Supplementary Material

# Survey derived from interview codebook

Survey items 1-32 are derived from the interview codebook. Items 33-38 are taken from the trust assessment used by Cavanagh et al., 2018.

Please rate your level of agreement with each of the following statements about your instructor in this course on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

1. My instructor is fair.
2. My instructor is flexible.
3. My instructor is patient.
4. My instructor is friendly.
5. My instructor is kind.
6. My instructor is a positive person.
7. My instructor is empathetic.
8. My instructor is easy to relate to.
9. My instructor is knowledgeable about their subject area.
10. My instructor is passionate about their subject area.
11. My instructor is prepared for class.
12. My instructor has a sense of humor.
13. My instructor makes class activities interesting.
14. My instructor makes themselves available.
15. My instructor communicates course concepts well.
16. My instructor clearly communicates class expectations.
17. My instructor shares their own personal experiences.
18. My instructor is accepting of students’ differences.
19. My instructor cares about students’ educational success.
20. My instructor cares about students’ well-being.
21. My instructor expresses interest in students’ lives outside of school.
22. My instructor can connect with students.
23. My instructor understands students have other academic responsibilities.
24. My instructor consistently communicates with students outside of class.
25. My instructor treats students with respect.
26. My instructor listens to student feedback.
27. My instructor helps students to be academically successful.
28. My instructor helps me overcome personal challenges.
29. My instructor helps me achieve my professional goals.
30. My instructor makes me feel like more than a student.
31. My instructor does not dismiss my concerns.
32. I can talk openly with my instructor.
33. My instructor listens very carefully to me.
34. My instructor “gets” me.
35. My instructor accepts me for who I am.
36. My instructor cares about my education.
37. My instructor truly cares about my educational welfare.
38. It’s important to my instructor to understand what my educational goals are.

# Supplementary Tables

## Supplementary Table 1. Literature review codebook.

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| **Trust Dimension or Characteristic** | **Disciplinary Context(s) (# of citations)** | **Measurement of dimension of characteristic in study context (e.g. sample interview items, interview excerpts)** | **Student-Instructor Relationship Contextual Definition** | **Example Action/Behavior** |
| **Understanding** (Cavanagh et al., 2018; Clark & Lemay, 2010; Dewsbury & Brame, 2019; Freire, 1970; Griffith et al., 2018; Hollingsworth et al., 1993; Solomon & Flores, 2003; Tan & Chee, 2005; Zumbrunn et al., 2014) | Close Personal Relationships/Higher Education/Organizational Psychology/Political Science/Social Psychology (9) | My instructor "gets" me. My instructor can be described as someone who listens very carefully to me. It's important to my instructor to understand what my educational goals are (Cavanagh et al, 2018). | The science instructor understands the challenges facing the students as they progress through the course. The instructor comprehends students' challenges in and outside of class. | The instructor understands and engages with students' cultural reference points. The instructor understands when circumstances are outside students' control. |
| **Acceptance** (Brown, 2018; Cavanagh et al., 2018; Clark & Lemay, 2010; Freeman et al., 2007; Rempel et al., 1985; Rotenberg, 2010) | Close Personal Relationships/Higher Education/Organizational Psychology (6) | My instructor accepts me for who I am. It is difficult for my instructor to accept the nature of me [reverse-scored]. My instructor is careful not to dismiss my concerns (Cavanagh et al, 2018). | The science instructor accepts students for who they are. | The instructor passes no judgement upon students when they share personal information. |
| **Care** (Applebaum, 1995; Cavanagh et al., 2018; Clark & Lemay, 2010; Ennis & McCauley, 2002; Lewis & Weigert, 1985; McAllister, 1995; Noddings, 1986; Rempel et al., 1985; Wentzel, 1997) | Close Personal Relationships/Educational Psychology/Higher Education/K-12 Education/Organizational Psychology/Social Psychology (9) | My instructor cares about my educational welfare. My instructor cares about my education. My instructor is not the sort of person who goes out of his or her way to show compassion to me [reverse-scored] (Cavanagh et al., 2018). | The science instructor cares about the educational welfare and well-being of students. The instructor keeps an eye on student learning outcomes and student well-being. | The instructor monitors each student's progress and checks in on students they perceive as needing support, either personal support or support to meet their educational goals. |
| **Responsiveness** (Brookfield, 2015; Clark & Lemay, 2010; Denhardt, 2002; Friedland, 1990; Griffith et al., 2018; Rempel et al., 1985; Wooten & McCroskey, 1996; Zeithaml et al., 1990) | Close Personal Relationships/Higher Education/Marketing/Political Science/Social Psychology (8) | Please indicate the degree to which you believe each of these characteristics applies to your teacher while interacting with others: helpful, responsive to others, sympathetic, compassionate, sensitive to the needs of others, sincere, gentle, warm, tender, and friendly (Wooten & McCroskey, 1996). | The science instructor responds to students' needs. The instructor is ready and willing to respond to students' concerns. | In a mid-semester student survey, students report being unable to complete all of the readings before class. The instructor responds by lowering the amount of reading in the coming weeks. |
| **Concern** (Clark et al., 1986; Elsbach, 2004; McAllister, 1995; Mishra, 1996; Nanus, 1989; Pennings & Woiceshyn, 1989; Rempel et al., 1985) | Close Personal Relationships/Organizational Psychology (7) | He/she is concerned and ready to listen. I can count on my partner to be concerned about my welfare. Whenever we have to make an important decision in a situation we have never encountered before, I know my partner will be concerned about my welfare (Rempel et al., 1985). | The science instructor displays concern for their students. The instructor displays a pressing interest in matters beyond themselves. | When the student emails the instructor about an illness preventing her from coming to class, the instructor follows up and asks how she is doing. |
