington, IN. Following the convening, the Affiliates used the wiki to gather their institutional stories for publication in the July 2010 issue of the journal *Transformative Dialogues* (<http://www.kwantlen.ca/TD.html>).

After LMU closed out its two and one-half years as coordinating institution of the Carnegie Affiliates, it successfully petitioned the Carnegie Foundation for permission to continue use of the Carnegie name for its ongoing work on the scholarship of teaching and learning (SoTL). In addition, LMU was recruited by one of the 2006-2009 CASTL Institutional Leadership groups to join with them in planning future CASTL Summer Institutes to mentor new SoTL scholars. Since 2006, eleven LMU faculty have been selected for participation in Carnegie's Summer Institutes or the Political Engagement Project, the most recent being Adriana Jaroszewicz, Assistant Professor of Animation. LMU's increasing national prominence in SoTL is due in part to the support provided by the CTE to the LMU faculty doing SoTL work (see pages 14 – 31), who have truly formed a community of practice on campus.

May 13, 2010 marked the final convening of LMU's President's Core Curriculum Institute (PCCI). Originated in the summer of 2008, the Institute was designed to assist faculty in the development of pilot courses for the LMU Core Curriculum that would address one or more of the desired characteristics of the core as envisioned in the 2005 document *Improving the Core: Summary and Reflection*. Although the Core Curriculum revision process moved forward in ways that were unforeseen when the PCCI was conceived and initiated, the PCCI

was very successful as a faculty development experience for those involved. The fifteen faculty who created or revised a dozen courses reported developing a real sense of community and commitment to the core (see pages 49 – 50).

CTE provided substantial resources, including both expertise and administrative support, for the work of the Committee on Comprehensive Evaluation of Teaching. This Committee was appointed by the Faculty Senate in Spring 2010 to investigate, document, and assist with the development of tools for evaluating teaching beyond student evaluations. The Committee's report is available at <http://www.tinyurl.com/LMUC CET> and its work will continue next academic year with ongoing support from CTE.

At the end of each academic year, CTE distributes a feedback survey to all faculty and to all participants in CTE events to assist in future planning and improvement of the Center's services. This year the number of responses more than doubled, increasing from 40 in 2009 to 84 in 2010. Of these 52 were from full-time faculty. A great majority of faculty agreed that CTE events allowed them to engage in fruitful discussions with their colleagues, informed them about campus resources for teaching and of innovative methods of teaching or presented an idea that they used in their classes.

College and university faculty today face a complex world consisting of a multi-tasking millennial generation of students that is increasingly diverse, competing demands to increase academic rigor and student success, calls to implement new technologies and engaging pedagogies, and shifting standards for tenure and promotion. To help the university address these and other challenges, I will be moving into the position of Interim Director for the new Office of Faculty Development. My colleague, Dr. Suzanne Larson, Professor of Mathematics, will take on the position of Interim Director of the Center for Teaching Excellence. And Dr. Cathy McGrath will continue in Fall 2010 as a CTE Faculty Associate to do further work with the Center for Service and Action on community-based learning. Dr. Deena Gonzalez has been honored with an ACE Fellowship for next year.

What the Center has accomplished would not have been possible without the counsel of its Advisory Board, the Committee for Excellence in Teaching, ably chaired in 2009 – 2010 by Dr. Kevin Wetmore, the support of Dr. Ernie Rose, Chief Academic Officer and Senior Vice President for Academic Affairs, the leadership of Dr. Margaret Kasimatis, Vice President for Academic Planning and Effectiveness and the tireless efforts of Mr. Nick Mattos, CTE Administrative Assistant. I am looking forward to collaborating with the Center from my new position in the coming year.

Jackie Dewar, Ph.D.
Director, Center for Teaching Excellence 2006-10

CTE Overview

CTE Advisory Board: Committee on Excellence in Teaching (CET)

The Center for Teaching Excellence (CTE) operates in consultation with the Committee on Excellence in Teaching (CET) to encourage and stimulate excellent teaching among the faculty by promoting policies and programs that recognize and reward excellence in teaching within the University.

Members: Eight faculty members who are representative of the four Colleges, the School of Education, and the School of Film and Television.

2009-2010 CET Members:

- Kevin Wetmore, Ph.D., Chair, 2012 (Theatre Arts)
- Wendy Binder, Ph.D. 2012 (Biology)
- Monica Cabrera, Ph.D. 2012 (Modern Languages)
- Teresa Heiland, Ph.D. 2011 (Theatre Arts & Dance)
- Ralph Quinones, Ph.D. 2012 (Marketing and Business Law)
- Beth Serlin, M.F.A. 2010 (Screenwriting)
- Ana Serrano, Ph.D. 2010 (Elementary & Secondary Education)
- Daniel Smith-Christopher, Ph.D. 2011 (Theological Studies)
- Jacqueline Dewar, Ph.D., Ex-Officio (Mathematics / CTE Director)

CTE Mission

The Center for Teaching Excellence supports Loyola Marymount University's goal of academic excellence by enhancing the teaching and learning process through a wide range of services to all who teach at LMU.

CTE Philosophy

The Center for Teaching Excellence was developed by the faculty and operates in consultation with the Committee on Excellence in Teaching, which serves as its advisory board. The Center is a place where faculty can go for professional assistance and development in a supportive environment.

The Center for Teaching Excellence aims to:

1. Help new faculty achieve excellent teaching
2. Foster dialogue in the University on teaching excellence
3. Provide faculty with support mechanisms to enhance teaching & student learning
4. Disseminate useful information about pedagogical & curricular innovations

CTE Services

The Center for Teaching Excellence provides workshops & luncheon presentations on topics of interest to faculty such as:

- Innovative teaching strategies
- Classroom Assessment techniques
- Inclusive pedagogy for all students
- Technological innovations in conjunction with ITS
- Educating the Whole Person
- Scholarship of Teaching and Learning (SoTL) Brown Bags

The Center also offers:

- Funding of course development grants for pedagogical innovations
- A Travel Grant program
- Resources for Scholarship of Teaching and Learning (SoTL) projects at LMU
- A resource library of books, videos and podcasts on a variety of teaching topics
- One-on-one consultation with the Director about pedagogical concerns and Scholarship of Teaching and Learning projects
- Access to pedagogical resources including online journals via the CTE website
- A faculty book club

Partnerships and Supported Programs

The Center for Teaching Excellence partners with various departments throughout the University to support excellence in teaching and student learning. Most notably the CTE co-sponsors programs with Information Technology Services, the Office of Assessment, Office of Faculty Support, the William H. Hannon Library, Learning Resource Center and Disability Support Services, Student Affairs, Center for Service and Action, Office for Mission and Ministry, Office of Intercultural Affairs, Committee on Status of Women, and the Mentor for Mission program.

The CTE now provides administrative support to the President's Fritz B. Burns Distinguished Teaching Award Committee. The award is given annually to an LMU faculty member for successfully uniting a distinguished record of teaching and a significant contribution to research. CTE is also tasked with organizing the Burn's Award presentation and reception.

The Director served as a resource person to an LMU Faculty Senate Committee on Comprehensive Evaluation of Teaching in the spring 2010 semester.

The Center organizes grant presentations during Academic Technology Showcase Week in partnership with the Academic Technology Committee to help disseminate findings of the recipients' ATC Grants.

The Center participates in planning New Faculty Orientation and hosts many of the events for the ongoing New Faculty Orientation and Second Year Pedagogy Workshops

CTE facilitates and supports LMU's participation in the consortium of institutions (Canisius, Columbia College - Chicago, Creighton, Truman State, and University of Houston - Clear Lake) that plan the annual National CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) Institute to mentor new scholars. The 2012 National CASTL SoTL Institute will be held at Loyola Marymount University.



Loyola Marymount University

COMMITTEE ON EXCELLENCE IN TEACHING

University Standing Committee

The purpose of the Committee on Excellence in Teaching is to promote excellence in teaching and provide high quality professional development in conjunction with the Center for Teaching Excellence.

Article I: Functions

- A. To promote policies and programs within the University which will enhance the teaching/learning process.
- B. To assist in the promotion and implementation of activities and programs planned by the Center for Teaching Excellence.
- C. To make recommendations to and report findings to the Faculty Senate and Chief Academic Officer for the established standards and criteria for implementation and funding of programs and projects related to excellence in teaching at LMU.
- D. To make recommendations to the President for the appointment of the Director for the Center for Teaching Excellence.
- E. To make recommendations to the Chief Academic Officer concerning the duties, evaluation, and reappointment of the Director for the Center for Teaching Excellence.

Article II: Members

- A. The Committee has eight voting members selected from the full-time faculty and one ex officio member who is the Director of the Center for Teaching Excellence.

- B. The Committee is to be composed of representatives from each College of the University, the School of Education and the School of Film and Television, with no more than two members from one school or college.
- C. Members of the committee are appointed by the President of the University or his designee upon recommendation of the Faculty Senate.
- D. Terms are for three (3) years commencing at the beginning of the academic year and may be renewed. Terms are staggered so that in any given years there are normally no more than two new members.
- E. Members who are on sabbatical or leave of absence may continue their terms and simply not participate in Committee activities during their sabbatical or leave. If, during any semester, more than one member of the Committee is inactive due to a sabbatical or leave, the Chair of the Committee may ask the Faculty Senate to appoint a temporary replacement.
- F. Any member of the Committee who wishes to submit an application or a proposal for a grant to the Committee will not participate in any Committee activities which involve the consideration of grant proposals.

Article III: Officers and Duties

- A. The Chair of the Committee is appointed by the President of the University or his designee upon the recommendation of the Faculty Senate.
- B. The Chair may be any continuing member of the committee.
- C. The Chair shall convene meetings as needed, prepare agendas and minutes, and preside at meetings.
- D. In addition, the Chair shall convene the Committee for the purpose of approving faculty development grants.
- E. Annual reports will be sent to the Provost, Chief Academic Officer, Deans, and the Faculty Senate.
- F. The term of the Chair is for three years and may be renewed.

Article IV: Meetings

- A. Meetings are held on a regular monthly basis during a regular academic year.
- B. Special meetings are to be held at the request of two or more members of the Committee.

- C. The Chair of the Committee, with the approval of three other members, may request the removal and replacement of a Committee member for repeated failure to attend meetings.
- D. A quorum for voting consists of five members. All votes require the approval of a majority of the quorum.
- E. Minutes of meetings will be kept and distributed to members of the Committee.

Article V: Sub-Committees

- A. Sub-committees, with officers as appropriate, may be appointed by the Chair.

Article VI: Amendment Procedures

- B. After an amendment has been proposed, notice of the proposed amendment shall be sent in writing to all members of the Committee. A vote on the amendment will be taken at the next meeting of the Committee, and must be approved by a two-thirds vote of all Committee members. Amendments are subject to the approval of the University President.

Adopted: November, 1991
Revised: November, 2000
Revised: April, 2008

Center for Teaching Excellence - Director's Report for May 2009-April 2010

This report describes the expanding work at the Center, the Center/Director's involvement in major campus initiatives, involvement in initiatives beyond LMU, plans for the upcoming year, and resources needed to carry out current and future work. The mapping of CTE Goals versus Programs/Initiatives (pages 12-13), illustrates how the LMU Center for Teaching Excellence resources (i.e., personnel, time and financial resources) are expended across the four stated goals of CTE's mission. On the Goals versus Program matrix, new services and support initiated since the current director was appointed in May 2006 are noted. These new services were made possible, in part, by the reclassification in June 2007 of the part-time administrative assistant position to full-time (as a result of funding from Academic Affairs), the support of the President's Office for the President's Core Curriculum Institute (from Summer 2008 through December 2010), and the funding by the Academic Affairs of a CTE Faculty Associate position in 2009-10.

Continuing Work at the Center

During 2009-10, the Center for Teaching Excellence has continued to facilitate the CTE grant programs (2 Walsh grants and 8 travel grants were awarded by Committee on Excellence in Teaching and funded by CTE) and workshops (see attached summary of events), promoted and supported faculty work on the scholarship of teaching and learning (SoTL), continued to support the course development work associated with the President's Core Curriculum Institute, supported the Faculty Senate Committee on Comprehensive Evaluation of Teaching (Spring 2010).

