



The Cortland Cause

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IN MEMORIAM

Our deepest condolences to the families of our proud UUP member on their loss.

Bard Prentiss
Art & Art History
Retiree

Course Teacher Evaluation Survey: Results Reinforce the Need for Change

You may recall that during the winter and spring semesters 2020, UUP created and distributed a survey to our members at Cortland, asking them about their perceptions of course teacher evaluations in determining teaching effectiveness. UUP Cortland would like to thank UUP’s Research Department for their efforts on behalf of our members in creating the survey and compiling the results.

While it has taken a little longer than we had originally hoped to complete our survey report due to the circumstances of the COVID 19 pandemic, UUP Cortland is ready to share our executive summary of the survey data.

Of the 200+ members who completed the survey, many of them full time tenured/tenure track, and full time contingent, a great majority recognize the absolute futility in using Course Teacher Evaluations to glean effective suggestions to improve or enhance teaching growth, but they agree that Course Teacher Evaluations are not given equal weight among members working in various lines.

The faculty who completed the survey feel that CTEs are generally used inappropriately, at least “Some of the time.” Responses are mixed on whether faculty feel that policies regarding the use of CTEs are unclear or clear, with 114 indicating “Somewhat,” “a little,” or “not at all clear” for Renewal/Reappointment, 109 indicating “Somewhat,” “a little,” or “not at all clear” for Promotion, and 91 indicating “Somewhat,” “a little,” or “not at all clear” for Tenure decisions.

A majority of faculty respondents are less certain about their options for defending themselves against CTEs that they believe are inaccurate, with 87 indicating “Unsure” if they have options, and another 51 indicating there are “No” options in their departments.

With regard to the weight given to CTEs at the department level, more faculty report that in their experience “somewhat too much” or “extremely too much” weight is given to CTEs compared to those who report that the “correct amount of weight,” “somewhat too little weight,” or “extremely too little weight,” is given to CTEs.

However, a majority of faculty respondents feel that use of CTEs “Disproportionately advantages or disadvantages” educators based upon “gender identity/expression,” “race/ethnicity,” “accent,” and “perceived course difficulty.”



Jaclyn Pittsley,
Chapter President
English

Faculty who completed the survey feel strongly that there are better ways to measure teaching effectiveness, citing “Class observations by senior colleagues,” “Class observations by peers at the same rank,” “Students’ written comments on CTEs,” and “Sample assignments,” as the top four indicators. 117 faculty members who completed the survey feel that “Experimentation with different techniques” helps them improve their teaching, 106 cited “Discussion with students,” and 79 indicated “Student written comments on CTEs.”

In identifying the best resources faculty rely on to improve their teaching effectiveness, “experimentation with different techniques” and “discussions with students were cited by more than 100 respondents. Discussions with other faculty and student written comments were the next top choices. **Only 18 respondents** indicated that “Student numerical rankings on CTEs” helped them improve their teaching.

Finally, a majority of those who completed the survey also find that CTEs are only “Somewhat helpful” or “A little helpful” in increasing teaching effectiveness.

Clearly, according to our faculty themselves, there should be a way to obtain student feedback in course instruction, but Course Teacher Evaluations are neither a clear nor useful measure of teaching effectiveness.

Use of CTEs at SUNY Cortland

Q1. Do you think CTEs are used appropriately or inappropriately for...					
	Faculty development	Faculty mentoring	Renewal/ Reappointment decisions	Promotion decisions	Tenure decisions
Always or almost always used appropriately ¹	9% 18	5% 11	14% 29	11% 24	10% 22
Generally used appropriately ²	31% 65	33% 70	24% 51	24% 50	21% 45
Sometimes used appropriately, sometimes used Inappropriately ³	21% 45	18% 38	25% 53	22% 46	19% 40
Generally used Inappropriately ⁴	7% 15	6% 13	15% 31	13% 28	12% 25
Always or almost always used Inappropriately ⁵	5% 11	3% 7	10% 22	11% 24	11% 23
Rarely or never used for this purpose	14% 30	18% 38	1% 3	3% 6	1% 3
Don't know	13% 27	16% 33	10% 21	15% 32	25% 52
Total	211	210	210	210	210

Q2. Do you feel that policies regarding the use of CTEs in your department are clear for...

	Renewal/ Reappointment	Promotion	Tenure
Policies not at all clear ¹	20% 42	19% 39	14% 29
A little clear ²	14% 30	15% 31	13% 28
Somewhat clear ³	20% 42	19% 39	16% 34
Mostly clear ⁴	23% 48	20% 41	18% 38
Policies extremely clear ⁵	18% 37	18% 37	18% 37
Don't Know	6% 12	11% 22	21% 43
Total	211	209	209

Q3. In your department, do you have options for defending yourself against CTEs that you believe are inaccurate?

Yes	No	Unsure	Total
34% 70	25% 51	42% 87	208

Q4. Overall, your experience has been that CTEs are given what weight in decision making at the departmental level for...

	Renewal/ Reappointment	Promotion	Tenure
Extremely too much weight ¹	18% 39	17% 36	13% 28
Somewhat too much weight ²	28% 60	25% 51	23% 48
The correct amount of weight ³	35% 73	30% 62	25% 53
Somewhat too little weight ⁴	2% 5	2% 4	2% 5
Extremely too little weight ⁵	1% 2	1% 3	1% 3
Don't know	15% 32	25% 51	34% 72
Total	211	207	209

Q5. Regarding their use in personnel decisions, do you think the use of CTEs equally advantages or disadvantages everyone regardless of...

Discipline or subject area	Equally advantages or disadvantages everyone		Disproportionately advantages or disadvantages some		Unsure		Total
	%	Count	%	Count	%	Count	
Discipline or subject area	22%	47	51%	106	27%	56	209
Age	30%	63	43%	89	27%	57	209
Rank	34%	71	34%	72	32%	67	210
Race/Ethnicity	22%	46	51%	108	27%	56	210
Gender identity/expression	19%	39	57%	119	25%	52	210
Accent	13%	27	63%	132	24%	50	209
Tenured or Contingent Status	29%	60	41%	85	31%	64	209
Disability	20%	42	41%	86	39%	81	209
Sexual orientation	24%	50	38%	78	38%	78	206
Perceived course difficulty	18%	38	66%	138	16%	33	209
GE course attribute	26%	55	33%	69	40%	84	208

Q6. Based on your experience, select the three best measures of teaching effectiveness for use in performance evaluations.

