

Documentation of Scholarship of Teaching and Learning Trends at National Council on Family Relations Annual Conferences 2006-2015

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ABSTRACT. Research indicates that while the Scholarship of Teaching and Learning (SoTL) continues to advance its integration into universities throughout the United States (Huber & Hutchings, 2005; O'Meara & Rice, 2005 as cited in Gurung, Ansbarg, Alexander, Lawrence, & Johnson, 2005), some fields have been more receptive than others. Studies have explored faculty members' perceived support of SoTL at departmental and institutional levels (Gurung et al., 2008; Reinke, Muraco, & Maurer, 2016). However, inquiry on SoTL penetration into traditional disciplinary conferences remains scarce. The paucity of research exploring inclusion or exclusion of SoTL sessions at professional meetings warrants further attention. This investigation examined historical changes in the presence of SoTL topics at National Council on Family Relations (NCFR) annual conferences from 2006-2015. Through content analyses of conference programs, researchers explored ratios of SoTL to non-SoTL sessions and gender ratios of presenters (McKinney & Chick, 2010). Institutional Carnegie classification of presenters of SoTL sessions was also recorded. Discussion addresses implications of findings for growth of SoTL in family science and the interdisciplinary SoTL community.

Keywords: SoTL, family science

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The Scholarship of Teaching and Learning (SoTL) has burgeoned in North America in the past two decades (Huber & Hutchings, 2005; Hutchings, Huber, & Ciccone, 2011; Wuetherick & Yu, 2016). The proliferation of SoTL within higher education is partly a reflection of the demand for research on teaching and learning processes (Gurung et al., 2008; O'Meara & Rice, 2005 as cited in Gurung et al., 2008). Boyer (1990) noted that the primary responsibility of colleges and universities is to serve society (as cited in Braxton, Luckey, & Helland, 2002). Research shows that society believes teaching is the most critical duty faculty members perform (Ewell, 1994, as cited in Braxton et al., 2002). Volkwein and Carbone (1994) noted that the public assumes faculty members spend most of their time teaching as opposed to research and scholarship pursuits. Given growing demands on faculty for research and scholarship, it stands to reason that teaching has some formidable competition for limited faculty time (De Rond & Miller, 2005; Volkwein & Carbone, 1994). Higher education has witnessed a number of shifts in recent decades, including but not limited to increased pressure to publish and conduct research that will garner prestige for affiliated institutions (Altbach, 2015; Amundsen & Wilson, 2012; Chalmers, 2011). These patterns have created, and they maintain, a perceived divide between teaching and scholarship: "one is struck by the gap between values in the academy and the needs of the larger world" (Boyer, 1990, p. 22). Despite these trends, SoTL has grown and proliferated. As part of this movement, many educators have called for a broader definition of scholarship--one that integrates teaching, is valued, supported, and rewarded--to help bridge the gap between scholarship and teaching (Boyer, 1990; Braxton et al., 2002; Hutchings, 2004; McKinney & Chick, 2010; Shulman, 2012; Starr-Glass, 2011).

Much of the research designed to document and explore this proliferation has focused on participants' subjective perceptions about SoTL in their departments or institutions (Gurung et al., 2008; Reinke, Muraco, & Maurer, 2016; Wuetherick, Yu, & Greer, 2016). Broader work about perceptions of SoTL within the larger disciplinary context has also been conducted. For example, Cox, Huber, and Hutchings (2004, as cited in McKinney, 2007) reported that among Carnegie Association for the Scholarship of Teaching and Learning scholars, 42% reported an increase in SoTL sessions at their main annual disciplinary conference in the five previous years.

As the presence of SoTL within higher education has changed, teaching has undergone a number of changes as a profession. Although women have penetrated higher education their presence varies significantly across disciplines (Ceci, Ginther, Kahn, & Williams, 2014; Ryan, Healy, & Sullivan, 2012; Su & Rounds, 2015). When viewed from a gendered perspective, women are especially overrepresented within family and consumer sciences (NSF, 2013). Similarly, approximately 70% of NCFR memberships belong to women (C. Cheeseborough, personal communication, October 2, 2015). At the same time, teaching is increasingly viewed as "women's work" when compared to research (Apple, 2000), and women disproportionately occupy the ranks of non-tenure-track (i.e., "teaching only") faculty (AAUP, n.d.). Chafetz's (1999) work notes the skewed presence of women in positions that focus on "emotion-work," which are often connected with teaching, prime them for participation in SoTL (as cited in McKinney & Chick, 2010). There is evidence of a "feminization" of SoTL (McKinney & Chick,

2010) with women representing between 40-65% of SoTL scholars across disciplines despite less than 44% women in all faculty nationwide (Barnshaw & Dunietz, 2015).