- Hosted the 3rd SoTL Showcase Week and began planning for the 4th SoTL Showcase (2010 keynote speaker will be Roberto Corrada, Professor of Law, University of Denver)
- Facilitated work of the Burns Teaching Award Selection Committee and coordinated the celebratory events connected with the President's Fritz B. Burns teaching award
- Encouraged and assisted the 2009 Burns award winner, Professor Jodi Finkel, to apply for the 2010 CASE/Carnegie professor of the Year award

Expanding Work at the Center

The Director has strengthened collaborations and connections with various segments of campus: Center for Service and Action, Core Curriculum Committee, Informational Technology Services, Learning Resource Center/Disability Support Services, Mentor for Mission, Mission and Identity Committee, Office of Assessment, Office of Faculty Support, Office of Intercultural Affairs, Second Year Pedagogy Workshop Program, Student Affairs, and worked with the Special Assistant to the CAO and the VP for Academic Planning and Effectiveness on programming related to scholarship of engagement.

- Worked with 2 CTE Faculty Associates in 2009-10 (Dr. Deena Gonzalez and Dr. Cathy McGrath) to develop significant programming in the areas of Inclusive Pedagogies and Community Based Learning, and developing an on-line community for CBL using myLMU Connect [NOTE: One of CTE Faculty Associate positions was funded by the Office of Academic Affairs and the other by the CTE.]
- Encouraged and assisted LMU faculty to apply to 2010 CASTL Summer Institute (1 application was submitted and accepted, Adriana Jaroszewicz, Department of Animation)
- Submitted a successful proposal to update the audio-visual equipment in the CTE presentation room and to add a classroom capture system; funds were budgeted and the installation should take place in July 2010

Involvement in Major Initiatives on Campus

- The Director has served as a resource to
 - the Committee on Comprehensive Evaluation of Teaching
- The Director serves on
 - Task Force on New Faculty Orientation
 - Community-Based Learning Working Group

- the University Research Council
- the University Assessment Committee
- Academic Technology Committee (ex officio).

Participation in Initiatives Beyond LMU

- CTE facilitated the registration of 7 LMU faculty and staff at the Lilly West Conference on University and College Teaching, March 12-13, 2010, where they presented two posters and two papers. Because of its significant participation, LMU was given co-sponsorship status at the Lilly-West conference.
- CTE is supporting and facilitating attendance of an LMU contingent at the 2010 CASTL Summer Institute to mentor new scholars in the scholarship of teaching and learning (<http://www.creighton.edu/castl/>) in preparation for joining the planning team for 2011.
- The Director led LMU's team in the Carnegie Affiliate program and served as coordinator for the group of the 17 institutions in the CASTL Affiliates. In this capacity she:
 - Organized the Affiliates' presentation at the final convening of the CASTL meeting on October 21, 2009.
 - Successfully proposed to the editors that an issue of the journal *Transformative Dialogues* (<http://www.kwantlen.ca/TD.html>) be dedicated to the work of the Carnegie Affiliates, is currently serving the function of coordinating editor for this issue which will contain an overview article, 9 articles from Affiliates, and a synthesis article, and co-authored 3 of the 11 articles. Special note: Mary Huber, senior scholar at Carnegie, agreed to serve as guest editor for this issue.
- The director presented a 75-minute workshop on developing student ratings of teaching (SRT) forms and educating stakeholders about appropriate use of SRT data in personnel decisions at the 2009 POD Network conference.
- The Director collaborated with faculty developers from CSU campuses, the CSU Chancellor's Office and the University of Minnesota in a successful application to present a panel on using student ratings of teaching at the 2010 AERA conference.

May and June 2010

Future Plans:

- Announce the continuation of Dr. McGrath as CTE Faculty Associate for Fall 2010
- Organize the final convening of the 2008 President's Core Curriculum Institute
- Submit the paperwork for a re-classification of the position of CTE Administrative Assistant based on an analysis of the job responsibilities and the work that the current Administrative Assistant, Nick Mattos, is performing
- Work with 2009-10 CTE Faculty Associates to document and evaluate their work related to community-based learning and diversity
- Facilitate transition of Suzanne Larson into the position of interim director of CTE

Resources Needed to Carry out Current and Future Work

- Maintain current level of CTE staffing funded by Academic Affairs: director (with an appropriate summer stipend), full-time assistant (but this position should be upgraded from Admin. Asst. IV to Coordinator, work-study student, Rains RA, 1 CTE Faculty Associate (with re-assigned time)]
- Support for development of a CTE database that would facilitate planning and carrying out its work, and to help assess its outcomes

Additional recommendation to the incoming director

- CTE should continue to encourage and support participation by a minimum of 6 LMU faculty and staff at the Lilly West conference so as to continue to qualify for co-sponsorship

CTE Goals versus Programs and Initiatives – April 2010

	Help new faculty achieve excellent teaching	Provide faculty with support mechanisms to enhance teaching and student learning	Foster dialogue in the University on teaching excellence	Disseminate useful information about pedagogical and curricula innovations
Current programs and initiatives:				
Resource library	x	x		
One-on-one consultation	x	x		
Videotaping classes	x	x		
Lunchtime workshops	x		x	x
New faculty orientation sessions (Aug & Jan)	x			
Book Club ¹	x		x	
SoTL Showcase ²		x	x	x
SoTL Brown Bag		x	x	
CTE SoTL grants		x		x
Travel Grants ¹		x		
SoTL page charge support ³				x
CTE Faculty Associates ⁴	x	x	x	x
Inclusive Pedagogies Series ⁴	x	x	x	x
Community Based learning Series ⁴	x	x	x	x
Cooperation: by hosting events primarily planned by others				
2 nd year pedagogy workshop	x			
Summer assessment workshops ²		x		
President's Institute		x	x	
¹ new since May 2006, ² since May 2007, ³ since May 2008, ⁴ since May 2009				

CTE Goals versus Programs and Initiatives – April 2010

	Help new faculty achieve excellent teaching	Provide faculty with support mechanisms to enhance teaching and student learning	Foster dialogue in the University on teaching excellence	Disseminate useful information about pedagogical and curricula innovations
Cooperation: by offering joint programs/workshops or providing resources				
ATC & ITS		x		x
Mentor for Mission	x	x	x	
Library		x		x
LRC & DSS		x	x	
Student Affairs, SPS & SHC	x	x	x	
CSA		x	x	x
Core Curriculum Committee ²		x	x	x
Student Evaluation of Teaching Comt ¹		x	x	
Comt on Comprehensive Evaluation of Teaching ⁴		x	x	
Office of Assessment ³		x		
Burns Teaching Award Process/Celebration ³		x	x	
¹ new since May 2006, ² since May 2007, ³ since May 2008, ⁴ since May 2009				
Special co-sponsored events since May 06 (Bold indicates CTE was/is a major planner)				
Carl Weiman (2006)			x	x
David Callahan (07)			x	
So Cal Faculty Developers Mtg (08)				x
Eden Torres (08)	x		x	
Pres. Core Curr Institute (2008-10)		x	x	x
Deanna Cooke (09)		x	x	
KerryAnn O'Meara (10)			x	

Center for Teaching Excellence Grants

The Center for Teaching Excellence offers two internal grant programs to the faculty, one to promote scholarly activity focused on teaching and learning and the other to support travel with a clear and direct connection to the enhancement of teaching and learning. These grants are administered by the Committee on Excellence in Teaching and are available to all full time tenured and tenure track faculty.

R. Patricia Walsh Grants in the Scholarship of Teaching and Learning

These grants are given to assist faculty in implementing pedagogical innovations in classes and in documenting the results of these innovations. The \$5,000 grants may be used to improve teaching and student learning in a variety of ways, including devising new instructional strategies, implementing innovations in class curricula, developing culturally diverse materials, or exploring new ways of assessing student learning.

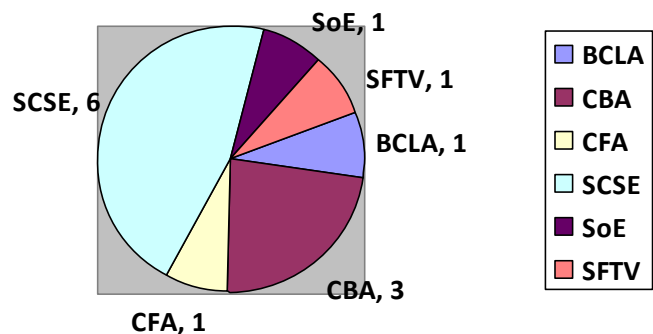
Grants are awarded for innovations in particular courses, not for overall program development. Grants are sometimes given for the development of new courses, but innovation in teaching methods within the course must be the focus of the proposal rather than the presentation of new content within a discipline. These grants are labeled with the phrase Scholarship of Teaching and Learning to emphasize the importance of gathering evidence from students to evaluate the effectiveness of the innovation. Final completion includes a presentation of the grant outcome in the Center for Teaching Excellence and submission of a final report to CTE by the grant recipient to be posted on the CTE website.

R. Patricia Walsh Scholarship of Teaching and Learning Grants by College (2006 – 2010)

- Bellarmine College of Liberal Arts 1
- College of Business Administration 3
- College of Communication and Fine Arts 1
- Frank R. Seaver College of Science and Engineering 6
- School of Education 1
- School of Film and Television 1

13 Grants awarded to 12 different departments

8 Completed presentations (as of 2/22/10)



R. Patricia Walsh Grants in the Scholarship of Teaching and Learning Grant Recipients

Grant Period	Name	Title	Department	College
2010-2011	Victor Carmona	Pecha Kucha in Academia: Advancing Evolutionary Ecology in Succinct 6 minute and 40 second Chitchats	Biology	SCSE
2010-2011	Adriana Jaroszewicz	Character Animation - A Real Physical Experience	Animation	SFTV
2009-2010	Teresa Heiland	Academic Expository Writing Skills Development for Dance Majors' in DANC 498: <i>Senior Thesis Prep</i> - Attaining Best Practices Toward Successful Learning Outcomes	Dance	CFA
2009-2010	Youngsun Paik	Overcoming the Pitfalls of Teaching Multiculturalism: A More Integrative Approach to Teaching Cultural Influence in International Business Courses	Management	CBA
2008-2009	Wendy Binder	Transforming a large introductory biology course using active learning techniques: assessing changes in students' attitude and performance over two years.	Biology	SCSE
2008-2009	Zaki Eusufzai	Can undergraduates be taught "numbers-sense"? An experiment with an international trade course	Economics	BCLA
2008-2009	Francisco Ramos	Improving the Preparation of LMU's Teacher Education Graduates Through Self-Reflection	Spec. Programs in Urban Education	SoE
2007-2008	Velitchka Kaltcheva	Development and Evaluation of a Comprehensive Grading System for Grading Case Strategy Papers	Marketing	CBA
2007-2008	Catherine McElwain, James Landry, and Patrick Shanahan	An Integrated Curriculum for the Life Sciences Early Awareness Program	Biology, Natural Science, Mathematics	SCSE
2006-2007	Wendy Binder and Gary Kuleck	Improving Assessment in a Large, Investigative Laboratory Course	Biology	SCSE
2006-2007	Stephanie August	Use of Guided Lab Experiments to Increase Interpersonal Orientation of Computer Science Courses and Enhance Development of Mental Models	Computer Science	SCSE
2006-2007	Kala Seal	Incorporating Active Learning in Quantative Business Courses	Finance - CIS	CBA
2006-2007	Vincent Coletta	An Intervention to Develop Students' Epistemologies and Reasoning Abilities	Physics	SCSE

Travel Grants

These grants have been created to assist tenured or tenure track continuing faculty in traveling to conferences, workshops, meetings, professional development and professional affiliations related to LMU's teaching mission. This travel must have a clear and direct connection to the enhancement of teaching and learning by focusing on collegiate or graduate level teaching methods (not disciplinary content) or on the scholarship of teaching and learning. Travel for professional development in the use of a particular pedagogy, travel to present a paper related to the scholarship of teaching and learning (SoTL) at a conference focusing on college teaching, or travel to present a paper in a strand on SoTL or pedagogy at a disciplinary conference are examples of travel that could meet these guidelines.

