**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.