Scholarship of Teaching and Learning

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This module asks about both institution-supported and faculty-driven assessment efforts such as surveys and other tools (e.g., portfolios) that are used to gather information about student educational experiences and learning. The module complements questions on the core FSSE survey on how faculty spend their time and the extent that faculty use effective teaching practices.

Data Description

The data in this brief come from faculty respondents at 17 colleges and universities that administered the Faculty Survey of Student Engagement (FSSE) in 2022 and 2023 and additionally selected the Scholarship of Teaching and Learning (STL) Topical Module to append to the end of their FSSE administration. At these institutions, most, 1,261 out of 1,634, faculty responded to at least one of the items in the Topical Module. FSSE collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit the FSSE website: **fsse.indiana.edu**.

Item Information

The STL Topical Module consists of 25 items divided among ten question stems. Information on these items can be found in Tables 1 and 2. Table 1 contains counts, means, and standard deviations; it additionally contains factor loadings for the items that fit within four scales. Table 2 contains frequency percentages for all the items' response options.

With the highest average and largest proportion of faculty responding "Very much" or "Quite a bit," faculty most substantially use student performance on assignments, exams, or formal assessments in their coursework to inform changes to their courses. Student performance on assignments, exams or formal assessments is followed using student feedback, collected through course evaluations or informal student feedback. Faculty least substantially incorporate publishing on teaching and learning projects in their work and publicly presenting about their work about teaching and learning.

Table 3 contains significant correlations between the individual items in the Scholarship for Teaching and Learning Topical Module. Moderate-strong relationships exist among several of the items, with the strongest relationship between the extent to which faculty are encouraged to systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations and the extent to which faculty are encouraged to use assessment findings to inform changes made to their courses ($r = .780$, $p < .01$), followed closely by the relationship between the extent that results from your institution's assessment efforts aimed at improving teaching and learning and departmental activities aimed at improving teaching and learning ($r = .749$, $p < .01$).

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Scale Information

The individual items within the item set combined together to create four scales: *fSTL1*, *fSTL2*, *fSTL3*, and *fSTL4*. To create these scales, first, the individual responses are recoded to a 0 to 60 scale: Very much=4 is recoded to 60, Quite a bit=3 is recoded to 40, Some=2 is recoded to 20, and Very little=1 is recoded to 0. Individual faculty responses on these 0-60 items are then averaged together to create an aggregate scale score. Information on these four scales can be found in Table 4. All scales have high Cronbach's Alphas suggesting the items are highly correlated and the scales should be considered fairly narrow constructs. The intraclass correlation coefficient (ICC) suggests that 13% of the variation in *fSTL1* and *fSTL4* is at the institution level. If interested in institution-level effects, multi-level modeling may be preferable when examining these scales. *FSTL2* and *fSTL3*'s intraclass correlations suggest that 5% and 7% of the variation respectively in these scales is due to institution-level effects. All factor loadings are high suggesting all items fit well within the construct (Table 1).

The *fSTL1* scale is focused on use and gathering of external evidence to support faculty members teaching and learning while *fSTL3* aims to examine perceptions of faculty using student-level feedback to hone practices. The *fSTL2* scale primarily focuses on concepts of collegiality where faculty are collaborating with peers and sharing about their teaching. Lastly, the *fSTL4* scale is concerned with external motivations for faculty to pursue efforts related to the scholarship of teaching and learning.

Consistent with previous content summaries on the STL module, Items 8c and 8d were not included in scale creation due to being extraneous and unrelated to the constructs. Additionally, 9a, 9b, and 10 were removed as they are dichotomous variables unsuited for scale purposes.

Correlations

Table 5 presents correlations between the four FSTL scales and the core survey FSSE Scales. A moderate relationship exists between faculty who use external evidence to support faculty members teaching and learning perceive more positive quality of interactions (r = .458), however most relationships between Scholarship for Teaching and Learning scales and core scales are quite low. Faculty who use and gather external evidence to support teaching and learning also have higher external motivations for faculty to pursue efforts related to the scholarship of teaching and learning (r = .726). Finally, a moderate relationship exists between faculty using student-level feedback to hone practices and external motivations for faculty to pursue scholarship for teaching and learning efforts (r = .507).