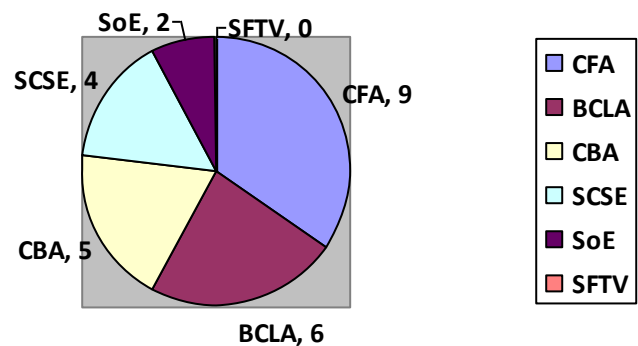
The Center for Teaching Excellence hopes that these grants of up to \$750 (expense reimbursement) will allow LMU faculty to develop and/or share their commitment to excellent/scholarly teaching by engaging in dialogue with professionals outside of the University. The CTE travel grants are designed to offset (at least partially) the costs of such endeavors. They are to be used as a secondary source after applicants have first approached their respective colleges for travel support.

Travel Grants by College (2007 – 2010)

- Bellarmine College of Liberal Arts 6
- College of Business Administration 5
- College of Communication and Fine Arts 9
- Frank R. Seaver College of Science and Engineering 4
- School of Education 2
- School of Film and Television 0

26 Grants awarded in 17 different departments

CTE Travel Grants were first awarded in Fall 2007



Center for Teaching Excellence Travel Grants (2007 - 2010)

Year	Awardee	Department	College	Reason for Travel
2009-10	Kam Dahlquist	Biology	SCSE	BioQuest Curriculum Consortium
2009-10	Veronique Flambard-Weisbart	Modern Languages	BCLA	American Association of Teachers or French
2009-10	Michael Lee	Theological Studeis	BCLA	The Gift and Challenge of Difference in the Classroom
2009-10	Teresa Heiland	Dance	CFA	National Dance Education Organization Conference
2009-10	Chan Lu	Modern Languages	BCLA	6th International Conference and Workshops on Technology and Chinese Language Teaching
2009-10	Kyra Pearson	Communication Studies	CFA	Coference on Teaching Rhetorical Criticism & Critical Inquiry
2009-10	Michele Hammers	Communication Studies	CFA	Immersive Education Initiative Conference
2009-10	Jeff Phillips	Physics	SCSE	AAPT & PERC meetings
2008-09	Paige Asawa	Marital & Family Therapy	CFA	American Art Therapy Association Conference
2008-09	Karen Kamosa-Hawkins	School Counseling	SoE	NASP Convention
2008-09	Annie Liu	Marketing	CBA	AMS World Marketing Congress
2008-09	Kirstin Noreen	Art & Art History	CFA	Foundations in Art: Theory and Practice
2008-09	Anthony Patino	Marketing	CBA	AMS World Marketing Congress
2008-09	Maria Alejandra Quijada	Management	CBA	OBTC Teaching Conf for Management Educators
2008-09	Kelly Younger	English	BCLA	Association for Theatre in Higher Education
2008	Teresa Heiland	Dance	CFA	International Association of Dance Medicine & Science Conference
2008	Michael Lee	Theological Studies	BCLA	Teaching College Introductory Religion Courses: A Wabash Center Workshop
2008	Debra Linesch	Marital & Family Therapy	CFA	American Art Therapy Association Annual Conference
2008	Ying Sai	Finance - CIS	CBA	Teaching Effectiveness Colloquium
2008	Kala Seal	Finance - CIS	CBA	Teaching Effectiveness Colloquium
2007	Wendy Binder	Biology	SCSE	Lilly Conference
2007	Kristin Heyer	Theological Studies	BCLA	Santa Clara Conference on CBL
2007	Paul Humphreys	Music	CFA	Lilly Conference
2007	Lucretia Peebles	Professional Services	SoE	Lilly Conference
2007	Carolyn Viviano	Natural Science	SCSE	Lilly Conference
2007	Kevin Wetmore	Theatre Arts	CFA	Teacher Symposium of Deuling Arts

Scholarship of Teaching and Learning Showcase Week (2007 - 2009)

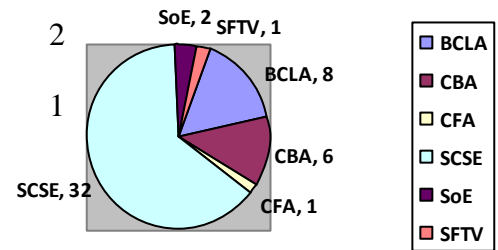
Since 2007 the CTE has hosted an annual SoTL Showcase Week. The showcase is intended to celebrate LMU's SoTL accomplishments, highlight connections to LMU's mission and offer opportunities to explore synergies with course design and student outcomes assessment.

Major events include a keynote address and poster sessions that display the SoTL work of LMU faculty and the assessment plans that were developed by departments that participated in Summer Assessment Workshops. Additional events include a session recognizing LMU's Carnegie Scholars and various other SoTL workshops and presentations.

Authors of SoTL Showcase Posters by College (2007 - 2009)

- Bellarmine College of Liberal Arts 8
- College of Business Administration 6
- College of Communication and Fine Arts 1
- Frank R. Seaver College of Science and Engineering 32
- School of Education 2
- School of Film and Television 1

37 Total SoTL Posters (some with multiple authors)



SoTL Poster Session 2009



Dennis Jacobs Delivers
SoTL Showcase Keynote 2009

Center for *Teaching Excellence* Scholarship of Teaching and Learning Showcase Week 2009

Tuesday, September 29 – Friday, October 2

Keynote Address **Tuesday, September 29**
“Uniting the Heart and Mind: A Faculty Member’s Explorations in Teaching” **from 12:15 to 1:15pm**
Center for Teaching Excellence UNH 3030
Dennis Jacobs, Ph.D.,
Vice President and Associate Provost for
Undergraduate and International Studies at
the University of Notre Dame

Poster Session and Reception **Tuesday, September 29**
LMU Faculty SoTL Projects and Summer **from 3:00 to 5:00pm**
Assessment Workshop Participants Third floor skyway outside CTE and
Marymount Institute Lounge

Workshop on Community-based Learning **Wednesday, September 30**
“Taking it to the Streets: Continental Breakfast at 7:30
Chemistry in Service of the Community” **Workshop from 7:45 to 9:00am**
Dennis Jacobs, Ph.D. Center for Teaching Excellence UNH 3030

LMU Carnegie Scholars Panel **Thursday, October 1**
Michelle Hammers, Ph.D., Communication Studies **from 12:15 to 1:15pm**
Michael Lee, S.J., Theological Studies Center for Teaching Excellence UNH 3030

Integrating Evidence of Student Learning **Friday, October 2**
into the Professional Lives of Faculty **from 12:00 to 1:00pm**
Roundtable Discussion Center for Teaching Excellence UNH 3030

To RSVP for events email teachers@lmu.edu or call 310.338.5866
More information is available online at <http://www.lmu.edu/cte>

Center for Teaching Excellence Showcases the Scholarship of Teaching and Learning¹

September 29 - October 2, 2009

The Center for Teaching Excellence at Loyola Marymount University will host the 3rd annual Scholarship of Teaching and Learning (SoTL) Showcase Week. This series of events highlights SoTL connections to LMU's mission, celebrates LMU's work as coordinating institution for the Carnegie Affiliates program, and explores synergies with course design, community based learning and student outcomes assessment.

Dennis Jacobs, Ph.D., Vice President and Associate Provost for Undergraduate and International Studies at Notre Dame will give the keynote address, "Uniting the Mind and Heart: A Faculty Member's Explorations in Teaching," on Tuesday, September 29th at 12:15 PM. Dr. Jacobs has been an innovative leader in the scholarship of teaching and learning. He was a Carnegie scholar in 1999-2000 and the CASE-Carnegie 2002 US Professor of the Year for Doctoral and Research Universities.

The celebration of LMU's leadership role in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Affiliates program will take place at a Tuesday, September 29 afternoon reception from 3 to 5 PM along with a poster session that will display the SoTL work of LMU faculty and the assessment plans that were developed by departments that participated in the 2009 Summer Assessment Workshop.

Dr. Jacobs will also offer a workshop, "Taking it to the Streets: Chemistry in the Service of the Community," describing his experience with community based learning, Wednesday, September 30, at 7:30 AM in the Center for Teaching Excellence, University Hall 3030.

At Thursday's convo hour, October 1, 2009, Professors Michelle Hammers from Communication Studies and Michael Lee, SJ from Theological Studies will describe their "Carnegie experience" as participants in the 2009 CASTL Summer Institute to mentor SoTL scholars.

On Friday, October 2, 2009, at noon, the CTE will host a roundtable discussion to explore ways in which SoTL work can contribute to the professional lives of faculty.

To RSVP for any of the week's events visit <http://www.lmu.edu/cte> or email teachers@lmu.edu

¹ Scholarship of Teaching and Learning (SoTL) is the intellectual work that faculty do when they apply their disciplinary knowledge to investigate questions about teaching and learning, draw conclusions based on evidence provided by students, submit those conclusions to peer review and make them available for others in the academy to build upon. SoTL as a form of scholarship involves elements of discovery, integration and application, and is evaluated by the same criteria as traditional scholarship of discovery.

CASTL Affiliates Program and Carnegie Scholars at LMU

In 2007 the Carnegie Foundation for the Advancement of Teaching named Loyola Marymount University as the coordinating institution for the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Affiliates Program, which was a three year initiative (2006-9) to encourage and support institutions in the early stages of their commitment to the scholarship of teaching and learning.

CASTL Affiliate institutions made a commitment to the scholarship of teaching and learning (SoTL) by agreeing to explore the place of such work in their settings, and undertake activities that provide support and recognition for ongoing inquiry into evidence-based improvement of student learning. Included in the group of 17 CASTL Affiliates were:

- Dominican University
- Hampshire College
- Holyoke Community College
- Indian River Community College
- Indiana University—Purdue University Fort Wayne
- Loyola Marymount University
- Maryville University
- National Center for Science and Civic Engagement (NCSCE)
- Northern Alberta Institute of Technology
- Park University
- Purdue University
- Southern Connecticut State University
- Thompson Rivers University
- University of Central Missouri
- University of Manitoba
- University of Rochester
- Viterbo University

LMU's Role as the Coordinating Institution for the CASTL Affiliates Program

In October 2009, the three-year Carnegie Affiliates program, for which LMU served as the coordinating institution, drew to a close. The final collective report of the Affiliates was submitted by the LMU Affiliate coordinator, Jackie Dewar, in December 2009 (see pages 25 – 27). On October 21, 2009, at the final convening of CASTL at University of Indiana, Bloomington, LMU presented the results of its own institutional exploration as an Affiliate of the role of scholarship of teaching and learning on its campus (see page 28 – 29). To continue to take advantage of the visibility and legitimacy that the Carnegie name lends to this work, institutions in the Affiliate program could apply to carry on their work on the scholarship of teaching and learning under the Carnegie banner for two more years. In Fall 2009, the Carnegie Foundation for the Advancement of Teaching granted LMU the privilege to describe its SoTL work as "an extension of the work begun as an institutional participant in the Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), 2006-2009." Toward that end LMU designated the following team to coordinate further scholarship of teaching and learning work on the campus:

- Jacqueline Dewar, Ph.D., Director of the Center for Teaching Excellence
- Margaret Kasimatis, Ph.D., Vice President for Academic Planning and Effectiveness
- Michele Hammers, Ph.D., Associate Professor of Communication Studies
- Michael Lee, S.J., Ph.D., Assistant Professor of Theological Studies
- Cathleen McGrath, Ph.D., Associate Professor of Management

In addition a copy of LMU's statement of intent for its continued use of the Carnegie name is posted on the internet (see <http://tinyurl.com/LMUCarnegie>) as required.