| **Competence** (Adams & Sartori, 2006; Albrecht, 2002; Barber, 1983; Burke et al., 2007; Butler & Cantrell, 1984; Caldwell & Clapham, 2003; Carnevale, 1995; Cook & Wall, 1980; Deutsch, 1958; Dirks & Skarlicki, 2004; Elsbach, 2004; Erdem & Ozen, 2003; Fiske et al., 2007; Freeman etal., 2007; Gabarro, 1978; Grandison & Sloman, 2000; Griffith et al., 2018; Handford & Leithwood, 2013; Hosmer, 1995; Hoy & Tschannen-Moran, 1999; Jarvenpaa & Leidner, 1998; Jennings, 1971; Jones et al., 1975; Jones & Morris, 1999; Kim et al., 2009; Malle & Ullman, 2021; Mayer et al., 1995; McAllister, 1995; McKnight et al., 1998; Mishra, 1996; Morgan & Hunt, 1994; Oliver & Montgomery, 2001; Parsons, 1951; Qiu et al., 2022; Ream et al., 2014; Renn & Levine, 1991; Schindler & Thomas, 1993; Siegrist et al., 2003; Sitkin & Roth, 1993; Slovic et al., 1993; Tan & Chee, 2005; Twyman et al., 2008; Tyler & Degoey, 1995; Wojciszke, 2005; Zhang & Chelladurai, 2013) | Cognitive Science/Communications/Higher Education/K-12 Education/Marketing/Organizational Psychology/Political Science/Social Psychology/Sports Psychology (45) | Teachers in this school do their job well (Hoy & Tschannen-Moran, 1999). This [person] has the knowledge and skills required for his/her job (Butler & Cantrell, 1984). My coach is very capable of performing the coaching job. I feel very confident about my coach's skills. My coach has much knowledge about the work that needs done (Zhang & Chelladurai, 2013). | The science instructor's knowledge allows them to intelligently discuss scientific concepts. The science instructor is ready and able to teach class using their disciplinary knowledge. The undergraduate science student perceives skill and knowledge in their science instructor. | The science instructor is an exceptional educational resource who can answer student questions related to course material. |
| **Expertise** (Crosby et al., 1990; Erdem & Ozen, 2003; Freeman et al., 2007; Ghosh et al., 2001; Malle & Ullman, 2021; Moorman et al., 1993; Sampaio et al., 2012) | Cognitive Science/Higher Education/Marketing/Organizational Psychology (7) | I believe [my institution] is capable of designing academic programs that meet student needs. I believe [my institution's] employees are experts in the positions that they hold. People with relevant work experience are employed in all areas at [my institution] (Ghosh et al., 2001). | The science instructor demonstrates their expertise and knowledge in class. The science instructor is an expert instructor. | The science instructor speaks about their research area of focus to students and is able to answer advanced questions related to course material with detailed references. |
| **Interpersonal Competence** (Butler & Cantrell, 1984; Di Battista et al., 2020; Gabarro, 1978; Jennings, 1971) | Higher Education/Organizational Psychology (4) | Example words or sentences used by students to describe interpersonally competent/incompetent lecturers: capable of keeping students' attention high, able to capture students' attention, charismatic/incapable of social interaction, lacking initiative (Di Battista et al., 2020). | The science instructor is highly capable of interacting with others. The instructor has the skills to manage and relate to other people. | The science instructor can manage the classroom environment and can skillfully weave student interactions into lessons. |
| **Approachable/Positive Interactions** (Denzine & Pulos, 2000; Edmondson et al., 2004; Ennis & McCauley, 2002; Hagenauer & Volet, 2014; Jaasma & Koper, 1999; Robinson, 1996; Tschannen-Moran & Hoy, 1998) | Higher Education/K-12 Education/Organizational Psychology (7) | Instructor interview excerpt about building trust through positive interactions: "You also have to give recognition and attention outside of class; it cannot be just in class. When I am in that hallway, I better know my kids, talk with them and respond to them" (Ennis & McCauly, 2002). | The science instructor is easy to talk to. Students feel comfortable approaching their instructor in both formal and informal settings. Students feel comfortable asking questions of their instructor. | The science instructor passes the student on campus and stops to greet them by name. |
| **Frequent Interactions** (Boyas and Sharpe, 2010; Hagenauer & Volet, 2014; Jaasma & Koper, 1999; Kramer & Cook, 2004; Lamport, 1993; McAllister, 1995; Tan & Chee, 2005) | Higher Education/Organizational Psychology/Social Psychology (7) | How frequently does this individual initiate work-related interaction with you? How frequently do you interact with this person at work? How frequently do you interact with this person informally or socially at work? (McAllister, 1995). | Interactions between the student and science instructor occur regularly. The instructor is available to provide opportunities for personal interaction during and outside of class with their students. | The student regularly meets with their professor through office hours or informal interactions to discuss class or non-class topics. The instructor regularly engages with the student. |
| **Professionalism** (Hagenauer & Volet, 2014; Hai-Jew, 2007; Holmes et al., 1999; McAllister, 1995; Tan & Chee, 2005; Tschannen-Moran & Hoy, 1998) | Higher Education/K-12 Education/Organizational Psychology (6) | This person approaches his or her job with professionalism and dedication (McAllister, 1995). | The science instructor acts professionally toward colleagues and students. | The instructor demonstrates their professional knowledge by responding to emails within 24 hours. |
| **Diligent/Meticulous** (Malle & Ullman, 2021; Tan & Chee, 2005) | Cognitive Science/Organizational Psychology (2) | In interviews of 17 Chinese entrepreneurs, the diligence of subordinates was cited 13 times as an important factor in building trust (Tan & Chee, 2005). | The students view the science instructor as having a consistent work ethic with a high level of accuracy. The instructor provides consistent and noticeable work effort. The instructor makes few mistakes and pays attention to detail. | The instructor takes time to write out a detailed and accurate explanation to every answer on an exam or homework assignment. |
| **Honesty** (Butler & Cantrell, 1984; Cummings & Bromiley, 1996; Erdem & Ozen, 2003; Fukuyama, 1996; Gabarro, 1978; Grandison & Sloman, 2000; Griffith et al., 2018; Hai-Jew, 2007; Hoy & Tschannen-Moran, 1999; Jennings, 1971; Kirkpatrick & Locke, 1991; Larzelere & Huston, 1980; Malle & Ullman, 2021; Mayer et al., 1995; McKnight et al., 1998; Mishra, 1996; Morgan & Hunt, 1994; Nanus, 1989; Rempel et al., 1985; Renn & Levine, 1991; Rotenberg, 2010; Rotter, 1967; Solomon & Flores, 2003; Tan & Chee, 2005; Twyman et al., 2008, Zhang & Chelladurai, 2013) | Economics/Close Personal Relationships/Cognitive Science/Communications/Higher Education/K-12 Education/Marketing/Organizational Psychology/Political Science/Social Psychology/Sports Psychology (26) | When teachers in this school tell you something, you can believe it. Teachers in this school believe what students say (Hoy & Tschannen-Moran, 1999). | The science instructor is truthful when speaking to students about class policies or other matters. | When the instructor discusses what content will be tested on a future exam, the student perceives that as true and only studies that material. |