Disciplinary Differences

Faculty who use and gather external evidence to support faculty members teaching and learning varies by faculty disciplinary appointment (Figure 1). Faculty who more substantially use and gather external evidence to support teaching and learning are in the fields of Physical Sciences, Math, and Computer Sciences; Business; Education; and Communication, Media, and Public Relations. Faculty who least substantially use and gather external evidence to support teaching and learning are in the fields of Biology, Agriculture, and Natural Resources; Health Professions; Engineering; and Social Sciences; however, large interquartile ranges suggest that faculty in this field have a greater diversity in their use of external evidence. Regarding FSTL2, which hones in on concepts of collegiality where faculty are

collaborating with peers and sharing out their teaching, faculty means by discipline vary minimally; however, large interquartile ranges again suggest greater diversity within disciplines than across disciplines (Figure 2). Similar trends exist across disciplines, as large interquartile ranges are present in discipline means in FSTL3 and FSTL4 scales (See Figures 3-4).

Predictors

The incorporation of the scholarship for teaching and learning, whether referring to the use of external evidence, the extent of collegiality and collaboration, using student-level practices, and external motivations are more or less likely based on faculty, course, and institution characteristics. Table 6 presents predictors of each scale by faculty, course, and institution characteristics.

Our Related Papers

For more information about FSSE and the scholarship for teaching and learning see the following publications, conference papers and presentations, research reports or other FSSE investigations focused on the STL Topical module:

- Strickland, J., Hengtgen, K., BrckaLorenz, A., & Nelson Laird, T. (2020). Collegial and departmental support matters: An exploration of teaching cultures and practice. Presented at the American Educational Research Association Annual Meeting, San Francisco, California.
- Nelson Laird, T. F., McCormick, A. C., & Gale, R. A. (2011, January). Linking institutional assessment and the scholarship of teaching and learning. Association of American Colleges & Universities Annual Meeting.
- Nelson Laird, T. F., & Ribera, T. (2011). 9: Institutional encouragement of and Faculty Engagement in the Scholarship of Teaching and Learning. To Improve the Academy, 30(1), 112-125.
- Nelson Laird, T. F., Ribera, T., & Fernandez, S. (2009, October). Faculty engagement in the scholarship of teaching and learning. Presented at the Professional & Organizational Development Conference.

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Table 1. Scholarship of Teaching & Learning Item Descriptives (continued on next page)

	Count	Mean	Std. Dev.	Factor Loading
To what extent is your institution involved in student assessment efforts? (fSTL01) *Response options*: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*	1,246	3.04	.834	.585[a]
How effectively does your institution disseminate the findings of its assessment efforts to faculty? (fSTL02) *Response options: 1=Not at all effectively, 5=Very effectively*	1,244	3.02	1.235	.756[a]
In general, how useful to you are the findings from your institution's assessment efforts? (fSTL03) *Response options*: 4=*Very Useful*, 1=*Not at all useful*	1,241	2.88	1.228	.765[a]
To what extent are results from your institution's assessment efforts used to inform the following? *Response options*: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*				
Institutional activities aimed at improving teaching and learning (fSTL04a)	1,224	2.36	.918	.825[a]
Your department's activities aimed at improving teaching and learning (fSTL04b)	1,229	2.43	.993	.820[a]
To what extent is evidence gathered by faculty members in their courses used to inform the following? *Response options*: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*				
Institutional activities aimed at improving teaching and learning (fSTL05a)	1,228	2.37	.935	.817[a]
Your department's activities aimed at improving teaching and learning (fSTL05b)	1,230	2.55	.970	.792[a]
To what extent are faculty members at your institution encouraged to do the following? *Response options*: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*				
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations (*fSTL06a*)	1,235	2.34	1.020	.428[d]
Use assessment findings to inform changes made to their courses (*fSTL06b*)	1,234	2.47	.963	.465[d]
Publicly present (e.g., lectures or workshops) information about teaching or learning (*fSTL06c*)	1,227	2.23	.951	.856[d]
Publish on teaching and learning (*fSTL06d*)	1,232	2.12	.924	.871[d]
Collaborate with colleagues on improving teaching and learning (*fSTL06e*)	1,236	2.43	.921	.787[d]

