

Wake Forest University
HERI Faculty Survey Results
2017

Table of Contents

Construct Comparison

Construct Descriptions & Survey Items

Construct Scores Comparison

Significant Differences by Question within Wake Forest University

WFU 2017 by Race

WFU 2017 by Gender

WFU 2017 by Tenure Status

Significant Difference Across Specific Responses

WFU 2017 vs WFU 2014

WFU 2017 vs Private Univ.2017

WFU 2017 vs WFU2014, Additional Questions

Longitudinal Graphs of WFU Questions

Administering Institutions

Construct Comparison

WFU2017 vs WFU2014 and Private
Univ.2017

Construct Descriptions & Survey Items

Career Related Stress – Measures the amount of stress faculty experience related to their career.

Survey items and estimation 'weights':

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

- * Lack of personal time (1.96)
- * Teaching load (1.51)
- * Research or publishing demands (1.06)
- * Committee work (1.38)
- * Self-imposed high expectations (1.03)
- * Institutional procedures/red tape (1.08)
- * Students (1.08)

Civic Minded Practice – A unified measure of faculty involvement in civic activities.

Survey items and estimation 'weights':

- * Collaborated with the local community in research/teaching (2.17)
- * Engaged in public service/professional consulting without pay? (1.24)
- * Community or public service (1.33)
- * Community service as part of coursework (1.53)
- * Advised student groups involved in service/volunteer work (1.43)

Civic Minded Values – A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.

Survey items and estimation 'weights':

- * Encourage students to become agents of social change (2.77)
- * Colleges have a responsibility to work with their surrounding communities to address local issues (1.25)
- * Instill in students a commitment to community service (2.69)

Diversity Climate – Measure representing faculty's perspectives about the climate for faculty members from diverse backgrounds.

Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

- * This institution has effective hiring practices and policies that increase faculty diversity (1.45)
- * This institution takes responsibility for educating underprepared students (0.88)
- * Faculty of color are treated fairly here (5.13)
- * Women faculty are treated fairly here (4.67)
- * LGBTQ faculty are treated fairly here (3.17)

Institutional Priority: Civic Engagement – Measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

- * To provide resources for faculty to engage in community-based teaching or research (2.08)
- * To create and sustain partnerships with surrounding communities (2.84)
- * To facilitate student involvement in community service (1.56)

Institutional Priority: Commitment to Diversity – Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

- * To promote gender diversity in the faculty and administration (3.34)
- * To recruit more minority students (1.77)
- * To promote racial and ethnic diversity in the faculty and administration (5.72)

Institutional Priority: Increase Prestige – Measures the extent to which faculty believe their institution is committed to increasing its prestige.

Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

- * To increase or maintain institutional prestige (3.54)
- * To enhance the institution's national image (3.43)
- * To hire faculty "stars" (1.47)

Job Satisfaction: Compensation – A unified measure of the extent to which faculty are satisfied with their compensation packages.

Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

- * Opportunity for scholarly pursuits (2.38)
- * Teaching load (1.22)
- * Retirement benefits (1.68)
- * Health benefits (2.04)
- * Salary (1.39)
- * Prospects for career advancement (1.53)

Job Satisfaction: Professional – A unified measure of the extent to which faculty are satisfied with their working environment.

Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

- * Autonomy and independence (1.46)
- * Flexibility in relation to family matters or emergencies (3.05)
- * Departmental leadership (1.09)
- * Leaving policies (2.40)
- * Relative equity of salary and job benefits (1.29)

Respect – Composite measure representing the extent to which faculty feel their contributions are respected or appreciated by their colleagues.

Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

- * My research is valued by faculty in my department (2.32)
- * My teaching is valued by faculty in my department (5.73)
- * My service is valued by faculty in my department (3.71)
- * Faculty here respect each other (1.14)

Scholarly Productivity – A unified measure of the scholarly activity of faculty.

Survey items and estimation 'weights':

How many of the following have you published?

- * Articles in academic and professional journals (3.09)
- * How many of your professional writings have been published or accepted for publication in the last two years (2.53)
- * Chapters in edited volumes (2.11)

Student-Centered Pedagogy – Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.

Survey items and estimation 'weights':

In how many of the courses that you teach do you use each of the following?

- * Cooperative learning (small groups) (2.30)
- * Reflective writing/journaling (1.37)
- * Student presentations (1.85)
- * Experiential learning/Field studies (1.30)
- * Group projects (1.82)
- * Using student inquiry to drive learning (1.26)
- * Class discussions (1.70)
- * Student evaluations of each others' work (1.53)

Undergraduate Education Goal: Personal Development – Measures the extent to which faculty believe that personal development is a central goal for undergraduate education.