***Transformative Dialogues* Journal and National CASTL Institute**

After the Affiliates' culminating activity at Indiana University on October 21, 2009, as coordinating institution for the Affiliates, LMU drafted a proposal to the *Transformative Dialogues* journal (<http://www.kwantlen.ca/TD.html>) for an issue that would be dedicated to disseminating the Affiliates' work and presenting their perspectives on the attraction, value and future of SoTL. The editors of *Transformative Dialogues* agreed to dedicate their July 2010 issue to the Affiliates' work. The opening article will describe who the Affiliates are, explain why the Affiliates' voices have something to offer to the conversation about the future of SoTL institutionally, and report findings from a self-study on what inspired these institutions to "officially" connect to the SoTL movement, in what ways they found this connection useful, what has been particularly influential in initiating or carrying out SoTL work on their campuses.

This journal issue will serve as a final dissemination piece for the work and insights of the 2006-9 Carnegie Affiliates. Each Affiliate had the opportunity to submit an article describing their work during their time as 2006-9 Carnegie Affiliates. Each of the institutional stories closes with a discussion of future challenges for SoTL at that institution. A synthesis of these challenges appears in the closing article in this journal. Mary Huber, former Carnegie Senior Scholar, authored the guest editorial.

In addition, LMU was invited to join the consortium of institutions (Canisius, Columbia College - Chicago, Creighton, Truman State, and University of Houston - Clear Lake) that plan the annual National CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) Institute to mentor new scholars. The 2012 National CASTL SoTL Institute will be held at Loyola Marymount University. A cohort of six LMU faculty and one scholar represented LMU at the Institute held June 2-5, 2010, at Creighton University.



Scholarship of Teaching and Learning Brown Bag Group

The SoTL brown bag lunches provide a venue for faculty to discuss current SoTL projects, seek input on the design of future SoTL projects, and share or request resources related to scholarly teaching and the scholarship of teaching and learning. This group provides a community for SoTL work on campus. In addition, it assists in shaping events such as the SoTL Showcase Week. It is open to all faculty and staff and currently has an email membership with members from all 6 schools and colleges, ITS, student affairs and academic affairs.

CTE SoTL Brown Bag email list – 94 members (5/21/2010)

- Bellarmine College of Liberal Arts 22
- College of Business Administration 5
- College of Communication and Fine Arts 10
- Frank R. Seaver College of Science and Engineering 29
- School of Education 5
- School of Film and Television 5
- Staff 18

Average number of SoTL brown bag meetings per semester – (4)

Average number of SoTL brown bag meetings during summer – (4)



Pictured Above: SoTL Brown Bag Members Kam Dahlquist, Jeff Phillips, Stephanie August, and Jackie Dewar

Submitted by:

Jackie Dewar, Professor of Mathematics and Director of Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA, coordinating institution for the Affiliates.

Members:

Dominican University, Hampshire College, Holyoke Community College, Indian River State College, Indiana University—Purdue University Fort Wayne, Loyola Marymount University, Maryville University, National Center for Science and Civic Engagement (NCSCCE), Northern Alberta Institute of Technology, Park University, Purdue University, Southern Connecticut State University, Thompson Rivers University, University of Central Missouri, University of Manitoba, University of Rochester, Viterbo University.

Unlike the other 12 groups, the Carnegie Affiliates are not a themed group. They are a collection of 17 very diverse institutions that have chosen to make a connection to the CASTL program within the last 3 years, a few of them as recently as one year ago. They represent a broad spectrum of higher education institutions in the United States and Canada, including community colleges, liberal arts colleges, comprehensive and research intensive universities, and one professional organization. Some campuses had well-established centers for faculty development and others were in the initial phase of establishing centers. Initially several institutions proposed some umbrella themes for the Affiliates thinking that with common theme(s) the group might function like one of the leadership theme groups. But as the institutions began to meet by email, phone, at the POD Network Conference in October 2007, and then by videoconference on 2/6/08 and 5/21/08 and 6/9/09, at ISSOTL in October 2008, and again by videoconference on 6/9/09, it became clear that networking and sharing resources, experiences, and expertise of all sorts without regards to a common theme would be the most useful approach for the Affiliates.

Shared resources included documents, surveys, websites, and advice on topics such as developing student ratings of teaching (SRT) forms; guidelines for interpreting SRT data; a link to an on-line course evaluation form for formative assessment that includes a large question bank organized by pedagogy type; creating websites with resources, information

and links to SoTL work; models for bipartite and tripartite faculty contracts where faculty are committed to two types of work (teaching and service) or three types of work (teaching, scholarship, and service); a faculty survey instrument regarding teaching and SoTL; methods for evaluating the impact of faculty development centers and workshops; how to organize a “manageable” regional symposium on SoTL; human subjects considerations for SoTL work; helping faculty get their SoTL work published; and the strategic importance of linking SoTL to other campus initiatives and to institutional mission.

The conversations and shared resources described above clearly touch all 10 areas listed in the Areas of Impact document. These conversations provide an important window into the concerns of higher education institutions and organizations as they explore the place of SoTL work in their settings.

With the CASTL program drawing to a close in 2009, the Affiliates decided that they were uniquely situated to contribute to the conversation about what attracts institutions to SoTL now and what is needed to sustain this movement that CASTL has so ably promoted for the last decade. Through a self-study survey completed in Spring 2009, the 17 Affiliates examined a number of pivotal questions: What brought these institutions to “officially” connect their work to the SoTL movement, how useful this connection has been and in what ways, what experiences or documents have been particularly influential in initiating or carrying out this work on their campuses, and what critical advice they would offer to colleagues or institutional leaders at other institutions who are beginning to engage in SoTL. Findings revealed the impact that a few faculty leaders can have in activating SoTL communities, the importance of the alignment between SoTL and institutional mission, and how well SoTL is perceived as broadening the definition of scholarship versus helping with the assessment of student learning. Although the Carnegie Affiliate institutions are relatively few in number, their survey results and other insights can inform the shared vision for the future of SoTL.

At their culminating activity on October 21, 2009, the 11 Affiliates present agreed to submit a proposal to the *Transformative Dialogues* journal (<http://www.kwantlen.ca/TD.html>) for an issue that would be dedicated to disseminating their work and presenting their perspectives on the attraction, value and future of SoTL. The proposal was submitted, and has been accepted by the editors of *Transformative Dialogues* for their July 2010 issue. The opening article will describe who the Affiliates

are, discuss why the question of SoTL's future is timely, explain why the Affiliates' voices have something to offer to the conversation about the future of SoTL institutionally, what resources they shared collaboratively, and report findings from a self-study on what inspired these institutions to "officially" connect to the SoTL movement, in what ways they found this connection useful, what has been particularly influential in initiating or carrying out SoTL work on their campuses. Based on the Affiliates' collective experience, they will offer suggestions and share lessons learned aimed at colleagues or institutional leaders who are seeking perspectives and information about institutionally engaging in SoTL, in addition to individual institutional stories. We anticipate approximately 11 articles describing the work of the individual institutions during their time as 2006-9 Carnegie Affiliates, what led to their institutional involvement, and what the results were. Each of these essays will close with a discussion of challenges each institution faces in continuing to support and advance this work. Finally, there will be a closing synthesis piece to serve as a forward looking analysis of themes and concerns described in the closing portions of each individual institution's story that cut across institutions or differ by institutional type. This will serve as a final dissemination piece for the work and insights of the Carnegie Affiliates.

SoTL creating Community creating Impact at Loyola Marymount University (Los Angeles, CA)
Jacqueline Dewar (jdewar@lmu.edu) and Stephanie August
2009 CASTL Convening & ISSOTL Conference

Abstract

As coordinating institution for the 2006-9 Carnegie Affiliates program, Loyola Marymount University 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 emerged and supported SoTL at LMU, the outcomes that have been observed as the university explores the role of SoTL on campus and the challenges and opportunities for SoTL work at LMU in the future.

The Backdrop for SoTL at LMU

LMU, one of the 28 Jesuit colleges and university in the US, will celebrate its centennial in 2011. It 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 emphasis is reflected in its faculty handbook (most recently revised in 1996), which, in describing the 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.

SoTL Emerges at LMU

Although the university hosted a visit by Ernest Boyer in 1992 after the publication of his book *Scholarship Reassessed* to discuss the various forms of scholarship, 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, with a budget supported by endowment funding, signaled the university’s deep commitment to excellence in teaching. CTE initiated a competitive program of grants to faculty for undertaking and assessing innovations in teaching in 2000. In Spring 2005, the innovation in teaching grants were re-named Scholarship of Teaching and Learning grants to emphasize the importance of using gathering evidence from students to evaluate the effectiveness of the innovation and to more accurately reflect the intended focus of these grants.

SoTL Creating Community

Two LMU math faculty members end their year as 2003-4 Carnegie scholars by initiating a SoTL Brown Bag Group that meets twice a month in the CTE. The initial email list of members, perhaps a dozen or so, has grown to more than 75 by 2009. 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 visit by a senior scholar from Carnegie Foundation.

The SoTL Brown Bag community provides a venue for discussing project ideas, seeking advice, and sharing news about SoTL opportunities. Participants and faculty at large were encouraged to apply to the CASTL Summer Institutes. To date there have been 8 LMU applicants and all were accepted: 2 in 2005 (Math and Physics), 1 in 2006 (Computer Science), 2 in 2007 (Math and Natural Science), 1 in 2008 (Economics) and 2 in 2009 (Communication studies and Theological studies). 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 the data indicates, SoTL scholars were initially concentrated in math and the sciences, and only recently is SoTL attracting scholars in the arts and humanities. While relatively few business faculty members have participated in the SoTL brown bag group, significantly more have been publishing pedagogical research and successfully applying for CTE’s SoTL grants.

Community Creating Impact

Since 2007, LMU's annual SoTL Showcase Week has featured SoTL work by LMU faculty (grant recipients, SoTL brown bag group members, and others), highlighted SoTL connections to LMU's mission and offered opportunities to explore synergies with course design and student outcomes assessment.

The LMU SoTL community has influenced and contributed to major initiatives on campus, including Life Sciences Early Awareness Program, Psychology Early Awareness Program, Core Curriculum Development, Community Based Learning, Assessment and Accreditation, and the university's Academic Planning and Review process.

Faculty and administrators see SoTL as being a significant influence on faculty to change their teaming methods, on the culture of teaching on campus (e.g. toward increasing its visibility and importance), on approaches to and understanding of the assessment of learning outcomes. SoTL has also promoted faculty communication and cross-disciplinary work and encouraged faculty to think more deeply about student learning. SoTL is seen to have had direct and indirect effects on student learning and success.

LMU's leadership role in the Carnegie Affiliates has given it international exposure and recognition, as it has been included in the planning group for the Carnegie Institutional Leadership Program comprised of 12 themed groups made up of over 100 institutions.

Institutional Commitment to SoTL

In Fall of 2004, LMU joins the Carnegie Affiliate program, having just missed the deadline to join Carnegie's Campus Cluster Program, even though it was invited to join the cluster led by Georgetown: Advancing the Scholarship of Teaching and Learning as a Networked Community Practice. As an Affiliate, LMU agreed to explore the place of such work in their settings, and undertake activities that provide support and recognition for ongoing inquiry into evidence-based improvement of student learning. In Summer 2007, LMU agreed to the Carnegie Foundation request to become the coordinating institution for a new group of Affiliates who joined the 2006-9 CASTL Institutional Leadership program.

In January 2007, LMU's Chief Academic Officer (CAO) commits institutional funding to pay page charges or subvention fees for SoTL publications. In Fall 2007, travel grants are initiated by CTE for travel directly related to improving pedagogy or to present SoTL work.

In Fall 2009, the CAO authorizes LMU's application for registration to use the Carnegie name for an additional two years. It establishes two goals: (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; and (2) To expand and clarify the understanding of what mission-related scholarship and creative works are valued and counted for tenure and promotion at LMU.