However, there is limited research on disciplinary differences in participation rates in SoTL and its findings are mixed. Witman et al. (2007) reported significant differences among 20 academic disciplines, but Braxton, Luckey, and Helland (2002) reported no differences among four academic disciplines. Neither study included family science, so it remains unknown how it would compare. There is also evidence that faculty members from institutions classified as less research-focused within the Carnegie classification framework engage in significantly higher amounts of SoTL scholarship as a percentage of their total scholarship than do faculty from more research-focused institutions. In some disciplines, approximately 30-50% of all scholarly publications by faculty from baccalaureate-only institutions focus on SoTL (Braxton et al., 2002, Eckberg & Marx, 2004).

Unfortunately, McKinney and Chick's (2010) analysis focused only on SoTL-specific outlets (e.g., SoTL journals and conferences) rather than on outlets for more traditional disciplinary scholarship. Therefore, we do not know if their findings on the feminization of SoTL would hold if SoTL presented via traditional disciplinary outlets (e.g., disciplinary journals and conferences) were examined. Furthermore, their analyses, along with those by Eckberg and Marx (2004) and Braxton et al. (2002), did not explore disciplinary differences within their findings. It remains unknown if the state of SoTL in family science would demonstrate any of these patterns.

Two key characteristics of family science suggest that the state of SoTL in our discipline may be different from its positions in others. First, family science is already a feminized discipline. According to National Science Foundation (NSF) data, almost 81% of doctoral degrees awarded in family and consumer sciences are awarded to women (2013), but specific numbers for women in family science are not available. About 70% of NCFR members are women (C. Cheeseborough, personal communication, October 2, 2015) compared to the less than 44% of all faculty members nationwide who are women (Barnshaw & Dunietz, 2015). The demographic threshold that McKinney and Chick (2010) set for establishing feminization of SoTL was 51% representation of women. Their findings revealed that women represented as many as 65% of SoTL scholars across disciplines. Even at 65%, women would be underrepresented in family science. For SoTL to be feminized within family science, more than 70% of SoTL scholars would need to be women. Conversely, given that SoTL is feminized, we might expect to find participation higher levels in SoTL within this already feminized discipline.

Second, very few recognized degree programs in family science are offered at small liberal arts colleges. The overwhelming majority are offered at universities classified at the Master's Colleges and Universities level or above within the Carnegie classification system (NCFR, 2015). Previous research established that faculty members at baccalaureate-only institutions focus more of their scholarly efforts on SoTL than do faculty at more research-focused institutions (Eckberg & Marx, 2004, Braxton et al., 2002). This suggests that family science may have a smaller than average number of SoTL scholars due to institutional imbalance within our field. To date, no research has examined the penetration of SoTL as feminized work, over time (McKinney & Chick, 2010), into the feminized field of family science, while accounting for institutional context. To address this gap in the literature, the researchers made these inquiries:

1. How has SoTL's presence changed at NCFR's annual conference over the last decade?
2. To what extent is participation in SoTL within family science feminized?
3. What is the distribution of SoTL session presenters among Carnegie institutional classifications?

Method

The purpose of this study was to document and analyze changes in the presence of SoTL topics at the annual NCFR conference from 2006-2015. Specifically, the research investigated ratios of SoTL to non-SoTL sessions, gender ratios of presenters (McKinney & Chick, 2010), and Carnegie classification of institutions affiliated with presenters. Section affiliations were also recorded because the annual NCFR conference is organized according to sections that generally are centered on research topics of interest.

