Validity Framework and Tests

Standards for Educational and Psychological Testing

- Content Validity Evidence
  - Connecting items to literature and interviews
- Response Process Evidence
  - Expert review, pilot testing, nonresponse bias, write-in response analyses
- Internal Structure Evidence
  - EFA, CFA, internal consistency, invariance
- Evidence of Relations to Other Variables
  - Known group differences
- Evidence of Consequence of Data Use
  - Discussions with contacts at participating institutions

Sample CUTE Items

- As you have been preparing for the fall semester, how often have you felt the following about teaching?
  - A sense of freedom to make my own choices.
  - My decisions reflect what I really want.
  - My choices express who I really am as a teacher.
  - I do what really interests me.
- In a typical school year, how often have you done the following?
  - Reached out to an intuitional colleague for support.
  - Engaged with a campus-based faculty or staff affinity group.
  - Reached out to a non-institutional colleague for support.
  - Engaged with a professional association network for support.
  - Used health and wellness practices to address work-related stress.
- As you have been preparing for the fall semester, how often have you felt the following about your teaching?
  - Confidence in my ability to do things well.
  - I am capable of doing what I do.
  - I can completely achieve my goals.
  - I can successfully complete difficult tasks.
- How much do you agree or disagree with the following statements?
  - I feel physically safe at this institution.
  - I feel like part of the community in my department.
  - I feel valued in my department.
  - I feel like part of the community in my department.

College + University Teaching Environment Framework

Processes + Policies
- Balance between teaching and scholarship
- Balance and flexibility for work and life
- Teaching values within hiring, promotion, and tenure
- Commitment to diversity, equity, and inclusion
- Academic freedom and course content
- Pedagogy and teaching methods
- Teaching autonomy

People
- Values of senior leadership, dept. chairs
- Faculty community and collegiality
- Instructor identity
- Compositional diversity and interaction across difference
- Teaching relatedness

Affect
- Respect
- Belonging
- Stress
- Motivation
- Teaching competence

Resources
- Instructional development
- Access to necessary tools
- Time
- Teaching competence

Example CUTE Scale Descriptives

<table>
<thead>
<tr>
<th>Processes and Policies</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min.</th>
<th>Max.</th>
<th>Alpha</th>
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</thead>
<tbody>
<tr>
<td>Institutional Respect</td>
<td>4.59</td>
<td>.98</td>
<td>1</td>
<td>6</td>
<td>.91</td>
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<tr>
<td>Work Balance</td>
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<td>1.09</td>
<td>1</td>
<td>6</td>
<td>.90</td>
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<tr>
<td>People</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Values</td>
<td>4.54</td>
<td>.99</td>
<td>1</td>
<td>6</td>
<td>.91</td>
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<tr>
<td>Collegial Community</td>
<td>4.73</td>
<td>.92</td>
<td>1</td>
<td>6</td>
<td>.88</td>
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<tr>
<td>Resources</td>
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<tr>
<td>Employment Equity</td>
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<td>.84</td>
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<tr>
<td>Competence</td>
<td>3.34</td>
<td>.57</td>
<td>.25</td>
<td>4</td>
<td>.81</td>
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</table>

Example Scale Information

<table>
<thead>
<tr>
<th>Collegial Community</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My colleagues are committed to my success.</td>
<td>4.56</td>
<td>1.24</td>
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<td>6</td>
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<tr>
<td>My colleagues understand how aspects of my identity influence my teaching.</td>
<td>4.37</td>
<td>1.29</td>
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<tr>
<td>I have good working relationships with colleagues in my department.</td>
<td>5.03</td>
<td>1.01</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>My department chair or supervisor cares about me as a person.</td>
<td>4.89</td>
<td>1.30</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>I have at least one close colleague at my institution.</td>
<td>4.98</td>
<td>1.25</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>I have good working relationships with administrative staff at my institution.</td>
<td>4.96</td>
<td>1.08</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Key Results

- 15 Black women full professors were interviewed to explore the strategies they have for navigating the professoriate. Sub-themes for exploration included experiences with and strategies for dealing with discrimination and bias, approaches for navigating the tenure and promotion process, and examples of how their identities have served as a strength for their progress in academia.
- Two findings included, processes and policies of the professorate are specifically problematic for Black women and having a network of support is instrumental to their success. These influenced items on CUTE.
- Approximately 4,000 faculty from U.S. and Canadian institutions completed CUTE in 2021.
- Cronbach’s alphas ranged from .805 to .951, suggesting all scales had good reliability.
- 27 distinct scales were identified through an exploratory factor analysis.
  - Model fit indices in confirmatory factor analysis indicated a poor fitting model, meaning more work is needed to determine other relationships within the model.
  - Analysis results may also change as multi-year administrations with a larger sample are assessed.