Next Steps

For the next two years the following work is planned as an extension of that begun under the Carnegie Affiliates program:

- 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, PCCI) to move beyond assessment of learning outcomes to undertake a SoTL project grounded in their course.
- Make available the results of SoTL work on the seminar previously done elsewhere to any future effort to develop a freshman seminar program at LMU.
- Continue to 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.
- Work to amplify the outcomes of a roundtable discussion on the role of SoTL in the professional lives of faculty to be held October 2, 2009.
- Work to broaden the base of SoTL scholars in the arts and humanities.

LMU Carnegie CASTL Summer Institute Scholars / Political Engagement Scholars

Since 2006, eleven LMU faculty have received recognition for their scholarship of teaching and learning projects from the Carnegie Foundation for the Advancement of Teaching. Adriana Jaroszewicz from the Animation Department was selected as a CASTL Summer Institute Scholar in 2010.

Carnegie CASTL Summer Institute Scholars / Political Engagement Scholars by College

- Bellarmine College of Liberal Arts 3
- College of Business Administration 0
- College of Communication and Fine Arts 2
- Frank R. Seaver College of Science and Engineering 5
- School of Education 0
- School of Film and Television 1

11 Carnegie Scholars from 9 different departments



Michael Lee, S.J. speaks at Carnegie Scholars Panel
SoTL Showcase Week 2009

LMU's Carnegie Scholars

CASTL Summer Institute Scholars

Year	First Name	Last Name	Dept	College
2005	Blake	Mellor	Mathematics	SCSE
2005	Phillips	Jeff	Physics	SCSE
2006	Stephanie	August	Computer Science	SCSE
2007	Ed	Mosteig	Mathematics	SCSE
2007	Carolyn	Viviano	Natural Sciences	SCSE
2008	Andrew	Healy	Economics	BCLA
2009	Michele	Hammers	Communication Studies	CFA
2009	Michael	Lee, S.J.	Theological Studies	BCLA
2010	Adriana	Jaroszewicz	Animation	SFTV

Political Engagement Scholars

Year	First Name	Last Name	Dept	College
2007	Nina	Lozano-Reich	Communication Studies	CFA
2007	Alicia	Partnoy	Modern Languages	BCLA

CTE Faculty Book Club

The Center for Teaching Excellence hosts an annual faculty book club each Fall, inviting all professors to kick off the school year by participating in discussions of the selected text. New faculty receive a copy of the book during orientation. The book is also available in LMU's bookstore or through the Link+ system at the library.

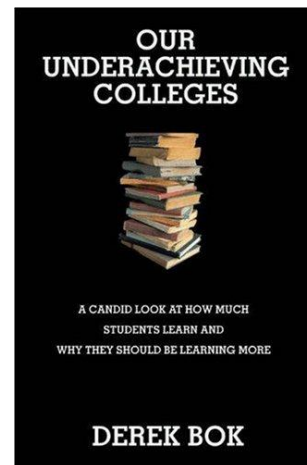
"Through the book club, I hope participants will gain some new insights into the latest thinking and research on effective teaching," says Jackie Dewar, professor of mathematics and director of the Center for Teaching Excellence. "Additionally, it's an opportunity to participate in discussions with colleagues about teaching practices."

-- From LMU.edu Buzz University News Feed

Faculty Book Club book for Fall 2009

*Our Underachieving Colleges:
A Candid Look at How Much Students Learn and
Why They Should Be Learning More*

"Drawing on a large body of empirical evidence, former Harvard President Derek Bok examines how much progress college students actually make toward widely accepted goals of undergraduate education. His conclusions are sobering. Although most students make gains in many important respects, they improve much less than they should in such important areas as writing, critical thinking, quantitative skills, and moral reasoning.



Large majorities of college seniors do not feel that they have made substantial progress in speaking a foreign language, acquiring cultural and aesthetic interests, or learning what they need to know to become active and informed citizens. Overall, despite their vastly increased resources, more powerful technology, and hundreds of new courses, colleges cannot be confident that students are learning more than they did fifty years ago."

-- From back cover

"Derek Bok challenges college faculty to do a better job of educating undergraduates. He gives us a historical view of the evolution of American undergraduate education, encourages us to think deeply about our curricula, both in majors and in the core, and calls us to pay attention to research on effective teaching methods. We won't all agree with everything in this book, but it will give us much to consider and discuss in the Fall 2009 Book Club."

-- Jackie Dewar, Director CTE

CTE EVENTS FALL 2009		
DATE	TITLE	# ATTENDED
Thursday, September 10, 2009	Transitioning to the NEW Course Evaluation	24
Tuesday, September 29, 2009	SoTL Keynote (PODCAST)	55
Tuesday, September 29, 2009	SoTL Poster Session and Reception	50
Wednesday, September 30, 2009	SoTL Community-based Learning Workshop	20
Thursday, October 01, 2009	SoTL Carnegie Scholars Panel Presentation	20
Friday, October 02, 2009	Integrating Evidence of Student Learning into the Professional Lives of Faculty	16
Monday, October 05, 2009	Inclusive Pedagogies Opening Event	9
Wednesday, October 07, 2009	Education of the Whole Person: Interdisciplinary Learning	31
Thursday, October 08, 2009	Burns Teaching Award Presentation	55
Monday, October 19, 2009	Inclusive Pedagogies Public Lecture with Tony Gleaton	85
Monday, October 19, 2009	Inclusive Pedagogies Workshop with Tony Gleaton	10
Monday, November 09, 2009	Inclusive Pedagogies Public Lecture with Ronni Sanlo	45
Monday, November 09, 2009	Inclusive Pedagogies Workshop with Ronni Sanlo	11
Tuesday, November 10, 2009	Working with Students with Pervasive Developmental Disorders: Autism and Aspergers	19
Thursday, November 19, 2009	CBL Students' Perspectives	22
Monday, November 23, 2009	Teaching in LMU Study Abroad Programs	13
Tuesday, November 24, 2009	Walsh Grant Ramos	13
Tuesday, December 01, 2009	Prepping Students for the Undergraduate Library Research Award	11
Thursday, December 03, 2009	CBL: Faculty Roundtable	22
Thursday, December 10, 2009	SoTL Year End Luncheon	10
Wednesday, December 16, 2009	Inclusive Pedagogies Semester End	10
Other CTE Hosted / Co-sponsored Events		
	(3) SoTL Brown Bag Meetings	
	(2) School of ED (Supervisor trainings and Teach for America meetings)	
	(2) English Department Meetings/Events	
	(5) ORSP (Workshops and meetings)	
	(1) Faculty Parents Group Luncheon	
	(2) Pedagogy WS (Second year intercultural pedagogy WS)	
	(1) Burn's Teaching Award Meetings	
	(5) Office of Assessment Events	
	(6) Faculty Book Club Meetings	
	(4) Ongoing New Faculty Orientation Events	
	(5) Disability Support Services / Student Psychological Services / Judicial Affairs Drop-ins	
	(1) Jesuit Martyrs Luncheon	
	(4) Community-based Learning planning meetings	
	(3) Committee on Excellence in Teaching Meetings	
TOTAL ATTENDANCE		551

Center for Teaching Excellence Fall 2009 Calendar of Events

CTE Events

Thursday, Sept. 10 at 12:15pm
Transitioning to a New Course
Evaluation Form

Tuesday, Nov. 10 at 12:15pm
Education of the Whole Person:
Disability Support Services (DSS)
Presentation on Students with
Pervasive Development Disorders

Thursday, Nov. 12 at 12:15pm
Empathetic Listening Workshop
with Jane Brucker

Book Club Meetings

Monday, Sept. 21 at 3:15pm and/or
Tuesday, Sept. 22 at 12:15pm

Tuesday, Oct. 6 at 12:15pm and/or
Monday, Oct. 12 at 3:15pm

Tuesday, Oct. 27 at 12:15pm and/or
Monday, Nov. 2 at 3:15pm

LMU | **LA**
Center for Teaching Excellence

Turn OVER for information on NEW CTE RESOURCES! Visit our website <http://www.lmu.edu/cte>

Scholarship of Teaching and Learning Showcase Sept. 29 – Oct. 2

Tuesday, Sept. 29 at 12:15pm
SoTL Keynote by Dennis Jacobs, Ph.D.
Vice President and Associate Provost
for Undergraduate and International
Studies at Notre Dame

Tuesday, Sept. 29 from 3 – 5pm
SoTL Poster Session and Reception

Wednesday, Sept. 30 at 8am
Community Based Learning Workshop
with Dennis Jacobs, Ph.D.

Thursday, Oct. 1 at 12:15pm
LMU Carnegie Scholars Panel

Friday, Oct. 2 at 12pm
A Beginner's Guide to SoTL with
Jackie Dewar, Ph.D.

Special Event

Thursday, Oct. 8 at 3pm
President's Fritz B. Burns
Distinguished Teaching Award
Presentation in Ahmanson 1000

Ongoing New Faculty Orientation Events

Monday, Sept. 14 at 3:15pm
Vocation of the Teacher in the
Ignatian Tradition

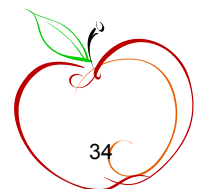
Monday, Oct. 5 at 3:15pm
You have joined the Professoriate:
Now What? Developing a Successful
Scholarly or Creative Work Program

Monday, Oct. 26 at 3:15pm
I taught it, but did they learn it?
Essential Components of Course-level
Assessment with Laura Massa, Ph.D.,
Director of Assessment

Monday, Nov. 30 at 3:15pm
Faculty Service Report Workshop

Printed on August 17, 2009

Events will be held in
University Hall Room 3030
Unless otherwise noted.
More events to be announced.



Center for Teaching Excellence Fall 2009 Calendar of Events UPDATE

CTE Events

Tue, Nov. 10 at 12:15pm
Education of the Whole Person:
Disability Support Services (DSS)
Assisting Students with Pervasive
Development Disorders

Tue, Nov. 24 at 12:15pm
Walsh SoTL Grant Presentation by
Francisco Ramos, Ph.D. School of Ed

Faculty Book Club

Ch. 5-8 Mon, Oct. 12 at 3:15pm

Ch. 9-12 Tue, Oct. 27 at 12:15pm
and/or Mon, Nov. 2 at 3:15pm

SoTL Brown Bag

Thu, Oct. 22 at 1:45pm

Thu. Nov. 12 at 1:45pm

Thu, Dec. 3 at 1:45pm



Inclusive Pedagogies Series

Mon, Oct. 19 at Noon in UNH 1000
Public Lecture by Artist Tony Gleaton
Facing History: The Art of Historical
Redress by use of the Iconic Image

Workshop for Faculty 3 – 5pm in CTE
Tony Gleaton, The Black Route West:
Manifest Destiny

Mon, Nov. 9 at Noon in UNH 1000
Public Lecture by Ronni Sanlo, Ed.D.
Creating Welcoming Environments for
LGBTQI Students and Scholarship

Workshop for Faculty 3 – 5pm in CTE
Ronni Sanlo, Creating Welcoming
Environments, or, Who's in my Class?

Mon, Dec. 14 from 3-5pm in CTE
Inclusive Pedagogies: What next?

Organized by CTE Faculty Associate
Deena González, Chicana/o Studies
For more information contact CTE or
Professor González at (310)338-1958

LMU | LA
Center for Teaching Excellence

Education of the Whole Person: Taking Care of the Health and Well Being of Our Students

Drop-in Q&A Sessions with Disability
Support Services (DSS), Student
Psychological Services (SPS), and the
Office of Judicial Affairs

Wed, Oct. 14 from 1 – 2pm in CTE

Thu, Oct. 29 from 10 – 11am &
Tue, Nov. 3 from 10 – 11am in
William H. Hannon Library Room 117

Wed, Nov. 11 from 12 – 1pm in CTE

Tue, Nov. 17 from 3:30 – 4:30pm in
Collins Faculty/Staff Center

Printed on October 12, 2009

RSVP to teachers@lmu.edu
Events will be held in
University Hall Room 3030
Unless otherwise noted.
More events to be announced.