Data Collection and Analysis

The nature of the study warranted a qualitative approach. Typically, a focus on a specific group or phenomenon is at the core of qualitative research designs (Patton, 2002; Strauss & Corbin, 1998). This aim of this study was to track historical changes in the presence of SoTL at NCFR's annual conference. Working independently of one another, two raters reviewed publicly available NCFR conference programs spanning 2006-2015. Analysis of program content was performed with the goal of identifying patterns and themes (Berg, 2009; Strauss & Corbin, 1998). Specifically, the investigators itemized program content and analyzed session titles. To account for language's subjective nature, semi-structured document analysis of session titles was conducted using McKinney's (2006) proposed SoTL definition: "systematic study of teaching and/or learning and the public sharing and review of such work through presentations, performance, or publications" (p. 39). For each author on an identified SoTL session, their institution name was recorded and the Carnegie classification for that institution retrieved from the Internet site <http://carnegieclassifications.iu.edu/>.

Coding procedure and reliability. The study's methodological framework was based loosely on grounded theory (Creswell, 2014; Glaser & Strauss, 1967; Strauss & Corbin, 1998). Grounded theory posits that researchers develop codes from data instead of using preconceived categories (Charmaz, 2003; Glaser & Strauss, 1967; Strauss & Corbin, 1998). The researchers coded each year's program by noting SoTL/non-SoTL presentations, section affiliations of sessions, genders of presenters, and institutional affiliations. However, since the researchers entered the study assuming that program session titles would be coded as definitively SoTL or as definitively not SoTL, use of a truly emergent design was absent. Notably, language's individualistic nature allowed the framework flexibility in terms of coding of session titles. For session title analysis, the authors used open and selective coding (Strauss & Corbin, 1998). Open coding refers to initial development of categories (Cho & Lee, 2014); codes present at the study's inception were "SoTL" and "not SoTL." Selective coding involves methodical coding concerning a core concept (Cho & Lee, 2014). Initial and selective coding of program session titles evolved into three categories: "definitely SoTL," "not SoTL," and "possibly SoTL."

Development of the third emergent category “possibly SoTL” reflected guidance from McKinney’s (2006) parameters of SoTL. Sessions coded as “definitely SoTL” had titles denoting methodical study, systematic study of teaching and/or learning, and implied more than presentation of novel teaching strategies. Specifically, session titles coded “definitely SoTL” were those that the raters could code as SoTL with very little doubt while using McKinney’s (2006) guidelines. By contrast, sessions coded as “possibly SoTL” left raters with doubts as to whether or not the work truly met all of McKinney’s criteria.

The researchers computed Cohen’s kappa (κ) to ascertain inter-rater reliability. Cohen’s kappa represents the proportion of agreement between raters with attention to rater agreement predicated on chance alone (Sheskin, 2003). According to Landis and Koch’s (1977) interpretation of Cohen’s kappa, there was a very strong level of agreement between the two rater’s codings of sessions as either “definitely SoTL” or “possibly SoTL” versus “not SoTL,” $\kappa = .746$ (95% CI, .655 to .836), $p < .0005$. However, when Cohen’s kappa was computed using raw data collected by raters solely for the 65 sessions coded as “definitely SoTL” versus “possibly SoTL,” inter-rater reliability decreased substantially. Using Landis and Koch’s (1977) interpretation of Cohen’s kappa when viewing “definitely SoTL” independent of “possibly SoTL,” there was a slight level of agreement between coders, $\kappa = .14$ (95% CI, 0.000 to .3552), $p < .0005$. To resolve conflicting codes, raters discussed each coded session title until reaching consensus. Prompting coders to explicate their thought processes for identifying codes for session titles has been documented as a transparent approach to descriptive coding (Armstrong, Gosling, Weinman, & Marteau, 1997; Thompson, McCaughan, Cullum, Sheldon, & Raynor, 2004).

Each rater also coded genders of presenters independently as either “male,” “female,” or “gender unknown,” based on presenters’ first names. Research has demonstrated that determining gender by interpreting participant names is a precarious and flawed approach (Strotmann & Zhao, 2012). The ambiguous nature of language and nomenclature makes ascertaining gender by first name alone inherently problematic (McConnell-Ginet, 2003). When additional information about presenters with names perceived as gender ambiguous was available, the researchers sought access to it.

