



**THE CARNEGIE FOUNDATION  
FOR THE ADVANCEMENT OF TEACHING**

**Registration for the Continued Use of the Carnegie Name:  
Statement of Intent**

*Submit electronically to [CASTL@carnegiefoundation.org](mailto:CASTL@carnegiefoundation.org)*

Institutions: Creighton University, Columbia College Chicago, Truman State University, University of Houston-Clear Lake, Canisius College, and Loyola Marymount University

Campus web site developed for the CASTL Institutional Leadership Program where this statement will be posted: <http://www.creighton.edu/aea/carnegieacademyforthescholarshipofteachingandlearning/index.php> (added once it is approved) with possible links to institute page <http://www.creighton.edu/castl/index.php>

Person(s) submitting this statement and contact information:

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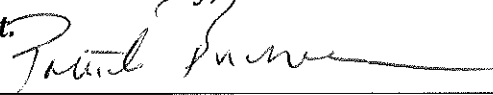
Names of individuals or team members responsible for leading this work and their contact information:

Name:	Email:
<u>Lott Hill</u>	<u>lhill@colum.edu</u>
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Please review the "commitments required of your institution" in the accompanying letter, in particular, the commitment to provide institutional support for five memberships in ISSOTL.

Source of support for five ISSOTL memberships: Each of the six campus contacts will maintain their ISSOTL memberships through their respective institution's support.

Please indicate the senior level administrator (President, Provost, Dean) or designee who has approved this submission. ***For Creighton University, but each institution has secured its own institutional administrative support.***

Name: Patrick Borchers   
 Title: Vice President for Academic Affairs



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Statement (500 words or less):

- 1) list goals for two years of work on a small number of high-leverage institutional agendas (e.g., to improve students' ability to integrate ideas or to enhance the first-year experience) that can be strengthened through the scholarship of teaching and learning.
- 2) describe how that new work will build on what has been accomplished through your CASTL participation.

This proposal is the joint submission of six institutions, the majority of which has participated in either the Cluster Program, the Leadership Initiative Program, or both. It is the intention of this group to maintain and find ways to sustain the National CASTL Summer Institute for Faculty Development. 2010 will mark the eighth offering of the Summer Institute, where over 850 scholars, participants, mentors, and speakers have contributed to and learned from each other in our advancement of the Scholarship of Teaching and Learning.

Moving away from the campus-host model where the hosting institution secured institutional support for the institute (approximately \$15,000/year), these six individuals will form an Executive Board whose primary tasks will involve the creation of sustainable structures for hosting and financing the summer institute as well as oversee the actual administration of the institute. Each of these six institutions has committed to participating in this process over the next two years.

Our interim actions and timeline involves: (1) a spring 2010 teleconference whereby a conference theme is selected for 2011 (which Creighton will host), potential speakers and institutional mentors are suggested, and a draft of our organizational structure and bylaws is initiated; (2) a June meeting where we finalize our organizational structure, preliminary plans and budget, and assign each member to chair a sub-committee (e.g., scholars review, speakers' panel, local arrangements, media and publicity) by which to complete the necessary institute preparations. Sub-committees may include other institutions (perhaps in the local area of each school) who would like to become more involved with or maintain their SoTL connections by affiliating with the Board members; this also provides a "pipeline" of future Board members/institutional partners, should one or more of the original six institutions feel the need to discontinue this collaboration.

At the end of two years, our goals include: (1) the creation of a sustainable organizational structure by which to offer an annual faculty development institute; (2) a network of collaborating institutions sustained by and sustaining each others' faculty development in the Scholarship of Teaching and Learning; and (3) an annual faculty development institute that produces new scholars, each of whom inform their faculty and disciplinary societies through their Scholarship of Teaching and Learning.

*Statements will be accepted until November 30, 2009.  
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