Answer Choices	Responses	
Syllabus	25%	53
Sample assignments	27%	57
Sample quizzes or exams	9%	20
Lesson plans	13%	27
Samples of student work	25%	53
Bibliography of materials for a course	4%	9
Student written comments on CTEs	33%	70
Student numerical rankings on CTEs	18%	39
Logs of interactions with students	4%	9
Teacher-designed mid-semester student evaluations of teaching	11%	24
Class observations by peers (same rank)	38%	80
Class observations by senior colleagues (different rank)	47%	100
Personal reflective assessments of teaching	27%	56
Statements of teaching philosophy	9%	18
Other (please specify)	9%	18
Answered		211

Q7. Select the three best resources that you rely on for improving your teaching effectiveness.	
Answer Choices	Responses
Experimentation with different techniques	55% 117
Discussions with students	50% 106
Teacher-designed mid-semester evaluations of teaching	11% 24
Discussions with other faculty members	37% 79
Student written comments on CTEs	33% 70
Student numerical rankings on CTEs	9% 18
Feedback from class observations by faculty	22% 46
Published literature on teaching pedagogy	23% 48
Talks on teaching techniques	11% 24
Professional working groups on teaching/pedagogy	15% 31
Personal reflective assessments of teaching	26% 55
Other (please specify)	7% 15
Answered 211	

Q8. Overall, have CTEs been helpful or not helpful for increasing your teaching effectiveness?										
Extremely helpful ¹		Very helpful ²		Somewhat helpful ³		A little helpful ⁴		Not at all helpful ⁵		Total
9%	19	16%	34	34%	72	26%	55	15%	31	211

Q9. Do you have any other comments or perspectives regarding the use of CTEs that you would like to share with us?	
Answered	99
Skipped	112

Q10. Are you employed at SUNY full or part time...					
	Full time		Part time		Total
Currently?	90.00%	171	10.00%	19	190
Usually?	84.96%	96	15.04%	17	113
Other (please specify)					3
Answered					193
Skipped					18

Q11. Is your current SUNY position...

Answer Choices	Responses	
On Tenure-Track	24.21%	46
Already Tenured	44.21%	84
Full-time Contingent	14.21%	27
Part-time Contingent	10.53%	20
Visiting	0.53%	1
Other (please specify)	6.32%	12
	Answered	190
	Skipped	21

Q12. Is your current SUNY title...

Answer Choices	Responses	
Lecturer	24.46%	45
Instructor	3.80%	7
Assistant Professor	22.28%	41
Associate Professor	26.09%	48
Full Professor	14.67%	27
Distinguished Professor	2.17%	4
Other (please specify)	6.52%	12
	Answered	184
	Skipped	27

Q13. How many years have you been employed at your SUNY campus?

Answer Choices	Responses	
Fewer than 10 years	47.59%	89
10 or more, but fewer than 20 years	25.13%	47
20 or more years	27.27%	51
	Answered	187
	Skipped	24

Q14. What is your gender identity? (select all that apply)

Answer Choices	Responses	
Male	41.67%	75
Female	57.22%	103
Gender Queer/Non-binary	1.11%	2
Self-identify (please specify)	0.00%	0
	Answered	180
	Skipped	31

**Q15. Which best describes your race/ethnicity?
(select all that apply)**

Answer Choices	Responses	
Asian	3.95%	7
Black	1.69%	3
Hispanic or Latino/a	1.69%	3
Native American/Alaskan Native	0.00%	0
Native Hawaiian/Other Pacific Islander	0.00%	0
White	90.96%	161
Self-identify (please specify)	2.26%	4
	Answered	177
	Skipped	34

Q16. Are you a person with a disability?

Answer Choices	Responses	
Yes	8.89%	16
No	88.33%	159
Unsure	2.78%	5
Other (please specify)	0.56%	1
	Answered	180
	Skipped	31

Course-Teacher Evaluations: Use of Meaningless Means for Faculty Evaluation

Prepared by UUP Cortland Officers

For the past three years UUP has been tracking the growing research literature that points to chronic validity, reliability, and bias problems with standardized Student Evaluations of Teaching (labeled CTEs at Cortland). UUP's statewide officers and Research Department staff have met with members across campuses to discuss concerns, including at our Cortland chapter. UUP's objective is to assist Senates, campus administrations, and members in general to assess current practices regarding use of standardized course-teacher evaluations, recognizing that use of flawed instruments for evaluative purposes when members' jobs may be on the line is a serious matter.

The Cortland UUP chapter formed a committee to look into CTE issues two years ago, conducted a survey to gather information about member perceptions and experiences, and has met with Senate leaders to discuss CTE issues. We will continue to contribute to ongoing dialogue and offer resources to aid informed review of campus evaluation procedures and their components.

A bibliography of research articles on the validity, reliability, and bias problems with Student Evaluations of Teaching is available on the chapter website.

Meaningless Mean Scores

One specific problem with CTEs is the incorrect use of mean scores to report results from questions with responses based on ordinal measures (i.e., Likert-type scale responses). It is inappropriate to apply a measure for quantitative, continuous variables (i.e., a mean score) to more qualitative ordinal variables. In addition, to demonstrate the meaninglessness of reporting and considering mean scores from CTEs, UUP's Research Department developed the following exercise.

Cortland's UUP leadership looks forward to ongoing conversations about more effective ways to evaluate our members' teaching, to enable students to provide useful formative feedback to assist faculty in meeting students' needs, and to continuing to share the latest findings on the specific methodological flaws with our current reliance on CTEs.

Please take a few minutes to consider the information provided below.