Results

Initial Frequency Counts

Out of 4787 sessions, qualitative coding yielded 65 unique sessions across the 2006-2015 period that could be classified as SoTL. Of those 65 sessions, 20 were coded as “definitely SoTL” and 45 as “possibly SoTL.” We chose the most inclusive possible definition and counted all 65 sessions as SoTL for the purposes of all subsequent analyses. Using this definition, it becomes clear that just over one percent of all NCFR sessions during the past decade were about SoTL. There was little variation in frequency of SoTL sessions from year to year during the decade reviewed. The percentage of “definitely SoTL” sessions actually declined by half over the past decade; only the increase in “possibly SoTL” sessions offset this trend (see Figure 1). Despite the linear trend towards more total NCFR sessions each year, the absolute number of “definitely SoTL” sessions appeared to remain static throughout this time period (Table 1).

Section Affiliations

Almost 90% of all SoTL sessions were affiliated with Advancing Family Science or Education & Enrichment sections, as would be expected given the foci of these sections. See Table 2.

Author Characteristics¹

The 65 SoTL sessions had 144 unique authors. Of this number, 120 (83.3%) were authors for a single identified session, nineteen (13.2%) were authors for two presentations, four (2.8%) were authors for three presentations, and one (0.7%) was an author for four presentations. Consistent with McKinney and Chick (2010), each author was counted only once in subsequent analyses. One author was classified as gender unknown, 26 authors (18.1%) were men, and 117 authors (81.3%) were women. Compared to the roughly 70% of NCFR members who are women (C. Cheesebrough, personal communication, October 2, 2015), these numbers represent clear feminization of SoTL within the NCFR conference. See Figure 2.

The 144 unique authors represented 54 unique higher education institutions. Four percent of those institutions were Canadian and did not have Carnegie classification. Roughly two-thirds of the institutions were doctorate-granting universities while nearly one-quarter of the institutions were master's colleges and universities. Less than five percent of authors represented baccalaureate colleges. See Table 3 and Figure 3.

Discussion

Research has illustrated the proliferation of SoTL in North American universities (Huber & Hutchings, 2005; Hutchings, Huber, & Ciccone, 2011; O'Meara, 2005; O'Meara & Rice, 2005 as cited in Gurung et al., 2008; Wuetherick & Yu, 2016). However, this integration has not found ready acceptance across disciplines, nor has there been universal monitoring of these trends. Moreover, most of the literature reflects participants' subjective perceptions of SoTL at departmental, institutional, or disciplinary levels (Gurung et al., 2008; McKinney, 2006; Reinke et al., 2016; Wuetherick et al., 2016). The present study aimed to build on the limited body of literature examining disciplinary variations in participation in SoTL. This research investigated exploration of historical shifts in the presence of SoTL at the largest disciplinary professional conference within family science during the period 2006-2015.

Analysis of frequency counts indicated that SoTL sessions at NCFR have changed little over the past decade. When viewed independently, however, the percentage of "definitely SoTL" sessions declined by half, whereas the percentage of "possibly SoTL" sessions revealed an upward trend. One interpretation of this result speaks to the difficulty of classifying SoTL based only on session titles. Moreover, McKinney's (2006) definition of SoTL is inclusive by nature

¹ Analyses in this section were performed for all unique authors and again just for unique first authors. Differences were negligible, so we present only the first set of analyses here.

but requires systematic examination of teaching and/or learning, which ruled out many sessions because their titles did not imply this caliber of study. Furthermore, this point has support from fluctuation in inter-rater reliability while viewing coding of “definitely SoTL” versus “possibly SoTL.” These findings speak to the need for examining SoTL presence at NCFR beyond presentation titles. Reinke et al. (2016) also reported that nearly three-quarters of respondents in their survey of SoTL in family science were “unsure” about changes in the number or quality of SoTL sessions at NCFR and other family science conferences in the past five years, with only about 15% reporting no change in number or quality. Even among SoTL-active family scientists, representation of SoTL at the NCFR conference seems to be relatively unknown.

Analyses also revealed that of the 65 SoTL sessions identified, 83% of SoTL presentation authors had just one coded SoTL session during 2006-2015. Given the additional finding that two-thirds of identified authors hailed from doctoral level institutions, where expectations for research productivity are high, the finding may suggest that family scientists who engage in SoTL research do so only infrequently or as a “side” line of research. This interpretation seems especially likely given Reinke et al.’s (2016) findings that family scientists perceive SoTL as insufficiently recognized and rewarded. If faculty cannot afford to divert time, attention, and resources from “real” (i.e., disciplinary) research because SoTL research is not equally valued (McKinney, 2006), the field of family science will find it very difficult to build up its disciplinary body of knowledge about best practices in teaching and learning or to contribute meaningfully to the broader SoTL community. This would be a great loss to family science and to SoTL because family science is uniquely positioned to make meaningful contributions to SoTL (Maurer & Law, 2016).

