Environments that Motivate Teaching Excellence: The College + University Teaching Environment Framework

Allison BrckaLorenz (0000-0002-1482-6554)

Josclynn Brandon (0000-0002-9438-2294)

Tom Nelson Laird (0000-0002-5065-258X)

Indiana University Bloomington

Center for Postsecondary Research

Paper presented at the 2021 Annual Association for the Study of Higher Education Conference, San Juan, Puerto Rico

Abstract

Inequities and discrimination built into the systems and structures of higher education prevent faculty from doing and receiving recognition for their best work. The framework proposed here guides our understanding of faculty needs, motivations, and supports that are necessary for healthy teaching environments and the wellbeing of diverse faculty.

Keywords: teaching environment, equity, faculty cultures, motivation

Environments that Motivate Teaching Excellence:
The College + University Teaching Environment Framework

Multitudes of theories, findings from scholarly work, and our everyday experiences show us that inequities and discrimination are built into the systems and structures of higher education. Whether it is managing cultural taxation for Faculty of Color in the tenure and promotion process (Guillaume & Apodaca, 2020), the impact of interpersonal discomfort on work performance for sexual minority faculty (Bilimoria & Stewart, 2009), or gender bias in course evaluations (Chávez & Mitchell, 2019), there are systemic issues that prevent faculty from doing and receiving recognition for their best work. These issues, all related to faculty's sense of competence in academia, perceived ability to make choices about their work, and relationships with students and colleagues, directly impact faculty motivation for and quality of teaching (BrckaLorenz et al., 2017b; Stupnisky et al, 2019; Stupnisky et al, 2018). A better understanding of faculty needs, motivations, and supports for teaching can help both institutions locally and the field of higher education overall work to dismantle these systems that prevent faculty from delivering high quality education. For example, we do not fully understand the factors that increase faculty members' sense that they belong at an institution, the factors that inhibit certain sub-groups of faculty (e.g., contingent faculty) from using effective teaching practices more, or the factors that lead faculty to be more inclusive in their courses. To date, we know of no theoretical or conceptual frameworks that guide our understanding of how institutions create teaching environments with the purpose of increasing quality teaching and supporting diverse faculty. The purpose of this scholarly paper is to build such a framework based on prior frameworks and empirical scholarship: the College + University Teaching Environment (CUTE) framework (CUTE, n.d.).

Relevant Foundational Faculty Frameworks

We draw on four existing frameworks to create a new teaching environment framework for colleges and universities. We describe each briefly below before fully describing the new framework.

Self-Determination Theory

Self-determination theory (SDT) is a guiding theory of the College and University Teaching Environment (CUTE) framework (Ryan & Deci, 2000; 2017). SDT posits that the quality of performance, for example in teaching, can vary greatly depending on why individuals are motivated to act. In its most simple conceptualization, people who are more intrinsically motivated (acting because it is inherently satisfying) will generally be more successful than people who are extrinsically motivated (acting for the sake of an external outcome). Research has shown a strong relationship between positive motivations for teaching and effective teaching practices (Stupnisky et al., 2019; Stupnisky et al., 2018). Intrinsically motivated activities are those that generally satisfy our innate psychological needs for competence (possessing adequate skills and knowledge), autonomy (freedom to make choices), and relatedness (close emotional bonds with others). Motivations can be difficult to change directly, but assessment professionals and faculty developers can make a difference in changing motivations by focusing on teaching needs that can be met through support from their institutions (BrckaLorenz et al., 2017b).

Supportive Teaching Cultures

Feldman and Paulsen (1999) present eight characteristics that researchers have identified as being particularly salient components of institutional cultures that support teaching and improvement. They posit that the culture of an organization can have positive and negative impacts on college and university faculty motivations for teaching. Several of the identified characteristics center around messages that faculty receive from the processes and policies at their institution including the importance of teaching in tenure and promotion decisions, the incorporation of teaching and pedagogy as part of the hiring process, and an appropriate balance between teaching and scholarship. Other characteristics point to the importance of commitment and support for teaching from various people including upper-level administrators, department chairs, and faculty colleagues. The remaining characteristics important to a supportive teaching culture focus on professional development

opportunities for teaching and a sense of ownership and investment from faculty themselves. Feldman and Paulsen stress the importance of informative feedback from a variety of sources about faculty's teaching effectiveness as a critical component of supportive teaching cultures to encourage faculty's motivation for instructional excellence.

Rethinking Faculty Work

Gappa and colleagues (2005) identify five components of faculty work that are essential to supporting faculty as they face challenges such as the proliferation of contingent positions, the lack of adequate support and commitment to a diverse faculty body and increasing external pressures on institutions of higher education. They note that institutions and departments need to ensure that faculty have access to the tools, resources, and professional development opportunities necessary to do their best teaching and to be treated equitably regardless of their appointment type. They also stress that institutions need to protect and support faculty autonomy in the classroom as well as faculty's ability to express their views without institutional censorship. Additionally, Gappa and colleagues urge institutions to allow faculty to have balance and flexibility to maximize both their faculty work and the meaningfulness of their personal lives. They assert that opportunities for faculty to feel part of mutually appreciative communities of colleagues who value their work as faculty as well as their well-being is also essential to creating environments in which all faculty can thrive and contribute to excellence. These elements contribute to creating a respectful foundation beneficial to institutions, faculty, and ultimately students.

Diverse Learning/Teaching Environments

Although Hurtado and colleagues (2012) position their Diverse Learning Environments (DLE) model as a conceptual model focused on experiences of diverse students, it does touch on dynamics involving diverse faculty. They note that faculty (in addition to students and staff) are actors within an institution who shape and are shaped by the environment. The institutional context is specifically

shaped by curricular and co-curricular experiences impacted by the diversity embedded within the students, the instructors, the content taught, and how it is taught. They note five dimensions of campus climate (historical, compositional, organizational, psychological, and behavioral) that can influence environments for faculty. Processes and policies with embedded group-based privileges such as tenure and promotion, hiring, and curriculum decisions can create climates unsupportive of diversity. Inequities perpetuated through poor commitments to recruiting and supporting diverse faculty are a key barrier for representation and compositional diversity amongst faculty and administrators. Institutions may proclaim their commitment to diversity, but a lack of diversity in the curriculum is one sign of an artificial pledge—an institution's curriculum reflects the values of what faculty and institutions' view as legitimate knowledge. Hurtado and colleagues also note that it is important for faculty to reflect on how their personal and professional identities impact their classroom practices and scholarship in order to do their best work. The use of inclusive pedagogies, opportunities to interact with diverse others, and support for inclusive curricula are important tools for faculty to shape an institution's climate for diversity and an important component of a faculty member's teaching environment.

The College + Teaching Environment (CUTE) Framework

Framework Summary

Institutions that do the four core components of the CUTE framework well within a positive climate for diversity, create the foundation for a healthy teaching environment where faculty can do and receive recognition for their best work as instructors. The components do not function independently and are heavily impacted by the other components, creating a complex system with each component in need of attention and support. Each component reinforces the direct and indirect messages about teaching sent by the values and support represented in the other components. And all these core components are influenced by the overall climate for diversity. The climate for diversity infiltrates the core components of the CUTE framework in various ways. Commitment to recruiting, retaining, and

supporting diverse faculty; creating collegiality and mutual respect across difference; and valuing inclusive pedagogical practices that incorporate diversity in the curriculum are all critical examples of these relationships. To better understand the ways we can improve the quality of postsecondary education and the environments best suited for faculty to do so, we must understand each of the components of the CUTE framework both within local institutional contexts and broadly across the country.

[ADD DISCUSSION ABOUT HOW COMPONENTS INTERRLATE, INCLUDE SDT DETAILS]

Framework Components

Supported by the foundational faculty frameworks, the CUTE framework includes five components that, when taken together, create an institution's teaching environment. See Figure 1.

An Institution's Climate for Diversity

The outer layer within this environment is an institution's climate for diversity (Hurtado et al., 2012). The climate for diversity envelopes and permeates the four core components of the teaching environment. As described by Hurtado and colleagues (2012), the climate for diversity has five different dimensions.

Historical. The historical dimension refers to past instances of inclusion and exclusion at an institution and the legacies of those actions, including legacies of oppression (e.g., racism, sexism, classism). The history of an institution affects its present and future. For example, an institution with a history of excluding certain groups will likely have difficulty recruiting faculty and students from that group, even if priorities and practices have changed.

Compositional. The compositional dimension refers to the (lack of) representation of different groups on campus among students, faculty, administration, and staff. As indicated by scholars, compositional diversity is a necessary, but insufficient, condition for a diverse and thriving environment (Gurin et al, 2002).

Organizational. The organizational dimension refers to the structures and policies that infuse group-based privilege and oppression within the institutional functioning, including resource allocation and decision-making. How diversity is included into the larger curriculum fits into this dimension as is how faculty are rewarded for their teaching efforts. For example, annual review policies may not differentiate teaching "improvement" efforts aimed at greater inclusion from those that perpetuate an exclusionary status quo.

Psychological. The psychological dimension is comprised of the views and perceptions of students, faculty, staff, and administrators, focusing on views of the environment related to diversity and interactions between social identity groups as well as discrimination felt or experienced by members of the campus community. Importantly, these views and perceptions can vary by identity group, which connects this dimension to faculty individual characteristics and makes examining and unpacking this dimension essential to gain a more complete understanding of the diversity climate of a campus.

Behavioral. "The behavioral dimension of the campus climate refers to the context, frequency, and quality of interactions on campus between social identity groups and their members (Hurtado et al., 2012, p. 66). In healthier environments, faculty are regularly a part of and help foster frequent, positive interactions across different groups and help individuals and groups deal with negative interactions when they occur. Faculty do this in their courses and programs and in the co-curriculum (formal interactions) and in the informal interactions among campus community members.