| **Transparency/Full Disclosure** (Brookfield, 2015; Forsyth et al., 2011; Hai-Jew, 2007; Nissenbaum, 2004; Rawlins, 2008; Ream et al., 2014; Schul et al, 2008; Sundaramurthy, 2008; Tschannen-Moran, 2004) | Higher Education/K-12 Education/Organizational Psychology/Social Psychology (9) | Brookfield (2015) describes this characteristic as: "Full disclosure happens when the teacher regularly makes public the criteria, expectations, agendas, and assumptions that guide her practice [...] It's interesting that even if students dislike your expectations and agendas, knowing what these are builds trust in their eyes." | The science instructor does not obfuscate important information from students. The instructor tells students all the information they need to know to succeed in class. The instructor does not selectively disclose pertinent information about class. | When the instructor realizes that there is a mistake on the exam, the instructor tells the entire class about the mistake and not just the one student who drew their attention to it. |
| **Openness/Mental Accessibility** (Butler & Cantrell, 1984; Cummings & Bromiley, 1996; Davis & Lawrence, 1977; Edmondson et al., 2004; Erdem & Ozen, 2003; Freeman et al., 2007; Gabarro, 1978; Ghosh et al., 2001; Hai-Jew, 2007; Hosmer, 1995; Hoy & Tschannen-Moran, 1999; Jennings, 1971; Kirkpatrick & Locke, 1991; Kramer & Tyler, 1996; McAllister, 1995; Mishra, 1996; Moorman et al., 1993; Nanus, 1989; Ouchi, 1981; Rawlins, 2008; Rempel et al., 1985; Sampaio et al., 2012; Schindler & Thomas, 1993; Sheng et al., 2010; Sundaramurthy, 2008; Tan & Chee, 2005) | Close Personal Relationships/Higher Education/K-12 Education/Marketing/Organizational Psychology/Social Psychology (26) | This [person] is open in the give and take of ideas (openly shares ideas and information with you) (Butler & Cantrell, 1984). Teachers in this school are open with each other. Teachers are guarded in what they say to parents [reverse-scored] (Hoy & Tschannen-Moran, 1999). | The science instructor is open with students about their beliefs. The science instructor is willing to share ideas and information freely with their students. The science instructor does not withhold information from their students and, in fact, makes themselves vulnerable by sharing personal information. | The science instructor is frank with her undergraduate students about the challenges she faced getting into PhD programs. |
| **Clear Communication** (Elsbach, 2004; Gibson & Manuel, 2003; Hai-Jew, 2007; Jarvenpaa & Leidner, 1998; Sundaramurthy, 2008) | Communications/Higher Education/Organizational Psychology (5) | An interview respondent explains how unclear communication can affect trust: "There has to be a level of trust and understanding. People have to know how to take what people say. There was a constant, ongoing communication problem which began because [certain parties] simply have different way of saying things, they always sound so much harsher…than they actually mean it" (Gibson & Manuel, 2003). | The science instructor is clear in tone and leaves little room for ambiguity. When the science instructor speaks, students understand exactly what she is trying to convey, and the instructor mentions all necessary details. | When the instructor assigns a project, they relay all details about what should be included in the project, when it is due, and how it will factor into their final grade. |
| **Self-disclosure** (Altman & Taylor, 1973; Applebaum, 1995; Edmondson et al., 2004; Ellison & Firestone, 1974; Qiu et al., 2022; Rotenberg, 2010; Wheeless & Grotz, 1977; Worthy et al., 1969) | Close Personal Relationships/Communications/Educational Psychology/Organizational Psychology/Social Psychology (8) | When I reveal my feelings about myself, I consciously intend to do so. I intimately disclose who I really am, openly, and fully in my conversation. My disclosures of personal beliefs and opinions are always directly related to the conversation (Wheeless & Grotz, 1977). | The relationship between students and the science instructor allows for frank conversation. The instructor shares personal information about themselves to the student. | The instructor tells students about their path towards obtaining a research scientist position. The instructor shares their opinions about topics covered in class. |
| **Authenticity** (Hai-Jew, 2007; Hoy & Kupersmith, 1985; Johnson & LaBelle, 2017; Malle & Ullman, 2021; Tschannen-Moran & Hoy, 1998) | Cognitive Science/Higher Education/K-12 Education (5) | The teacher is willing to admit to mistakes when they are made. Teachers here manipulate other teachers [reverse-scored]. The teachers' beliefs and actions are consistent (Tschannen-Moran & Hoy, 1998). | The science instructor is true to themselves. The instructor communicates with students in a genuine way. | The instructor teaches in a way that is true to their personality and research interests. |
| **Sincerity** (Chun & Campbell, 1974; Freire, 1970; Ghosh et al., 2001; Hai-Jew, 2007; Malle & Ullman, 2021; Moorman et al., 1993; Rotter, 1967; Sampaio et al., 2012; Slovic et al., 1993; Tan & Chee, 2005) | Close Personal Relationships/Cognitive Science/Higher Education/Marketing/Organizational Psychology/Political Science/Social Psychology (10) | [My institution] is sincere in what it promises to students. I believe that [my institution] is honest when dealing with me. I believe that [my institution] will always be honest in its associations with me. If [my institution] promises something to me, they will stick to it (Ghosh et al., 2001). | The science instructor is true to their word. The science instructor speaks in earnest. When the science instructor speaks, they mean what they say. | When the instructor agrees to write a letter of reccomendation on behalf of a student, the student knows that they are happy to do so. |
| **Benevolence/Warmth** (Adams & Sartori, 2006; Applebaum, 1995; Baier, 1986; Barber, 1983; Burke et al., 2007; Butler & Cantrell, 1984; Caldwell & Clapham, 2003; Carnevale, 1995; Chun & Campbell, 1974; Cook &Wall, 1980; Cummings & Bromiley, 1996; Deutsch, 1958; Di Battista et al., 2020; Elsbach, 2004; Erdem & Ozen, 2003; Fiske et al., 2007; Freeman et al., 2007; Frost et al., 1978; Fukuyama, 1996; Gabarro, 1978; Griffith et al., 2018; Hai-Jew, 2007; Hardin, 2002; Hosmer, 1995; Hoy & Tschannen-Moran, 1999; Jarvenpaa & Leidner, 1998; Jennings, 1971; Kramer & Cook, 2004; Larzelere & Huston, 1980; Lindskold & Bennett, 1973; Mayer et al., 1995; McAllister, 1995; McKnight et al., 1998; Morgan & Hunt, 1994; Qiu et al., 2022; Ream et al., 2014; Renn & Levine, 1991; Rousseau et al., 1998; Sampaio et al., 2012; Schindler & Thomas, 1993; Slovic et al., 1993; Tan & Chee, 2005; Zand, 1972; Zhang & Chelladurai, 2013) | Close Personal Relationships/Communications/Economics/Educational Psychology/Higher Education/K-12 Education/Marketing/Organizational Psychology/Political Science/Social Psychology/Sports Psychology (44) | The principal in this school typically acts with the best interests of the teachers in mind. Teachers in this school typically look out for each other (Hoy & Tschannen-Moran, 1999). My coach really looks out for what is important to me. My needs and desires are very important to my coach. My coach is willing to go out of the way to help me (Zhang & Chelladurai, 2013). | The science instructor wants their students to excel academically in the long-run. The science instructor has the students' best interests in mind. The undergraduate science student expects that the behavior of their science instructor is altruistic and personally beneficial to them. | When the instructor is critical of the student's lab report, the student knows that the instructor has their academic interests in mind. |