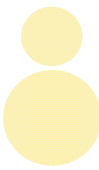
Survey items and estimation 'weights':

Indicate the importance to you of each of the following education goals for undergraduate students:

- * Help students develop personal values (4.28)
- * Provide for students' emotional development (2.15)
- * Develop moral character (3.42)

Construct Scores Comparison, WFU 2017 vs. WFU 2014

(All Respondents)


Construct	WFU 2017		WFU 2014	2017 vs 2014 Small effect (greater) Medium effect (greater) 
Scholarly Productivity	N	304	232	
	Mean	55.4	53.6	
	Std Dev	8.8	8.7	
Job Satisfaction: Compensation	N	230.0	188	
	Mean	54.6	53.6	
	Std Dev	8.4	8.1	
Civic Minded Values	N	269	205	
	Mean	53.9	48.0	
	Std Dev	8.8	8.9	
Inst Priority: Commitment to Diversity	N	237	192	
	Mean	53.5	52.2	
	Std Dev	8.9	8.1	
Job Satisfaction: Workplace	N	230	188	
	Mean	52.3	50.9	
	Std Dev	8.9	9.2	
Undergraduate Education Goal: Personal Development	N	267	196	
	Mean	52.1	48.5	
	Std Dev	8.1	9.5	
Diversity climate	N	254		
	Mean	50.7		
	Std Dev	8.7		
Respect	N	253		
	Mean	50.5		
	Std Dev	9.0		
Student- Centered Pedagogy	N	278	215	
	Mean	50.5	48.0	
	Std Dev	8.5	9.8	
Career Related Stress	N	227	187	
	Mean	49.9	49.8	
	Std Dev	6.9	7.8	
Inst Priority: Civic Engagement	N	237	192	
	Mean	50.1	50.0	
	Std Dev	8.4	8.2	
Inst Priority: Increase Prestige	N	236	189	
	Mean	49.6	55.4	
	Std Dev	7.0	7.2	
Civic Minded Practice	N	324	237	
	Mean	48.5	47.3	
	Std Dev	8.2	8.4	

Conservative Margin of Error (Smallest N and largest Std Dev.)

+/- 1.2

+/- 1.4

Construct Scores Comparison,
WFU 2017 Full-time Undergraduate Faculties vs. Non Full-time Undergraduate Faculties

Construct		WFU Ugrad	WFU Non-Ugrad	Ugrad vs Non-Ugrad
Scholarly Productivity	N Mean Std Dev	247 55.0 8.9	57 56.7 8.3	Small effect (greater) 
Job Satisfaction: Compensation	N Mean Std Dev	192 54.4 8.5	38.0 55.9 8.3	
Civic Minded Values	N Mean Std Dev	222 53.6 9.0	47.0 55.3 8.0	
Inst Priority: Commitment to Diversity	N Mean Std Dev	197 53.5 8.9	40.0 53.6 8.8	
Job Satisfaction: Workplace	N Mean Std Dev	192 52.2 9.0	38.0 52.9 8.9	
Undergraduate Education Goal: Personal Development	N Mean Std Dev	221 52.0 8.2	46.0 52.7 7.7	
Diversity climate	N Mean Std Dev	212 51.1 8.4	42.0 48.9 9.9	
Respect	N Mean Std Dev	210 50.5 9.1	43.0 50.3 8.6	
Student- Centered Pedagogy	N Mean Std Dev	228 50.3 8.2	50.0 51.1 9.8	
Career Related Stress	N Mean Std Dev	189 50.3 6.7	38.0 47.9 7.5	
Inst Priority: Civic Engagement	N Mean Std Dev	197 49.9 8.6	40.0 50.8 7.4	
Inst Priority: Increase Prestige	N Mean Std Dev	196 49.5 7.0	40.0 50.3 7.1	
Civic Minded Practice	N Mean Std Dev	262 47.8 8.0	62.0 51.6 8.2	



Conservative Margin of Error (Smallest N and largest Std Dev.)

+/- 1.3

+/- 3.2

Construct Scores Comparison, WFU 2017 vs. WFU 2014

(Full Time Undergraduate Faculty Only)

Construct	WFU 2017		WFU 2014	2017 vs 2014
Scholarly Productivity	N	247	185	Small effect (greater)  Medium effect (greater) 
	Mean	55.0	53.4	
	Std Dev	8.9	8.9	
Job Satisfaction: Compensation	N	192	152	
	Mean	54.4	53.2	
	Std Dev	8.5	8.0	
Civic Minded Values	N	222	166	
	Mean	53.6	47.5	
	Std Dev	9.0	9.3	
Inst Priority: Commitment to Diversity	N	197	154	
	Mean	53.5	51.2	
	Std Dev	8.9	8.0	
Job Satisfaction: Workplace	N	192	152	
	Mean	52.2	50.7	
	Std Dev	9.0	9.1	
Undergraduate Education Goal: Personal Development	N	221	166	
	Mean	52.0	48.0	
	Std Dev	8.2	9.7	
Diversity climate	N	212		
	Mean	51.1		
	Std Dev	8.4		
Respect	N	210		
	Mean	50.5		
	Std Dev	9.1		
Student- Centered Pedagogy	N	228	175	
	Mean	50.3	48.7	
	Std Dev	8.2	9.3	
Career Related Stress	N	189	151	
	Mean	50.3	50.4	
	Std Dev	6.7	7.8	
Inst Priority: Civic Engagement	N	197	154	
	Mean	49.9	49.9	
	Std Dev	8.6	8.2	
Inst Priority: Increase Prestige	N	196	152	
	Mean	49.5	55.3	
	Std Dev	7.0	7.2	
Civic Minded Practice	N	262	190	
	Mean	47.8	46.7	
	Std Dev	8.0	8.6	


Conservative Margin of Error (Smallest N and largest Std Dev.)