[INSERT LIT ON CLIMATE FOR DIVERSITY]

Teaching Processes and Policies

The first core component is *teaching processes and policies*, both formal and informal, within the control of the institution or individual faculty member. Processes and policies that impact a teaching environment include institutional values for teaching within hiring, promotion, and tenure (Feldman &

Paulsen, 1999) as well as recognizing an appropriate balance in values for teaching and other elements of scholarship (Feldman & Paulsen, 1999). Creating flexible and equitable processes and policies that allow for faculty to navigate a satisfying balance between work and their personal lives (Gappa et al., 2005) as well as an institutional commitment to diversity, equity, and inclusion (Hurtado et al., 2012) are also important components to a teaching environment. A faculty's teaching environment is additionally affected by their perception of autonomy in the classroom (Feldman & Paulsen, 1999; Ryan & Deci, 2000; 2017) as well as institutional values and recognition for inclusion of diversity in the curriculum (Feldman & Paulsen, 1999; Ryan & Deci, 2000; 2017) and inclusive pedagogy (Gappa et al., 2005, Hurtado et al., 2012).

Arguably one of the most important policies impacting faculty achievement, many faculty experience ambiguous standards for tenure and promotion (Corneille, 2019; Gentry & Stokes, 2015). Additionally, tenure and promotion processes have increasingly focused on research instead of teaching and service leading to a discrepancy in how faculty spend their time and how they are evaluated (Green, 2008; Schimanski et al., 2018). For many faculty, being more productive in teaching and service, but less in research, can result in a denial of tenure and promotion (Gentry & Stokes, 2015). This is one reason that women and faculty of color are more likely to leave without tenure or less likely to be promoted to full professor (Durodoye Jr., 2020; Gentry & Stokes, 2015; Winkler, 2004). These discriminatory practices, institutional barriers to success and a lack of recognition of contributions, can lead to feelings of further marginalization and tokenization by their institutions (Guillaume & Apodaca, 2020). Another area of systemic discrimination is in the act of faculty hiring (Sensoy & Diangelo, 2017), one of the reasons that higher education has been so slow to diversify their faculty (Kayes, 2006; Mertz, 2011; Tuitt et al., 2007).

[INSERT LIT ON INSTITUTIONAL COMMITMENT TO DIVERSITY]

Faculty often find difficulty in juggling the demands of both their work and life roles leading to a

considerable amount of stress (Owens et al., 2018). Feelings of satisfactory balance between work and life responsibilities varies by aspects of identity such as racial/ethnic identity, gender identity, being married or having kids, and institution type (Berheide et al., 2020; Denson & Szelenyi, 2020; Denson et al., 2018). Eduful (2021) found that the strongest predictor for faculty intention to leave their institution was faculty workload and work-life balance. In addition to balancing work and life responsibilities, finding balance within work responsibilities can be just as difficult for faculty (Misra et al., 2012). Like work-life responsibilities, faculty workload is not evenly distributed with women and minority faculty spending more time on service, advising, and teaching and men spending more time on research (O'Meara et al., 2019; O'Meara et al., 2017). Flexibility has been noted as important for feelings of work balance and satisfaction, but this too is inequitably distributed with women sacrificing more and feeling more stress to fulfill multiple needs (Weber & Rogers, 2018; Wilton & Ross, 2017). Improving workload satisfaction and work-life balance is critical for recruiting and retaining traditionally marginalized groups of faculty (O'Meara et al., 2020).

[INSERT LIT ON IMPORTANCE OF TEACHING IN PROMOTION, TENURE, & HIRING]

[INSERT LIT ON DIVERSITY INCLUSIVITY IN THE CURRICULUM & COURSE CONCERNS]

People: Leaders, Colleagues, and Self

The second core component encompasses the *people* that impact the values and perceptions of teaching including senior leadership, department chairs, faculty colleagues, students, and the faculty themselves. Direct and indirect messages about the importance of teaching from senior leadership and department or unit chairs (Feldman & Paulsen, 1999) impacts a faculty teaching environment and can reinforce faculty members' sense of professional identity as instructors (Feldman & Paulsen, 1999). The encouragement and support from faculty colleagues who also value teaching (Feldman & Paulsen, 1999; Gappa et al., 2005) in addition to the compositional diversity and commitment to acquire and retain diverse students and employees (Hurtado et al., 2012) can contribute to a positive teaching

environment and create a culture where faculty create and maintain meaningful connections of mutual care and support (Ryan & Deci, 2000; 2017).

Institutional and departmental context matters in faculty careers, because of the link between the context and behaviors such as staying or leaving, career advancement, faculty productivity and scholarly learning. The institutional and departmental contexts that matter most often (policies, climate, collegiality, etc.) are influenced by department chairs and institutional leadership (Campbell & Omeara, 2014). Scholars have noted that department chairs are liaisons between faculty and institutional administration, key decision makers, educators for diversity-related initiatives, and that their range of influence expands beyond their own academic unit (Bozeman et al., 2013; Marchiondo et al., 2021; Wolverton et al., 1999). This type of leadership responsibility emphasizes the need for a chair's effectiveness, fairness, and communication skills as essential, however, Laursen and Rocque (2009) noted that these needed skills are not always well developed. If department chairs and other senior leadership are not equipped in the necessary ways to positively impact the institutional and departmental contexts that matter in faculty careers, a negative impact on the environment could occur causing undesirable results on faculty outcomes.

As mentioned previously, encouragement and support from faculty colleagues and meaningful connections is critical within a positive teaching environment because relationships and networks are important for the professional growth and career advancement of faculty. This meaningful connection and support are most often referred to as collegiality and refers to the manner in which members of the department and campus community interact with and show respect to one another, work collaboratively in order to achieve common purposes, and assume equitable responsibilities for the good of the whole (Cipriano & Buller, 2012). In addition to relationships, collegiality exists when a faculty member feels that their work is valued and that their own values are consistent with those of the department and institution (Lindholm, 2004). Bode (1999) argued that both mentoring, and collegiality

can increase the success of new faculty, but that it is collegiality more than mentoring that new faculty found more important. This was further supported by Gillespie et al. (2005) which found that collegiality increases the effectiveness and productivity of new faculty. Although scholars have noted the positive impact that collegiately can have on faculty, not all faculty members experience collegiality in the same way or even at all. Many minority faculty report a lack of collegiately in their faculty environment due to having experienced feelings of isolation, finding themselves outside of the formal networks that may exist in their departments (Moses, 1997).

That is part of the reason why mentoring is especially crucial for minority faculty, because of the challenges they face related to identity, invisibility, and exclusion. A mentor, especially a mentor that is also a minority, can help validate and successfully address these challenges. Women of color report a lack of culturally responsive mentorship (Corneille et al., 2019). However not enough senior minority scholars exist, leaving younger minority scholars with no mentorship or mentorship from a nonminority senior faculty. Nonminority faculty members may not be equipped to address sensitive issues affecting minority scholars or are likely to perpetuate norms and standards that worked for them (Hughes, 2012). Although mentorship is stated as a great resource for minority faculty, in general, faculty mentoring is widely recognized as an important component of professional development. Effective mentoring is positively associated with job satisfaction, productivity, socio-emotional support, and sense of collegiality. Furthermore, lack of mentorship can lead to faculty burnout, reduce satisfaction, and contribute to faculty attrition (Lumpkin, 2011). For institutions, this can result in lost opportunity and reduced faculty connectedness, reasons why institutions should consider investing in formal mentorship programs. Although formal mentoring programs may require more resources, benefits include higher rates of faculty retention and success. Resources such as financial incentives and time must be well understood and secured to ensure the success and sustainability of faculty mentoring (Hughes, 2012; Minshew et al., 2021).

[INSERT LIT ON FACULTY IDENTITY AND REPRESENTATIVE DIVERSITY]

Resources and Support Structures

Resources and support structures make up the third component, both spatial and temporal needs for good teaching practices but also mechanisms conducive to teaching professional development. Faculty need adequate physical or virtual space, pedagogical tools and resources, and time for preparation and reflection (Feldman & Paulsen, 1999, Gappa et al., 2005) to do their best work, regardless of their appointment type. Feeling competent to teach their content, use inclusive pedagogies, and serve as an advisor and mentor can greatly impact a faculty teaching environment (Hurtado et al., 2012; Ryan & Deci, 2000; 2017). Access to informal and formal professional development activities and resources, coupled with incentives and encouragement for use, can build this competence and reinforce messages about the values of inclusion and teaching.

Access to teaching resources and teaching development opportunities are important pieces of scaffolding for faculty changing and strengthening pedagogical practices (Bolitzer, 2019; Haras et al., 2017). Instructional development, formal and informal, includes working to improve teaching practices as well as course and curriculum design, especially for creating ethical classroom environments that respect and support diversity (Finkelstein et al., 2018; Haras et al., 2017; Ilie et al., 2020; Macdonald et al, 2019). Investing in faculty development leads to student learning, changes in teaching practices, and even shifts in the overall teaching and learning at an institution (Condon et al., 2016; Haras et al., 2017; Ilie et al., 2020; Jacob et al., 2017). Schneider & Preckel (2017) emphasize the importance of faculty participating in instructional development as a contribution to student achievement.

Time, both for teaching and for learning to teach, is a valuable resource that all types of faculty feel they do not have enough (Brenner, et al., 2018). Faculty across identity demographics and employment characteristics spend a notable amount of time on scholarly activities such as advising, researching, service, and particularly teaching, but this time is not evenly distributed amongst all faculty

(BrckaLorenz et al., 2018; Delello et al., 2018). Women and faculty of color tend to spend more time on activities such as advising and service, often viewed as less prestigious or rewarded activities (O'Meara et al., 2017). Misra et al. (2012) add that women additionally spend more time on non-work-related activities such as housework and caring for others.

Adjunct or contingent faculty have been found to experience occupational inequities, inadequate compensation, lack of benefits, and deficient support that impact their work, well-being, and sense of belonging (Zitko & Schultz, 2020). The working conditions of these part-time faculty can result in their feeling powerless, marginalized, exploited, and invisible (Kwok, 2018; Mills et al., 2018). Conditions such as a lack of privacy or adequate office space, insufficient access to supplies, and classrooms not conducive for teaching create inequities for faculty that making doing their best work difficult (Field & Jones, 2016).