Turn OVER for information on NEW CTE RESOURCES! Visit our website <http://www.lmu.edu/cte>

CTE EVENTS SPRING 2010		
DATE	TITLE	# ATTENDED
Tuesday, January 26, 2010	Statement on Effective Teaching: Faculty Discussion	31
Tuesday, February 16, 2010	CBL An Afternoon with National Consultants	48
Thursday, February 18, 2010	Writing Good Letters of Recommendations for Students	15
Tuesday, February 23, 2010	Conjuring the Learning of CBL	13
Thursday, March 04, 2010	Beyond Reflections: Analyzing Student journals for Experiential Learning	17
Wednesday, March 10, 2010	DSS: In Their Shoes - Taking on the Role of a Disabled Student	18
Tuesday, March 16, 2010	Community Partners Voices	23
Thursday, March 18, 2010	Faculty Recommender as Talent Scout	8
Tuesday, March 23, 2010	Inclusive Pedagogies: Continuing the Conversation	9
Tuesday, April 06, 2010	ATC Showcase Ford and Huchting	22
Wednesday, April 07, 2010	ATC Showcase Patino and Siniawski (12:00pm)	13
Wednesday, April 07, 2010	ATC Showcase Veronique Flambard-Weisbart (3:00pm)	7
Thursday, April 08, 2010	ATC Showcase Carmona and Leon	18
Friday, April 09, 2010	Education of the Whole Person: Student Panel on Effective Teaching	24
Thursday, April 15, 2010	The Future of CBL	23
Wednesday, April 21, 2010	Walsh SoTL Grant Report: Zaki Eusufzai	8
Monday, April 26, 2010	Inclusive Pedagogies Public Lecture with Michael Olivas	55
Monday, April 26, 2010	Inclusive Pedagogies Workshop with Michael Olivas	18
Wednesday, April 28, 2010	Webinar on Academic Integrity	5
Thursday, April 29, 2010	SoTL End of Semester Luncheon	15
Other CTE Hosted / Co-sponsored Events		
	(2) Second Year Pedagogy WS	
	(1) Guest Speaker KerryAnn O'Meara	
	(4) SoTL Brown Bag Meetings	
	(2) Assessment Workshops	
	(2) Surveys/Evaluations Meetings/Presentations	
	(3) Ongoing NFO Events	
	(1) Mentor for Mission: Empathetic Listening	
	(2) Intercultural Affairs Events	
	(3) Committee on Excellence in Teaching Meetings	
	(12) Community-based Learning planning meetings	
	(3) Burns Award Committee Meetings	
	(1) Marymount Inst. Events (Marians Meeting)	
	(5) ORSP Workshops	
	(1) Faculty Parent's Group Luncheon	
	(5) Committee on Comprehensive Evaluation of Teaching (CCET) Meetings	
TOTAL ATTENDANCE		390

Center for Teaching Excellence Spring 2010 Calendar of Events

December 2009

Thu, Dec. 10 at 12:15pm
SoTL End of Semester Luncheon

Wed, Dec. 16 from 11am – 1pm
Inclusive Pedagogies: What's Next?

CTE Events 2010

Tue, Jan. 26 at 12:15pm
Statement on Effective Teaching
Faculty Discussion

Thu, Feb. 18 at 12:15pm &
Thu, Mar. 18 at 12:15pm
Writing Good Letters of
Recommendation for Students

Thu, Mar. 4 at 12:15pm
Beyond Reflection: Analyzing Student
Journals for Experiential Learning

Tue, Mar. 9 at 12:15pm
Taking on the Perspective of a
Disabled Student

Mon, Apr. 26 Time TBD
Inclusive Pedagogies Guest Speaker
Public Lecture & Workshop with
Michael Olivas, J.D., Ph.D

Exploring Community- Based Learning at LMU

Tue, Feb. 16 from 12:15 -5pm
An Afternoon with National
Consultants Cathy Avila-Linn, M.Ed.
& Kathleen Rice, Ph.D.

Schedule:

- 12:15-2:30pm Exploring the
Critical Elements of Effective CBL
- 2:30-3:15pm Poster session
featuring current and past CBL
courses at LMU
- 3:15-5:00pm Spotlight on Two
Essential Components of CBL

Tue, Feb. 23 at 12:15pm
Conjuring the Learning of CBL

Tue, Mar. 16 at 12:15pm
CBL: Community Partners' Voices

Thu, Apr. 15 at 12:15pm
Focus on the Future of CBL at LMU

LMU | LA
Center for Teaching Excellence

Visit our website <http://www.lmu.edu/cte>

SoTL Brown Bag

Spring Schedule TBD



Academic Technology Grant Presentations

Spring Schedule TBD



Printed on December 3, 2009

RSVP to teachers@lmu.edu
Events will be held in
University Hall Room 3030
Unless otherwise noted.
More events to be announced.

Center for Teaching Excellence Spring 2010 Calendar of Events (UPDATE)

CTE Events

Thu, Mar. 18 at 12:15pm
Kathleen Harris -The Faculty
Recommender as Talent Scout

Fri, Apr. 9 at 2pm
Students' Perspectives on
Effective Teaching

Inclusive Pedagogies

Tue, Mar. 23 at 4:30pm
Continuing the Conversation

Mon, Apr. 26 at Noon
Public Lecture by Guest Speaker
Michael Olivas, J.D., Ph.D

Mon, Apr. 26 at 1:30 – 3:00pm
Workshop with LMU faculty led by
Michael Olivas, J.D., Ph.D

Academic Technology Showcase (April 6 – 8)

Tue, Apr. 6 at 12:15pm
Maire Ford Grant Presentation

Tue, Apr. 6 at 12:45pm
Qualtrics for Teaching and Research

Wed, Apr. 7 at Noon
Anthony Patino Grant Presentation

Wed, Apr. 7 at 12:30pm
Matt Siniawski Grant Presentation

Wed, Apr. 7 at 3pm
Véronique Flambarb-Weisbart
CTE Travel Grant Report

Thu, Apr. 8 at 12:15pm
Victor Carmona Grant Presentation

Thu, Apr. 8 at 12:45pm
Linda Leon Grant Presentation

Exploring Community- Based Learning at LMU

Tue, Mar. 16 at 12:15pm
CBL: Community Partners' Voices

Thu, Apr. 15 at 12:15pm
Focus on the Future of CBL at LMU

SoTL Brown Bags

Wed, Mar. 24 at Noon

SoTL Luncheon
Thu, Apr. 29 at 12:15pm



Printed on March 9, 2010

RSVP to teachers@lmu.edu

Events will be held in
University Hall Room 3030

Unless otherwise noted.
More events to be announced.



LMU | LA

Center for Teaching Excellence

Visit our website <http://www.lmu.edu/cte>

Center for *T*eaching *E*xcellence

Academic Technology Showcase



April 6 - 8 in UNH 3030



Tuesday, April 6

12:15 - 12:45pm

Máire Ford

Benefits of Using Lecture Capture Technology in a General Psychology Class

12:45 - 1:15pm

Karie Huchting

Qualtrics in the Classroom

Wednesday, April 7

12:00 - 12:30pm

Anthony Patino

The Use of TVM2 in the Classroom: A Study of a Nielsen Simulation in Entertainment Marketing Education

12:30 - 1:00pm

Matt Siniawski

Use of the SolidWorks Simulation Software in Mechanics of Materials

3:00 - 4:00pm

Veronique Flambard-Weisbart

New Identities: Technology and Virtual Communities

Thursday, April 8

12:15 - 12:45pm

Victor Carmona

Field Biology *ex-vitro*: Rethinking Ecological Pedagogy Beyond the Classroom

12:45 - 1:15pm

Linda Leon

Information Technologies for Pedagogical Consideration in the Applied Information Management Systems (AIMS) Electives

Lunch included, RSVP to teachers@lmu.edu or Ext.85866

CTE Faculty Associates Program

In 2009 the CTE announced the Faculty Associates Program to be initiated in Academic Year 2009-2010. Faculty Associates received one course remission each semester to work with the CTE Director to develop programs and deliver workshops that address critical needs related to teaching and learning at LMU. This program enables the Center to draw upon LMU faculty expertise and to build capacity on campus for future faculty development work. Associates must be tenured faculty and are selected via a competitive application process.



Deena González, Ph.D., Chicana/o Studies

Dr. Gonzalez's proposal to support inclusive pedagogy and explore the dynamics of power and difference in the classroom connects to important concerns at LMU: the developing core curriculum, and retention of junior faculty of color, to name just two. She brings the perfect blend of knowledge, experience and personal strength to achieve the goal of "promoting a lively, coordinated conversation about race, ethnicity and gender."

Dr. McGrath's proposal to focus on encouragement and support for community-based learning addresses a pedagogical area closely connected to LMU's mission and one in which she has had significant experience. In addition her expertise in organizational behavior should prove invaluable to the Center for Teaching Excellence in its work with faculty and administration.



Cathleen McGrath, Ph.D., Management

Spring 2010 Events Cont.

Conjuring the Learning of Community-Based Learning

Tuesday, February 23 12:15–1:30 p.m.

Workshop presented by Laura Massa, Director of Assessment

The learning that goes on in CBL courses often seems to occur by magic, but like the best magician's tricks it actually takes thoughtful planning to occur. This workshop will show you how you can use the steps of assessment to plan a magical CBL course, check that students learned what you intended, and improve your approach for next time.

Listening to our Community Partners' Voices

Tuesday, March 16 12:15–1:30 p.m.

Community Partner Agency Panel Presentation

Our community partners will share their perspectives on creating community engagement projects for CBL courses. By understanding the benefits of projects as well as the challenges, we will encourage reflection on the importance of communication between faculty and community partners when designing and implementing CBL courses.

Focus on the Future of Community-Based Learning

Thursday, April 15 12:15-1:30 p.m.

Roundtable Discussion

- How does CBL contribute to LMU's mission?
- What role should it play in the academic advancement of faculty?
- How can it contribute to or promote faculty scholarly or creative work?

Programs have been organized by CTE Faculty Associate Cathleen McGrath, Associate Professor of Management and Maria Alderete, Assistant Director, Center for Service and Action

Visit the CTE online at www.lmu.edu/cte, CSA at www.lmu.edu/csa
RSVP by phone (310)338-5866 or E-mail teachers@lmu.edu

Exploring Community-Based Learning at LMU



***When the heart is touched by direct experience,
the mind may be challenged to change***

Rev. Peter-Hans Kolvenbach, S.J.
Oct 2000 address at Santa Clara University

Community-Based Learning (CBL) operates in the particular context of Loyola Marymount University's mission. CBL allows faculty members to build meaningful relationships with each other, community partners, students, and members of the community. Through this series of panels, workshops and roundtable discussions, we explore how to best leverage those relationships to enhance student learning and community impact.

LMU|LA
Center for Teaching Excellence



Exploring CBL at LMU Series

Tomorrow's "whole person" cannot be whole without an educated awareness of society and culture with which to contribute socially, generously, in the real world.

Rev. Peter-Hans Kolvenbach, S.J.
Oct 2000 address at Santa Clara University

Fall 2009 Events

CBL: Students' Perspective on Learning Beyond the Bluff

Thursday, November 19 12:15–1:30 p.m.

LMU Student and Alumni Panel Presentation

LMU students and recent alumni offer their perspectives on CBL courses. Students will share how they made the choice to participate in CBL, how their experience differed from courses without CBL components, and how their experience differed from other service activities outside of the classroom. Students will discuss what factors helped them navigate their CBL experience successfully. And finally, students will share their most significant lesson learned through CBL and how they learned it.

Community-Based Learning: How should we do it?

Thursday, December 3 12:15–1:30 p.m.

Faculty Roundtable

This round table discussion of the current state of CBL at LMU presents an opportunity for faculty to come together to share their perspectives on:

- Making connections with available resources on (and off) campus
- Effectively connecting students with the community
- Developing a wish list of support for CBL moving forward

Spring 2010 Events

CBL: An Afternoon with National Consultants

Tuesday, February 16 12:15–5:00 p.m.