+/- 1.3

+/- 1.6

Construct Scores Comparison, WFU 2017 vs. Priv.U 2017

(Full Time Undergraduate Faculty Only)

Construct	WFU 2017		Priv.U 2017	WFU vs Priv.U
Scholarly Productivity	N	247	1727	Small effect (greater) 
	Mean	55.0	56.2	
	Std Dev	8.9	8.9	
Job Satisfaction: Compensation	N	192	1421	
	Mean	54.4	55.4	
	Std Dev	8.5	8.5	
Civic Minded Values	N	222	1543	
	Mean	53.6	53.7	
	Std Dev	9.0	8.4	
Inst Priority: Commitment to Diversity	N	197	1426	
	Mean	53.5	50.8	
	Std Dev	8.9	9.9	
Job Satisfaction: Workplace	N	192	1421	
	Mean	52.2	52.2	
	Std Dev	9.0	9.1	
Undergraduate Education Goal: Personal Development	N	221	1542	
	Mean	52.0	53.6	
	Std Dev	8.2	8.2	
Diversity climate	N	212	1487	
	Mean	51.1	50	
	Std Dev	8.4	8.7	
Respect	N	210	1484	
	Mean	50.5	50.7	
	Std Dev	9.1	9.1	
Student- Centered Pedagogy	N	228	1601	
	Mean	50.3	50.6	
	Std Dev	8.2	8.2	
Career Related Stress	N	189	1404	
	Mean	50.3	50.9	
	Std Dev	6.7	7.4	
Inst Priority: Civic Engagement	N	197	1425	
	Mean	49.9	48.9	
	Std Dev	8.6	8.9	
Inst Priority: Increase Prestige	N	196	1426	
	Mean	49.5	49.8	
	Std Dev	7.0	8.1	
Civic Minded Practice	N	262	1807	
	Mean	47.8	49.1	
	Std Dev	8.0	7.9	


Conservative Margin of Error (Smallest N and largest Std Dev.)

+/- 1.3

+/- 0.5

Construct Scores Comparison, WFU 2017 Male Faculties vs. Female Faculties

(All Respondents)

Construct	Male	Female	Male vs Female
Scholarly Productivity	N 166 Mean 56.7 Std Dev 8.8	138 53.8 8.5	Small effect (greater) 
Job Satisfaction: Compensation	N 126 Mean 55.9 Std Dev 8.5	104 53.1 8.2	
Inst Priority: Commitment to Diversity	N 129 Mean 53.7 Std Dev 9.1	108 53.3 8.6	
Job Satisfaction: Workplace	N 126 Mean 53.4 Std Dev 9.1	104 51.1 8.6	
Civic Minded Values	N 150 Mean 52.2 Std Dev 9.8	119 56.0 6.9	
Diversity climate	N 138 Mean 52.0 Std Dev 8.2	116 49.2 9.0	
Respect	N 138 Mean 51.2 Std Dev 8.8	115 49.6 9.1	
Undergraduate Education Goal: Personal Development	N 149 Mean 51.0 Std Dev 8.4	118 53.5 7.6	
Inst Priority: Increase Prestige	N 129 Mean 49.8 Std Dev 6.8	107 49.4 7.2	
Inst Priority: Civic Engagement	N 130 Mean 49.5 Std Dev 8.7	107 50.1 8.0	
Student- Centered Pedagogy	N 156 Mean 49.0 Std Dev 7.8	122 52.3 9.1	
Career Related Stress	N 124 Mean 48.8 Std Dev 6.6	103 51.2 7.1	
Civic Minded Practice	N 176 Mean 48.4 Std Dev 7.9	148 48.7 8.5	

Conservative Margin of Error (Smallest N and largest Std Dev.)

+/- 1.72

+/- 1.76

Construct Scores Comparison, WFU 2017 White Faculties vs. Non White Faculties

(All Respondents)

Construct	White	Non-White	White vs Non-White
Scholarly Productivity	N 201 Mean 56.1 Std Dev 8.9	24 53.8 9.3	Small effect (greater)
Job Satisfaction: Compensation	N 201 Mean 54.6 Std Dev 8.4	24 55.5 8.6	Medium effect (greater)
Inst Priority: Commitment to Diversity	N 198 Mean 53.7 Std Dev 8.4	24 53.1 11.3	
Civic Minded Values	N 202 Mean 53.4 Std Dev 8.8	23 58.1 6.6	
Job Satisfaction: Workplace	N 201 Mean 52.3 Std Dev 9.1	24 53.2 8.1	
Undergraduate Education Goal: Personal Development	N 202 Mean 51.4 Std Dev 7.7	23 55.4 8.8	
Diversity climate	N 200 Mean 50.8 Std Dev 8.6	24 52.0 10.8	
Student- Centered Pedagogy	N 202 Mean 50.5 Std Dev 8.6	24 50.7 8.8	
Respect	N 201 Mean 50.4 Std Dev 9.1	24 51.7 8.8	
Career Related Stress	N 199 Mean 50.1 Std Dev 6.6	23 46.8 7.8	
Inst Priority: Civic Engagement	N 198 Mean 49.7 Std Dev 8.0	24 53.9 9.1	
Inst Priority: Increase Prestige	N 197 Mean 49.5 Std Dev 7.1	24 51.0 5.5	
Civic Minded Practice	N 202 Mean 48.1 Std Dev 8.3	24 48.0 8.6	

Conservative Margin of Error (Smallest N and largest Std Dev.)