Key: [a] factor loadings for *fSTL1*, [b] factor loadings for *fSTL2*, [c] factor loadings for *fSTL3*, [d] factor loadings for *fSTL4*

Table 1. Scholarship of Teaching & Learning Item Descriptives (continued)

To what extent have you incorporated the following into your work?
Response options: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*

	Count	Mean	Std. Dev.	Factor Loading
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations (*fSTL07a*)	1,229	2.50	.935	.597[c]
Use assessment findings to inform changes made to their courses (*fSTL07b*)	1,228	2.77	.920	.689[b]
Publicly present (e.g., lectures or workshops) information about teaching or learning (*fSTL07c*)	1,228	1.97	.972	.874[b]
Publish on teaching and learning (*fSTL07d*)	1,224	1.69	.982	.841[b]

When you make changes to your courses, to what extent do the following inform your decisions?
Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little

	Count	Mean	Std. Dev.	Factor Loading
Collaborate with colleagues on improving teaching and learning (*fSTL07e*)	1,231	2.50	.927	.686[b]
Student feedback (formal course evaluations, informal feedback from former or current students, etc.) (*fSTL08a*)	1,239	3.09	1.008	.853[c]
Student performance on assignments, exams, or formal assessments (*fSTL08b*)	1,239	3.21	.936	.838[b]
Institutional influences (institution- or department-level influences, etc.) (*fSTL08c*)	,1234	2.44	.967	n/a
External influences (accreditation standards, etc.) (*fSTL08d*)	1,236	2.56	.797	n/a
Other (*fSTL08e*)	181	2.32	.705	n/a

Have you received funding to conduct scholarly inquiry about teaching and learning?
Response options: 1=Selected 0=Not Selected

	Count	Mean	Std. Dev.	Factor Loading
Received funding to conduct scholarly inquiry: Yes, from sources external to my institution (e.g. foundations or government agencies)	279	.34	.476	n/a
Yes, from sources internal to my institution	279	.72	.451	n/a

Have you served in an administrative role or on a faculty committee that focused on assessment of students' educational experiences and learning?
Response options: 0=*No*, 1=*Yes*

	Count	Mean	Std. Dev.	Factor Loading
Have you served in an administrative role or on a faculty committee that focused on assessment of students' educational experiences and learning?	1,241	.36	.479	n/a

Key: [a] factor loadings for *fSTL1*, [b] factor loadings for *fSTL2*, [c] factor loadings for *fSTL3*, [d] factor loadings for *fSTL4*

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Table 2 Scholarship of Teaching & Learning Item Frequencies (continued on next page)

To what extent is your institution involved in student assessment efforts?
Response options: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
To what extent is your institution involved in student assessment efforts? (*fSTL01*)	33.5	40.7	22.3	3.5

How effectively does your institution disseminate the findings of its assessment efforts to faculty? (fSTL02)
Response options: 1=Not at all effectively, 5=Very effectively

Very effectively (%)	4 (%)	3 (%)	2 (%)	Not at all effectively (%)
13.7	22.0	30.4	20.0	13.9

In general, how useful to you are the findings from your institution's assessment efforts? (fSTL03)
Response options: 4=*Very useful*, 1=*Not at all useful*

Very useful (%)	4 (%)	3 (%)	2 (%)	Not at all useful (%)
12.1	17.8	31.7	22.6	15.9

To what extent are results from your institution's assessment efforts used to inform the following?
Response options: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Institutional activities aimed at improving teaching and learning (*fSTL04a*)	13.3	27.0	42.5	17.2
Your department's activities aimed at improving teaching and learning (*fSTL04b*)	17.5	27.7	35.3	19.4

To what extent is evidence gathered by faculty members in their courses used to inform the following?
Response options: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Institutional activities aimed at improving teaching and learning (*fSTL05a*)	13.5	28.4	39.6	18.5
Your department's activities aimed at improving teaching and learning (*fSTL05b*)	19.3	31.9	33.5	15.3