Results of this study point to an issue of competing needs that is prevalent within family science and throughout higher education. As universities, particularly doctoral level institutions, continue to demand publications in ranked journals and grant money, faculty often find themselves divided. Collectively, the field of family science has an obligation to generate SoTL knowledge for advancement of teaching and learning within the discipline. However, pressure to support the research mission of individual institutions via traditional disciplinary scholarship creates disconnect for many family scientists. Research demonstrates that reshaping reward systems to include various forms of scholarship benefits faculty as well as institutions (O’Meara, 2005). Specifically, expanding the definition of scholarship within institutional mission frameworks has the capacity to increase institutional effectiveness (O’Meara, 2005). Consequently, when missions of faculty and institutions become more congruent, there is potential for greater levels of productivity, improved relationships with the public, and greater attention to student learning (O’Meara, 2005). Therefore, incorporating SoTL into the definition of scholarship at the institutional level may help bridge the gap between teaching and scholarship (Boyer, 1990; Braxton et al., 2002; Hutchings, 2004; McKinney & Chick, 2010; Shulman, 2012; Starr-Glass, 2011). Widespread integration of SoTL as a rewarded and supported form of scholarship would also speak to the foundational belief that the essential responsibility of colleges and universities is to serve society (Boyer, 1990 as cited in Braxton et al., 2002). While NCFR cannot change missions of institutions, as the largest disciplinary conference within family science it can be the catalyst for the valuing of SoTL within the discipline. NCFR can also create mechanisms for proliferation of SoTL within family science by offering conference

awards, career awards, and/or a specific section for this type of research. Similarly, editors could work to make NCFR journals more welcoming of SoTL.

With respect to feminization of SoTL, whether using McKinney and Chick's (2010) threshold of 51% representation of women or the NCFR membership data threshold of 70% representation of women (C. Cheeseborough, personal communication, October 2, 2015), our data indicate feminization of SoTL within family science. McKinney and Chick (2010) reported that at a major international interdisciplinary SoTL conference, 54% and 56% of presenters were women for the two years they analyzed, respectively. Our findings demonstrate that of the 65 unique presentations classified as "definitely SoTL" or "possibly SoTL," 81.3% of presenters were women, which illustrates the fact that SoTL is feminized within family science. Taking into account the already feminized nature of the discipline itself, these findings further support McKinney and Chick's (2010) analysis of the gendered nature of SoTL.

Considering the sociocultural and political moments wherein these annual conferences transpired offers a nuanced perspective on SoTL trends. When viewed from a perspective integrating life course (Elder, 1998) and feminist standpoint (Harding, 1986; Hartsock, 1983) theories, the influences of shifts in higher education become clearer. Higher education has undergone and continues to undergo changes relevant to definition of assessment (Falchikov, 2013). The vocabulary used for titling research and research presentations may display influence from continual calls for increased documentation of student learning outcomes. Richardson (1991) offers insight into the nature of producing and disseminating work:

Language is a constitutive force, creating a particular view of reality. Producing 'things' always involves value---what to produce, what to name the productions, and what the relationship between the producers and the named things will be. Writing 'things' is no exception (p. 174).

This surge in significance of documentation of student learning outcomes and assessment measures may contribute to the incremental rise in "possibly SoTL" presentations at NCFR over the past decade. This would be consistent with Bernstein's (2013) assertion that SoTL-active faculty can be especially valuable to institutions in assessment efforts.

Similarly, pressure to chronicle pedagogy and curricula varies depending on the goals of institutions. A clear pattern emerged when the authors took Carnegie institution classification into account. Notably, 67.4% of presenters' institutions were doctoral level institutions, a finding that deviated from previous literature on other disciplines (Hutchings, 2004; Cox, Huber, & Hutchings, 2004 as cited in McKinney and Chick, 2010). However, this finding resembles that reported by Reinke et al. (2016), who noted that 75% of respondents to their SoTL in family science survey were from doctoral level institutions. In conjunction with the feminized nature of the field, this finding illustrates potential for SoTL integration within family science that may be fundamentally different than within other fields. Integration of SoTL into family science may be hindered by the affiliation of the majority of SoTL-active faculty members in NCFR with doctoral level institutions, where demand for traditional disciplinary research is generally higher. Contrastingly, incorporating SoTL into family science may be supported by larger shifts in higher education calling for increased assessment of teaching and learning processes (O'Meara, 2005).