+/- 1.3

+/- 4.6

Construct Scores Comparison, WFU 2017 Tenured Faculties vs. Non Tenured Faculties

(All Respondents)

Construct	Tenured		Non-Tenured	Tenured vs Non-Tenured
Scholarly Productivity	N	214	90	Small effect (greater)
	Mean	58.6	47.8	
	Std Dev	7.0	8.0	
Job Satisfaction: Compensation	N	168	62	Medium effect (greater)
	Mean	55.0	53.7	
	Std Dev	8.4	8.5	
Inst Priority: Commitment to Diversity	N	174	63	Huge effect (greater)
	Mean	54.0	52.2	
	Std Dev	8.3	10.2	
Civic Minded Values	N	194	75	
	Mean	53.8	54.1	
	Std Dev	9.1	8.3	
Job Satisfaction: Workplace	N	168	62	
	Mean	53.0	50.6	
	Std Dev	8.9	8.9	
Undergraduate Education Goal: Personal Development	N	193	74	
	Mean	51.9	52.7	
	Std Dev	8.0	8.6	
Respect	N	186	67	
	Mean	51.8	46.9	
	Std Dev	8.8	8.4	
Diversity climate	N	186	68	
	Mean	51.2	49.4	
	Std Dev	8.3	9.5	
Student- Centered Pedagogy	N	200	78	
	Mean	50.1	51.4	
	Std Dev	7.8	10.1	
Career Related Stress	N	164	63	
	Mean	50.8	47.5	
	Std Dev	6.8	6.6	
Inst Priority: Civic Engagement	N	175	62	
	Mean	49.6	51.6	
	Std Dev	8.2	9.0	
Inst Priority: Increase Prestige	N	173	63	
	Mean	49.6	49.6	
	Std Dev	6.9	7.4	
Civic Minded Practice	N	228	96	
	Mean	48.6	48.5	
	Std Dev	8.2	8.2	

Conservative Margin of Error (Smallest N and largest Std Dev.)

+/- 1.39

+/- 2.5

Significant Differences by Question within Wake Forest University

2017 WFU All Faculty Report by Race

Question	Non-White (%)	N	White (%)	N
What is your present academic rank?				
Professor	20.8%	24	41.8%	201

Question	Non-White (%)	N	White (%)	N
What is your tenure status at this institution?				
Not on tenure track, but institution has tenure system	41.7%	24	25.3%	202

Question	Non-White (%)	N	White (%)	N
During the past two years, have you engaged in any of the following activities?				
Taught an honors course				
Yes	50.0%	24	18.7%	198
No	50.0%	24	81.3%	198

Question	Non-White (%)	N	White (%)	N
Have you engaged in any of the following professional development opportunities at your institution				
Received resources to integrate culturally-competent practices into your classroom				
Yes	45.8%	24	28.6%	199
No	50.0%	24	68.3%	199

Question	Non-White (%)	N	White (%)	N
During the present term, how many hours per week on average do you actually spend on each of the following activities				
Preparing for teaching (including reading student papers and grading)				
21+	20.8%	24	3.7%	190
Advising and counseling of students				
None	20.8%	24	5.5%	201
Research and scholarly writing				
21+	26.1%	23	8.1%	197

Question	Non-White (%)	N	White (%)	N
In your interactions with undergraduates, how often do you encourage them to				
Support their opinions with a logical argument				
Frequently	95.0%	20	78.8%	193
Seek solutions to problems and explain them to others				
Frequently	90.0%	20	67.7%	192
Evaluate the quality or reliability of information they receive				
Frequently	90.0%	20	67.4%	193
Explore topics on their own, even though it was not required for a class				
Frequently	65.0%	20	46.4%	194

Accept mistakes as part of the learning process				
Frequently	90.0%	20	68.2%	195

Question	Non-White (%)	N	White (%)	N
In how many of the courses that you teach do you use each of the following				
Extensive lecturing				
None	39.1%	23	19.9%	201
Electronic quizzes with immediate feedback in class				
None	60.9%	23	76.0%	196
Rubric-based assessment				
All	50.0%	24	31.3%	195

Question	Non-White (%)	N	White (%)	N
Indicate the importance to you of each of the following education goals for undergraduate students				
Develop students' moral character				
Essential	60.9%	23	30.0%	200
Provide for students' emotional development				
Essential	39.1%	23	23.5%	200
Help students develop personal values				
Essential	60.9%	23	30.8%	198
Enhance students' knowledge of and appreciation for other racial/ethnic groups				
Essential	78.3%	23	39.0%	200
Promote ability to write effectively				
Essential	91.3%	23	74.9%	199

Question	Non-White (%)	N	White (%)	N
Rate your agreement with the following statements				
The chief benefit of a college education is that it increases one's earning power				
Strongly disagree	4.4%	23	21.7%	198
Colleges have a responsibility to work with their surrounding communities to address local issues				
Strongly agree	78.3%	23	47.5%	198
I achieve a healthy balance between my personal life and my professional life				
Strongly agree	39.1%	23	21.7%	198
I feel that I have to work harder than my colleagues to be perceived as a legitimate scholar				
Strongly agree	39.1%	23	17.2%	198