| **Congeniality/Goodwill/Citizenship Behavior** (Applebaum, 1995; Baier, 1986; Bradach & Eccles, 1989; Dirks & Skarlicki, 2004; Dore, 2018; Ennis & McCauley, 2002; Fukuyama, 1996; Ghosh et al., 2001; Kramer & Tyler, 1996; Lui & Ngo, 2004; McAllister, 1995; Moorman et al., 1993; Organ, 1990; Rousseau et al., 1998; Sampaio et al., 2012; Sheng et al., 2010; Singh & Srivastava, 2016; Solomon & Flores, 2003; Tan & Chee, 2005; Tarter et al., 1995) | Economics/Educational Psychology/Higher Education/K-12 Education/Marketing/Organizational Psychology/Philosophy/Political Science/Sociology (21) | I help this person with difficult assignments, even when assistance is not directly required (McAllister, 1995). In general, I like the attitudes of [my institution's] administrators, faculty, and staff. [My institution] treats me in a friendly manner. [My institution] will always deal with me in a friendly manner (Ghosh et al., 2001). | The science instructor is friendly, courteous, and demonstrates goodwill toward their students. The instructor is collegial and assists students and colleagues. | When the instructor meets with students during office hours, they are genuinely happy to help students with their coursework. |
| **Perception of Positive Intentions/Motives or Positive Expectations** (Applebaum, 1995; Baier, 1986; Barber, 1983; Boon & Holmes, 1991; Brophy & Good, 1986; Brown, 2018; Clark et al., 1986; Das & Teng, 1998; Ennis & McCauley, 2002; Evans & Revelle, 2008; Fink et al., 2010; Frost et al., 1978; Good, 1988; Hagen & Choe, 1998; Jones & George, 1998; Kramer & Tyler, 1996; Lewicki et al., 1998; Lindskold & Bennett, 1973; Luhmann, 2018; Mayer et al., 1995; McAllister, 1995; Mishra, 1996; Moorman et al., 1993; Rempel et al., 1985; Rosenthal & Jacobson, 1968; Rotter, 1967; Rousseau et al., 1998; Siegrist et al., 2003; Twyman et al., 2008; Tyler & Degoey, 1996; Wieselquist et al., 1999; Zucker, 1986) | Educational Psychology/Close Personal Relationships/Communications/Higher Education/K-12 Education/Marketing/Organizational Psychology/Personality Psychology/Social Psychology (33) | Baier (1986) describes this characteristic as: "One leaves others an opportunity to harm one when one trusts, and also shows one's confidence that they will not take it." | The science instructor holds positive expectations of the intentions of the student. The student perceives the positive intentions of the instructor. The instructor makes their positive expectations of students clear in class. | When the instructor hears a student engage in negative self-talk, the instructor reiterates their positive expectations of the student. |
| **Loyalty** (Butler & Cantrell, 1984; Di Battista et al., 2020; Dzimińska et al., 2018; Gabarro, 1978; Hosmer, 1995; Jennings, 1971; Podsakoff et al., 1990; Rousseau et al., 1998; Schindler & Thomas, 1993; Tan & Chee, 2005) | Higher Education/Organizational Psychology (10) | This [person] is loyal to you (will protect you and make you look good) (Butler & Cantrell, 1984). | The science instructor holds true to their word. The instructor holds true to their values. The instructor is faithful to their promises and commitments. | When a student comes to the instructor to report mistreatment by the department head, the instructor listens to the student's concerns and advocates on behalf of them. |
| **Reliability/Dependability** (Applebaum, 1995; Baier, 1986; Barber, 1983; Brown, 2018; Burke et al., 2007; Butler, 1991; Carnevale, 1995; Cook & Wall, 1980; Cummings & Bromily, 1996; Dzimińska et al., 2018; Erdem & Ozen, 2003; Fukuyama, 1996; Gabarro, 1978; Grandison & Sloman, 2000; Holton, 1994; Hoy & Tschannen-Moran, 1999; Jennings, 1971; Johnson-George & Swap, 1982; Jones & Morris, 1999; Kini & Choobineh, 1998; Kramer & Tyler, 1996; Lindskold & Bennett, 1973; Malle & Ullman, 2021; Mayer et al., 1995; McAllister, 1995; McGregor, 1967; McKnight et al., 1998; Mishra, 1996; Morgan &Hunt, 1994; Moorman et al., 1993; Murray, 2015; Ouchi, 1981; Qiu et al., 2022; Ream et al., 2014; Rempel et al., 1985; Righetti & Finkenauer, 2011; Rotenberg, 2010; Rotter, 1967; Rousseau et al., 1998; Sheng et al., 2010; Solomon & Flores, 2003; Stack, 1988; Tan & Chee, 2005) | Economics/Educational Psychology/Close Personal Relationships/Cognitive Science/Communications/Healthcare/Higher Education/K-12 Education/Marketing/Organizational Psychology/Personality Psychology/Philosophy/Political Science/Social Psychology (43) | Teachers in this school can rely on the principal. The principal in this school keeps his or her word. When the principal commits to something, teachers can be sure it will be done (Hoy & Tschannen-Moran, 1999). | The undergraduate science student believes that their science instructor is a reliable person. The undergraduate science student can count on their science instructor to come through with what is needed. The science instructor is reliable in their promises and keeps their commitments. Reliability combines a sense of predictability with benevolence; predictability alone is insufficient (adapted from Hoy & Tschannen-Moran, 1999). | The student can rely on their instructor to write a reference letter in a timely manner. The instructor is available during office hours when they say they would be. |
| **Timeliness/Punctuality** (Austin, 1991; Di Battista et al., 2020; Ghosh et al., 2001; Grandison & Sloman, 2000; Hai-Jew, 2007; Moorman et al., 1993; Sapienza & Korsgaard, 1996) | Communications/Higher Education/Marketing/Organizational Psychology (7) | Even with last-minute requests, [] employees get the work done on time. [My institution] is punctual in meeting important deadlines. I find [my institution's] employees to be precise about their work schedules. [My institution's] employees will return phone calls promptly. [My institution's] employees are never tardy (Ghosh et al., 2001). | The science instructor is punctual and communicates in a timely manner. | Once the class period begins, the instructor is present and prepared to teach. Communications are delivered in a timely manner. |