To what extent are faculty members at your institution encouraged to do the following?
Response options: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations (*fSTL06a*)	17.1	23.2	36.0	23.7
Use assessment findings to inform changes made to their courses (*fSTL06b*)	16.9	30.0	36.1	16.9
Publicly present (e.g., lectures or workshops) information about teaching or learning (*fSTL06c*)	12.2	22.7	40.9	24.1
Publish on teaching and learning (*fSTL06d*)	9.7	20.0	42.6	27.7
Collaborate with colleagues on improving teaching and learning (*fSTL06e*)	13.8	32.0	37.9	16.3

Table 2 Scholarship of Teaching & Learning Item Frequencies (continued)

To what extent have you incorporated the following into your work? *Response options*: 4=*Very much*, 3=*Quite a bit*, 2=*Some*, 1=*Very little*	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Systematically collect information about the effectiveness of their teaching beyond end-of-term course evaluations	19.3	27.5	36.8	16.4
Use assessment findings to inform changes made to their courses	25.6	34.9	30.9	8.6
Publicly present (e.g., lectures or workshops) information about teaching or learning	11.2	15.7	31.8	41.3
Publish on teaching and learning	7.4	10.7	25.0	56.9

When you make changes to your courses, to what extent do the following inform your decisions? *Response options: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little*	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)
Collaborate with colleagues on improving teaching and learning	18.4	29.2	36.6	15.8
Student feedback (formal course evaluations, informal feedback from former or current students, etc.)	34.3	42.1	21.5	2.1
Student performance on assignments, exams, or formal assessments	36.6	48.6	13.9	0.9
Institutional influences (institution- or department-level influences, etc.)	13.9	30.9	40.8	14.5
External influences (accreditation standards, etc.)	20.8	30.1	33.8	15.3
Other	23.8	22.7	15.5	38.1

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Table 3. Significant Correlations between Scholarship of Teaching & Learning Items

	01	02	03	04a	04b	05a	05b	06a	06b	06c	06d	06e	07a	07b	07c	07d	07e	08a
02	.509**																	
03	.415**	.709**																
04a	.414**	.599**	.633**															
04b	.392**	.517**	.548**	.721**														
05a	.380**	.516**	.533**	.647**	.635**													
05b	.368**	.438**	.477**	.564**	.721**	.749**												
06a	.380**	.415**	.430**	.506**	.514**	.564**	.532**											
06b	.403**	.469**	.466**	.541**	.557**	.594**	.579**	.780**										
06c	.354**	.420**	.418**	.472**	.485**	.481**	.458**	.476**	.505**									
06d	.307**	.369**	.393**	.423**	.461**	.416**	.405**	.456**	.484**	.735**								
06e	.332**	.416**	.439**	.509**	.495**	.489**	.506**	.519**	.571**	.655**	.667**							
07a	.189**	.206**	.302**	.300**	.332**	.348**	.371**	.461**	.412**	.320**	.341**	.366**						
07b	.226**	.233**	.335**	.333**	.367**	.354**	.412**	.410**	.471**	.339**	.338**	.369**	.705**					
07c	.188**	.124**	.202**	.205**	.270**	.245**	.294**	.264**	.236**	.419**	.376**	.331**	.418**	.382**				
07d	.152**	.118**	.187**	.183**	.232**	.221**	.253**	.234**	.203**	.336**	.408**	.300**	.369**	.310**	.747**			
07e	.197**	.191**	.270**	.285**	.326**	.320**	.422**	.321**	.359**	.365**	.345**	.536**	.460**	.468**	.504**	.442**		
08a	.153**	.205**	.279**	.296**	.272**	.271**	.280**	.279**	.261**	.244**	.219**	.285**	.379**	.458**	.158**	.129**	.304**	
08b	.175**	.123**	.202**	.223**	.228**	.257**	.259**	.251**	.231**	.247**	.213**	.268**	.341**	.423**	.186**	.154**	.313**	.625**

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Table 4. Scholarship of Teaching and Learning Descriptives

Scale	Count	Minimum	Maximum	Mean	Std. Dev.	Cronbach's Alpha	ICC
fSTL1	1,231	0	60	31.91	15.248	.891	.13
fSTL2	1,229	0	60	21.06	16.353	.796	.05
fSTL3	1,231	0	60	37.84	13.439	.789	.07
fSTL4	1,222	0	49	22.23	12.290	.874	.13