Affective Components

The fourth and final *affective* component comprises measures of faculty perceptions of respect, belonging, stress, and motivation for teaching. The previous components in this framework are all shaped by and contribute to shaping faculty motivation to do their best work as instructors (Feldman & Paulsen, 1999; Ryan & Deci, 2000; 2017). The teaching collegiality, commitment to diversity, and recognition of faculty values can contribute to faculty sense of belonging within a teaching culture (Feldman & Paulsen, 1999). Striving to appreciate faculty as academics, instructors, and human beings with unique identities and needs can alleviate work-related stress, promote faculty well-being, and create a teaching environment rooted in mutual respect (Gappa et al., 2005, Hurtado et al., 2012).

Most of what research knows about emotions in teaching and learning has focused on students or students and teachers in school settings, but researchers have more recently begun to focus on the emotions and impact of feelings on the work of higher education faculty and instructional staff. (Mendzheritskaya & Hansen, 2019). One positive emotion that should lead to faculty feeling that they

are doing meaningful work and can reach their full potential is sense of belonging (Schnell et al., 2019), a construct not well understood for higher education faculty (Hansen, 2020). Faculty feeling a sense of belonging in their department or organization is positively related to faculty perceptions of self-efficacy (Wojcik, 2017), engagement as instructors (Hansen, 2020), and is particularly important and desired for newer faculty (Welling et al., 2015). Sense of belonging and a connectedness to colleagues and departmental culture can also contribute to faculty retention, particularly for faculty of color (Torres, n.d.).

Creating more inclusive and equitable institutions of higher education can be thought of as an institution's commitment to diversity (Caldani, 2020; Owen, 2009). Although many colleges and universities have held goals of recruiting diverse faculty, particularly racially diverse faculty, institutions continue to struggle in doing so (Aguilar & Johnson, 2017; Griffin, 2019; York & Griffin, 2017). Additionally, once recruited, diverse faculty can feel negative or hostile campus climates, generally unsupported in their new positions, and that their institutions offer no specific support for people with their identities (Aguilar & Johnson, 2017). Although institutions have placed a lot of emphasis on gender and racial/ethnic diversity, it's important that commitment to diversity include broad notions of diversity that include gender beyond a binary, national origin, age, sexual identity, (dis)ability, religious, and political backgrounds (Haeger et al., 2018; Romero, Jr., 2017).

It's also important to use a broad definition of diverse faculty when examining the negative affective components of faculty teaching environments. Faculty across disciplinary fields, identity demographics, and employment characteristics have reported experiencing discrimination, harassment, or isolation (Hurtado & BrckaLorenz, 2016). Harassment and discrimination have a great impact on faculty decisions to stay at their institutions (Eduful, 2021; Martinez et al., 2017) and that these experiences happen regardless of the stage of their faculty career (Yang & Carroll, 2018). Additionally, for minority faculty, discrimination is negatively linked to physical and mental wellbeing (Zambrana et

al., 2020)., and racial microaggressions can lead to emotional withdrawal from work, a loss of confidence, a general stifling of success, and burnout from the professoriate (Harris et al., 2021). These experiences can be traumatic, silencing, barriers to success and cause a considerable amount of stress (Aguirre, Jr., 2020).

Such stress, including from sources such as evaluation of classroom practices, research and publication productivity, service and other institutional time commitments, and supporting an ever-changing student body can greatly impact the performance and wellbeing of faculty (Kennette & Lin, 2019). This is especially true for traditionally marginalized or minoritized groups of faculty (Zambrana et al., 2020; Zambrana, 2018). Faculty emotions and both work-related and non-work-related stress are significant contributors to faculty burnout, decreased work performance, and physical and mental wellbeing (Sabagh et al., 2018; Zábrodská et al., 2018). Due to a wide variety of reasons, faculty work can be very stressful with new faculty being more susceptible to stress-induced burnout and ultimately turnover (Watts & Robertson, 2011).

Outcomes of a Healthy Teaching Environment

Given the CUTE framework, an institution with a healthy teaching environment will have a positive climate for diversity, teaching processes and policies that promote flexibility and equity in teaching, leaders and colleagues who encourage and support faculty and respect teaching, adequate resources and support structures for faculty to teach well, and faculty who feel respected, sense that they belong, can effectively deal with the stressors in their work, and seek to teach well because they are intrinsically motivated to do so. How healthy a teaching environment is directly affects many outcomes for faculty and the institutions at which they teach.

Faculty Outcomes. As suggested<<Can use lit to connect to individual faculty outcomes like greater use of effective teaching practices and being more inclusive in their teaching>> Though all aspects of a healthy teaching environment are only now starting to be examined all at once, with the

advent of the CUTE framework, research and theory point to essential outcomes directly tied to such an environment. First and foremost, scholarship suggests that key components of a healthy teaching environment are tied to more effective teaching (Feldman & Paulson, 1999; Stupnisky et al., 2019; Stupnisky et al., 2018). In addition, healthier teaching environments should promote faculty well-being (Gappa et al., 2005) and more inclusive course instruction (Hurtado et al., 2012).

Institutional Outcomes. In addition, at the institution level, healthy teaching environments should be reflected in more inclusive curricula (e.g., general education) and programs, improved student outcomes (including students' sense of belonging, learning, persistence, and graduation rates), and a healthier faculty and students as well as greater equity and justice on campuses.

[EXPAND ON OUTCOMES]

An Application of the CUTE Framework

Three of the largest, national surveys of faculty in the United States focus on aspects of faculty teaching behaviors (Faculty Survey of Student Engagement, FSSE, n.d.; HERI Faculty Survey, n.d.) and job satisfaction (Faculty Job Satisfaction Survey, n.d.). Additionally, with respect to teaching, these surveys target the quality of teaching and faculty practice as they relate to undergraduates, largely ignoring the faculty role in educating and mentoring graduate students. Although each of these surveys have optional items that ask faculty about perceptions of their campus environment and institutional supports, there is no large-scale assessment of faculty that focuses on their specific needs, motivations, and support for teaching. Often climate or environmental studies are done locally (Hart & Fellabaum, 2008) or in response to a particular issue, further complicating what we know about these issues as a field. Therefore, the cultures, climates, and environments for faculty teaching are mostly unknown outside of local contexts and are unlikely to focus on all the aspects presented here. This framework provides a structure for institutions to understand the teaching environments in their local context and for researchers to understand teaching environments in higher education more broadly.

Developed in conjunction with the creation of this framework, we created an assessment instrument to capture faculty experiences within each of the core components of the CUTE framework. Piloted in 2020, the inaugural launch of the CUTE survey took on a very different form. As coronavirus cases mounted across the world, and colleges and universities started to move their teaching online, the CUTE survey focused on practices in these very specific times. Questions examined shifts in teaching practices, what went well, what continued to be a challenge, how faculty chose to adapt, and how that impacted faculty work overall. Twenty-four colleges and universities in the U.S. participation in this first administration, and with these findings, institutions were able to learn about critical ways they could support their faculty, and subsequently students, during a period requiring both small and large shifts in teaching practices. By investigating what went well, what continued to be a challenge, how faculty chose to adapt, and how that impacted faculty work overall, we were able to gain important insights into how to support faculty both in this disrupted time and in future times of crisis.

The 2021 administration of the CUTE survey project was much more closely aligned with the overarching goals of the CUTE framework given the lesser focus on issues related to the pandemic. Twenty institutions participated in the fall 2020 administration of the CUTE survey so that they could investigate in what areas they are doing well or could improve in providing supportive environments for quality teaching.

[INSERT SPECIFIC DESCRIPTION OF ITEMS WITHIN THEMES]

A mapping of CUTE survey items to content areas can be found in the Appendix.

With these results, institutions can learn about the extent to which they are satisfying faculty teaching needs, inspiring positive motivations for teaching, providing adequate teaching resources, creating environments conducive to collegial teaching interactions with peers, and fostering productive interactions with students. We hope that this project will encourage institutions to identify groups of

faculty that experience more supportive environments for teaching and pay particular attention to traditionally marginalized groups of faculty who may be experiencing inequitable treatment. The CUTE framework and assessment instrument rely on a foundation of support for diversity so we hope that institutions can use this information to help support the diversity, equity, and inclusion goals that they have both for faculty themselves and for the students that these faculty teach.

References

Aguirre, Jr., A. (2020). Microaggressions, marginalization, and stress: Issues of identity, place, and home for minority faculty in academia. In L. T. Benuto, M. P. Duckworth, A. Masuda, & W. O'Donohue (Eds.), *Prejudice, Stigma, Privilege, and Oppression: A behavioral Health Handbook* (pp. 361-372). Springer.

Aguilar, D. & Johnson, J. M. (2017). Queer faculty and staff of color: Experiences and expectations. In J. M. Johnson & G. Javier (Eds.), *Queer People of Color in Higher Education* (pp. 57-71). Information Age Publishing, Inc.

Berheide, C. W., Watanabe, M., Falci, C., Borland, E., Bates, D. C., & Anderson-Hanley, C. (2020). Gender, type of higher education institution, and faculty work-life integration in the United States. *Community, Work & Family*. https://doi.org/10.1080/13668803.2020.1776220

Bolizter, L. A. (2019). I really wanted to attend but it never happened: Instructional development for adjunct faculty. *The Journal of Faculty Development*, *33*(2), 69-76.

Bilimoria, D., & Stewart, A. J. (2009). "Don't Ask, Don't Tell": The academic climate for lesbian, gay, bisexual, and transgender faculty in science and engineering. *NWSA Journal*, *21*(2), 85-103. https://www.jstor.org/stable/20628175

BrckaLorenz, A., Yuhas, B., & Stupnisky, R. (2017). Why do we teach? Examining faculty teaching experiences and motivation. Program presented at the 2017 POD Network conference, Montreal, Quebec. http://hdl.handle.net/2022/24386

BrckaLorenz, A., Nelson Laird, T., Yuhas, B., Strickland, J., & Fassett, K. *Faculty types and effective teaching: A cautionary exploration of how faculty spend their time* [Paper presentation]. American Educational Research Association Annual Meeting, New York.

Brenner, A. M., Beresin, E. V., Coverdale, J. H., Louie, A. K., Balon, R., Guerrero, A. P. S., & Weiss Roberts, L. (2018). Time to teach: Addressing the pressure on faculty time for education. *Acad Psychiatry*, *42*, 5-10. https://doi.org/10.1007/s40596-017-0851-9

Bode, R. K. (1999). Mentoring and collegiality. In R. J. Menges (Ed.), Faculty in new jobs: A guide to settling in, becoming established, and building institutional support. (pp. 118–144). San Francisco, CA: Jossey-Bass.