Workshop presented by

Cathy Avila-Linn, M.Ed. Director of the Bridge-Building Leadership Initiative, California Campus Compact, San Francisco, CA

Kathleen Rice, Ph.D., Principal, K L Rice Consulting, Oakland, CA

Have you taught a community based learning class or been thinking about it? Join us for an afternoon of workshops where we will explore the critical elements for building community partnerships and engaging students in community based learning that enables them to deepen their academic learning, contribute to social justice, and expand their capacity as community builders. Our afternoon will be punctuated by a poster session to showcase current and past CBL courses at LMU.

Schedule:

12:15-2:30 p.m. Exploring the Critical Elements of Effective CBL

2:30-3:15 p.m. Poster session featuring current and past CBL courses

3:15-5:00 p.m. Spotlight on Two Essential Components of CBL

1. Preparing Students To Partner With The Community
2. Faculty And Community Partners As Co-educators

You are welcome to attend any part or all of the afternoon events.

Lunch will be served at each event.

RSVP by phone (310) 338-5106 or E-mail teachers@lmu.edu

Community-Based Learning Workshops: An Afternoon with National Consultants Tuesday, February 16, 2009

Join us for an afternoon of workshops that explores the critical elements for building community partnerships and engaging students in community-based learning to deepen their academic learning, contribute to social justice, and expand their capacity as community builders. The afternoon also includes a poster session to showcase current and past CBL courses at LMU.

Workshop presented by:

Cathy Avila-Linn, M.Ed., Educator and Consultant, Santa Clara, CA

Cathy has served as the Director of the Center for Community Outreach and Service-Learning at Texas Christian University and as the Director of Student Development and Leadership Programs at the Haas Center for Public Service at Stanford University. She designed and currently directs California Campus Compact's Bridge-Building Leadership Initiative, which provides professional development opportunities designed to cultivate and retain diverse and inclusive leaders in the field of community engagement.

Kathleen Rice, Ph.D., Principal, K L Rice Consulting, Oakland, CA

Kathleen has over 25 years of experience with higher education institutions, non-profit organizations, and the Corporation for National and Community Service. As teacher and coordinator of service learning courses at California State University Monterey Bay she gained expertise in the complexities of building authentic and equitable community/university partnerships, facilitating faculty development seminars, and preparing students to become multicultural community builders.

Schedule:

12:15-2:30 p.m. Exploring the Critical Elements of Effective CBL

- Building authentic partnerships
- Integrating service and course content
- Designing effective reflection activities to deepen student learning and enhance quality of service

2:30-3:15 p.m. Poster Session featuring current and past CBL courses at LMU

3:15-5:00 p.m. Spotlight on Two Essential Components of CBL

- Preparing Students To Partner With The Community
- Faculty And Community Partners As Co-educators

You are welcome to attend any part or all of the afternoon events at CTE UNH 3030

Please RSVP to teachers@lmu.edu or Ext.85866

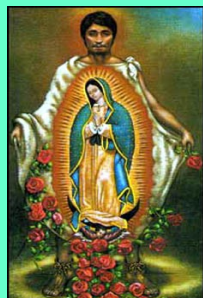
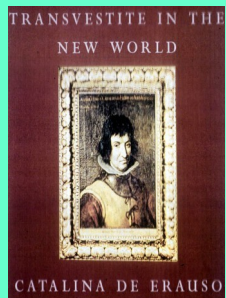
Visit us on the web at www.lmu.edu/cte

**Stay tuned:
Spring Semester
events**

Professor Michael Olivas of University of Houston, Law School will join us for a day-long visit.

Discussions of Inclusive Pedagogies will continue.

Receive a certificate for completing the LMU workshop series on Inclusive Pedagogies, Fall, 2009 or Spring, 2010.



Top left: Catalina de Erauso (1592-1650); Top right: Juan Diego (or Cuauhtlatoatzin, 1474-1548); Left: Sor Juana Ines de la Cruz (1648-1695)



Artist Alma Lopez's "Writing Mariposas," 2008

**Speakers,
Workshops
2009-10**

INCLUSIVE

PEDAGOGIES

Center for Teaching Excellence
Inclusive Pedagogies Series

Co-sponsored by:
Department of African American Studies
Department of Chicana/o Studies
Ethnic and Intercultural Services
Office of the Dean, CFA
Office of the Dean, BCLA
Program in American Cultures
Vice President for Intercultural Affairs

For more information, call
CTE at (310)338-2772 or
Professor Deena González at (310)338-1958

Center for Teaching
Excellence
Inclusive Pedagogies
PUBLIC LECTURES



Fall 2009:
Public Lectures in
Ahmanson Auditorium
University Hall 1000

Tony Gleaton,
photographer
Facing History: The Art of
Historical Redress by use of
the Iconic Image
October 19, 2009
12:00—1:00pm

Ronni Sanlo, Ed.D. (UCLA)
Creating Welcoming
Environments for LGBTQI
Students and Scholarship
November 9, 2009
12:00—1:00pm

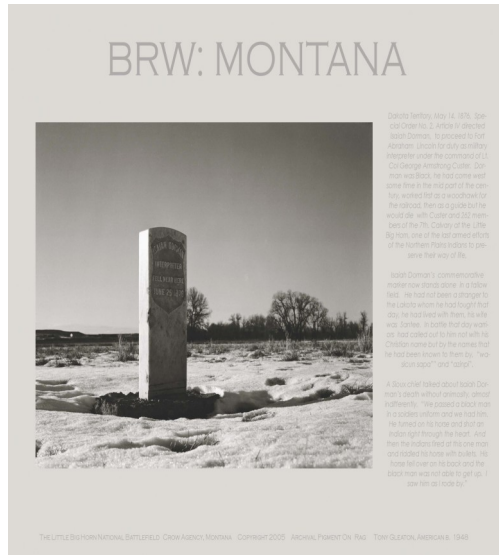
More information available <http://www.lmu.edu/cte>

INCLUSIVE

PEDAGOGIES

Workshop Series
For LMU Faculty:
RSVP required
Email: teachers@lmu.edu
or call: x8-5866

Workshop Goals



Photo, Tony Gleaton: Dakota Territory, Grave marker of Isaiah Dorman, African American, Custer's Last Stand



Gwen Araujo, Transgendered MTF, murdered in 2002, Northern CA

October 5th, 4:30-5:45 PM
“How Inclusive?” Introductions
Marymount Center UNH 3000



GOAL: Define Inclusive Pedagogies within our respective disciplines; discern areas of greatest need and/or complexity

October 19th, 3:00-5:00 PM
CTE UNH 3030: Artist, Tony Gleaton, (Texas Tech) “THE BLACK ROUTE WEST: Manifesting destiny”



GOAL: View through the lens of the photographer what multimedia or visual culture can help accomplish

November 9th, 3:00-5:00PM
CTE UNH 3030: LGBTQI consultant, Ronni Sanlo, Ed.D (UCLA) “Creating Welcoming Environments, or, Who’s in My Class?”



GOAL: Understand and advance knowledge and scholarship from LGBTQI perspectives

December 14th, 3:00-5:00PM
What next? CTE UNH 3030



GOAL: Where is LMU in discerning what are Inclusive Pedagogies? Exclusive? How does the perspective of inclusion assist other goals, for example in a revised Core Curriculum?

A certificate will be awarded for completion of this workshop series

	Center for Teaching Excellence Inclusive Pedagogies Series
UNH 3030 (Third Floor) For more information, call CTE at (310)338-2772 or Professor Deena González at (310)338-1958	

Center for *T*eaching *E*xcellence

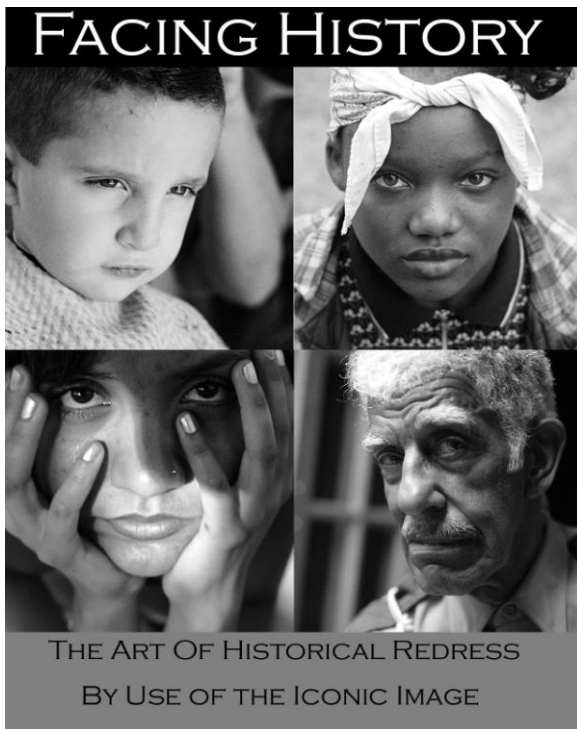
Inclusive Pedagogies Series

Guest Speaker: Tony Gleaton

Monday, October 19, 2009

12pm University Hall 1000

Ahmanson Auditorium



Angelino Artist Tony Gleaton (Professor of Photography, Texas Tech.) will present, a public lecture entitled,

"Facing History:
The Art of Historical Redress
by use of the Iconic Image."

A reception will follow in the
CTE University Hall 3030.

**Workshop for LMU Faculty 3:00pm – 5:00pm in
CTE UNH 3030**

RSVP to teachers@lmu.edu or Ext.85866

Co-sponsored by the Departments of Chicana/o Studies,
African American Studies, American Cultures, and
the Office of the Vice President of Intercultural Affairs.

Inclusive Pedagogies Series

You are invited to a reception following this event in the Center for Teaching Excellence – University Hall 3030.

Additional Events

Workshop for LMU Faculty with Ronni Sanlo
Monday, November 9 from 3:00-5:00pm in the CTE
“Creating Welcoming Environments, or, Who’s in my Class?”

Most faculty want classrooms in which students feel safe to learn. It's a noble idea that's not always easy to accomplish. As more out LGBT students come to our colleges and universities, they are demanding their place in the academy including the classroom. This workshop is designed to help faculty understand issues affecting LGBT college students, create a pedagogy of consciousness, and have an update on the state of LGBT studies. With current data and lots of humor, Dr. Ronni Sanlo guides you through a process of creating an educational environment that's inclusive of all populations.

Faculty Discussion led by Deena Gonzalez
Monday, December 14 from 3:00-5:00pm in the CTE
“Inclusive Pedagogies: What’s Next?”

Spring Semester Events

Professor Michael Olivas of the University of Houston, Law School will join us for a day-long visit

Programs have been organized by CTE Faculty Associate Prof. Deena González, Chicana/o Studies Department

Visit the CTE online at www.lmu.edu/cte
Contact us by phone at (310)338-5866 or
E-mail teachers@lmu.edu

Public Lecture by Ronni Sanlo, Ed.D. Monday, Nov. 9th, 12:00PM



"Creating Welcoming Environments for LGBTQI Students and Scholarship"

Dr. Ronni Sanlo has been a faculty in residence at UCLA for 7 years. She is the director of the Lesbian Gay Bisexual Transgender (LGBT) Campus Resource Center and the director and professor for the Masters of Education in Student Affairs.

The Center for Teaching Excellence Inclusive Pedagogies Series

Co-sponsored by the Departments of African American Studies, Chicana/o Studies, Ethnic and Intercultural Services, Office of the Dean College of Communication and Fine Arts, Office of the Dean Bellarmine College of Liberal Arts, Program in American Cultures, and The Vice President for Intercultural Affairs 47

Center for *T*eaching *E*xcellence

Inclusive Pedagogies Series Guest Speaker Michael A. Olivas, Ph.D., J.D.