Question	Non-White (%)	N	White (%)	N
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following				
This institution has effective hiring practices and policies that increase faculty diversity				
Strongly agree	41.7%	24	20.3%	197
Student Affairs staff have the support and respect of faculty				

Strongly agree	45.8%	24	20.5%	185
My teaching is valued by faculty in my department				
Strongly agree	77.3%	22	57.8%	199
Faculty are sufficiently involved in campus decision making				
Strongly agree	39.1%	23	12.6%	191
This institution takes responsibility for educating underprepared students				
Strongly agree	30.4%	23	12.9%	194

2017 WFU All Faculty Report by Gender

Question	Women (%)	N	Men (%)	N
What types of courses do you primarily teach?				
Graduate courses	10.5%	19	42.9%	21
I do not teach	31.6%	19	4.8%	21

Question	Women (%)	N	Men (%)	N
During the past two years, have you engaged in any of the following activities?				
Taught an honors course				
Yes	53.1%	147	14.6%	171
No	46.9%	147	85.4%	171

Question	Women (%)	N	Men (%)	N
In the past two years, to what extent have you				
Engaged undergraduates on your research projects				
Not at all	52.1%	140	33.9%	171

Question	Women (%)	N	Men (%)	N
With respect to your undergraduate advisees, how often have you				
Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)				
Frequently	62.4%	101	41.1%	112
Helped them plan their course of study				
Frequently	85.9%	99	68.8%	112
Discussed their academic performance				
Frequently	67.6%	102	52.3%	111

Question	Women (%)	N	Men (%)	N
Received resources to integrate culturally-competent practices into your classroom				
Yes	37.2%	137	20.7%	164
No	57.7%	137	75.6%	164

Question	Women (%)	N	Men (%)	N
How many these exhibitions or performances in the fine or applied arts were				
Collaborative				
21+	5.3%	19	33.3%	15

Question	Women (%)	N	Men (%)	N
How many of these publications in the past three years have been solo-authored?				
None	18.0%	100	33.1%	130

Question	Women (%)	N	Men (%)	N
How many of these publications in the past three years have been co-authored?				
None	33.0%	97	17.3%	133

Question	Women (%)	N	Men (%)	N
In your interactions with undergraduates, how often do you encourage them to				
Accept mistakes as part of the learning process				
Frequently	80.3%	122	58.6%	152

Question	Women (%)	N	Men (%)	N
How frequently in the courses you taught in the past year have you given at least one assignment that required students to				
Apply mathematical concepts and computational thinking				
Frequently	16.3%	123	36.7%	158
Not at all	62.6%	123	39.2%	158

Question	Women (%)	N	Men (%)	N
In how many of the courses that you teach do you use each of the following				
Cooperative learning (small groups)				
All	64.8%	122	42.4%	151
Extensive lecturing				
None	35.5%	121	13.0%	154
Reflective writing/journaling				
None	35.3%	119	54.8%	155
Readings on racial and ethnic issues				
None	26.1%	119	47.7%	153
Readings on women and gender issues				
None	29.9%	117	48.0%	148
Student evaluations of each others' work				
None	23.5%	119	41.7%	151
Rubric-based assessment				
All	44.4%	117	24.7%	150
None	11.1%	117	28.0%	150

Question	Women (%)	N	Men (%)	N
Indicate the importance to you of each of the following education goals for undergraduate students				
Teach students tolerance and respect for different beliefs				
Essential	68.6%	118	50.3%	149

Question	Women (%)	N	Men (%)	N
Rate your agreement with the following statements				

A racially/ethnically diverse student body enhances the educational experience of all				
Strongly agree	87.3%	118	65.3%	147

Question	Women (%)	N	Men (%)	N
How satisfied are you with the following aspects of your job				
Institutional support for work/life balance				
Very satisfied	13.5%	104	33.3%	123

2017 WFU All Faculty Report by Tenure Status

Question	Not T/TT(%)	N	Tenured/TTrack(%)	N
What is your present academic rank?				
Professor	6.0%	100	49.0%	243
Associate professor	12.0%	100	27.6%	243
Assistant professor	0.0%	100	23.5%	243
Instructor	76.0%	100	0.0%	243

Question	Not T/TT(%)	N	Tenured/TTrack(%)	N
What is your tenure status at this institution?				
Tenured	0.0%	106	76.1%	243
On tenure track, but not tenured	0.0%	106	23.9%	243

Question	Not T/TT(%)	N	Tenured/TTrack(%)	N
In how many of the courses that you teach do you use each of the following				
Performances/Demonstrations				
None	28.4%	74	47.1%	191
Electronic quizzes with immediate feedback in class				
None	62.2%	74	77.2%	193

Question	Not T/TT(%)	N	Tenured/TTrack(%)	N
How frequently do you incorporate the following forms of technology into your courses				
Online homework or virtual labs				
Frequently	29.7%	74	12.0%	191

Significant Differences Across Specific Responses

WFU 2017 vs WFU 2014

WFU All Faculty Report 2017 vs 2014

Question	2014 (%)	N	2017 (%)	N
What is your present academic rank?				
Instructor	1.7%	236	22.2%	343