Bozeman, B., Fay, D., & Gaughan, M. (2013). Power to Do...What? Department Heads' Decision Autonomy and Strategic Priorities. Research in Higher Education, 54(3), 303–328. https://doi.org/10.1007/s11162-012-9270-7

Caldani, P. (2020). Implementing inclusivity in higher education: Differences in faculty members' perceptions of diversity climate (Publication No. 28089851) [Doctoral dissertation, University of La Verne]. ProQuest Dissertations and Theses Global.

Campbell, C.M., & O'Meara, K. (2014). Faculty Agency: Departmental Contexts that Matter in Faculty Careers. Research in Higher Education, 55(1), 49–74.

Chávez, K., & Mitchell, K. M. W. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. *PS: Political Science & Politics, 53*(2), 270-274. https://doi.org/10.1017/S1049096519001744

Cipriano, R. E., & Jeffrey L. Buller, J. L. (2012). Rating Faculty Collegiality. Change, 44(2), 45–48. https://doi.org/10.1080/00091383.2012.655219

College + University Teaching Environment. (n.d.) Indiana University Center for Postsecondary Research. https://cutesurvey.iu.edu/

Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., & Willett, G. (2016). *Faculty Development and Student Learning: Assessing the Connection.* Indiana University Press.

Corneille, M., Lee, A., Allen, S., Cannady, J., & Guess, A. (2019). Barriers to the advancement of women of color faculty in STEM: The need for promoting equity using an intersectional framework. *Quality, Diversity and Inclusion*, *38*(3), 328-348.

Delello, J. A., McWhorter, R. R., & Marmion, S. H. (2018). Understanding the productivity of faculty members in higher education. *International Journal of Management in Education*, *12*(2), 154-178. http://dx.doi.org/10.1504/IJMIE.2018.090738

Denson, N. & Szelenyi, K. (2020). Faculty perceptions of work-life balance: The role of marital/relationship and family status. *Higher Education*. https://doi.org/10.1007/s10734-020-00654-8

Denson, N., Szelenyi, K., & Bresonis, K. (2018). Correlates of work-life balance for faculty across racial/ethnic groups. *Research in Higher Education*, *59*, 226-247.

Durodoye, Jr., R., Gumpertz, M., Wilson, A., Griffith, E., & Ahmad, S. (2020). Tenure and promotion outcomes at four large land grant universities: Examining the role of gender, race, and academic discipline. *Research in Higher Education*, *61*, 628-651.

Eduful, J. (2021). Predictors of faculty retention and turnover intent in state system institutions: An institution's work environment (organizational structure) impacts on faculty gender composition and intention to leave or stay [Unpublished doctoral dissertation]. South Dakota State University.

Faculty Job Satisfaction Survey. (n.d.) Collaborative on Academic Careers in Higher Education. https://coache.gse.harvard.edu/faculty-job-satisfaction-survey

Faculty Survey of Student Engagement. (n.d.) Indiana University Center for Postsecondary Research. https://fsse.indiana.edu

Feldman, K. A., & Paulsen, M. B. (1999). Faculty Motivation: The Role of a Supportive Teaching Culture. *New directions for teaching and learning*, *78*, 71-78. https://doi.org/10.1002/tl.7807

Field, C. C. & Jones, G. A. (2016). *A Survey of Sessional Faculty in Ontario Publicly-Funded Universities*. Centre for the Study of Canadian and International Higher Education, OISE-University of Toronto.

Finkelstein, S., Sharma, U., & Furlonger, B. (2018). The inclusive practices of classroom teachers: A scoping review and thematic analysis. *International Journal of Inclusive Education*, *25*(6), 735-762. https://doi.org/10.1080/13603116.2019.1572232

Gappa, J. M., Austin, A. E., & Trice, A. G. (2005). Rethinking academic work and workplaces. *Change*, *37*(6), 32-39. https://doi.org/10.3200/CHNG.37.6.32-39

Gentry, R. & Stokes, D. (2015). Strategies for professors who service the university to earn tenure and promotion. *Research in Higher Education Journal*, *29*, 1-13.

Gillespie, D., Dolšak, N., Kochis, B., Krabill, R., Lerum, K., Peterson, A., & Thomas, E. (2005). Research Circles: Supporting the Scholarship of Junior Faculty. Innovative Higher Education, 30(3), 149–162. https://doi.org/10.1007/s10755-005-6300-9

Griffin, K. A. (2019). Redoubling our efforts: How institutions can affect faculty diversity. *Race and Ethnicity in Higher Education: A Status Report*. American Council on Education.

Green, R. G. (2008). Tenure and promotion decisions: The relative importance of teaching, scholarship, and service. *Journal of Social Work Education*, *44*(2), 117-128. https://doi.org/10.5175/JSWE.2008.200700003

Guillaume, R. O. & Apodaca, E. C. (2020). Early career faculty of color and promotion and tenure: The intersection of advancement in the academy and cultural taxation. *Race Ethnicity and Education*. https://doi.org/10.1080/13613324.2020.1718084

Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review, 72*(3), 330–365.

Haeger, H., BrckaLorenz, A., & Wise, J. (March 24, 2018). Diversifying the professoriate: Designing systems to interrupt inequality [Conference session]. AAC&U Diversity, Equity, and Inclusive Democracy Conference, San Diego, CA. http://hdl.handle.net/2022/23753

Hansen, K. D. (2020). *Psychosocial factors and early career college faculty: Teacher identity, teaching self-efficacy, and sense of belonging* [Unpublished doctoral dissertation]. The University of Western Ontario.

Haras, C., Taylor, S. C., Sorcinelli, M. D., von Hoene, L. (2017). *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development*. American Council on Education. www.acenet.edu/TeachingExcellence

Harris, J. C., Snider, J. C., Anderson, J. L., & Griffin, K. A. (2021). Multiracial faculty members' experiences with multiracial microaggressions. *American Journal of Education*, *127*, 531-561.

Hart, J., & Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, *1*(4), 222-234. https://doi.org/10.1037/a0013627

HERI Faculty Survey (n.d.) Higher Education Research Institute & Cooperative Institutional Research Program. https://heri.ucla.edu/heri-faculty-survey/

Hughes, A. K., Horner, P. S., & Vélez Ortiz, D. (2012). Being the Diversity Hire: Negotiating Identity in an Academic Job Search. Journal of Social Work Education, 48(3), 595–612. https://doi.org/10.5175/JSWE.2012.201000101

Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing condition for student success. In J. C. Smart & M. B. Paulsen (Eds.), *Higher Education: Handbook of Theory and Research* (Vol. 27, pp. 41-122). Springer. https://doi.org/10.1007/978-94-007-2950-6_2

Hurtado, S. S. & BrckaLorenz, A. (2016). *Understanding faculty experiences with discrimination: The role of intersecting identity and institutional characteristics* [Paper presentation]. American Educational Research Association Annual Meeting, Washington, DC.

Ilie, M. D., Maricutoui, L. P., Iancu, D. E., Smarandache, I. G., Mladenovici, V., Stoia, D. C. M., & Toth, S. A. (2020). Reviewing the research on instructional development programs for academics. Trying to tell a different story: A meta-analysis. *Educational Research Review*, *30*. https://doi.org/10.1016/j.edurev.2020.100331

Jacob, B. A., Strange, K., & De Vlieger, P. (2017). Measuring up: Assessing instructor effectiveness in higher education. *Education Next*, *17*(3), 68-74.

Kayes, P. E. (2006). New paradigms for diversifying faculty and staff in higher education: Uncovering cultural biases in the search and hiring process. *Multicultural Education*, *14*(2), 65-69.

Kennette, L. N. & Lin, P. S. (2019). Focusing on faculty stress. *Transformative Dialogues: Teaching and Learning Journal*, *12*(1), 1-4.

Kwok, C. Y. N. (2018). Psychological experiences of contingent faculty in oppressive working conditions. *Journal of the Professoriate*, *9*(2), 1-27.

Laursen, S., & Rocque, B. (2009). Faculty Development for Institutional Change: Lessons from an Advance Project. Change, 41(2), 18–26. https://doi.org/10.3200/CHNG.41.2.18-26

Lindholm, J. A. (2004).Pathways to the professoriate: the role of self-others and environment in shaping academic career aspirations.

Lumpkin, A. (2011). A Model for Mentoring University Faculty. Educational Forum, 75(4), 357–368.

Macdonald, R. H., Beane, R. J., Baer, E. M. D., Eddy, P. L., Emerson, N. R., Hodder, J., Iverson, E. R., McDaris, J. R., O'Connell, K, & Orman, C. J. (2019). Accelerating change: The power of faculty change agents to promote diversity and inclusive teaching practices. *Journal of Geoscience Education*, *67*(4), 285-286. https://doi.org/10.1080/10899995.2019.1624679

Marchiondo, L. A., Verney, S. P., & Venner, K. L. (2021). Academic leaders' diversity attitudes: Their role in predicting faculty support for institutional diversity. Journal of Diversity in Higher Education. Advance online publication. https://doi.org/10.1037/dhe0000333

Martinez, L R., O'Brien, K. R., & Hebl, M. R. (2017). Fleeing the ivory tower: Gender differences in the turnover experiences of women faculty. *Journal of Women's Health*, *26*(5), n.p. https://doi.org/10.1089/jwh.2016.6023

Mendzheritskaya, J. & Hansen, M. (2019). The role of emotions in higher education teaching and learning processes. *Studies in Higher Education*, *44*(10), 1709-1711. https://doi.org/10.1080/03075079.2019.1665306

Mertz, N. T. (2011). Women of color faculty: Recruitment, hiring, and retention (pp. 41-71). In G. Jean-Marie & B. Lloyd-Jones (Eds.) *Women of Color in Higher Education: Changing Directions and New Perspectives (Diversity in Higher Education, Vol 10)*. Emerald Group Publishing Limited.