Table 5. Significant ($p < .001$) Correlations between Scholarship for Teaching and Learning Scales and FSSE Scales

	fSTL1	*fSTL2*	*fSTL3*	*fSTL4*
Higher-Order Learning	.209	.247	.345	.237
Reflective & Integrative Learning	.178	.235	.295	.195
Learning Strategies	.207	.224	.314	.210
Quantitative Reasoning	.241	.156	.288	.235
Collaborative Learning	.117	.206	.249	.145
Discussions with Diverse Others	.172	.154	.222	.157
Student-Faculty Interaction	.173	.310	.258	.199
Effective Teaching Practices	.218	.324	.442	.234
Quality of Interactions	.458	.178	.250	.387
Supportive Environment	.183	.183	.244	.206
fSTL1		.356	.447	.726
fSTL2	.356		.475	.466
fSTL3	.447	.475		.507
fSTL4	.726	.466	.507	

Figure 1. fSTL1 by Discipline

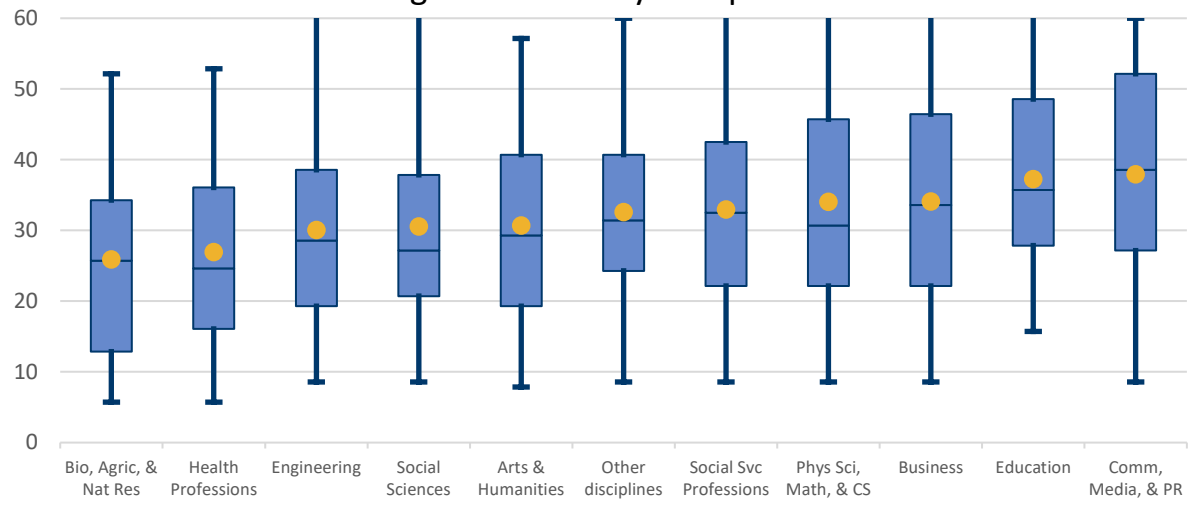

Figure 2. fSTL2 by Discipline

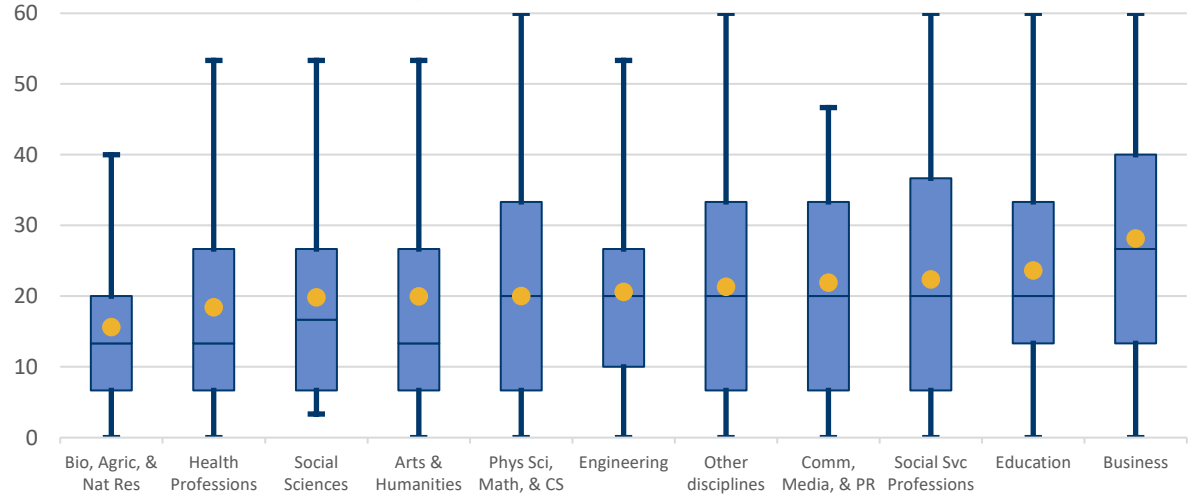

Figure 3. fSTL3 by Discipline

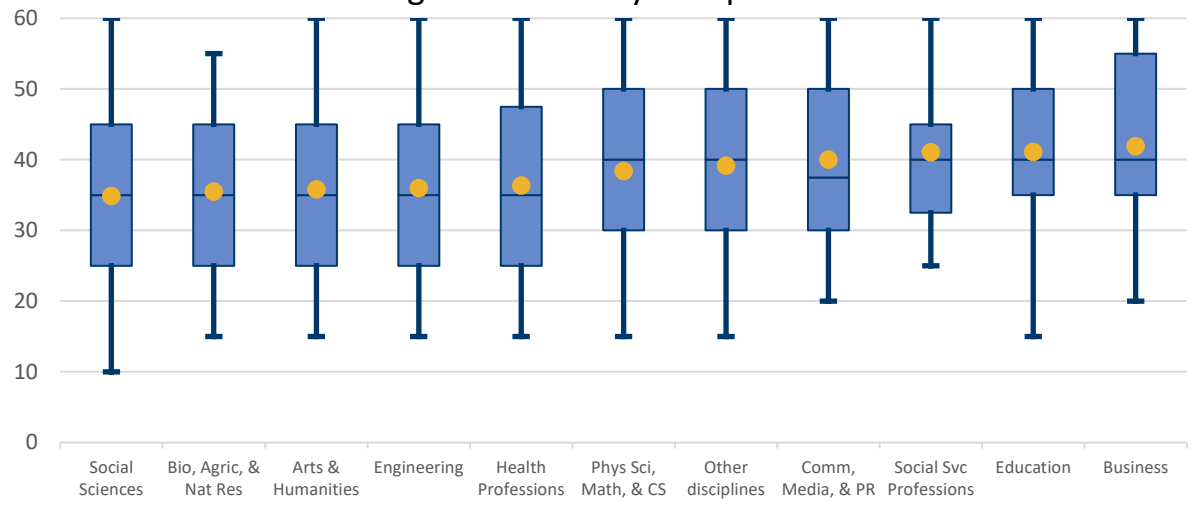

Figure 4. fSTL4 by Discipline

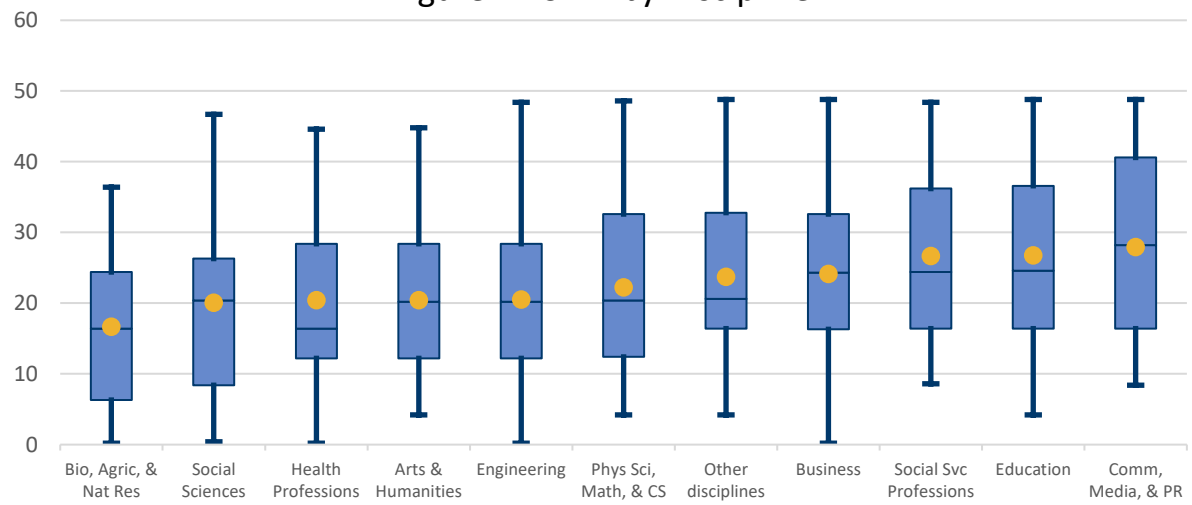