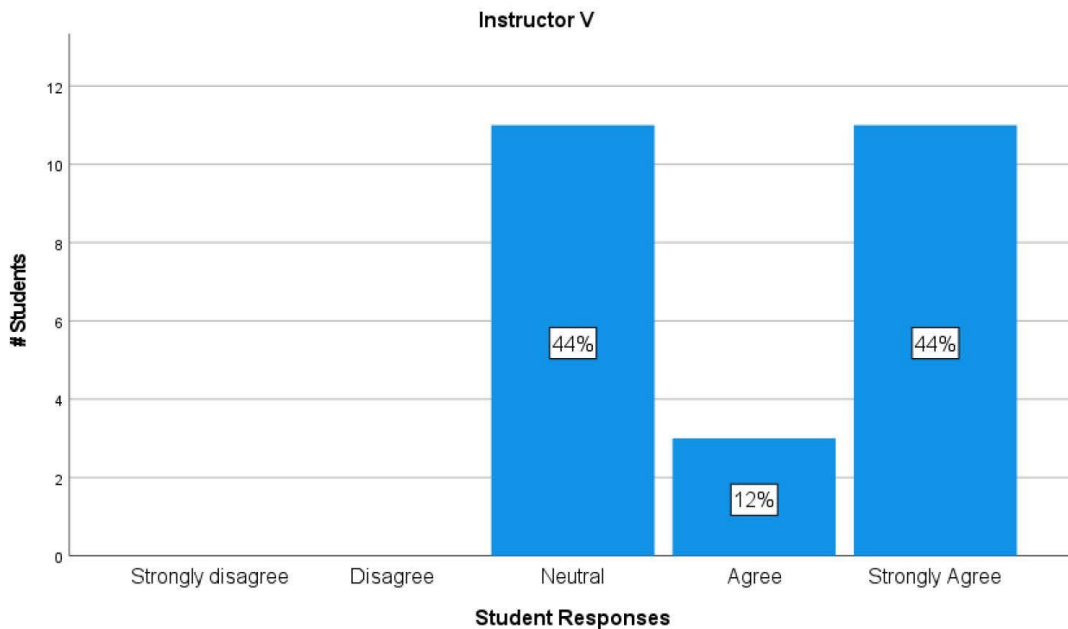
UUP Research



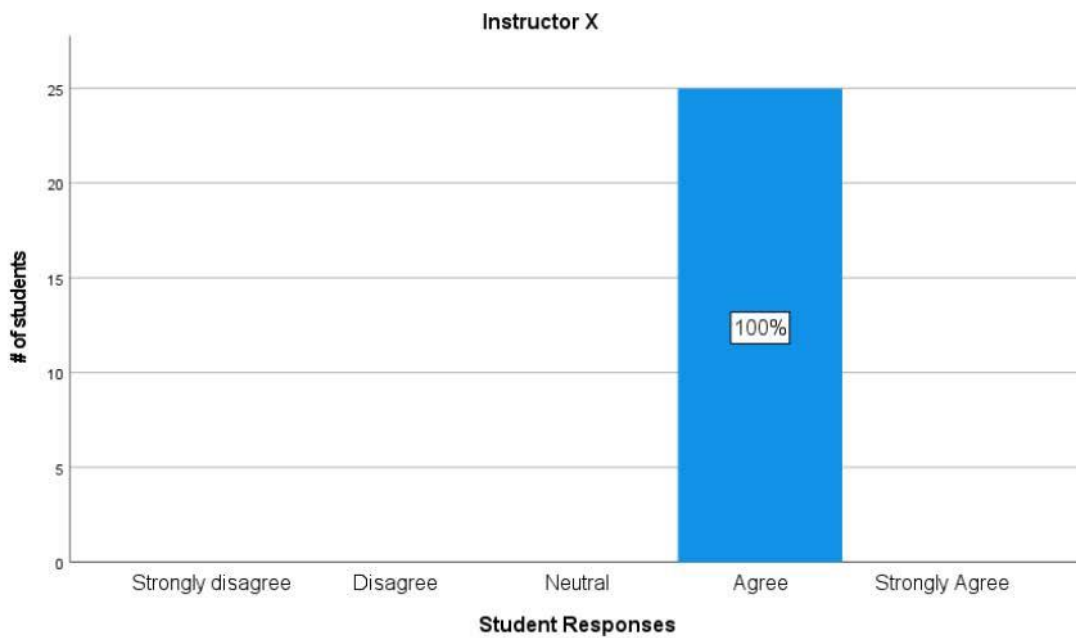
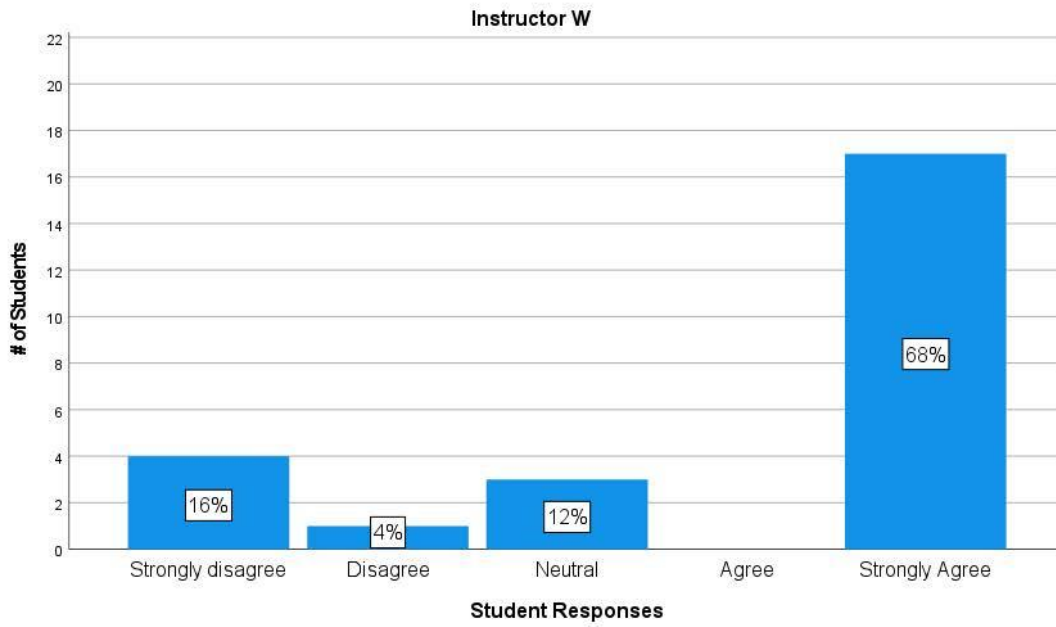
Student Evaluations of Teaching Exercise

Who Is the Better Instructor? You Decide.