Mills, M., Huffman, A., Dunbar, N., Howes, S. S., Fleming, L. (2018). Invisibility in the profession: A qualitative examination of the experiences of contingent faculty. *Academic of Management Proceedings*, *2018*(1). https://doi.org/10.5465/AMBPP.2018.11192abstract

Minshew, L. M., Zeeman, J. M., Olsen, A. A., Bush, A. A., Patterson, J. H., & McLaughlin, J. E. (2021). Qualitative Evaluation of a Junior Faculty Team Mentoring Program. American Journal of Pharmaceutical Education, 85(4), 288–296.

Misra, J., Lundquist, J. H., & Templar, A. (2012). Gender, work time, and care responsibilities among faculty. *Sociological Forum*, *27*(2), 300-323. https://doi.org/10.1111/j.1573-7861.2012.01319.x

Moses, Y. T. (1997). Black Women in Academe: Issues and Strategies. In Black Women in the Academy: Promises and Perils (pp. 23–37). University Press of Florida.

O'Meara, K., Beise, E., Culpepper, D., Misra, J., & Jaeger, A. (2020). Faculty work activity dashboards: A strategy to increase transparency. *Change: The Magazine of Higher Learning*, *52*(3), 34-42. https://doi.org/10.1080/00091383.2020.1745579

O'Meara, K., Kuvaeva, A., Nyunt, G., Waugaman, C., & Jackson, R. (2017). Asked more often: Gender differences in faculty workload in research universities and the work interactions that shape them. *American Educational Research Journal, 54*(6), 1154-1186. https://doi.org/10.3102%2F0002831217716767

O'Meara, K., Lennarts, C. J., Kuvaeva, A., Jaeger, A., & Misra, J. (2019). Department conditions and practices associated with faculty workload satisfaction and perceptions of equity. *The Journal of Higher Education*, *90*(5), 744-772. https://doi.org/10.1080/00221546.2019.1584025

Owen, D. S. (2009). Privileged social identities and diversity leadership in higher education. *The Review of Higher Education*, *32*(2), 185-207. https://doi.org/10.1353/rhe.0.0048

Owens, J., Kottwitz, C., Tiedt, J., & Ramirez, J. (2018). Strategies to attain faculty work-life balance. *Building Healthy Academic Communities Journal*, *2*(2), 58-73. http://dx.doi.org/10.18061/bhac.v2i2

Romero, Jr., A. (2017). Best practices for recruiting and retaining diverse faculty for institutions of higher education. *CUNY Academic Works*, *2017*(158), n.p.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guildford Publications.

Sabagh, Z., Hall, N. C., & Saroyan, A. (2018). Antecedents, correlates, and consequences of faculty burnout. *Educational Research*, *60*(2), 131-156. https://doi.org/10.1080/00131881.2018.1461573

Sensoy, O. & Diangelo, R. (2017). "We are all for diversity, but…": How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Educational Review*, *87*(4), 557-580. https://doi.org/10.17763/1943-5045-87.4.557

Schimanski, L. A., & Alperin, J. P. (2018). The evaluation of scholarship in academic promotion and tenure processes: Past, present, and future. *F1000Research*, 7, 1605. https://doi.org/10.12688/f1000research.16493.1

Schneider, M. & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. *Psychological Bulletin*, *143*(6), 565-600. https://doi.org/10.1037/bul0000098

Schnell, T., Hoge, T., & Weber, W. G. (2019). Belonging and its relationship to the experience of meaningful work. In R. Yeoman, C. Bailey, A. Madden, & M. Thomson (Eds.), *The Oxford handbook of meaningful work* (1st ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198788232.001.0001

Stupnisky, R. H., BrckaLorenz, A., & Nelson Laird, T. F. (2019). How does research motivation type relate to success? A test of self-determination theory. *International Journal of Education Research*, *98*(2019), 25-35. https://doi.org/10.1016/j.ijer.2019.08.007

Stupnisky, R. H., BrckaLorenz, A., Yuhas, B., & Guay, R. (2018). Faculty members' motivation for teaching and best practices: Testing a model based on self-determination theory across institution types. *Contemporary Educational Psychology*, *53*(2018), 15-26. https://doi.org/10.1016/j.cedpsych.2018.01.004

Torres, L. (n.d.) Retention of faculty of color [Toolkit]. Marquette University. https://www.marquette.edu/diversity/documents/retention-faculty-of-color-toolkit.pdf

Tuitt, F. A., Sagaria, M. A. D., Turner, C. S. V. (2007). Signals and strategies in hiring faculty of color (pp. 497-535). In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research (Vol 22)*. Springer.

Watts. J. & Robertson, N. (2011). Burnout in university teaching staff: A systematic literature review. *Educational Research*, *53*(1), 33-50. https://doi.org/10.1080/00131881.2011.552235

Webber, K. L. & Rogers, S. M. (2018). Gender differences in faculty member job satisfaction: Equity forestalled? *Research in Higher Education*, *59*, 1105-1132.

Welling, S., Ferluga, K., Luoma, K., Berens, M., & Offenbecker, S. (2015). *Utilizing mentoring to examine esteem, efficacy, and connectedness in new employees* [Poster presentation]. 26th international Nursing Research Congress, San Juan, Puerto Rico.

Winkler, J. A. (2004). Faculty reappointment, tenure, and promotion: Barriers for women. *The Professional Geographer*, *52*(4), 737-750. https://doi.org/10.1111/0033-0124.00262

Wilton, S. & Ross, L. (2017). Flexibility, sacrifice and insecurity: A Canadian study assessing the challenges of balancing work and family in academia. *Journal of Feminist Family Therapy*, *29*(1-2), 66-87. https://doi.org/10.1080/08952833.2016.1272663

Wojcik, J. (2017). *The relationship between sense of belonging and instructor self-efficacy among online adjunct faculty in higher education* [Unpublished doctoral dissertation]. Florida Atlantic University.

Wolverton, M., Gmelch, W. H., Wolverton, M. L., & Sarros, J. C. (1999). A comparison of department chair tasks in Australia and the United States. Higher Education, 38(3), 333-350.

Yang, Y. & Carroll, D. W. (2018). Gendered microaggressions in science, technology, engineering, and mathematics. *Leadership and Research in Education*, *4*, 28-45.

York, T. T. & Griffin, K. A. (2017). Diversifying the STEM professoriate: Defining the issue at hand. *CAHSI's INCLUDES Conference*. Retrieved from https://par.nsf.gov/biblio/10041363

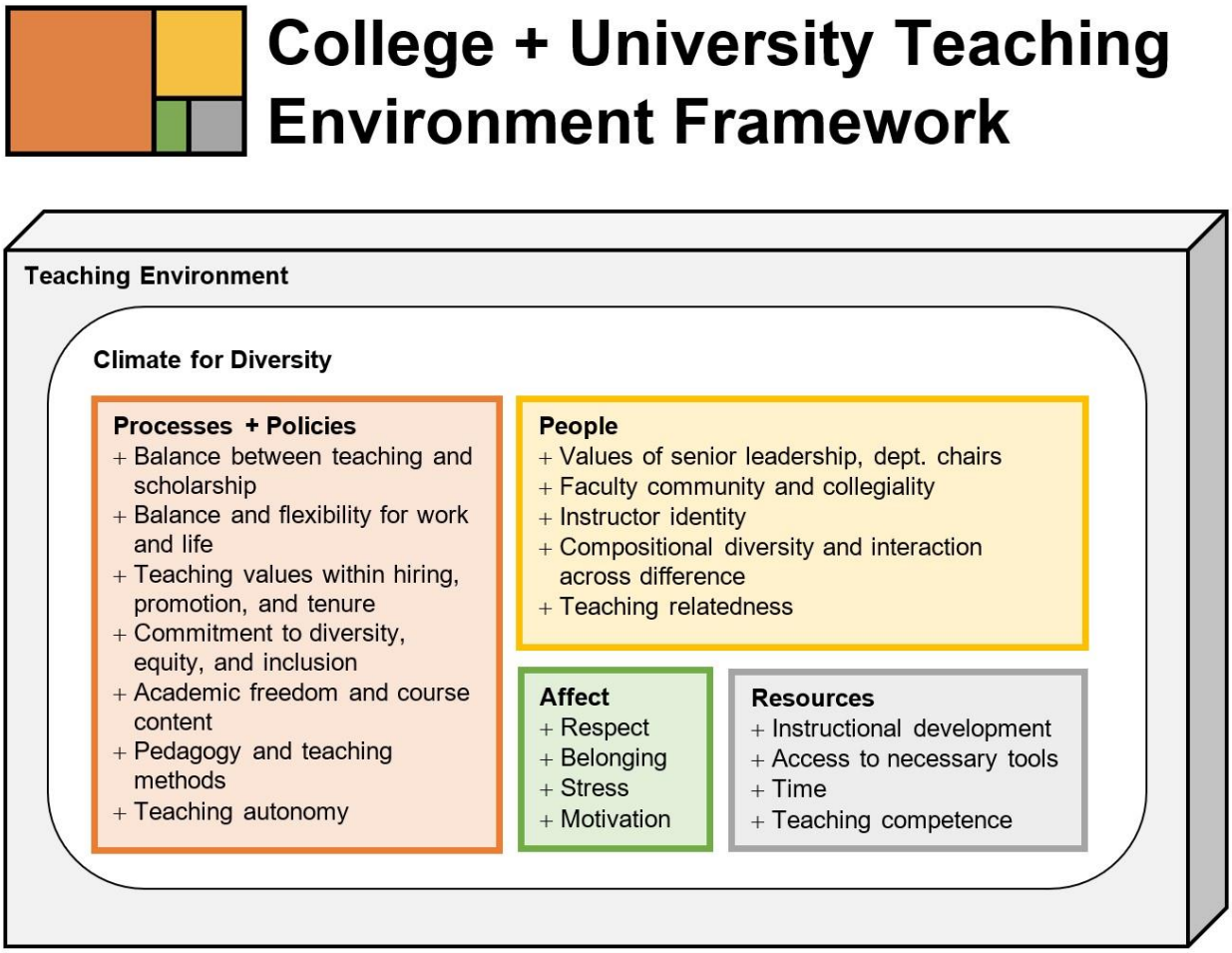
Zambrana, R. E. (2018). *Toxic ivory towers: The consequences of work stress on underrepresented minority faculty*. Rutgers University Press.