Table 6. Faculty, Course, and Institution Characteristic Predictors for Scholarship for Teaching and Learning Scales (continued on next page)

	fSTL1			*fSTL2*			*fSTL3*			*fSTL4*		
	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.
(Constant)	23.467	13.869		14.894	14.876		11.207	12.594		22.870	6.893	***
Course division												
Lower-division course	.090	1.229		.854	1.306		-1.304	1.091		-.055	1.046	
Upper-division course	2.187	1.267		-1.551	1.356		1.957	1.132		.530	1.085	
Other division course	-2.277	1.792					-.653	1.584		-.475	1.514	
Course size												
Small course size (<21 students)	-1.624	1.232		-.769	1.324		-.916	1.114		.793	1.068	
Medium course size (21-30 students)	-.832	1.159		.462	1.238		.121	1.042		-1.369	.993	
Large course size (31+ students)	2.456	1.146	*				.795	1.030		.576	.987	
Course format												
Traditional classroom format	-.857	1.947		-2.204	2.090		-3.262	1.745		.052	1.669	
Classroom at auxiliary location	6.021	4.446		-2.922	4.789		1.392	3.998		3.236	3.825	
Distance education	-.855	3.091		3.148	3.314		3.890	2.766		2.091	2.647	
Hybrid course	-4.309	2.510					-2.019	2.285		-5.380	2.185	*
Disciplinary area												
Arts & Humanities	.131	1.900		-1.050	2.042		.496	1.721		-2.152	1.666	
Bio Sciences, Agriculture, & Natural Resources	-4.710	2.406		-4.025	2.580		-.880	2.153		-5.285	2.080	*
Physical Sciences, Math, & Computer Sciences	-1.774	3.057		-4.000	3.275		-6.934	2.738	*	-2.350	2.722	
Social Sciences	-.947	4.117		.793	4.416		-6.838	3.686		-2.904	3.543	
Business	2.460	2.369		6.108	2.543	*	5.593	2.125	**	.571	2.048	
Communications, Media, & Public Relations	4.363	3.681		1.666	3.946		1.912	3.293		4.514	3.159	
Education	6.245	2.608	*	3.134	2.822		3.222	2.361		5.636	2.269	*
Engineering	-4.551	2.488		-3.222	2.679		-2.753	2.236		-5.423	2.149	*
Health Professions	-7.068	2.366	**	-6.996	2.575	**	-3.093	2.150		-5.166	2.045	*
Social Service Professions	6.410	6.154		7.694	6.596		9.514	5.505		13.228	6.014	*
Other disciplinary fields	-.558	2.815					-.240	2.518		-.669	2.424	

Notes: *p < .05, **p < .01, ***p < .001. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