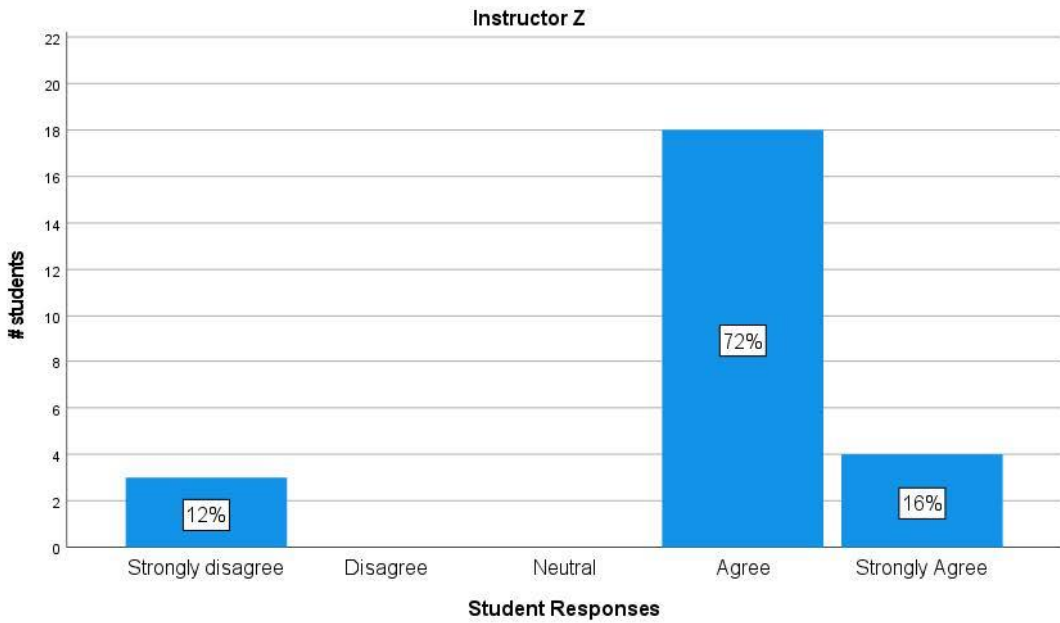
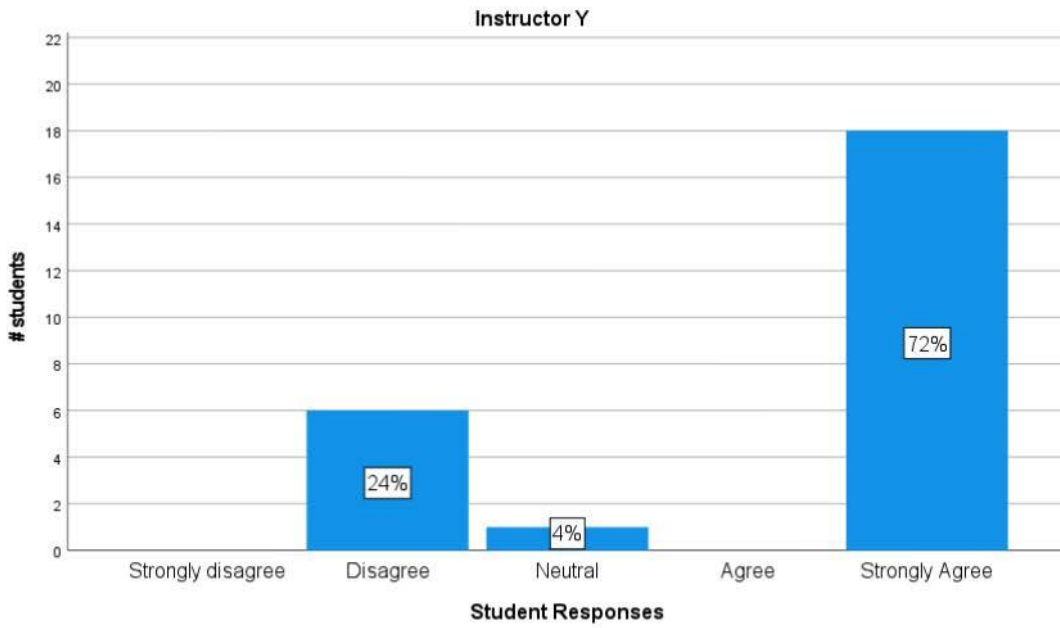
Assume that there are five sections of the same course. Each section has 25 students and is taught by one of five instructors (noted by V, W, X, Y, Z). Below are the distributions of responses to one SET question for the students in each instructor’s section. Assume all students responded to the same question. You may assume the question is “Overall I found this instructor to be effective.” [Although it could be any SET question as long as you assume that it is the same one question for all instructors below.]



UUP Research



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UUP Research

ANSWERS & DISCUSSION GUIDE

		Statistics				
		Instructor V	Instructor W	Instructor X	Instructor Y	Instructor Z
N	Valid	25	25	25	25	25
	Missing	0	0	0	0	0
Mean		4.00	4.00	4.00	4.20	3.80
5% Trimmed Mean		4.00	4.11	4.00	4.28	3.89
Median		4.00	5.00	4.00	5.00	4.00
Mode		3 ^a	5	4	5	4
Std. Deviation		.957	1.581	.000	1.323	1.118
Minimum		3	1	4	2	1
Maximum		5	5	4	5	5

a. Multiple modes exist. The smallest value is shown

1. Instructors V, W, and X all have the same mean response. Do students view the instructors the same? Look again at the distributions for the 3 instructors. If the mean response is the focus, think about how much valid, useful information is ignored by focusing just on the mean.
2. Instructor Y has the highest mean response and instructor Z the lowest mean response. Is instructor Y better than Z and the others? [Note roughly 1 in 4 of Instructor Y's students seem not so happy.] Is it accurate to compare means and draw conclusions?
3. Now, more realistically, remove a portion of the responses. Depending on which students do not fill out the student evaluation of teaching the results can look VERY different. For example, look at instructor W. If 5 students do not fill out the survey (i.e., the response rate drops to 80%), and those 5 are the most dissatisfied, instructor W's mean jumps to 4.7. If however, 5 very satisfied students do not fill out the survey, the mean drops to 3.75. A drop in response rate to 80% for instructor W could result in a mean as low as 3.75, as high as 4.7, or anywhere in between. Think how different the interpretation is depending on response rate, and which students fill out the survey... Instructor W's teaching effectiveness has not changed, but the judgments about instructor W's teaching undoubtedly have.
4. Instructor Z wants to improve their mean score next semester. What should instructor Z do to be a "more effective teacher" next time? What changes to the course, methods of teaching, assignments, class discussions, grading and other vehicles for providing student feedback do these SET scores indicate that instructor Z should adopt?

For further resources on Student Evaluations of Teaching, contact UUP's Vice President for Academics, Alissa Karl (akarl@uupmail.org)

STUDENT EVALUATIONS OF TEACHING: A WORKING BIBLIOGRAPHY

The sources below represent the growing body of research on Student Evaluations of Teaching. You are invited to read, share, and use the references below however you see fit to inform and activate your chapter's activism on SETs. If you have additional sources to suggest, please send them to Alissa Karl, UUP Vice President for Academics [akarl@uupmail.org].