Zambrana, R. E., Burciaga Valdez, R., Pittman, C. T., Bartko, R., Weber, L., & Parra-Medina, D. (2020). Workplace stress and discrimination effects on the physical and depressive symptoms of underrepresented minority faculty. *Stress and Health*, *37*, 175-185. https://doi.org/10.1002/smi.2983

Zábrodská, K., Mudrák, J., Šolcová, I., Květon, P., Blatný, M., & Machovcová, K. (2018). Burnout among university faculty: The central role of work-family conflict. *Educational Psychology*, *38*(6), 800-819. https://doi.org/10.1080/01443410.2017.1340590

Zitko, P. A. & Schultz, K. (2020). The adjunct model as an equity crisis in higher education: A qualitative inquiry into the lived experiences of "part-time" community college faculty in northern California (EJ1292069). *Education Leadership Review of Doctoral Research*, *8*, 1-19. ERIC. https://eric.ed.gov/?id=EJ1292069

Figure 1. Visual Representation of the College + University Teaching Environment Framework



BrckaLorenz, A. (2021). College + university teaching environment framework. Center for Postsecondary Research. https://cutesurvey.iu.edu

Appendix. Map of Items to Content Areas and Literature

Processes and Policies		
Balance between teaching and scholarship, SoTL	**4. How much do you agree or disagree with the following statements?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **BWteach** My institution values my teaching. b. **BWresearch** My institution values my research, creative, or scholarly activities. c. **BWservice** My institution values my service. d. **BWreason** My institution's expectations for how much teaching, research, and service that I should do are reasonable. e. **BWsatis** I am satisfied with the proportions of teaching, research, and service in my work. f. **BWmultiple** I have ample opportunities to participate in activities that blend my teaching with other aspects of my work (Scholarship of Teaching and Learning, faculty learning communities, research with students, etc.).	(Berheide et al., 2020; Denson, et al., 2018; Eduful, 2021; Feldman & Paulsen, 1999; O'Meara et al., 2020; Owens et al., 2018)
Balance and flexibility for work and life	**2. How much do you agree or disagree with the following statements?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **BLwork** I am satisfied and rewarded by my work. b. **BLcareer** I am satisfied with the current trajectory of my career and personal life. c. **BLtime** I am satisfied with the amount of time I can devote to non-work activities. d. **BLactivities** I can adequately take part in activities that reinvigorate me. e. **BLbalance** I am satisfied with my current work and personal life balance. f. **BLvalues** My work closely reflects my personal values. g. **BLflexible** I have adequate flexibility in my work to respond to personal matters or emergencies. h. **BLpolicy** I am satisfied with my institution's policies for extended time off (family leave, pausing the tenure clock, etc.). i. **BLdept** My department supports both my work and personal needs.	(Gappa et al., 2005; Misra et al., 2012; O'Meara et al., 2017; 2019; 2020; Weber & Rogers, 2018; Wilton & Ross, 2017)
Teaching values within hiring, promotion, and tenure	**26a. MRposition Is your position reviewed as part of a merit process?** *Response options:* **1** *Yes,* **0** *No* **26b. [If yes] How much do you agree or disagree with the following statements about the merit review process at your institution?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree*	(Corneille, 2019; Durodoye Jr., 2020; Feldman & Paulsen, 1999; Gentry & Stokes, 2015; Green, 2008; Guillaume & Apodaca,

	a. **MRadvise** I have been adequately advised about the merit review process, including standards and criteria. b. **MRreason** The expectations of the merit review process are reasonable. c. **MRfair** The merit review process is fair. d. **MRsatis** I am satisfied with the merit review process. **26c. How important are the following in the merit review process at your institution?** *Response options:* **4** *Essential,* **3** *Very important,* **2** *Important,* **1** *Somewhat important,* **0** *Not at all important* a. **MRlearn** Contributions to student learning b. **MRteach** Teaching practices, skills, and abilities c. **MRsotl** Scholarship of teaching and learning d. **MRaward** Teaching awards e. **MRevals** End-of-term course evaluations f. **MRtpd** Professional development for the improvement of teaching **27a. TRposition Is your position reviewed as part of a tenure or promotion process?** *Response options:* **1** *Yes,* **0** *No* **27b. [If yes] How much do you agree or disagree with the following statements about the tenure or promotion process at your institution?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **TRadvise** I have been adequately advised about the tenure or promotion process, including standards and criteria. b. **TRreason** The expectations of the tenure or promotion process are reasonable. c. **TRfair** The tenure or promotion review process is fair. d. **TRsatis** I am satisfied with the tenure or promotion process. **27c. How important are the following in the tenure or promotion process at your institution?** *Response options:* **4** *Essential,* **3** *Very important,* **2** *Important,* **1** *Somewhat important,* **0** *Not at all important* a. **TRlearn** Contributions to student learning b. **TRteach** Teaching practices, skills, and abilities c. **TRsotl** Scholarship of teaching and learning d. **TRaward** Teaching awards e. **TRevals** End-of-term course evaluations f. **TRtpd** Professional development for the improvement of teaching	2020; Schimanski et al., 2018; Winkler, 2004)

	29a. HRhiring Within the past 3 years, have you been part of a hiring decision for faculty at your institution? *Response options: 1 Yes, 0 No* **29b. [If Yes] How important were the following in the hiring process?** *Response options: 4 Essential, 3 Very important, 2 Important, 1 Somewhat important, 0 Not at all important* a. **HRlearn** Contributions to student learning b. **HRteach** Teaching practices, skills, and abilities c. **HRsotl** Scholarship of teaching and learning d. **HRaward** Teaching awards e. **HRevals** End-of-term course evaluations f. **HRtpd** Professional development for the improvement of teaching	
Commitment to diversity, equity, and inclusion	**15. In your experience, how committed to diversity, equity, and inclusion efforts are the following people at your institution?** *Response options: 4 Very committed, 3 Quite committed, 2 Committed, 1 Somewhat committed, 0 Not at all committed* **DCdept** Department colleagues **DCchair** Department chair **DCleaders** Upper-level administrators (deans, provosts, vice presidents, president, etc.) **DCfaculty** Faculty colleagues from other departments **DCsaffairs** Student affairs professionals **18. How much do you agree or disagree with the following statements?** *Response options: 6 Strongly agree, 5 Agree, 4 Slightly agree, 3 Slightly disagree, 2 Disagree, 1 Strongly disagree* a. **RSconflict** My institution is committed to resolving conflicts that involve bias, discrimination, and prejudice. b. **RSresolve** My institution helps people resolve their disagreements with each other. c. **RSwellbeing** My institution encourages people to contribute to the well-being of their community. d. **RSfaculty** Faculty at this institution respect one another. e. **RSadmin** Faculty at this institution respect the administrative staff. f. **RSstudents** Faculty at this institution respect the students. **28a. RPdiscrim Are you aware of inappropriate discrimination in the *merit, tenure, or promotion* processes at your institution?** *Response options: 1 Yes, 0 No*	(Durodoye Jr., 2020; Gentry & Stokes, 2015;

	28b. [If Yes] RPbasis Upon what was it based? (Select all that apply.) 1 *Selected*, 0 *Not selected* ☐ **RPage** Age ☐ **RPcitizen** Country of citizenship ☐ **RPability** Disability or impairment ☐ **RPecon** Economic status or class ☐ **RPgender** Gender identity ☐ **RPpolitics** Political views ☐ **RPrace** Racial or ethnic identification ☐ **RPreligion** Religious or spiritual views ☐ **RPsexorient** Sexual orientation ☐ **RPother** Other, please specify: **RPother_txt** **30a. HRdiscrim Are you aware of inappropriate discriminatory *hiring* practices at your institution?** *Response options:* 1 *Yes,* 0 *No* **30b. [If Yes] HRbasis Upon what were they based? (Select all that apply.)** 1 *Selected*, 0 *Not selected* ☐ **HRage** Age ☐ **HRcitizen** Country of citizenship ☐ **HRability** Disability or impairment ☐ **HRgender** Gender identity ☐ **HRecon** Economic status or class ☐ **HRpolitics** Political views ☐ **HRrace** Racial or ethnic identification ☐ **HRreligion** Religious or spiritual views ☐ **HRsexorient** Sexual orientation ☐ **HRother** Other, please specify: **HRother_txt**	Guillaume & Apodaca, 2020; Hurtado et al., 2012; Kayes, 2006; Mertz, 2011; Sensoy & Diangelo, 2017; Tuitt et al., 2007; Winkler, 2004)
Academic freedom and course content, values and recognition for inclusion of diversity in the curriculum	**14. With respect to your courses, how important are the following to you?** *Response options:* 4 *Essential,* 3 *Very important,* 2 *Important,* 1 *Somewhat important,* 0 *Not at all important* a. **CDinst** Increasing the inclusion of diversity in your institution's curriculum b. **CDdept** Increasing the inclusion of diversity in your department's curriculum c. **CDbiases** Helping students recognize their own cultural norms and biases d. **CDcultures** Creating opportunities for students to learn about other cultures e. **CDequity** Creating opportunities for students to discuss issues of equity or privilege f. **CDassigns** Helping students include diverse perspectives in course discussions or assignments g. **CDconnect** Helping students connect their learning to societal problems or issues	(Feldman & Paulsen, 1999; Ryan & Deci, 2000; 2017)