| **Consistency/Predictability** (Butler & Cantrell, 1984; Deutsch, 1958; Di Battista et al., 2020; Elsbach, 2004; Ennis & McCauley, 2002; Forsyth et al., 2011; Gabarro, 1978; Griffith et al., 2018; Hai-Jew, 2007; Hosmer, 1995; Jennings, 1971; Lewicki & Bunker, 1996; Malle & Ullman, 2021; Morgan & Hunt, 1994; Nowak et al., 2023; Ouchi, 1981; Rempel et al., 1985; Schindler & Thomas, 1993; Solomon & Flores, 2003; Tschannen-Moran, 2004) | Close Personal Relationships/Cognitive Science/Higher Education/K-12 Education/Marketing/Organizational Psychology/Political Science/Social Psychology (20) | My partner is very unpredictable [reverse-scored]. I never know how he/she is going to act from one day to the next [reverse-scored]. My partner behaves in a very consistent manner. I usually know how my partner is going to act (Rempel et al., 1985). | The science instructor behaves in a recognizably similar way over time. The instructor is not erratic. The instructor's behavior is stable. The instructor is unwavering in their demeanor over time. | The instructor does not arbitrarily change their assessment policy partway through the semester. The instructor is consistently friendly and positive during class. |
| **Willing Vulnerability/Willingness to Risk** (Applebaum, 1995; Baier, 1986; Bevelander & Page, 2011; Bradach & Eccles, 1989;Brown, 2018; Chiles & McMackin, 1996; Cho et al., 2015; Coleman, 1994; Cook et al., 2005; Deutsch, 1962; Ellison & Firestone, 1974; Ennis & McCauley, 2002; Evans & Revelle, 2008; Fink et al., 2010; Forsyth et al., 2011; Gambetta, 2000; Giddens, 1994; Griffith et al., 2018; Hoy & Tschannen-Moran, 1999; Kramer & Tyler, 1996; MacCrimmon & Wehrung, 1984; Mayer et al., 1995; Moorman et al., 1993; Murnighan et al., 2004; Murray, 2015; Qiu et al., 2022; Ream et al., 2014; Rempel et al., 1985; Rotter, 1967; Rousseau et al., 1998; Scanzoni, 1979; Seligman, 2000; Solomon & Flores, 2003; Soule, 1998; White, 1995; Wieselquist et al., 1999; Williamson, 1993; Zhang & Chelladurai, 2013) | Close Personal Relationships/Economics/Educational Psychology/Healthcare/Higher Education/K-12 Education/Marketing/Organizational Psychology/Personality Psychology/Political Science/Social Psychology/Sociology/Sports Psychology (38) | Applebaum (1995) describes this characteristic as: "In order to trust one's students the teacher must in some way and to a certain degree make him/herself vulnerable to them primarily by showing them that he/she is a human being just as they are, having faults, weaknesses, desires, and ambitions". Ennis & McCauley (2002) describe a trustworthy teacher: "Juanita made the effort to convince her students that giving effort was worth the risk. She confirmed through her class policies and her personal interactions that she trusted and believed in students' academic ability and would support their efforts to learn." | The science instructor makes themselves vulnerable to their students and is willing to take similar risks that they ask of their students. The undergraduate science student possesses confidence that allows them to take risks in class. | The science instructor tells students about the challenges she is facing in her current research. The instructor shares personal information about themselves before asking students to share personal information. The instructor tries out a new activity suggested by a student. |
| **Interdependence/Shared Goals/Expectation of Cooperation and Reciprocity** (Applebaum, 1995; Bradach & Eccles, 1989; Chaudhuri & Gangadharan, 2007; Deutsch, 1958; Dirks & Skarlicki, 2004; Ennis & McCauley, 2002; Forsyth et al., 2011; Freeman et al., 2007; Freire, 1970; Frost et al., 1978; Fukuyama, 1996; Ghosh et al., 2001; Hagenauer & Volet, 2014; Hai-Jew, 2007; Jones & George, 1998; Kelley & Thibaut, 1978; Kochanek, 2005; Kramer & Cook, 2004; Lindskold, 1978; Maddux & Brewer, 2005; McAllister, 1995; Moorman et al., 1993; Murray, 2015; Righetti & Finkenauer, 2011; Rousseau et al., 1998; Sheng et al., 2010; Sheppard & Sherman, 1998; Simmel et al., 2011; Solomon & Flores, 2003; Stack, 1988; Tan & Chee, 2005; Tschannen-Moran & Hoy, 2000) | Close Personal Relationships/Economics/Educational Psychology/Healthcare/Higher Education/K-12 Education/Marketing/Organizational Psychology/Personality Psychology/Philosophy/Political Science/Social Psychology/Sociology (32) | [My institution's] administration, faculty, staff, and students do not work together to achieve the common goal of making the college a better place [reverse-scored]. [My institution's] employees make an effort to work together with me (Ghosh et al., 2001). | The relationship between the science instructor and undergraduate science student is collaborative and mutually beneficial. The instructor considers the importance of student experience in their course. The science instructor is a skilled teammate and collaborator. | The instructor builds a positive classroom environment where students feel comfortable asking for help and sharing their opinions. The students rely on the instructor for their learning and the instructor relies on students to let them know about areas where they might be struggling. |
| **Centers Student Ownership and Voice** (Dzimińska et al., 2018; Ennis & McCauley, 2002; Erdem & Ozen, 2003; Freire, 1970; Griffith et al., 2018) | Higher Education/K-12 Education/Organizational Psychology/Political Science/Social Psychology (5) | Ennis & McCauley (2002) describe this trait as: "Developing trusting communities as an essential curricular component in these classes was based on creating an environment students perceived as fair and just, and one in which they were willing to voice their opinions. [] Webs of trust are based on fragile foundations of respect and care. Webs are built with carefully placed strands of expectations, persistence, commitment and voice. Efforts to control, coerce and command shatter these tenuous foundations, destroying the strands of trust as they tear apart a few teachers' efforts to build relationships with distrustful children." | The science instructor cultivates a classroom environment and curriculum that encourages student ownership over learning. The instructor designs course materials that center the student's voice, opinion, and capacity to conduct scientific research. | Students are given the chance to work independently on certain projects. The instructor seeks out and implements student feedback about their teaching and assignments. |
| **Shared Social Values** (Beem 1999; Boyas & Sharpe, 2010; Dzimińska et al., 2018; Ennis & McCauley, 2002; Fukuyama, 1996; Hai-Jew, 2007; Mangum, 2011; Nissenbaum, 2004; Ouchi, 1981; Rempel et al., 1985; Schertzer & Schertzer, 2004; Siegrist et al., 2003; Tan & Chee, 2005; Twyman et al., 2008; Zucker, 1986) | Close Personal Relationships/Economics/Higher Education/K-12 Education/Organizational Psycholology/Political Science/Social Psychology (15) | We have the same attitudes and values (i.e. religion, politics, sense of humor, etc.) (Rempel et al., 1985). | The science instructor and student approach shared goals with similar values and attitudes. | Students value the importance of fairness in evaluation and perceive their instructor as sharing that value with them. |