**"God, Grades, and Sex":
The Developing Law of the
College Classroom**

**Workshop for LMU faculty
on Monday, April 26
1:30pm in University Hall 3030**

Professor Michael A. Olivas will conduct a workshop on legal issues involved in undergraduate and graduate teaching, including the treatment of religious issues in instruction, grading practices, and sexual relations between teachers and students. He will present cases that have arisen in these areas of faculty-student classroom interactions, will propose exercises to examine these issues, and will discuss normative developments in professional practice and academic freedom. He is the author of *THE LAW AND HIGHER EDUCATION: CASES AND MATERIALS ON COLLEGES IN COURT* (3rd ed. 2006 Carolina Academic Press), former General Counsel of the AAUP, and an experienced litigator and expert witness in college law cases.

Please RSVP to teachers@lmu.edu or Ext.85866

Visit us on the web at www.lmu.edu/cte

President's Core Curriculum Institute 2008 – 2010

The President's Core Curriculum Institute (PCCI), co-organized by the Core Curriculum Committee and the Center for Teaching Excellence, was designed to assist faculty in the development of pilot courses for the LMU Core Curriculum that would address one or more of the desired characteristics of the core as envisioned in the 2005 document *Improving the Core: Summary and Reflections* (1. Alignment with Mission: Values and Ethics; Intellectual Rigor; and Education of the Whole Person; 2. Coherence, Integration, Interdisciplinarity; 3. Diversity, Internationalization, and Ecological/Environmental Concerns; 4. Writing, Oral Communication, and Quantitative Thinking across the Curriculum). In addition, it was anticipated that the PCCI participants would form a community of teacher-scholars dedicated to sustaining the core. The PCCI began with a two-day workshop May 30-31, 2008, led by Barbara Millis and based the course design model of Fink (2003) for creating significant learning experiences. Throughout the next two years there were multiple follow-up meetings to share progress and reports. The final convening was held May 13, 2010, and final reports from the developers are posted on the CTE website (see <http://tinyurl.com/CTEPCCI>).

Participants were selected based on their applications. Seventeen course developers (working on 12 courses) attended the Institute along with Core Curriculum committee members, administrators and staff from Academic and Student Affairs. Shortly thereafter, one team of two faculty dropped out because they realized that workload and other commitments would make it impossible for them to actually teach the course they had begun to develop within the allotted timeframe. Eventually 11 courses were developed and 10 were actually offered between Fall 2008 and Spring 2010. The one course not taught was quite interdisciplinary in nature, connecting science, history ethics, and the environment. The course was unable to gain approval from BCLA to be offered as a core course.

Immediately after PCCI in 2008, 16 of the 17 developers filled out pre/post evaluation surveys consisting of two types of questions: (1) pre/post confidence ratings of participants' ability to recall, describe, explain or apply topics presented at the Institute; (2) open-ended questions at the end of the Institute regarding the quality and effectiveness of the Institute. The pre/post confidence ratings indicated a substantial increase in faculty confidence of their knowledge of active learning strategies, understanding of forward-looking assessment of student learning, and ability to write learning goals based on a taxonomy of significant learning. Faculty were also more aware of situational factors that should be taken into account in course planning. An analysis of the responses to the open-ended questions showed that faculty highly valued the opportunity to interact with a *diverse* group of faculty on topics related to teaching and learning. They also valued learning new teaching methods and concepts of course design. One-fourth of the respondents reacted negatively toward the use of PowerPoint and a similar proportion desired more time to work together on their courses. In addition, a few wanted more time to discuss the core in general.

A final feedback survey was distributed in May 2010 and elicited responses from 12 faculty developers. Eleven of the 12 indicated that the PCCI experience had influenced their approach to course design. Comments indicated that it helped them be more thoughtful and systematic and they think more carefully about situational factors and now use a greater variety of feedback and assessment techniques. The survey also provided suggestions for the design of future faculty development programs related to the core. Most striking was the fact that the respondents were unanimous in agreement that the *opportunities to interact with a cohort of faculty also preparing course for the core* was important and 90% of them indicated it was very important. Eight out of ten considered the following important or very important: an initial intensive workshop on course design for one or two days, financial support for resources and materials, some common course design framework, specific venues and deadline for reports and presentations on your course design process and first piloting, and a course development stipend. Of the ten respondents to a question about whether something they learned from the PCCI experience changed their teaching practice, eight indicated that it did. Examples mentioned were active learning techniques, small group work, rubrics for assessment, and understanding student needs. Several faculty saw evidence of a positive effect on student learning in their course evaluations or in surveys they designed.

Although the Core Curriculum revision process moved forward in ways that were unforeseen when the PCCI was conceived and initiated, the PCCI was clearly successful as a faculty development experience for those involved and in creating a sense of community among the faculty participants.

PCCI Course and Developer List

Last	First	Department	Course	UD/LD	Semester
Mendelson	Mel	Mechanical Engineering	Biotechnology	UD/LD	Sp09
Willick	Damon	Art and Art History	Art History 202: Modernism (with Non-Western Artists)	LD	F09
Younger	Kelly	English	Introduction to Drama	LD	Sp10
Bennett	Curt	Mathematics	Informed Decisions through Quantitative Reasoning	LD	F08
Larson	Suzanne	Mathematics	"	LD	F08
Ring	Peter	Management	Global Business Values	UD	F09
Gebhard	Glenn	Production	Visualizing Social Justice		
Benedict	Diane	Theatre Arts and Dance	"		
Harris	Paul	English	Cosmic Epics and Global Ethics	UD/LD	Not Offered
Dionisio	John David	EE and Computer Science	Introduction to Computer Science	LD	F08
August	Stephanie	EE and Computer Science	"	LD	S09
Erven	Charles	Theatre Arts and Dance	Costume History and Fashion	LD	S10
Lee	Wenshu	Communication Studies	Intercultural Communication and Global Health	UD	Sp10
Hammers	Michele	Communication Studies	Advocacy and Social Justice	LD	Sp10
Wander	Phillip	Communication Studies	"		
Muñoz	Teresa	Art and Art History	Introduction to Studio Arts	LD	F09
Fleck	Rudy	Art and Art History	"	LD	S09

The President's Fritz B. Burns Distinguished Teaching Award

The CTE now provides administrative support to the President's Fritz B. Burns Distinguished Teaching Award Committee. The award is given annually to an LMU faculty member for successfully uniting a distinguished record of teaching and an outstanding contribution to research (see <http://tinyurl.com/CTEBURNS>). CTE is also tasked with organizing the Burn's Award presentation and reception.



2009 Burns Award Recipient Jodi Finkel with Chair, Evan Gerstmann and Dean, Paul Zeleza



Prof. Finkel with members of the Department of Political Science



Prof. Finkel with colleagues

CTE Annual Evaluation and Feedback Survey

At the end of each academic year, CTE distributes a feedback survey to all faculty and to all participants in CTE events. This year the number of responses more than doubled, increasing from 40 in 2009 to 84 in 2010. Of these 52 were full-time faculty. A great majority of faculty agreed that CTE events allowed them to engage in fruitful discussions with their colleagues, informed them about campus resources for teaching and of innovative methods of teaching or presented an idea that they used in their classes. If they contacted the CTE director of staff for information or assistance they indicated tremendous satisfaction with their response.

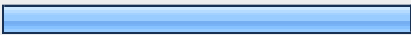


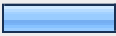

Regarding the best ways to get information about CTE events, respondents almost unanimously (91%) indicated that email directly from CTE was the one of the most effective. This is particularly noteworthy as the next highest scoring methods (more than one method could be selected) – flyers posted or delivered to the department (27%) and White board in front of CTE (23%) – fell substantially below email. Unfortunately, CTE is not allowed access to an email list for all faculty, but sends its emails out to department administrative assistants to forward to their faculty, and to faculty who have previously attended a CTE event.

The responses indicated that convocation hour on Tuesdays and Thursday, and then the noon hour on Wednesdays, Mondays and Fridays, are the best times for events. These are the times most commonly used for CTE workshops. The topics of greatest interest for the future are: integrating research skills into the curriculum (a new suggested topic on the list this year), ways to generate successful class discussions, student panel on effective teaching techniques, improving student writing, and ways to assess my teaching effectiveness.

Those who attended events in either the Community-Based Learning (CBL) series or the Inclusive Pedagogies (IP) series were offered a chance to comment on how it affected their understanding or practice of CBL or IP. The 31 comments on the CBL series were uniformly positive indicating a greater understanding of CBL and how to implement it. A typical quote one “I feel as if my understanding of CBL has deepened. I have a better sense of how to design an effective course, and a long list of possible benefits to students from offering such a course.”

The 13 responses to the IP series were also positive, with many indicating an improved understanding or a validation of the methods they already used. Some requested more specific examples. The following charts provide data from the feedback survey.

Center for Teaching Excellence Annual Survey 2009-2010

1. What is your position at LMU?			Response Percent	Response Count
Full-time Faculty			61.9%	52
Part-time Faculty			4.8%	4
Administrator			13.1%	11
Staff			16.7%	14
Graduate Student			3.6%	3
		Other (please specify)		3
answered question				84
skipped question				1

2. Please indicate your level of interest in attending programming on each of the following topics.

	LITTLE or NO INTEREST	SOME INTEREST	STRONG INTEREST	Rating Average	Response Count
Approaches to (re)designing courses	18.6% (13)	51.4% (36)	30.0% (21)	2.11	70
Effective grading practices	20.0% (14)	48.6% (34)	31.4% (22)	2.11	70
Employing inclusive pedagogies	26.9% (18)	38.8% (26)	34.3% (23)	2.07	67
Improving student comprehension of written materials	23.5% (16)	41.2% (28)	35.3% (24)	2.12	68
Improving student writing	17.1% (12)	38.6% (27)	44.3% (31)	2.27	70
Integrating research skills into the curriculum	18.3% (13)	33.8% (24)	47.9% (34)	2.30	71
Making the most of the lecture method of teaching	27.5% (19)	43.5% (30)	29.0% (20)	2.01	69
Quick assessments of student learning	15.5% (11)	49.3% (35)	35.2% (25)	2.20	71
Student panel discussing most effective teaching techniques	14.3% (10)	41.4% (29)	44.3% (31)	2.30	70
Special challenges of teaching graduate students	47.1% (33)	20.0% (14)	32.9% (23)	1.86	70
Success with community-based learning	22.1% (15)	44.1% (30)	33.8% (23)	2.12	68
Ways to assess my teaching effectiveness	14.7% (10)	41.2% (28)	44.1% (30)	2.29	68
Ways to generate successful class discussions	17.1% (12)	35.7% (25)	47.1% (33)	2.30	70
Writing learning outcomes for my courses	25.8% (17)	48.5% (32)	25.8% (17)	2.00	66
Other topics that would be of interest to you:					13
answered question					73
skipped question					12

3. Approximately how many CTE events did you attend during this academic year? Choose one:

		Response Percent	Response Count
None		13.5%	10
1 or 2		23.0%	17
3 or more		63.5%	47
answered question			74
skipped question			11

4. Considering all of the CTE events that you attended this academic year, to what extent do you agree or disagree with the following statements?

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STONGLY AGREE	N/A	Response Count
Allowed me to engage in fruitful discussion with my colleagues	3.2% (2)	3.2% (2)	15.9% (10)	57.1% (36)	19.0% (12)	1.6% (1)	63
Presented an idea that I used in my classes	0.0% (0)	8.3% (5)	21.7% (13)	35.0% (21)	21.7% (13)	13.3% (8)	60
Informed me of innovative methods of teaching	0.0% (0)	8.3% (5)	21.7% (13)	40.0% (24)	23.3% (14)	6.7% (4)	60
Informed me about campus resources for teaching	0.0% (0)	6.6% (4)	14.8% (9)	54.1% (33)	18.0% (11)	6.6% (4)	61
Informed me about characteristics or needs of LMU students	0.0% (0)	8.2% (5)	29.5% (18)	49.2% (30)	8.2% (5)	4.9% (3)	61
Gave me ideas for improving the assessment of my students' learning	1.7% (1)	8.5% (5)	27.1% (16)	37.3% (22)	13.6% (8)	11.9% (7)	59
Informed me about using technology in my classes	3.4% (2)	5.1% (3)	23.7% (14)	44.1% (26)	8.5% (5)	15.3% (9)	59
answered question							63
skipped question							22