Question	2014 (%)	N	2017 (%)	N
In your interactions with undergraduates, how often do you encourage them to				
Seek alternative solutions to a problem				
Frequently	46.5%	213	64.4%	270

Question	2014 (%)	N	2017 (%)	N
In how many of the courses that you teach do you use each of the following				
Cooperative learning (small groups)				
All	34.6%	211	52.4%	273
Using real-life problems				
All	49.5%	212	34.5%	275

Question	2014 (%)	N	2017 (%)	N
Indicate the importance to you of each of the following education goals for undergraduate students				
Prepare students for employment after college				
Essential	37.2%	196	56.4%	264
Prepare students for graduate or advanced education				
Essential	31.1%	196	51.7%	263

Question	2014 (%)	N	2017 (%)	N
If you were to begin your career again, would you				
Still want to come to this institution?				
Definitely yes	46.8%	190	62.6%	230

Significant Differences Across Specific Responses

WFU 2017 vs Private Univ. 2017

2017 All Faculty Report WFU vs Private U Very High Selectivity

Question	Private U (%)	N	WFU (%)	N
What is your present academic rank?				
Instructor	5.4%	1878	22.2%	343

Question	Private U (%)	N	WFU (%)	N
What types of courses do you primarily teach?				
(based on faculty who indicated they were not teaching this term) Undergraduate credit courses	100.0%	169	55.0%	40
Graduate courses	0.0%	169	27.5%	40
I do not teach	0.0%	169	17.5%	40

Question	Private U (%)	N	WFU (%)	N
FACULTY WHO TAUGHT GRADUATE COURSES ONLY In the past two years, to what extent have you				
Published with graduate students				
Not at all	48.9%	1167	64.5%	203

Question	Private U (%)	N	WFU (%)	N
During the past two years, have you engaged in any of the following activities?				
Taught an honors course				
Yes	53.4%	1789	18.2%	314
No	46.6%	1789	81.8%	314

Question	Private U (%)	N	WFU (%)	N
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following				
There is a lot of campus racial conflict here				
Strongly disagree	33.9%	1452	7.3%	245

Question	Private U (%)	N	WFU (%)	N
How satisfied are you with the availability of child care at this institution?				
Not satisfied	40.0%	652	57.0%	86

Significant Differences Across Specific
Responses, WFU Additional Questions
WFU 2017 vs WFU 2014

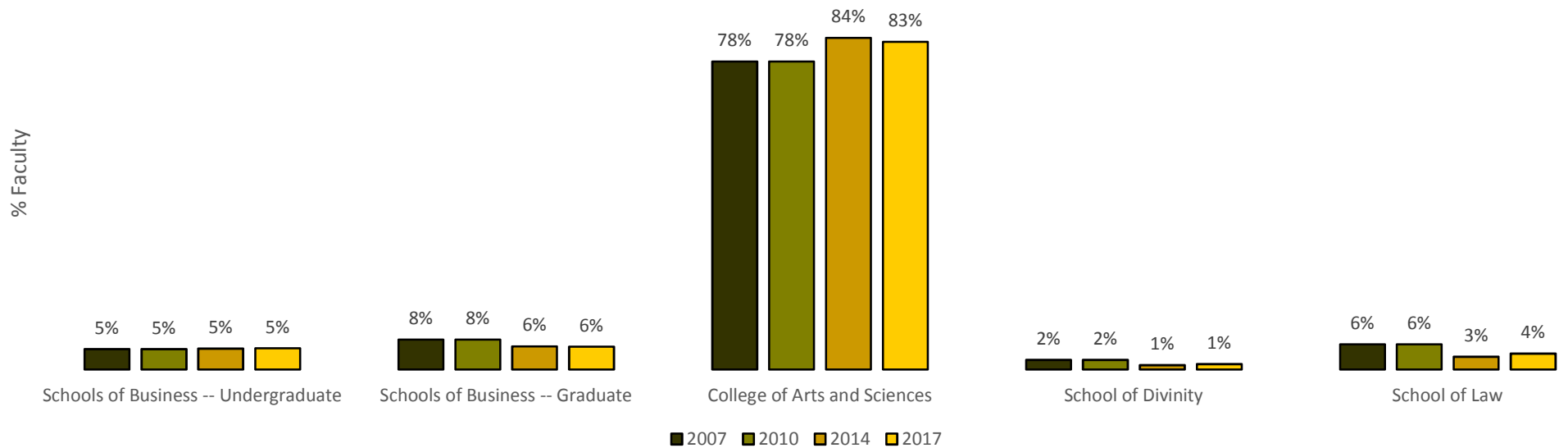
WFU Faculty Report All Custom Questions Only 2017 vs 2014

Question	2014 (%)	N	2017 (%)	N
To what extent is publicity for achievement in research being provided?				
Not at all	1.6%	188	6.2%	226

