**C-CHANGE FACULTY SURVEY©**

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| **Dimensions of the Culture** | **Cronbach α** | |
| **VITALITY: Being energized by work (5 items)**  *Find work energizing and personally meaningful; self-assessment of burnout.* | | .80 |
| **SELF-EFFICACY IN CAREER ADVANCEMENT: Confidence in ability to advance in career (3 items)**  *Confident in ability to progress in career and overcome barriers to advancement.* | | .80 |
| **INSTITUTIONAL SUPPORT: Perception of institutional commitment to faculty advancement (4 items)**  *Perceive that the institution is committed to faculty success and professional development; provides career help, feedback and appropriate credit; faculty feel part of a supportive community.* | | .88 |
| **RELATIONSHIPS/INCLUSION/TRUST: Faculty relationships and feelings of trust and inclusion (5 items)**  *Faculty relationships; being in a trustworthy environment; able to express views authentically; feelings of belonging and being included.* | | .84 |
| **VALUES ALIGNMENT: Alignment of faculty personal values and observed institutional values (6 items)**  *Extent of alignment of faculty personal values with observed institutional values vs. espoused values, including value placed on teaching, clinical excellence and inclusive decision making.* | | .79 |
| **ETHICAL/MORAL DISTRESS: Feeling ethical or moral distress and being adversely changed (8 items)**  *Feel ethical or moral distress; need to behave unethically to succeed; being adversely changed, developing personally undesirable behaviors such as aggression, deceit, self-promotion.* | | .79 |
| **RESPECT: Faculty feel respected; bullying (8 items)**  *Feel valued and personally respected; bullying and intimidation.* | | .86 |
| **MENTORING (6 items)**  *Mentoring received, key components.* | | .92 |
| **LEADERSHIP ASPIRATIONS: Aspiring to be a leader in academic medicine** **(4 items)**  *Want to make positive change; aspire to be a leader in academic medicine.* | | .72 |
| **WORK-LIFE INTEGRATION: Institutional support for managing work and personal responsibilities (4 items)**  *Institutional support for managing work-life integration; able to take time for personal and family issues; maintain a reasonable balance in life.* | | .75 |
| **GENDER EQUITY: Perceptions of equity for female faculty** **(7 items)**  *Perceive that their institution treats female faculty equitably and supports the advancement of women; unconscious bias.* | | .80 |
| **EQUITY FOR UNDERREPRESENTED FACULTY: Perceptions of equity for URM\* faculty** **(5 items)**  *Perceive that their institution treats URM faculty equitably; supports the advancement of URM; demonstrates commitment to diversity.* | | .84 |
| **INSTITUTIONAL CHANGE EFFORTS FOR DIVERSITY (3 items)**  *Perceive good faith effort by their institution to advance female and underrepresented faculty.* | | .84 |
| **INSTITUTIONAL CHANGE EFFORTS FOR FACULTY SUPPORT (5 items)**  *Perceive good faith effort by their institution to improve support for faculty through initiating policy and programmatic change.* | | .86 |
| **VALUING DIVERSITY: ATTITUDES AND BEHAVIORS (8 items)**   1. *attitudes: valuing diversity in work teams* 2. *behaviors: preferential consideration of diversity in recruitment and advancement* | | .89 |
| **ANTI-SEXISM AND ANTI-RACISM SKILLS (4 items)**  *Extent to which faculty have the skills to identify and effectively respond to sexism and racism.* | | .84 |
| **CHANGE AGENCY FOR EQUITY (7 items)**  *Confident in ability to act as a change agent to oppose racism and sexism.* | | .82 |

The CFS also assesses sexual harassment, discrimination and intention to leave.