Pedagogy and teaching methods, inclusion of diversity in the curriculum, inclusive pedagogy	**13. How much do the following characterize your courses?** *Response options:* **4** *Very much,* **3** *Quite a bit,* **2** *Some,* **1** *Very little,* **0** *Not at all* a. **DIconnect** Students gain an understanding of how course topics connect to societal problems or issues. b. **DIskill** Students develop skills necessary to work effectively with people from various backgrounds. c. **DIcontribute** The course content covers contributions to the field by people from multiple cultures. d. **DIapproach** The course emphasizes multiple approaches to analyzing issues or solving problems. e. **DIstudents** You learn about student characteristics to improve class instruction. f. **DIyourbias** You explore your own cultural and scholarly biases as part of class preparation. g. **DIbiases** You address your potential biases about course-related issues during class. h. **DImethods** You vary your teaching methods to allow for the multiple ways students learn. i. **DIactive** The classroom atmosphere encourages the active participation of all students. j. **DIempower** Students feel empowered in their learning. k. **DIevaluate** You evaluate student learning using multiple techniques. l. **DIadjust** You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs. **12. How concerned are you about effectively dealing with the following in your courses?** *Response options:* **4** *Very concerned,* **3** *Concerned,* **2** *Somewhat concerned,* **1** *A little concerned,* **0** *Not at all concerned* a. **CCincivility** Student incivility b. **CCconflict** Conflict between students c. **CCevent** Controversial or disruptive events on campus d. **CCclassdisc** Student disclosure of sensitive information during class e. **CCassigndisc** Student disclosure of sensitive information in course assignments f. **CCbeliefs** Differing beliefs or opinions between you and students, or among students	(Gappa et al., 2005; Hurtado et al., 2012)
Teaching autonomy	**1. As you have been preparing for the fall semester, how often have you felt the following about your teaching?** *Response options:* **4** *Very often,* **3** *Often,* **2** *Sometimes,* **1** *Rarely,* **0** *Never* • **BNautoA** A sense of freedom to make my own choices. • **BNautoB** My decisions reflect what I really want. • **BNautoC** My choices express who I really am as a teacher. • **BNautoD** I do what really interests me.	(BrckaLorenz et al., 2017; Feldman & Paulsen, 1999; Ryan & Deci, 2000; 2017; Stupnisky et al., 2018; 2019)

People-Josclynn		
Values of senior leadership and department chairs	**20. How much do upper-level administrators (deans, provosts, vice presidents, president, etc.) at your institution do the following?** *Response options:* **4** *Very much,* **3** *Quite a bit,* **2** *Some,* **1** *Very little,* **0** *Not at all* a. **SLcommit** Demonstrate a commitment to diversity b. **SLresource** Provide faculty with the resources needed for success in a multicultural world c. **SLcommun** Create a sense of community among faculty d. **SLstigma** Ensure that people are not stigmatized because of their identities (racial/ethnic, gender, religious, sexual orientation, etc.) e. **SLinfo** Provide information about anti-discrimination and harassment policies f. **SLdiscrim** Take allegations of discrimination or harassment seriously g. **SLskills** Help faculty develop the skills to confront discrimination and harassment **9. In your experience, how committed to quality teaching are the following people at your institution?** *Response options:* **4** *Very committed,* **3** *Quite committed,* **2** *Committed,* **1** *Somewhat committed,* **0** *Not at all committed* a. **TCdept** Department colleagues b. **TCchair** Department chair c. **TCleaders** Upper-level administrators (deans, provosts, vice presidents, president, etc.) d. **TCfaculty** Faculty colleagues from other departments e. **TCsaffairs** Student affairs professionals	(Bozeman et al., 2013; Campbell & Omeara, 2014; Feldman & Paulsen, 1999; Laursen and Rocque, 2009; Marchiondo et al., 2021; Wolverton et al., 1999)
Faculty community and collegiality	**5. How much do you agree or disagree with the following statements?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **CRchair** My department chair or supervisor cares about me as a person. b. **CRadmin** I have good working relationships with administrative staff at my institution. c. **CRdept** I have good working relationships with colleagues in my department. d. **CRsuccess** My colleagues are committed to my success. e. **CRidteach** My colleagues understand how aspects of my identity influence my teaching. f. **CRidresearch** My colleagues understand how aspects of my identity influence my scholarship. g. **CRfriend** I have at least one close colleague at my institution. **6. How much do you agree or disagree with the following statements?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **VTinterests** I share teaching interests with at least one colleague in my department.	(Bode, 1999; Cipriano & Buller, 2012; Delgadillo, 2018; Feldman & Paulsen, 1999; Gappa et al., 2005; Gillespie et al., 2005; Lindholm, 2004; Moses, 1997)

	b. **VTvalue** My colleagues value my teaching. c. **VTimprove** My colleagues talk about teaching improvement. d. **VTdata** My colleagues use data to improve student learning. e. **VTstandards** Faculty at my institution are held to high professional standards for teaching. f. **VTdept** My department supports me to do my best teaching. g. **VTrecognize** My department publicly recognizes quality teaching. h. **VTexperiment** My department supports experimentation with new ways of teaching.	
Instructor identity	**8. How much do the following reflect your identity and core values as a person?** *Response options:* **4** *Very much,* **3** *Quite a bit,* **2** *Some,* **1** *Very little,* **0** *Not at all* a. **IDteach** Your teaching practices b. **IDcontent** The content of the courses you teach c. **IDstudents** Your interactions with students d. **IDresearch** The topics of your research, creative, or scholarly activities e. **IDproducts** Your research, creative, or scholarly products f. **IDcollabs** Your research, creative, or scholarly collaborative relationships g. **IDservedept** Your service to your department h. **IDserveinst** Your service to your institution i. **IDservehe** Your service to higher education	(Feldman & Paulsen, 1999)
Compositional diversity and interaction across difference	**19. In the following items, "diverse" others are people who differ in terms of background (social, racial/ethnic, religious, etc.) With that in mind, how much do you agree or disagree with the following statements?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **DOinstleaders** My institution is committed to supporting and retaining diverse senior leaders (deans, provosts, vice presidents, president, etc.). b. **DOinstfaculty** My institution is committed to supporting and retaining diverse faculty. c. **DOinstadmin** My institution is committed to supporting and retaining diverse administrative staff. d. **DOinststudents** My institution is committed to supporting and retaining diverse students. e. **DOfaculty** I regularly interact with diverse faculty at my institution. f. **DOadmin** I regularly interact with diverse administrative staff at my institution. g. **DOstudent** I regularly interact with diverse students at my institution. h. **DOcommunity** I regularly interact with diverse people in my community.	(Hurtado et al., 2012)

Mentoring and networking	**7a. MMprogram Have you participated in, or are you aware of, a formal mentorship program at your institution? (Select all that apply, if applicable.)** *Response options:* **1** *Selected,* **0** *Not selected* ☐ **MMmentor** Yes, as a mentor ☐ **MMmentee** Yes, as a mentee ☐ **MMnonpartic** Yes, but I did not participate as a mentor or mentee [*exclusive response*] ☐ **MMnoprog** No [*exclusive response*] **7b. [If yes, as a mentee] How important has your mentor been to you with respect to the following?** *Response options:* **4** *Essential,* **3** *Very important,* **2** *Important,* **1** *Somewhat important,* **0** *Not at all important* a. **MMbelong** Feeling a sense of belonging b. **MMnorms** Socializing you to the norms of your institution c. **MMpromotion** Navigating your institution's tenure, promotion, or merit processes d. **MMteaching** Improving your teaching practices e. **MMresearch** Achieving your research goals **21. In a typical school year, how often have you done the following?** *Response options:* **4** *Very often,* **3** *Often,* **2** *Sometimes,* **1** *Rarely,* **0** *Never* a. **SNcolleague** Reached out to an institutional colleague for support b. **SNaffinity** Engaged with a campus-based faculty or staff affinity group c. **SNnoncoll** Reached out to a non-institutional colleague for support d. **SNassoc** Engaged with a professional association network for support e. **SNwellness** Used health and wellness practices to address work-related stress	(Corneille et al., 2019; Franko et al., 2015, Hughes, 2012; Ryan & Deci, 2000; 2017; Lumpkin, 2011; Minshew et al., 2021)
Teaching relatedness	**1. As you have been preparing for the fall semester, how often have you felt the following about your teaching?** *Response options:* **4** *Very often,* **3** *Often,* **2** *Sometimes,* **1** *Rarely,* **0** *Never* • **BNrelaA** The people I care about (students, colleagues, etc.) also care about me. • **BNrelaB** I am supported by the people whom I care about (students, colleagues, etc.). • **BNrelaC** I am close with people who are important to me (students, colleagues, etc.). • **BNrelaD** I experience warm feelings with the people I spend time with (students, colleagues, etc.).	(BrckaLorenz et al., 2017; Feldman & Paulsen, 1999; Hurtado et al., 2012; Ryan & Deci, 2000; 2017; Stupnisky et al., 2018; 2019)
Resources		

Instructional development	**11. As you have been preparing for the fall semester, have you participated in the following?** *Response options:* **1** *Yes,* **0** *No* a. **PDfteach** Formal professional development activities (visited a Center for Teaching and Learning, attended a workshop or training session, etc.) to *improve your teaching* b. **PDfdiversity** Formal professional development activities to improve the *inclusion of diversity in your courses* c. **PDiteach** Informal professional development activities (discussed with colleagues, consulted reference material, etc.) to *improve your teaching* d. **PDidiversity** Informal professional development activities to improve the *inclusion of diversity in your courses*	(Bolitzer, 2019; Condon et al., Finkelstein et al., 2018; Haras et al., 2017; Hurtado et al., 2012; Ilie et al., 2020; Jacob et al., 2017; Ryan & Deci, 2000; 2017; Schneider & Preckel, 2017)
Employment equity	**10. How much do you agree or disagree with the following statements?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **EEtime** I have the time I need to prepare for class. b. **EEresources** I have the resources I need to do my best teaching (office space, technology, materials, etc.). c. **EEenviron** The environments (classroom, online, etc.) I teach in are conducive to quality teaching. d. **EEhelp** I know where to go for help with teaching at my institution. e. **EEgrow** I have opportunities to learn and grow in my teaching.	(Bolitzer, 2019; Feldman & Paulsen, 1999; Field & Jones, 2016; Gappa et al., 2005; Kwok, 2018; Mills et al., 2018; Zitko & Schultz, 2020)
Time	**31. In the coming school year, about how many hours do you anticipate spending on each of the following in a typical 7-day week?** *Response options:* **0** *0,* **1** *1-4,* **2** *5-8,* **3** *9-12,* **4** *13-16,* **5** *17-20,* **6** *21-30,* **7** *More than 30 hours* a. **TMteach** Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.) b. **TMadvise** Advising students c. **TMresearch** Research, creative, or scholarly activities d. **TMservice** Service activities (committee work, administrative duties, etc.) **32. In the coming school year, about how many hours do you anticipate spending on each of the following in a typical 7-day week?** *Response options:* **0** *0,* **1** *1-4,* **2** *5-8,* **3** *9-12,* **4** *13-16,* **5** *17-20,* **6** *More than 20 hours* a. **TMprepclass** Preparing class sessions b. **TMteachclass** Teaching class sessions c. **TMgrade** Grading assignments and exams d. **TMmeet** Meeting with students outside of class	(BrckaLorenz et al., 2018; Brenner, et al., 2018; Delello et al., 2018; Feldman & Paulsen, 1999; Gappa et al., 2005; Misra et al., 2012; O'Meara, 2017)