Table 6. Faculty, Course, and Institution Characteristic Predictors for Scholarship for Teaching and Learning Scales (continued on next page)

	fSTL1			*fSTL2*			*fSTL3*			*fSTL4*		
	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.
Academic rank												
Professor	-.254	2.178		4.379	2.361		.427	1.970		1.262	1.876	
Associate Professor	-1.475	2.319		.646	2.493		-.741	2.083		-.573	1.990	
Assistant Professor	-3.162	2.783		-1.340	3.064		-3.058	2.560		-.433	2.403	
Instructor	5.919	2.503		-.245	2.683		-1.006	2.256		1.463	2.146	
Lecturer	-2.533	2.401		.675	2.574		2.239	2.149		-1.434	2.069	
Other rank	1.506	2.732					2.138	2.446		-.284	2.343	
Tenure status												
No tenure system	5.957	2.219	**	4.720	2.368	*	5.266	1.977	**	4.682	1.909	*
Not on tenure track	-.409	2.157		-4.786	2.312	*	-1.897	1.930		-1.445	1.846	
Tenure track	-.336	2.620		2.934	2.849		-.487	2.378		-.677	2.255	
Tenured	-5.212	1.882	**				-2.882	1.709		-2.561	1.618	
Number of courses	.722	.878		.099	.942		1.481	.789		1.233	.753	
Years of teaching experience	-.167	1.214		-.814	1.302		-.218	1.093		-.729	1.055	
Age in years	1.982	1.173		-2.193	1.261		-1.737	1.056		1.636	1.007	
Gender identity												
Man	4.249	4.074		1.347	4.358		1.161	3.638				
Woman	6.715	4.057		8.347	4.341		5.842	3.623		3.917	3.459	
Another gender identity	-10.970	10.932		-15.690	11.697		-1.222	9.763		-9.988	9.344	
I prefer not to respond	.006	6.420					-5.781	5.742		3.945	5.506	
Racial/ethnic identification												
Am. Indian or AK Native	3.198	10.878		.109	11.655		-5.121	9.727		-3.144	9.327	
Asian	6.559	3.945		4.868	4.231		4.450	3.534		7.527	3.378	*
Black or African Am.	-.783	4.955		10.454	5.310	*	.632	4.432		3.157	4.492	
Hispanic or Latino	-15.148	8.613		-17.943	9.230		-1.816	7.705		-16.927	7.375	*
Native HI or PI	3.297	5.757		1.528	6.171		2.775	5.152		2.291	4.930	
White												
Other	-2.263	2.587		-1.788	2.770		-3.851	2.314		-1.844	2.219	
Multiracial	-1.269	11.863		4.435	12.715		-5.725	10.613		-6.636	10.164	
I prefer not to respond	5.139	4.684					2.931	4.190				

Notes: *p < .05, **p < .01, ***p < .001. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.

Table 6. Faculty, Course, and Institution Characteristic Predictors for Scholarship for Teaching and Learning Scales (continued)

	fSTL1			*fSTL2*			*fSTL3*			*fSTL4*		
	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.	Unstd. B	SE	Sig.
Holds an earned doctorate	.241	2.266		.939	2.428		2.081	2.040		-3.163	1.966	
US citizen	-2.042	4.400		-.811	4.718					-1.259	3.764	
Private institution	3.367	6.093		1.477	8.047		12.144	6.813				
Undergraduate enrollment in thousands	3.367	6.093		3.699	6.529		9.356	5.505		2.184	5.220	
Carnegie basic classification												
Doctoral U-highest research activity												
Doctoral U-higher research activity												
Doctoral U-moderate research activity	18.705	6.565	**	18.106	7.042	*	12.855	5.889		15.644	7.261	*
Master's C&U-larger programs										-1.110	6.416	
Master's C&U-medium programs	6.947	6.799		5.113	7.289		13.527	6.123		5.172	5.822	
Master's C&U-smaller programs												
Baccalaureate-arts & sciences	5.002	3.722		4.980	4.021		4.044	3.358	*	4.488	8.181	
Baccalaureate-diverse fields	-38.707	13.887	**	-29.927	14.843	*	-31.878	12.391	*			
Other Carnegie classification							13.595	9.539		1.297	9.058	

Notes: *p < .05, **p < .01, ***p < .001. All continuous variables were standardized before entry in the model so that unstandardized coefficients can be interpreted similar to effect sizes. Effect coding was used so that coefficients can be interpreted as compared to the average faculty member as opposed to a selected reference group.