In conclusion, despite increased integration into universities across the nation (O'Meara & Rice, 2005 as cited in Gurung et al., 2008), academic work readily identified as SoTL has remained static within family science's major annual conference. This study highlights some barriers within family science that have stalled SoTL's penetration of the field. Study findings indicate SoTL is practiced within particular contexts within family science, i.e., predominantly by women at doctorate granting universities and affiliated with specific NCFR sections. Moreover, analyzing historical changes within SoTL's presence at NCFR over the past decade reifies previous findings that institutional context shapes the types of research academics pursue (McKinney, 2006; McKinney & Chick, 2010). Furthermore, trends throughout academia shape goals for individuals as well as for institutions. This evaluation has support in McKinney (2006), who notes, "The relatively lower status of SoTL and SoTL outlets in many disciplines and institutions contributes to inadequate resources and social capital for SoTL work as well as inadequate or misaligned rewards for SoTL" (p. 46). Gender and context intersect to create and maintain disparity in status, prestige, and rewards associated with SoTL research when compared to traditional disciplinary research (McKinney & Chick, 2010). The interplay between perceived benefits of practicing SoTL, perceived structural support, disciplinary differences, and minority group status may deter women within an already feminized family science field from engaging in SoTL (Harding, 1986; Hartsock, 1983).

Contrastingly, the gendered nature of family science could help create a supportive disciplinary environment wherein researchers can practice SoTL. As Chafetz notes, women are more likely to engage in "emotion-work" (as cited in McKinney & Chick, 2010). Bellas contends that these documented, feminized behaviors increase likelihood of making connections with students, appreciation of teaching and learning, and other practices associated with SoTL (as cited in McKinney & Chick, 2010). To advance SoTL's penetration within family science, multiple contextual levels must be taken into account (Elder, 1998). Examining individual characteristics and situational conditions that vary across departments, institutions, disciplines, and generation provides a more comprehensive view of SoTL penetration within higher education.

Family science has much to gain from participation in SoTL activities (Maurer & Law, 2016). Bernstein (2013) contends that faculty members involved in SoTL have capacities to increase their institutions' visibility and positive instructional reputation within the community. SoTL scholars become assets by connecting their work on teaching and learning with institutional goals for scholarship, thus closing the gap between teaching and scholarship. Family science is of particular interest in terms of SoTL penetration. As a growing interdisciplinary field (Hamon & Smith, 2014), family science is well positioned to create a network of SoTL scholars within the discipline and the broader SoTL community (Maurer & Law, 2016). This study lays the foundation for understanding SoTL trends within family science so far and offers insight into ways to augment its penetration of the discipline.

Limitations

There are several limitations of this study. First, the research is specific to a relatively young and small discipline. Results may not be generalizable beyond the field of family science.

Our results and those of Reinke et al. (2016) suggest that family science may be very different from other fields when it comes to the demographics of who our SoTL scholars are. Second, the existing feminization of family science may make it difficult to compare findings with findings of other disciplines without taking into account their gender ratios.

Although NCFR is the largest disciplinary conference in family science, it is still just one of many professional meetings. Other arenas within family science may see more SoTL participation and may simply be undocumented at present. Reinke et al. (2016) reported that SoTL-active family scientists were more likely to disseminate their SoTL work through teaching and learning conferences and journals than through family science conferences and journals, suggesting that analyses such as the current study may significantly underestimate the amount of family science SoTL research conducted. Additionally, researcher bias may have played a role in coding of NCFR program session titles because one of the raters in this study works within the discipline of family science.