| **Shared Social Identity/Demographic Characteristics** (Adams & Forsyth, 2013; Brewer, 1979; Boyas & Sharpe, 2010; Coleman, 1994; Dirks & Skarlicki, 2004; Farh et al., 1998; Lewicki & Bunker, 1996; Light, 1984; Nissenbaum, 2004; Rousseau et al., 1998; Rosser, 1998; Scott, 1983; Smith, 2010; Solomon & Flores, 2003; Tschannen-Moran & Hoy, 2000; Turner, 1987; Van Maele & Van Houtte, 2009; Yuki et al., 2005; Zucker, 1986) | Economics/Higher Education/K-12 Education/Organizational Psychology/Political Science/Social Psychology/Sociology (19) | After reading scenarios about ingroup vs outgroup strangers, American college students were significantly more likely to give a higher trust rating to an ingroup stranger compared to an outgroup stranger (Yuki et al., 2005). | The science instructor shares certain academic or personal history with their students. The undergraduate science student and science instructor identify as belonging to a similar social group. | Students relate to the instructor's demographic characteristics. The instructor uses "we" instead of "I" and "them" when referring to and speaking with students. |
| **Participation in Community Organizations** (Mangum, 2011) | Social Psychology/Political Science (1) | Mangum (2011) finds that: "African Americans who have social capital and those involved in social networks are more trusting of government than those African Americans who are not. That is, trust in humankind and interacting with others in a group setting produce political trust among African Americans." | The student as well as the science instructor are engaged in a sense of community beyond self, thus strengthening interpersonal skills and ability to form relationships with strangers. The professor is engaged in community programs or organizations that allow the individual to interact with new people. | The instructor attends weekly art classes and the student participates in a science club. Both individuals actively practice trusting strangers and forming relationships by exposing themselves to different communities of people. |
| **Integrity** (Albrecht, 2002; Brown, 2018; Burke et al., 2007; Butler & Cantrell, 1984; Caldwell &Clapham, 2003; Carnevale, 1995; Chun & Campbell, 1974; Denhardt, 2002; Deutsch, 1958; Di Battista et al., 2020; Dirks & Skarlicki, 2004; Dzimińska et al., 2018; Elsbach, 2004; Ennis & McCauley, 2002; Gabarro, 1978; Ghosh et al., 2001; Griffith et al., 2018; Hosmer, 1995; Jarvenpaa & Leidner, 1998; Jennings, 1971; Kim et al., 2009; Malle & Ullman, 2021; Mayer et al., 1995; McAllister, 1995; Moorman et al., 1993; Morgan & Hunt, 1994; Parsons, 1951; Podsakoff et al., 1990; Qiu et al., 2022; Ream et al., 2014; Sampaio et al, 2012; Schindler & Thomas, 1993; Tan & Chee, 2005; Tschannen-Moran, 2004; Tyler & Degoey, 1995; Zhang & Chelladurai, 2013) | Close Personal Relationships/Cognitive Science/Communications/Higher Education/K-12 Education/Marketing/Organizational Psychology/Political Science/Social Psychology/Sociology/Sports Psychology (36) | Sound principles seem to guide my coach's behavior (Zhang & Chelladurai, 2013). [My institution] does not hold academic integrity as a standard by which to live [reverse-scored]. [My institution] strives to be a perfect academic organization (Ghosh et al., 2001). | The science instructor displays morally upright behavior. The instructor possesses strong moral principles. The relationship between the science instructor and science student is morally sound and non-threatening. | The instructor institutes a classroom honor code and explains the importance of academic honesty to students. The instructor compensates students who work in her lab fairly. |
| **Fairness/Justice** (Bradach & Eccles, 1989; Butler, 1991; Di Battista et al., 2020; Dirks & Skarlicki, 2004; Ennis & McCauley, 2002; Hai-Jew, 2007; Kramer & Tyler, 1996; Lindskold & Bennett, 1973; McAllister, 1995; Ream et al., 2014; Rousseau et al., 1998; Stack, 1988; Tan & Chee, 2005; Tarter et al., 1995; Tschannen-Moran, 2004; Zhang & Chelladurai, 2013) | Higher Education/K-12 Education/Organizational Psychology/Personality Psychology/Social Psychology/Sociology/Sports Psychology (16) | My coach appreciates the work done by every athlete. My coach tries to be fair in dealings with athletes. My coach has a strong sense of justice (Zhang & Chelladurai, 2013). This person is fair in his/her dealings with me (Ream et al., 2014). | The science instructor's decisions are impartial and fair. The student perceives that the instructor is justified in their actions. | The instructor grades everyone's exams using the same rubric. The instructor provides all students with the same opportunities and resources. |
| **Good-faith** (Andersen, 1987; Barber 1983; Bews, 2000; Bradach & Eccles, 1989; Cummings & Bromiley, 1996; Deutsch, 1958; Dzimińska et al., 2018; Fukuyama, 1996; Gambetta, 2000; Kini & Choobineh, 1998; Kramer & Tyler, 1996; Malle & Ullman, 2021; McAllister, 1995; McGregor, 1967; Ouchi, 1981; Podsakoff et al., 1990; Porter et al., 1975; Rempel et al., 1985; Rousseau et al., 1998; Sako, 1992; Smith et al., 2012; Tan & Chee, 2005; Tschannen-Moran & Hoy, 1998) | Close Personal Relationships/Cognitive Science/Economics/Higher Education/K-12 Eudcation/Law/Organizational Psycholology/Social Psychology/Sociology (23) | In this relationship I have to keep alert or my partner might take advantage of me [reverse-scored] (Rempel et al., 1985). Teachers take unfair advantage of each other in this school [reverse-scored] (Tschannen-Moran & Hoy, 1998). Do you think that most people would try to take advantage of you if they got a chance or would they try be to fair? (Smith et al., 2012). | The science instructor operates in good faith. The instructor does not intentionally attempt to take advantage of their students. | The instructor does not assign more homework than they believe students are able to complete. The instructor designs assessments and exams at an appropriate level based on what was covered in the course. |
| **Accountability/Responsibility** (Barber, 1983; Brown, 2018; Burbules, 1993; Butler, 1991; Cook & Wall, 1980; Deutsch, 1958; Ennis & McCauley, 2002; Erdem & Ozen, 2003; Frost et al., 1978; Hai-Jew, 2007; Kramer & Tyler, 1996; McAllister, 1995; Morgan & Hunt, 1994; Shapiro, 1987; Solomon & Flores, 2003; Tschannen-Moran & Hoy, 1998) | Higher Education/K-12 Education/Marketing /Organizational Psychology/Political Science/Social Psychology/Sociology (16) | Teachers feel comfortable admitting to the principal they have made a mistake (Tschannen-Moran & Hoy, 1998). | The science instructor acknowledges their actions and is able to provide reasoning. The instructor is able to own up to their positive and negative actions. The instructor is willing to take responsibility for their actions or beliefs. | The instructor acknowledges that they made a mistake when grading a test and gives points to students to make up for the error. The instructor admits that the exam they distributed was too difficult and therefore implements a curve. |
