

## **The Scholarship of Teaching and Learning in Building Scholarly Communities**

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This is a special issue dedicated to the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) cluster that was formed under the Institutional Leadership initiative Creating Scholarly Communities. The cluster members were Kwantlen Polytechnic University, Queen's University, Ryerson University, Southeast Missouri State University, University of Glasgow, and The Ohio State University (coordinating institution). These six universities have worked to create scholarly communities on each of their campuses and a community globally for the scholarship of teaching and learning.

For this issue, the process of blind peer reviewing was modified. Individuals from each of the institutions in the cluster wrote about their experience of trying to create a scholarly community and circulated them to the other cluster members. Representative members from each institution met at Kwantlen University for two days. At this meeting, they reviewed all the articles, first in small groups and then as a large group, and provided feedback and insights to the writers. The writers from Southeast Missouri State University were not present, so the feedback was emailed to them. This was a more rigorous peer review process because instead of two to three peer reviewers providing feedback, there were twelve. The papers were re-circulated to the group for a second peer review prior to acceptance and publication.

This special issue contains an introductory article about the CASTL project, an article each from the six institutions describing their initiatives and a synthesis article to summarize the experiences and initiatives of the whole group as well as suggestions for creating scholarly communities for those wishing to engage in this process at their institution.

We ask you to read critically and join the dialogue. Please submit your reactions and insights to [TD@kwantlen.ca](mailto:TD@kwantlen.ca).