Longitudinal Graphs of WFU Questions

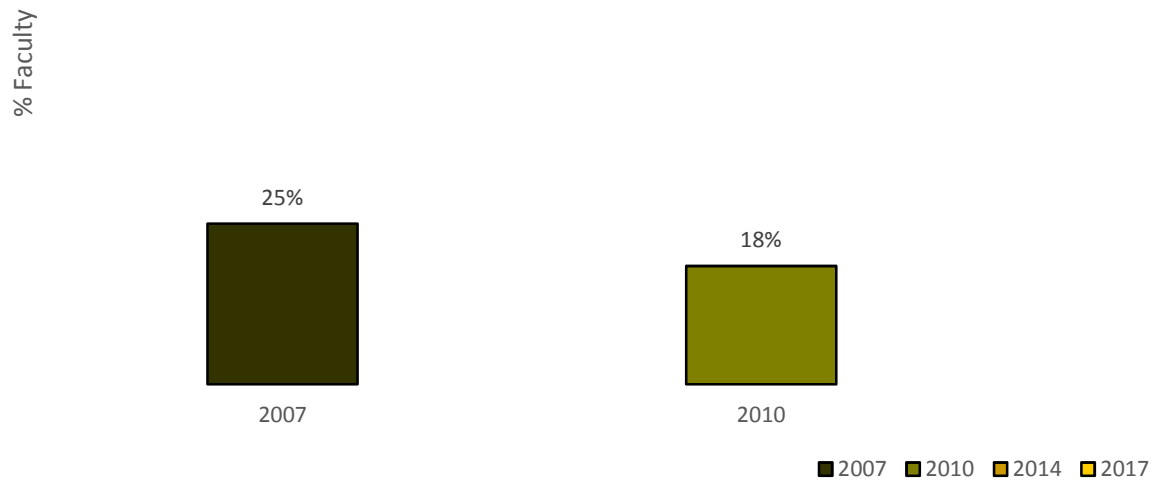
2007	average	n=247	Margin of Error +/-6.2%
2010	average	n=249	Margin of Error +/-6.2%
2014	average	n=187	Margin of Error +/-7.2%
2017	average	n=223	Margin of Error +/-6.6%

What is the ONE school where you conduct the majority of your teaching at Wake Forest?*



*Additional question by Wake Forest

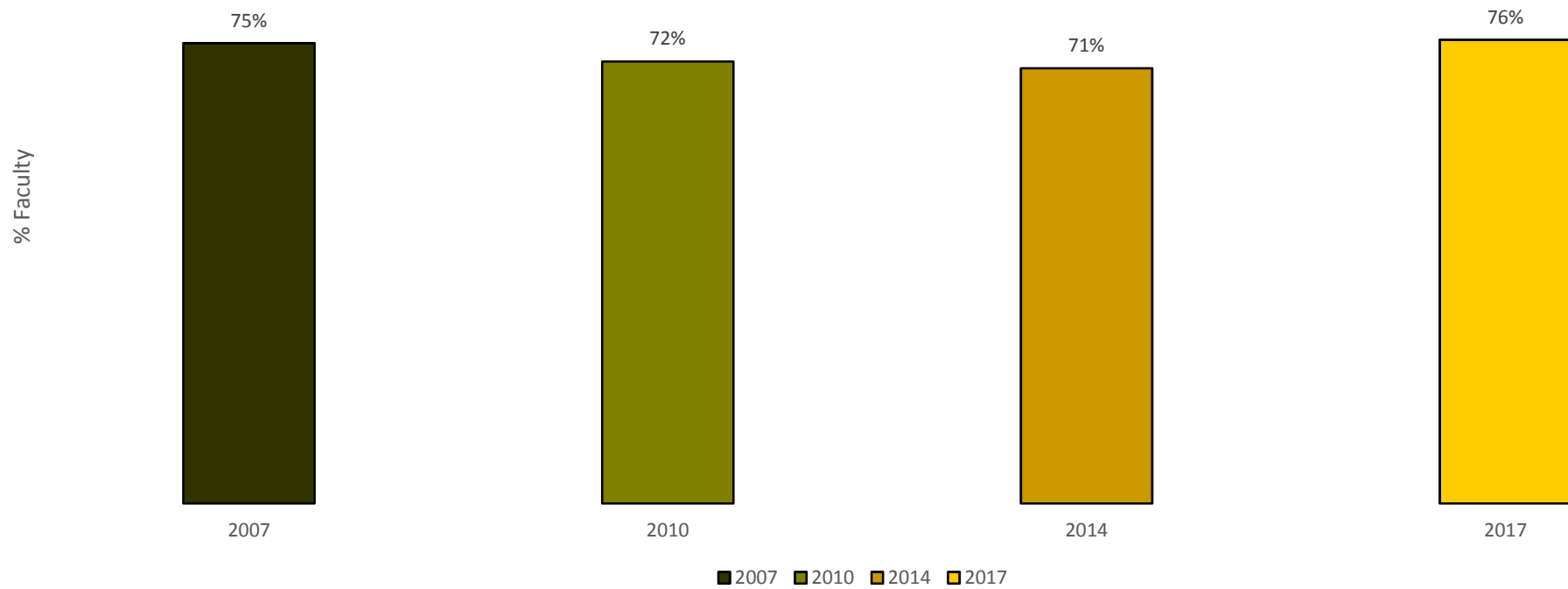
How often do you engage in research or teaching with Wake Forest colleagues outside your home department/school?*



*Additional question by Wake Forest

Percentage indicating "Often" and "Very Often"