BIAS: GENDER/RACE/ETHNICITY/AGE

- Anderson, K., & Miller, E. D. (1997). Gender and student evaluations of teaching. *PS: Political Science and Politics*, 30 (2), 216-219.
 - Overview of controversies generally surrounding SETs and discussion specifically about gender bias and SETs.
- Anderson, K. J., & Smith, G. (2005). Students' preconceptions of professors: Benefits and barriers according to ethnicity and gender. *Hispanic Journal of Behavioral Sciences*, 27(2), 184- 201.
 - Found Latina professors viewed as warmer when lenient compared to Anglo women professors. Anglo men students (compared to other students) perceived professors as more politically biased.
- Arbuckle, J., & Williams, B. D. (2003). Students' perceptions of expressiveness: Age and gender effects on teaching evaluations. *Sex Roles*, 49, 507-516.
 - Found students rate younger male professors higher on speaking enthusiastically and using a meaningful tone regardless of manner in which material presented.
- Aruguete, M.S., Slater, J., & Mwaikinda, S.R. (2017). The Effects of Professors' Race and Clothing Style on Student Evaluations. *The Journal of Negro Education*, 86(4), 494-502.
 - Found 1) Black and White students rated Black professors less favorably than White professors, 2) Black professors trusted more when in formal compared to casual clothing, while reverse true for White professors.
- Basow, S. A. (1995). Student evaluations of college professors: When gender matters. *Journal of Educational Psychology*, 87(4), 656-665.
 - Found female professors receive highest ratings from female students and lowest from male students; no effect found for male professors.
- Basow, S. A. (2000). Best and worst professors: Gender patterns in students' choices. *Sex Roles* 43(5/6): 407-17.
 - Found "best" female professors chosen more by female students and less by male students; no gender effect found for "worst" professors.
- Basow, S.A. (2006). Gender patterns in college students' choices of their best and worst professors. *Psychology of Women Quarterly*, 4, 558-572.
 - Found male students less likely to choose female professor as "best"; overall male student-female professor pairing most affected by gender dynamics.
- Basow, S. A., & Silberg, N. T. (1987). Student evaluation of college professors: Are female and male professors rated differently? *Journal of Educational Psychology*. 79(3), 308-314.
 - Found male students rated female professors significantly poorer than male professors on 6 measures; female students rated female professors lower on 3 measures of teaching effectiveness.
- Bavishi, A., Madera, J. M., & Hebl, M. R. (2010). The effect of professor ethnicity and gender on student evaluations: Judged before met. *Journal of Diversity in Higher Education*, 3(4) 245-256.
 - Found students evaluating CVs rated Black professors less competent and legitimate than White and Asian counterparts; students judged Black and Asian professors to have significantly less interpersonal skills than White professors; no gender effects found.
- Bennett, S.K. (1982). Student perceptions of and expectations for male and female instructors: Evidence relating to the question of gender bias in teaching evaluation. *Journal of Educational Psychology*, 74(2), 170-179.
 - Found that students require female professors to offer greater interpersonal support; even when direct gender bias in SETs is not observed, female faculty members are subject to culturally conditioned gender stereotypes.
- Bernard, M.E., Keefauver, L.W., Elsworth, G., & Taylor, F.D. (1981). Sex-role behavior and gender in the teacher-student evaluations. *Journal of Educational Psychology*, 73, 681-695.
 - Found male students less positive than female students in attitudes, expectancies, and evaluation of teachers; male teachers rated more highly than female teachers.
- Centra, J.A., & Gaubatz, N.B. (2000). Is there gender bias in student evaluations of teaching? *The Journal of Higher Education*, 71(1), 17-33.

- Found small gender preferences in female students rating female teachers; teacher style may be correlated with gender.
- DiPietro, M. & Faye, A. (2005). Online student-ratings-of-instruction (SRI) mechanisms for maximal feedback to instructors. Paper presented at the 30th Annual Meeting of the Professional and Organizational Development Network, Milwaukee.
 - Found Latino faculty receive the lowest ratings, Asian American faculty receive slightly higher ratings than their Latino colleagues, but White faculty receive higher ratings.
- Ford, K.A. (2011). Race, Gender, and Bodily (Mis)Recognitions: Women of Color Faculty Experiences with White Students in the College Classroom, *The Journal of Higher Education*, 82(4), 444-478.
 - Concluded that women of color faculty feel that White students misrecognize their raced and gendered bodies, leading to suppression of preferred teaching style and undermining of capabilities; racially underrepresented female faculty members are commonly “othered” because their identities contradict what the academy perceives as normal.
- Hamermesh, D. S. & Parker, A. M. (2005). Beauty in the classroom: Instructors’ pulchritude and putative pedagogical productivity. *Economics of Education Review*, 24(4), 369-376.
 - Found instructors who are viewed as better looking receive higher instructional ratings; the impact is larger for male than for female instructors.
- Harlow, R. (2003). “Race doesn’t matter but”...: The effect of race on professors’ experiences and emotion management in the undergraduate college classroom. *Social Psychology Quarterly*, 66(4), 348-363.
 - Concluded that black professors’ work in the classroom is different and more complex than the work of white professors because it entails negotiating a devalued racial status; this influences the emotional demands of teaching and increases the amount of work required to be effective.
- Heffernan, T. (2021). Sexism, racism, prejudice, and bias: a literature review and synthesis of research surrounding student evaluations of courses and teaching. *Assessment & Evaluation in Higher Education*, DOI: 10.1080/02602938.2021.1888075
 - Concludes student evaluations are openly prejudiced against the most underrepresented instructors, further marginalizing the same groups universities declare to protect, value and are aiming to increase in their workforces.
- Hendrix, K. G. (1998). Student perceptions of the influence of race on professor credibility. *Journal of Black Studies*, 28, 738-764.
 - Found most students do not report that any professor has an automatic advantage in establishing credibility based on race; however, the students simultaneously suggest a different set of criteria for evaluating the credibility of their Black professors teaching particular subjects.
- Ho, A.K., Thomsen, L., & Sidanius, J. (2009). Perceived academic competence and overall job evaluations: Students’ evaluations of African American and European American professors. *Journal of Applied Social Psychology*, 39, 389-406.
 - Found that student judgments of intellectual competence are more important when students are making global performance evaluations of Black faculty than of White faculty.
- Joye, S.W. & Wilson, J.H. (2015). Professor age and gender affect student perceptions and grades. *Journal of the Scholarship of Teaching and Learning*, 15(4), 126-138. Retrieved from 10.14434/josotl.v15i4.13466
 - Found *students have greater perceived rapport with female versus male professors and for younger versus older professors; however, students report male professors as more competent than the female professors; students rate younger women higher on rapport than comparison conditions.*
- Kierstead, D., D’Agostino, P., & Dill, P. (1988). Sex role stereotyping of college professors: Bias in students’ ratings of instructors. *Journal of Educational Psychology*, 80, 342- 344.
 - Found students expect female instructors to excel in both stereotypically masculine (e.g., competence) and feminine (e.g., warmth) domains. Behaviors indicative of friendliness toward students increased evaluations for female instructors but not for male instructors; male professors rated as more effective than female professors.
- Kohn, J. & Hatfield, L. (2006). The role of gender in teaching effectiveness ratings of faculty. *Academy of Educational Leadership Journal* 10(3), 121-137. Retrieved from <http://www.freepatentonline.com/article/Academy-Educational-LeadershipJournal/166823345.html>
 - Found female compared to male students rate male faculty effectiveness higher.