Future Research

Within family science, prospective studies may apply this model of inquiry to other professional conferences within the discipline (e.g., Teaching Family Science, Groves Conference on Marriage and Family) or even to family science journals (e.g., *Family Science Review*, *Family Relations*). More broadly, future research would benefit from replicating this study in other disciplines in an effort to track SoTL penetration. Moreover, using this model of investigation across various disciplines would permit comparisons and opportunities to build on successes. The interdisciplinary nature of family science makes it uniquely positioned to collaborate with other fields. Future research should include data from larger interdisciplinary professional meetings that draw researchers from several fields. A longitudinal design would track experiences of SoTL practitioners over time, across genders, disciplines, institutions, and socio-cultural and historical climates. As demands of higher education continue changing, they will shape practice of SoTL along with prestige, support, and rewards associated with this work. Perhaps most important, they will shape teaching practices and learning processes (Armundsen & Wilson, 2012).

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Table 1

Frequency Counts and Percentages of SoTL Sessions at NCFR, 2006-2015

Year	Total Sessions	Definitely SoTL		Possibly SoTL		Combined SoTL		Not SoTL	
		n	%	n	%	n	%	n	%
2006	354	3	0.85	2	0.56	5	1.41	349	98.59
2007	376	3	0.80	0	0.00	3	0.80	373	99.20
2008	441	1	0.23	6	1.35	7	1.59	434	98.41
2009	416	2	0.48	2	0.48	4	0.96	412	99.04
2010	337	1	0.30	6	1.78	7	2.08	330	97.92
2011	503	1	0.20	3	0.60	4	0.80	499	99.20
2012	530	2	0.38	9	1.70	11	2.08	519	97.92
2013	721	3	0.42	4	0.55	7	0.97	714	99.03
2014	527	2	0.38	6	1.14	8	1.52	519	98.48
2015	582	2	0.34	7	1.20	9	1.55	573	98.45
Total	4,787	20	—	45	—	65	—	4,722	—
<i>M (SD)</i>	478.7 (118.54)	2 (0.82)	0.44 (0.22)	4.5 (2.76)	0.94 (0.58)	6.5 (2.51)	1.37 (0.48)	472.2 (117.40)	98.63 (0.48)

Table 2

SoTL Sessions at NCFR, 2006-2015, by Section, N = 65

Section	<i>n</i>	%
Advancing Family Science	38	58.46%
Education & Enrichment	20	30.77%
Families & Health	3	4.62%
Family Policy	2	3.08%
Feminism & Family Studies	4	6.15%
International	1	1.54%
Students/New Professionals	1	1.54%
Plenary	1	1.54%
Continuing education credits for APA	2	3.08%
Continuing Education credits for NASW	2	3.08%

Note. This includes both definite SoTL sessions and possible SoTL sessions. Percentages add to more than 100% because sessions could claim more than one section.

Table 3

Carnegie Classification Codes for Presenters' Institutions, N = 144

Classification	<i>n</i>	%
Doctorate-granting universities	97	67.4%
Research University/Very High	35	24.3%
Research University/High	40	27.8%
Doctoral/Research University	22	15.3%
Master's colleges and universities	34	23.6%
Master's/Large	28	19.4%
Master's/Medium	2	1.4%
Master's/Small	4	2.8%
Baccalaureate colleges	7	4.9%
Baccalaureate/Diverse	3	2.1%
Baccalaureate/Associate's	4	2.8%
Other	6	4.2%
Non-classified Canadian institutions	6	4.2%

Note. This includes both definite SoTL sessions and possible SoTL sessions.