| **Good Judgment** (Butler & Cantrell, 1984; Gabarro, 1978; Ghosh et al., 2001; Hai-Jew, 2007; Jennings, 1971; Kiesler & Sproull, 1982; March, 1981; Solomon & Flores, 2003) | Higher Education/Organizational Psychology/Political Science/Social Psychology (8) | Those in authority at [my institution] make wise judgments about when to allow me to do things my way (Ghosh et al., 2001). | The science instructor's actions appear to be intentional, thoughtful, and appropriate to the situation at hand. The undergraduate science student witnesses their instructor making good decisions. | The instructor does not lose their temper when a student makes inappropriate comments in class but rather asks the student to step out of the class for a private conversation. The instructor changes the date of an exam when she learns that most students will not be able to attend class that day. |
| **Acts Within Boundaries of Social Context** (Brown, 2018; Farh et al., 1998; Hagenauer & Volet, 2014; Hall, 1976; Tan & Chee, 2005) | Cultural Studies/Higher Education/Organizational Psychology (5) | Farh et al. (1998) and Tan & Chee (2005) highlight the importance of the context of social structures and existing social ties in the development of interpersonal trust, particularly in "high-context" East Asian cultures (Hall, 1976). | The science instructor abides by the norms and customs defined by their role and identity (e.g. as an older person speaking to a younger person or as a figure of authority). | The instructor does not attempt to contact students by means outside those established within the norms of their social and professional identity. |
| **Self-control** (Frost et al., 1978; Righetti & Finkenauer, 2011; Tangney et al., 2004) | Personality Psychology/Social Psychology (3) | I am good at resisting temptation. I never allow myself to lose control. I have a hard time breaking habits [reverse-scored]. I say inappropriate things [reverse-scored] (Tangney et al., 2004). | The science instructor displays the ability to provide appropriate and regulated responses despite the situation. The student perceives self-control in the instructor. | The instructor is able to maintain a positive attitude and encouragement of students despite having difficulty implementing a particular activity. The instructor does not lose their temper during class. |
| **Tactfulness/Discreetness/Confidentiality** (Brown et al., 2018; Ghosh et al., 2001; Jones & Morris, 1999; Moorman et al., 1993; Rempel et al., 1985; Rotenberg, 2010; Tan & Chee, 2005) | Close Personal Relationships/Higher Education/Marketing/Organizational Psychology/Social Psychology (7) | [My institution's] employees know how to deal with sensitive issues without offending those people involved. [My institution] would be tactful in presenting information to others that might be embarrassing for someone. My records at [my institution] are handled with care and tact. [My institution] does not tell others about things if I ask that they be kept secret (Ghosh et al., 2001). | The science instructor is sensitive and aware of their context. The science instructor is considerate. The instructor speaks in a such a way that demonstrates his consideration of others around them. | The instructor interacts with students politely. The instructor does not make impolite jokes around students. The instructor does not divulge information shared by students in confidence. |
| **Reputation/Historic Trustworthiness** (Baier 1994; Burt & Knez, 1996; Doney et al., 1998; Elsbach, 2004; Ennis & McCauley, 2002; Fukuyama, 1996; Griffith et al., 2018; Hai-Jew, 2007; Hardin, 2002; Kollock, 1994; Lewicki et al., 1998; Lui & Ngo, 2004; Malle & Ullman, 2021; McAllister, 1995; Portes & Sensenbrenner, 1993; Rempel et al., 1985; Rotter, 1967; Rousseau et al., 1998; Smith, 2010; Twyman et al., 2008; Wilson, 1985; Zucker, 1986) | Close Personal Relationships/Communications/Cognitive Science/Economics/Higher Education/K-12 Education/Organizational Psychology/Personality Psychology/Philosophy/Social Psychology/Sociology (22) | Portes & Sensenbrenner (1993) find that among Dominican and Cuban communities in New York City and Miami up until the 1970s, “networks of informal loan operations” were primarily used to fund new businesses and decisions to loan were based solely on the borrower's personal reputation. | The science instructor is known by students as an excellent educator. The instructor has an established reputation for trustworthiness. Past promises made by the instructor have been borne out. | The instructor's advice has helped students improve as the semester progresses. The instructor has an excellent record of teaching based on past reviews. |
| **Rank/Organizational Status** (Frost et al., 1978; Kramer, 1999; Smith & Shoho, 2007) | Higher Education/Organizational Psychology/Social Psychology (3) | Kramer (1999) describes "role-based trust" as trust formed on the basis of a person's role in an organization rather than on the basis of a person's personal characteristics, motives, and abilities. Smith & Shoho (2007) find in an empirical study that faculty trust in colleagues is negatively associated with higher academic rank. | The science instructor has accrued rank and status in their department over the years. | The instructor is a full professor with tenure. |
| **Flexibility** (Di Battista et al., 2020; Ennis & McCauley, 2002; Hai-Jew, 2007; Sitkin & Bies, 1994) | Higher Education/K-12 Education/Organizational Psychology (4) | A lecturer who was perceived by students as being malevolent or less trustworthy was described as being "rigid, not creative, and inflexible" (Di Battista et al, 2020). | The science instructor is adaptable and malleable to student needs. | When a student's computer breaks, the instructor extends the project due date. |