- Kreitzer, R. J., & Sweet-Cushman, J. (2021). Evaluating student evaluations of teaching: a review of measurement and equity bias in SETs and recommendations for ethical reform, *Journal of Academic Ethics*, <https://doi.org/10.1007/s10805-021-09400-w>
 - [Concludes that women faculty, faculty of color, and other marginalized groups are at a disadvantage with SETs.](#)
 - Laube, H., Massoni, K., Sprague, J., & Ferber, A. (2007). The impact of gender on the evaluation of teaching: What we know and what we can do. *NWSA Journal*, 19(3), 87-104.
 - Concludes that inconsistency in research results regarding the effects of gender on students' evaluations is itself an artifact of the way quantitative measures mask underlying gender bias; suggests students are using different baselines for men and women, and are drawing on totally different behaviors to evaluate an instructor's trait.
 - Lippi-Green, R. (1994). Accent, standard language ideology, and discriminatory pretext in the courts. *Language in Society* 23, 163-198.
 - Concludes that in contrast to racial discrimination, an employer has considerable latitude in matters of language, provided in part by a judicial system which recognizes *in theory* the link between language and social identity, but in practice is often confounded by blind adherence to a standard language ideology.
 - MacNell, L., Driscoll, A. & Hunt, A.N. (2015) What's in a name: exposing gender bias in student ratings of teaching. *Innovative Higher Education*, 40, 291-303.
 - Assistant instructors in an online class operated under two different gender identities. Found students rated the male identity significantly higher than the female identity, regardless of the instructor's actual gender, demonstrating gender bias.
 - Mendez, J. M., & Mendez, J. P. (2018). What's in a name...or a face? Student perceptions of faculty race. *Journal of Political Science Education*, 14(2), 177-196.
 - Found evidence of racial bias with a strong preference for courses taught by White faculty by various subgroups of students.
 - Mengel, F., Sauermann, J., & Zolitz, U. (2017). Gender bias in teaching evaluations, *Institute of Labor Economics Discussion Paper Series*, No. 11000.
 - Found that even though neither students' grades nor self-study hours are affected by the instructor's gender, women receive systematically lower teaching evaluations than their male colleagues; the bias is driven by male students' evaluations, is larger for mathematical courses, and particularly pronounced for junior women. The gender bias found in teaching evaluations may have direct as well as indirect effects on the career progression of women by affecting junior women's confidence and through the reallocation of instructor resources away from research and toward teaching.
 - Reid, L. D. (2010). The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors.Com. *Journal of Diversity in Higher Education*, 3(3), 137-152.
 - Using anonymous, peer-generated evaluations of teaching obtained from RateMyProfessors.com, found that racial minority faculty, particularly Blacks and Asians, were evaluated more negatively than White faculty in terms of overall quality, helpfulness, and clarity, but rated higher on easiness. Black male faculty were rated more negatively than other faculty.
 - Reinsch, R.W., Goltz, S.M., & Hietapelto, A.B. (2020). Student evaluations and the problem of implicit bias. *The Journal of College and University Law*, 45(1), 114-139.
 - Addresses the implicit bias problems inherent in using student evaluations for employment decisions for faculty. Examines recent trends at some universities to address the problems.
 - Santhanam, E. & Hicks, O. (2002). Disciplinary, gender, and course year influences on student perceptions of teaching: Explorations and implications. *Teaching in Higher Education*, 7 (1), 17-31.
 - Found confirmation that discipline and course level should be controlled for when evaluating teaching evaluations.
 - Sidanius, J., & Crane, M. (1989). Job evaluation and gender: The case of university faculty. *Journal of Applied Social Psychology*, 19, 174-197.
 - After controlling for a large number of variables, the main results showed that male faculty were given significantly higher evaluations on global teacher effectiveness and academic competence than female faculty.
 - Smith, G., & Anderson, K. J. (2005). Students' ratings of professors: The teaching style contingency for Latino/a professors. *Journal of Latinos and Education*, 4, (2), 115-136.
-

- Did not find significant gender effects; did find several ethnicity/teaching style interaction effects. Latino/a professors received the lowest ratings when course presented with a strict teaching style, and the highest ratings when course presented with a lenient teaching style.
- Smith, B. P., & Hawkins, B. (2011). Examining student evaluations of black college faculty: does race matter? *Journal of Negro Education*, 80(2), 149-162.
 - Found black faculty ratings lower than the white faculty group or the other (Asian, Latino, Native American) faculty group.
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 - Found considerable overlap in the ways students talk about their male and female teachers, but also found that students hold teachers accountable to certain gendered expectations. These expectations place burdens on all teachers, but the burdens on women are more labor-intensive. Found signs of much greater hostility toward women than toward men who do not meet students' gendered expectations.
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 - Found all groups (women, men, students, faculty, and administrators) prefer an androgynous "ideal" woman, but preferences for the "ideal" man were largely masculine sex-typed. Women's groups largely defined themselves as androgynous, while most men's groups saw themselves as masculine sex-typed.
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 - Did not find evidence of gender differences in ratings of "overall quality."
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 - Student complaints about nonnative English speakers (NNESs) can be understood as manifestations of a broader project of social exclusion operating, in part, through the ideological construction of the NNES as incomprehensible Other. Findings confirm the presence of disadvantages related to 'Asian' instructors' race and language. However, found raters' discourse to be less overtly discriminatory and instead reproducing dominant language ideology in subtle, previously undescribed ways.
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 - [Found a negative effect of being female on student evaluations of teaching. Did not find an effect of ethnicity.](#)
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 - [Found](#) ratings of pedagogical characteristics and course content characteristics yielded significant interactions between student gender and instructor gender; concluded gender bias plays a role in students' views of effective teaching in terms of how students evaluate pedagogical and content characteristics and that this bias generalizes across student levels.