Figure 1

Definitely SoTL and Possibly SoTL Presentation Frequency, 2006-2015

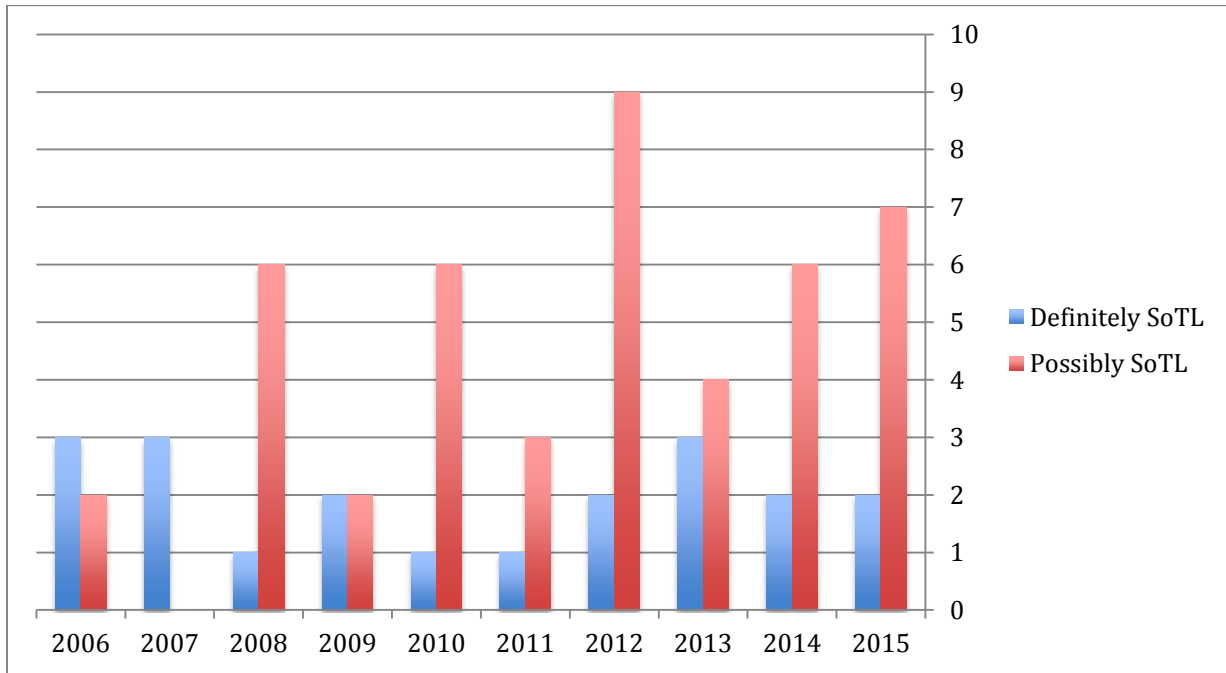


Figure 2

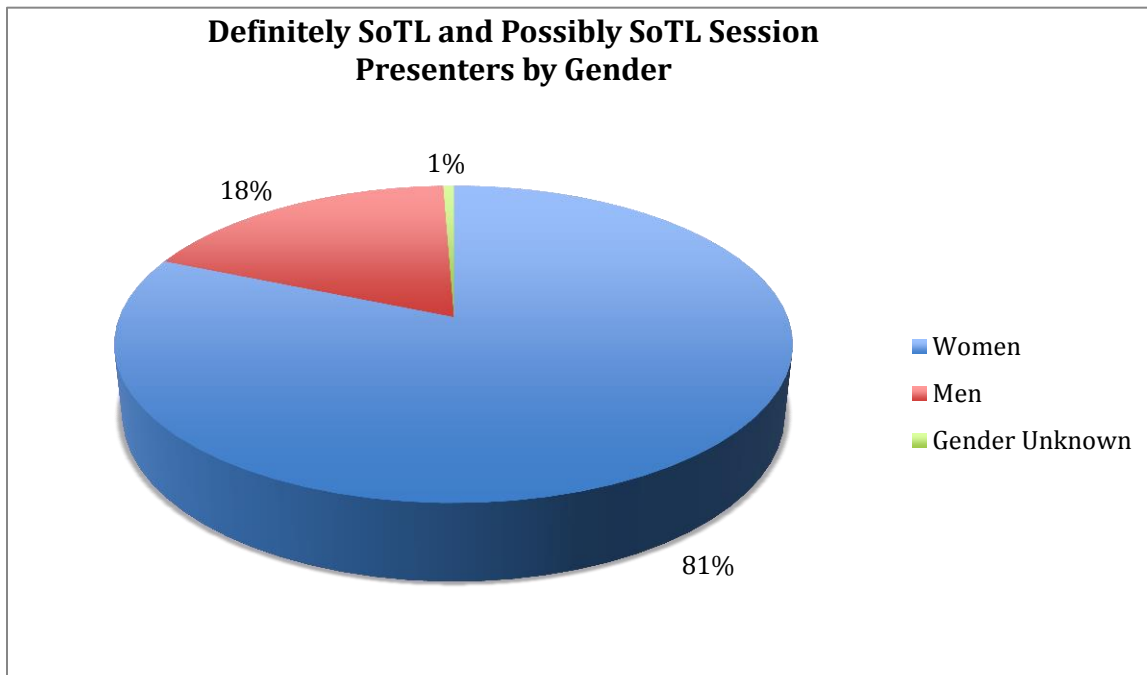


Figure 3