	e. **TMadmin** Course administration (emailing students, maintaining course website, etc.) f. **TMimprove** Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.) g. **TMconsult** Doing consulting, freelance work, or employment outside of academia h. **TMvolunteer** Doing community service or volunteer work i. **TMhouse** Household, childcare, or other caregiving duties j. **TMrelax** Relaxing and socializing	
Teaching competence	**1. As you have been preparing for the fall semester, how often have you felt the following about your teaching?** *Response options:* **4** *Very often,* **3** *Often,* **2** *Sometimes,* **1** *Rarely,* **0** *Never* • **BNcompA** Confidence in my ability to do things well. • **BNcompB** I am capable of doing what I do. • **BNcompC** I can competently achieve my goals. • **BNcompD** I can successfully complete difficult tasks.	(BrckaLorenz et al., 2017; Feldman & Paulsen, 1999; Hurtado et al., 2012; Ryan & Deci, 2000; 2017; Stupnisky et al., 2018; 2019)
Affect		
Respect	**16. How much does your institution provide a supportive environment for the following forms of diversity?** *Response options:* **4** *Very much,* **3** *Quite a bit,* **2** *Some,* **1** *Very little,* **0** *Not at all* a. **SEage** Age b. **SEcitizen** Country of citizenship c. **SEability** Disability or impairment d. **SEecon** Economic status or class e. **SEgender** Gender identity f. **SEpolitics** Political views g. **SErace** Racial or ethnic identification h. **SEreligion** Religious or spiritual views i. **SEsexorient** Sexual orientation **17a. OBdiscrim Have you experienced offensive behavior, discrimination, isolation, or harassment at your institution?** *Response option:* **1** *Yes, and it interfered with my ability to work;* **2** *Yes, but it did not interfere with my ability to work;* **3** *No* **17b. [If Yes] OBbasis Upon what was it based? (Select all that apply.)** **1** *Selected*, **0** *Not selected* ☐ **OBrank** Academic rank, title, or current position ☐ **OBage** Age	(Aguilar & Johnson, 2017; Caldani, 2020; Gappa et al., 2005; Griffin, 2019; Haeger, et al., 2018; Hurtado et al., 2012; Romero, Jr., 2017; York & Griffin, 2017) (Aguirre, Jr., 2020; Harris et al., 2021; Hurtado & BrckaLorenz, 2016; Martinez et al., 2017; Yang & Carroll, 2018; Zambrana et al., 2020)

	☐ **OBcitizen** Country of citizenship ☐ **OBability** Disability or impairment ☐ **OBecon** Economic status or class ☐ **OBgender** Gender identity ☐ **OBpolitics** Political views ☐ **OBrace** Racial or ethnic identification ☐ **OBreligion** Religious or spiritual views ☐ **OBsexorient** Sexual orientation ☐ **OBother** Other, please specify: **OBother_txt**	
Belonging	**24. How much do you agree or disagree with the following statements?** *Response options:* **6** *Strongly agree,* **5** *Agree,* **4** *Slightly agree,* **3** *Slightly disagree,* **2** *Disagree,* **1** *Strongly disagree* a. **SBisafe** I feel physically safe at *this institution*. b. **SBicomfort** I feel comfortable being myself at *this institution*. c. **SBivalue** I feel valued by *this institution*. d. **SBicomm** I feel like part of the community at *this institution*. e. **SBdcomfort** I feel comfortable being myself in *my department.* f. **SBdvalue** I feel valued in *my department.* g. **SBdcomm** I feel like part of the community in *my department.*	(Feldman & Paulsen, 1999; Hansen, 2020; Schnell, 2019; Torres, n.d.; Welling et al., 2015; Wojcik, 2017)
Stress	**22. In preparing for the fall semester, how much have the following interfered with your ability to succeed as a faculty member?** *Response options:* **4** *Very much,* **3** *Quite a bit,* **2** *Some,* **1** *Very little,* **0** *Not at all* a. **MHstress** Your overall level of stress b. **MHdepress** Your overall feelings of depression c. **MHanxiety** Your overall feelings of anxiety **23. In preparing for the fall semester, how much have the following been a source of stress for you?** *Response options:* **4** *Very much,* **3** *Quite a bit,* **2** *Some,* **1** *Very little,* **0** *Not at all* a. **STteach** Your teaching responsibilities b. **STresearch** Your research responsibilities c. **STservice** Your service responsibilities d. **STcolleagues** Relationships with colleagues e. **STstudents** Relationships with students f. **STtime** Time management	(Gappa et al., 2005; Hurtado et al., 2012; Kennette & Lin, 2019; Sabagh, Hall, & Saroyan, 2018; Watts & Robertson, 2011; Zábrodská et al., 2018; Zambrana et al., 2020; Zambrana, 2018)

	g. **SThouse** Household or care giving responsibilities h. **STfinances** Your personal finances i. **SThealth** Your physical health j. **STsleep** Sleeping well k. **STintimate** Intimate relationships	
Persistence and retention	**25a. During your faculty career, how often have you seriously considered the following?** *Response options:* **4** *Very often,* **3** *Often,* **2** *Sometimes,* **1** *Rarely,* **0** *Never* a. **PRinst** Leaving your institution b. **PRprof** Leaving the professoriate c. **PRacademia** Leaving academia **25b. [If Very often, Often, or Sometimes to any of the above] How much did your considerations for leaving have to do with the following?** *Response options:* **4** *Very much,* **3** *Quite a bit,* **2** *Some,* **1** *Very little,* **0** *Not at all* a. **PRinequity** Inequity in institutional processes and policies b. **PRbalance** Balance and flexibility for work and life c. **PRprofdev** Access to resources or opportunities for professional development d. **PRcolleagues** Relationships with colleagues e. **PRrespect** Feeling a lack of respect or belonging f. **PRdiversity** Institutional climate for diversity	(Eduful, 2021; Hurtado et al., 2012; Martinez, 2017; Ryan & Deci, 2000; 2017; Watts & Robertson, 2011)
Demographics/Identity	**3. Do you conduct research, either required or optionally, as part of your work at your institution?** *Response options:* **1** *Yes,* **0** *No* [*Note that respondents who select No will not see text highlighted in gray*.] **34. DAapptcol What is the general area of the academic discipline of your appointment?** *Response options:* **1** *Arts & Humanities;* **2** *Biological Sciences, Agriculture, & Natural Resources;* **3** *Business;* **4** *Communications, Media, & Public Relations;* **5** *Education;* **6** *Engineering;* **7** *Health Professions;* **8** *Physical Sciences, Mathematics, & Computer Science;* **9** *Social Sciences;* **10** *Social Service Professions;* **11** *Other* **35. format In what format will you teach most of your courses during the fall term or semester?** *Response options:* **1** *Entirely in-person instruction on campus;* **2** *Entirely in-person instruction at an auxiliary location (satellite campus, rented facility, etc.);* **3** *Entirely online instruction where students attend class at specific times (synchronous);* **4** *Entirely online instruction where students always participate at times of their choosing (asynchronous);* **5** *A mix of in-person and online instruction*	

	36. ugcrsnum What is the total number of *undergraduate* courses you are scheduled to teach during the fall term or semester? *Response options: 0 0, 1 1, 2 2, 3 3, 4 4, 5 5 or more courses* **37. gradcrsnum What is the total number of *graduate* courses you are scheduled to teach during the fall term or semester?** *Response options: 0 0, 1 1, 2 2, 3 3 or more courses* **38. fulltime During this academic term, does your institution consider you to be employed full-time or part-time?** *Response options: 1 Full time, 0 Part time* **39. adjunct Does your institution consider you to be an adjunct faculty member?** *Response options: 1 Yes, 0 No* **40. admin Do you hold an administrative position?** *Response options: 1 Yes; 0 No* **41. rank Which of the following best describes your academic rank or title?** *Response options: 1 Professor; 2 Associate Professor; 3 Assistant Professor; 4 Instructor; 5 Senior or Master Lecturer; 6 Lecturer; 7 Clinical Professor; 8 Clinical Associate Professor; 9 Clinical Assistant Professor; 10 Clinical Instructor; 11 Clinical Lecturer; 12 Senior Research Professor or Scientist; 13 Associate Research Professor or Scientist, 14 Assistant Research Professor or Scientist; 15 Research Instructor; 16 Professor of Practice, Professional Practice or Artist in Residence; 17 Emeritus Faculty; 18 Visiting Faculty; 19 Graduate Teaching Assistant; 20 Other* **42. tenure What is your current tenure status?** *Response options: 4 Tenured; 3 On tenure track but not tenured; 2 Not on tenure track, but this institution has a tenure system; 1 No tenure system at this institution* **43. genderid What is your gender identity?** *Response options: 1 Man; 2 Woman; 3 Another gender identity, please specify: genderid_txt; 9 I prefer not to respond* **44a. race How would you describe yourself? (Select all that apply.)** *Response options: 1 Selected, 0 Not selected* ☐ **re_Amind** American Indian or Alaska Native ☐ **re_Asian** Asian	

	☐ **re_Black** Black or African American ☐ **re_Latinx** Hispanic or Latina/o/x ☐ **re_Mena** Middle Eastern or North African ☐ **re_Nhpi** Native Hawaiian or other Pacific Islander ☐ **re_White** White ☐ **re_Another** Another race or ethnicity ☐ **re_PNR** I prefer not to respond **44b. race_txt In your own words, how would you describe your racial/ethnic identity?** [*TEXT*] **45. sexorient Which of the following best describes your sexual orientation?** *Response options: **1** Straight (heterosexual); **2** Bisexual; **3** Gay; **4** Lesbian; **5** Queer; **6** Questioning or unsure; **7** Another sexual orientation, please specify: **sexorient_txt**; **9** I prefer not to respond*	