RELIABILITY & VALIDITY IN SURVEY CONSTRUCTION AND STUDENT EVALUATIONS OF TEACHING

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Joe Westbrook,
Secretary
Lead Campus
Architect

UNION STRONG...THE COMMON GOOD

As union members, we all share a desire to live in community with others to interact and enhance the society around us. By nature, we yearn to be social with friends, colleagues and others who may not be close, but make up the rich diversity in and around the Cortland area. In this season, fulfillment of our solidarity to alleviate daily struggles, particularly solitude and stress, directly affects and raises human dignity and our ability to achieve full human potential.

Every individual life has the capacity and need to give freely and receive joyfully acts of kindness which provide opportunity to grow and develop the COMMON GOOD that builds and reverberates sustainable and thriving livelihoods. Catholic Charities of Cortland dedicates their efforts toward these principals as a safeguard against unforeseen tragedies any of us can experience. Our Union embraced this commitment whole heartedly by filling collection boxes around campus with generous and thoughtful items necessary for daily living. Volunteers responsible to manage and deliver the boxes deserve appreciation, serving and fulfilling the strong link between generosity and satisfaction from need. I'm thankful to everyone who were inspired to make a difference so that this article could announce another successful campaign by the UUP Cortland Chapter. I'm honored and privileged to recognize the compassion of our members. Together we have woven a fabric of many colors.

May this light shine upon all warmth and happiness this holiday season.



Toni Coon, UUP Chapter Assistant and Colin Moore, Catholic Charities Program Manager of Family and Community Services

Photo taken by Joe Westbrook, UUP Secretary

Individual Development Award 2021-2022

Individual Development Award applications are being accepted now through Feb. 1 2022. All SUNY Cortland, UUP Represented Faculty and Professional Staff, (full and part-time), are eligible to apply. The State of NY/United University Professions Joint Labor-Management Committees allocated funding \$70,709.00 to SUNY Cortland for the Individual Development Awards (IDA) Program for the period July 1, 2021 through June 30, 2022.

- Employees may be awarded a maximum of \$2,000 for the award period.
- Funding may be awarded for up to two projects or activities for the award period not to exceed \$2,000.

Application guidelines and application can be found [here](#).

Awards given to SUNY Cortland instructors for Vietnam War-related performances

SUNY Cortland instructors **Jack Carr** (Communications and Media Studies) and **Dr. Nancy Kane '13** (Kinesiology) received discretionary awards for their musical performances and ensemble work with the Auburn Players in *Antigone and Letters to Soldiers Lost* (dir. Robert Frame) at the Theatre Association of New York Festival 2021 held in Rome, NY on November 20. The play is a combination of Sophocles' *Antigone* and actual letters left at the Vietnam Wall, with original music performed by Carr, Kane, and John Fracchia (Ithaca College). The production *also* won adjudicators' discretionary awards for Music and Best Long Production, as well as a People's Choice Award for Best Production, among other honors. Kane was also nominated for Best Performer in a Play on the *Broadway World* website.

IT'S YOUR NEWSLETTER!

We welcome articles and letters submitted by members of the SUNY Cortland Community.

Please share your thoughts with us— we want to hear from you! Opinions expressed in *The Cortland Cause* are those of the individuals and are neither endorsed by nor represent the views of UUP.

Please note: The Cortland Cause will generally not print anonymous submissions.

“We reserve the right to edit submissions for grammar, space limitations, accuracy, etc., and to request changes to submissions, whether prior to or after publication.”

Send contributions to the Chapter Office, uup@cortland.edu and to the editor, Amy Russell, Amy.Russell@cortland.edu

Check out all your union membership has to offer!

Legal Service Plan

Plan benefits include:

- Crucial estate planning documents (a Simple Will, Health Care Proxy, Living Will & Durable Power of Attorney)
- Free telephone consultations
- Guaranteed maximum fees for specific legal matters

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Plan benefits include:

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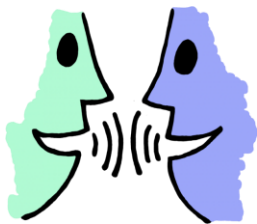
Whether it's insurance products, financial or legal services, or discounts, shopping or travel, NYSUT Member Benefits offers numerous programs that can help you save time and money while protecting those you care about most. Many of these programs can be purchased through payroll or pension deduction for greater convenience and savings opportunities.

Member Benefits also provides the advocacy role that is so important should an issue or concern arise. We encourage you to take the time to explore the Member Benefits website to find out how we can help you make every dollar count!



Learn more by scanning the QR code to the left,
visiting memberbenefits.nysut.org
or calling 800-626-8101.





Monthly Communication Highlights

UUP Cortland Chapter | December 2021



UUP News Updates:

PLEASE COMPLETE YOUR CONTRACT NEGOTIATIONS SURVEY!

We look to UUP members for guidance in establishing priorities for a new contract. The negotiations survey linked [HERE](#) covers a range of topics likely to come up in bargaining. In it we ask you to prioritize those issues you most want to see our contract address and to add any additional concerns that you consider important.

Individual Development Award applications are being accepted now through Feb. 1 2021. All SUNY Cortland, UUP Represented Faculty and Professional Staff, (full and part-time), are eligible to apply. The State of NY/United University Professions Joint Labor-Management Committees allocated funding \$70,709.00 to SUNY Cortland for the Individual Development Awards (IDA) Program for the period July 1, 2021 through June 30, 2022.

- Employees may be awarded a maximum of \$2,000 for the award period.
- Funding may be awarded for up to two projects or activities for the award period not to exceed \$2,000.

Application guidelines and application can be found [HERE](#).