| **Cultural Responsiveness** (Applebaum, 1995; Boyas & Sharpe, 2010; Dewsbury & Brame, 2019; Ennis & McCauley, 2002; Freeman et al., 2007; Freire, 1970; Gay, 2000; Gibson & Manuel, 2003; Hammond, 2014; Jackson, 1994; Ladson-Billings, 1992; Osborne, 1996; Ream et al., 2014; Steele, 1997; Wiggan & Watson, 2016) | Cognitive Science/Communications/Cultural Studies/Educational Psychology/Higher Education/K-12 Education/Political Science/Social Psychology (15) | Ennis & McCauley (2002) describe teachers' successful application of elements of culturally relevant pedagogy such as building trusting relationships and teaching for student success (Ladson-Billions, 1994; Osborne, 1996) through the words a student: "They let you know and make you feel comfortable because you can rely on them if, you know, you missed anything. And trust them, I guess, to where you begin to believe they actually care whether you are in school and getting an education or not". | The science instructor teaches in a way that is respectful of cultural groups and differences. The instructor makes an effort to learn about students' cultural backgrounds and acknowledges them through their teaching practice. | The instructor devotes time in class to prominent African Americans who have made an impact in science. The instructor understands that students may have previously had inconsistent education due to extenuating circumstances and works to ensure that students do not fall behind. |
| **Security/Safety** (Dewsbury & Brame, 2019; Edmondson et al., 2004; Ennis & McCauley, 2002; Freeman et al., 2007; Fukuyama, 1996; Grandison & Sloman, 2000; Kanter, 1983; Nissenbaum, 2004; Rempel et al., 1985; Schul et al., 2008; Solomon & Flores, 2003) | Close Personal Relationships/Communications/Economics/Higher Education/K-12 Education/Organizational Psychology/Political Science/Social Psychology (11) | My partner provides security for me. With my partner, I feel safe and protected (Rempel et al., 1985) | The student feels safe around their science instructor. The instructor does not make students feel uncomfortable and reassures students that it is safe for them to bring their whole self to the classroom. | The instructor leaves the door open when a students visit their office. The instructor does not use personal information about students against them. |
| **Assertiveness/Self-Confidence** (Frost et al., 1978; Wooten & McCroskey, 1996) | Higher Education/Social Psychology (2) | Please indicate the degree to which you believe each of these characteristics applies to your teacher while interacting with others: defends own beliefs, independent, forceful, has a strong personality, assertive, dominant, willing to take a stand, acts as a leader, aggressive, and competitive (Wooten & McCroskey, 1996). | The science instructor is confident. The instructor has a forceful personality. The instructor is not meek and is very straightforward. | When a student comes to office hours and questions the instructor's judgement on a topic, the instructor defends their views swiftly and with confidence. |
| **Respect** (Applebaum, 1995; Cook et al., 2004; Di Battista et al., 2020; Ennis & McCauley, 2002; Erdem & Ozen, 2003; Freeman et al., 2007; Fukuyama, 1996; Griffith et al., 2018; Hai-Jew, 2007; Kramer & Tyler, 1996; Ream et al., 2014; Solomon & Flores, 2003; Tan & Chee, 2005) | Economics/Educational Psychology/Healthcare/Higher Education/K-12 Education/Organizational Psychology/Political Science/Social Psychology (13) | This person respects and appreciates me (Ream et al., 2014). Team members respect each other's emotions and ideas (Erdem & Ozen, 2003). | The science instructor treats students with respect, both in regards to the student's role in the classroom and the student's identity. | When a student asks a question, the instructor treats the question seriously and with respect. The instructor keeps class within the scheduled time to respect students' responsibilities outside of their specific class. |
| **Support** (Butler & Cantrell, 1984; Eisenberger et al., 1986; Ennis & McCauley, 2002; Erdem & Ozen, 2003; Fernandes et al., 2013; Freeman et al., 2007; Fukuyama, 1996; Griffith et al., 2018; Hai-Jew, 2007; Kramer & Tyler, 1996; Rempel et al., 1985; Rousseau et al., 1998; Sheng et al., 2010) | Close Personal Relationships/Economics/Higher Education/K-12 Education/Organizational Psychology/Social Psychology (13) | Though times may change and the future is uncertain; I know my partner will always be ready and willing to offer me strength and support (Rempel et al., 1985). The organization is willing to extend itself in order to help me perform my job to the best of my ability (Eisenberger et al., 1986). | The science instructor provides students with the support necessary to complete their coursework successfully. The instructor provides professional development and personal support to students. | The instructor provides clear instructions and resources to aid in completion of assignments. The instructor helps students with difficult homework questions during their office hours. The instructor provides students with resources for professional development. |
| **Trusting/Persistent/Willing to Give Second Chances** (Applebaum, 1995; Baier, 1986; Ennis & McCauley, 2002; Erdem & Ozen, 2003; Frost et al., 1978; Fukuyama, 1996; Jarvenpaa & Leidner 1998; Ream et al., 2014; Righetti & Finkenauer, 2011; Tan & Chee, 2005) | Economics/Educational Psychology/Communications/Higher Education/K-12 Education/Organizational Psychology/Philosophy/Social Psychology (9) | Applebaum (1995) describes this trait as: "For the teacher who chooses to trust, whatever is known about the student's past, good and bad, is disregarded for the moment and the teacher is willing to see the student in a positive light and as having the potential to change for the better". | The science instructor is trusting of their students and provides students with multiple opportunities for success. | If a student has had past behavioral issues or does poorly on an exam, the instructor works with the student and provides helpful advice to help them improve. |
| **Free Choice** (Hai-Jew, 2007; Righetti & Finkenauer, 2011; Solomon & Flores, 2003) | Higher Education/Personality Psychology/Political Science/Social Psychology/Sociology (3) | Righetti & Finkenauer (2011) describe this antecedent of trust in the following way: "In situations involving interpersonal uncertainty, people can choose to make themselves vulnerable [.] Imagine John wants to share important secret information about his company with someone. Will he share this information with his colleague Mary []? [] If John decides to share the information with Mary, it is because John *chooses* to trust Mary and believes that she will react in his interest rather than in her own." | The student is given a free choice in whether or not to trust their science instructor. | The instructor does not retaliate against students who are distrustful of them. The instructor does not force students to trust them or share information involuntarily. |

## Supplementary Table 2. Factor correlation matrix for 3-factor solution.

|  |  |  |
| --- | --- | --- |
| **Factor 1** | **Factor 2** | **Factor 3** |
| 1 | 0.778 | 0.689 |
|  | 1 | 0.488 |
|  |  | 1 |

## Supplementary Table 3. Model fit indices for other proposed factor solutions of the survey.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specified Model | NFI | CFI | TLI | RMSEA | Chi-square goodness of fit |
| Four-factor | 0.836 | 0.90 | 0.868 | 0.08 | ꭓ2 (557) = 1333.39, *p* < 0.001 |
| Five-factor | 0.864 | 0.921 | 0.893 | 0.07 | ꭓ2 (523) = 1110.64, *p* < 0.001 |