Upcoming Chapter Events for Members:

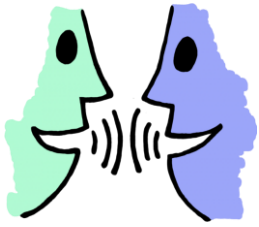
- UUP Cortland Chapter Holiday Gathering, Friday, Dec. 10, 4-7pm, Exhibition Lounge. Register by emailing UUP@cortland.edu.
- Professionals Negotiations Town Hall, Friday, Dec. 3, 12-1:30pm, Virtual. [Register here.](#)
- UUP Statewide New Employee Orientation, every Wednesday at noon. [Register here.](#)
- Pre-Retirement Workshop (Part 1), Dec. 7, 12-1pm, online webinar. [Register here.](#)
- Pre-Retirement Workshop (Part 2), Dec. 9, 12-1pm, online webinar. [Register here.](#)
- Contingent Employees Negotiations Town Hall, Dec. 8. 12-1:30pm, Virtual. [Register here.](#)
- UUP Virtual Student Debt Clinic, Dec. 8, 5-6:30pm, Virtual. [Register here.](#)
- UUP Virtual Student Debt Clinic, Dec. 22, 11:30am-1pm, Virtual. [Register here.](#)

Please reach out to the Chapter Office if interested in attending “Open” and Member meetings.

Recent Chapter Hosted and Statewide Events for Members:

(Please note: all statewide events include participation from Chapter leaders and advocates)

- UUP Open House, Nov. 1, 1-3pm, Professional Studies building
- Union Matters – Civility in Workplace Training, Nov. 3, noon-1pm, Virtual
- UUP Virtual Student Debt Clinic, Nov. 10, 5-6:30 pm.
- UUP Open House, Nov. 12, 10am-noon, Memorial Library



- UUP Virtual Open House, Nov. 17, 11am-1pm
- Statewide Virtual Student Debt Clinic, Nov. 10, 5-6:30pm, Nov. 24, 11:30-1pm
- Statewide Pre-Retirement Workshop Part One, Nov. 22, 7-8pm
- Statewide Pre-Retirement Workshop Part Two, Nov. 24, 7-8pm

Highlights, November Executive Board Meeting:

The Executive Board discussed the following:

- IDA Professional Development Committee
- UUP Cortland Cause Newsletter Disclaimer
- Holiday Party
- SWOT (Strengths, Weaknesses, Opportunities, Threats) Training provided by LRS.

Highlights, November Labor Management Meeting:

The Labor-Management Team discussed the following issues:

- 2019 UUP Cortland Course Teacher Evaluation Survey Results
- Student Teacher Supervisors Travel Procedures and Salary
- Common Hour Proposal

To see the full [Labor-Management Agenda](#), please visit our [Chapter Website](#) (<https://uuphost.org/cortland/>)

[Follow us on Facebook](#) ([Facebook.com/UUPCortland](https://www.facebook.com/UUPCortland))



**United University Professions
Labor-Management Agenda**
Thursday, November 16, 2021
3:00-4:00pm
Old Main 220

Items of Collegiality:

1. UUP thanks Management, and Laura Davies in particular, for a successful Town Hall meeting on November 8.

Old Business:

1. UUP would like to share the results of the 2019 survey on Course Teacher Evaluations for your review in preparation for continued discussions:
 - a. What is the status of the search for a new Evaluation Software Program?
 - b. What considerations are being made in choosing a new program?

New Business:

1. In librarianship, a master's degree is the terminal degree. In our local salary compression analysis, is Cortland HR coding librarians correctly as holders of terminal degrees?
2. Regarding Student Teacher Supervisors:
 - a. How is the current stipend for student teacher supervisors calculated?
 - b. Is the campus currently considering an increase in the stipend?
 - c. Is the stipend calculation uniform across all three schools? The college?
 - a. Why?
 - d. What is the process by which a student teacher supervisor submits documentation for rental car each semester since the program was implemented?
 - a. How many student teacher supervisors have done so each semester?
3. Does management anticipate that all currently employed part-time employees will be employed in the spring?
4. How often is data from traffic cameras purged from the system?
5. Proposal for Common Hour MWF 1:30-3:00:
 - a. UUP supports the premise and its merits; UUP requests to be involved in and updated on the process.

UUP CORTLAND CHAPTER — EXECUTIVE BOARD 2019-2021

4-Digit phone numbers begin with 607-753-xxxx

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uup@cortland.edu

We're on the Web!

See us at:

<http://uuphost.org/cortland/>



Are You a Member?

Thomas P. DiNapoli New York State Comptroller		J. DOE		Total Gross		Fed Taxable Gross	
Advice # 123456789		Pay Start Date 11/10/2019		Current 3456.78		1234.56	
Advice Date 11/10/2018		Pay End Date 11/24/2019		YTD 45,678.90		34,567.89	
Department ID 1234		Pay Rate 56,789.10		Net Pay 1,234.56			
EARNINGS				TAX DATA			
	Hrs./Days	Current	Earnings	Hrs./Days	YTD	Earnings	
Regular Pay Salary Employee		3456.78	36.78		45,678.90	678.90	
Location Pay							
				Federal 4 State 2 NYC 0 Yonkers 0			
				TAXES			
				Fed Withholding 3,456.78 Medicare 5,678.90 Social Security 3,456.78 NY Withholding 5,678.90			
				DEDUCTIONS			
				Regular Before Tax Health 456.78 Supplemental Pol. Annuity Prog 876.90 TIAA Retirement Before Tax 56.78			
				Current 34.56 YTD 456.78			

CHECK PAY STUB TO MAKE SURE

To be a member of the union, your paycheck **must** say "UUP Member" under "Deductions."

Please contact your chapter officers for a membership card or go to <https://bit.ly/1RYG65y>

The Benefits of Being UNION!

Membership in your union goes well beyond fair and equitable wages, and quality, affordable health insurance. It's a statement: There is strength in numbers, and our collective voice will be heard.

Together, our voice is heard when bargaining with New York state and SUNY. Our voice strengthens our leverage in contract talks and enforcement, and in addressing problems in SUNY labor-management meetings.

Our voice is heard as the main advocate for SUNY campus and hospital funding, and for other legislative issues of importance to you—issues that help us better meet the needs of our students and our patients.

Being a member of UUP also means you maintain:

- Representation in interrogations or disciplinary actions, or in legal actions brought on behalf of members;
- Representation if Title IX harassment complaints are filed against you (for student or co-worker complaints);
- Access to benefits and services provided by UUP Member Services Trust, and discount programs and services provided by UUP's state and national affiliates: NYSUT, AFT and NEA;
- Access to UUP's vision, dental, and life insurance plans in retirement; and
- The right to vote on the union contract, and to provide input in chapter and statewide union elections.

uup is us.

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Executive Board Meetings Spring 2022 Schedule
January 25, February 22, March 22, April 26 & May 24

Labor Management Meetings Spring 2022 Schedule
January 18, February 15, March 15, April 19 & May 17