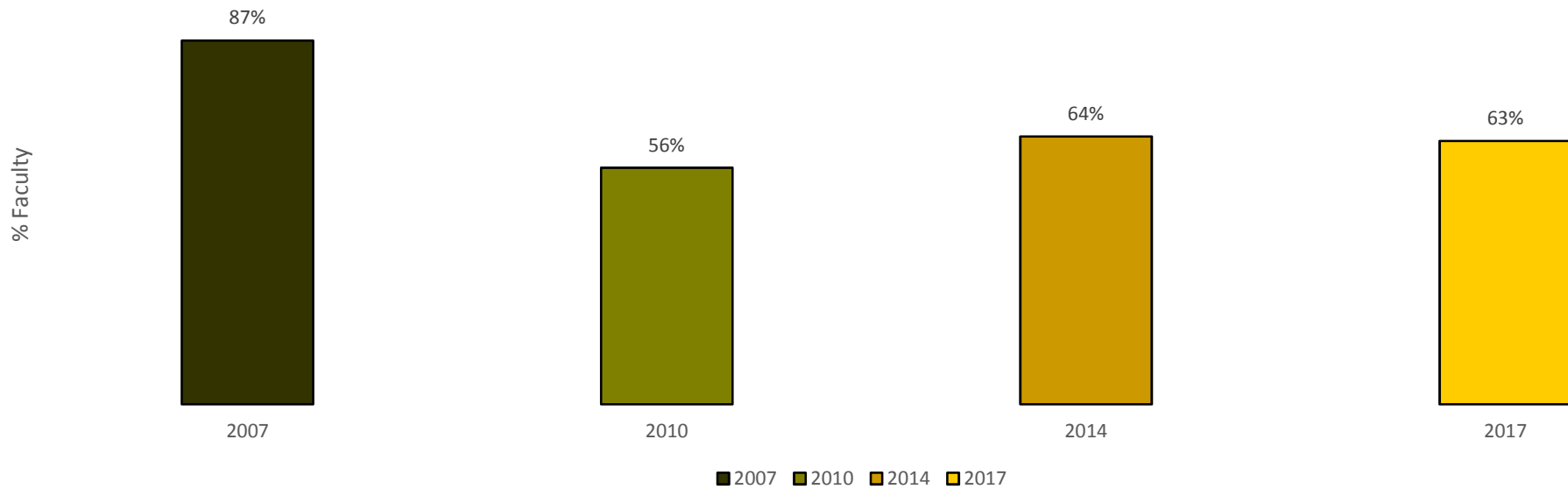
How often do you engage in mentoring students?*



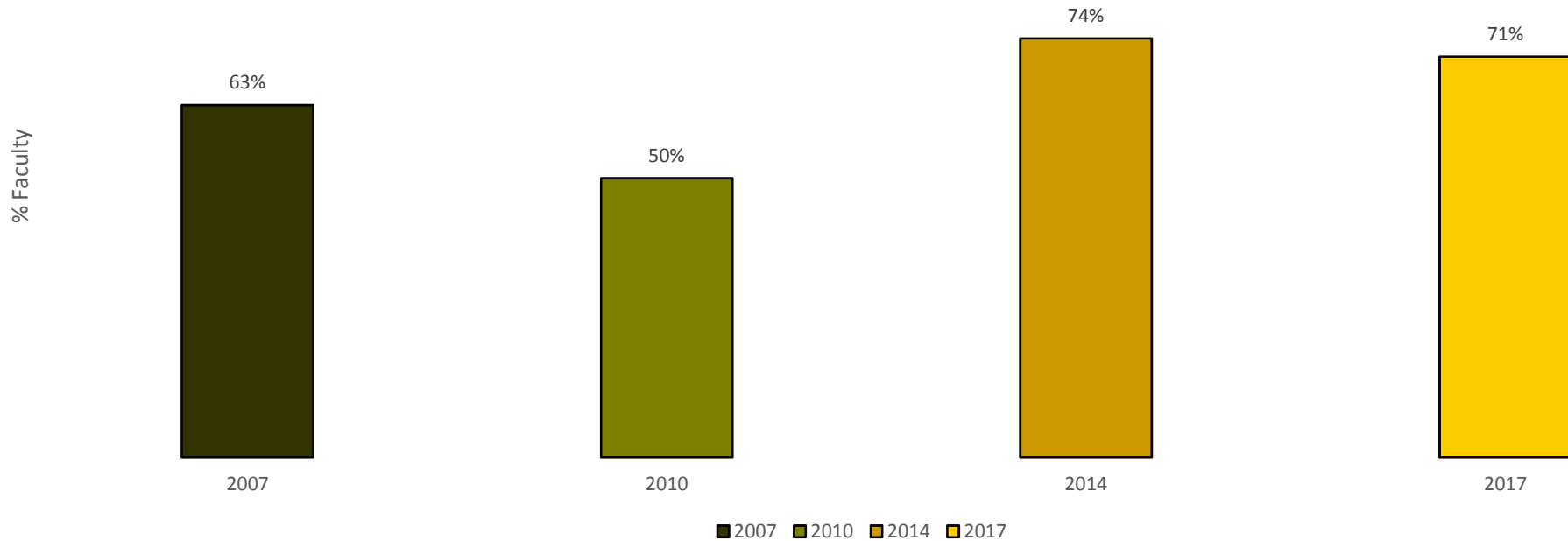
*Additional question by Wake Forest

Percentage indicating "Often" and "Very Often"

To what extent does the university provide faculty development support for research?*



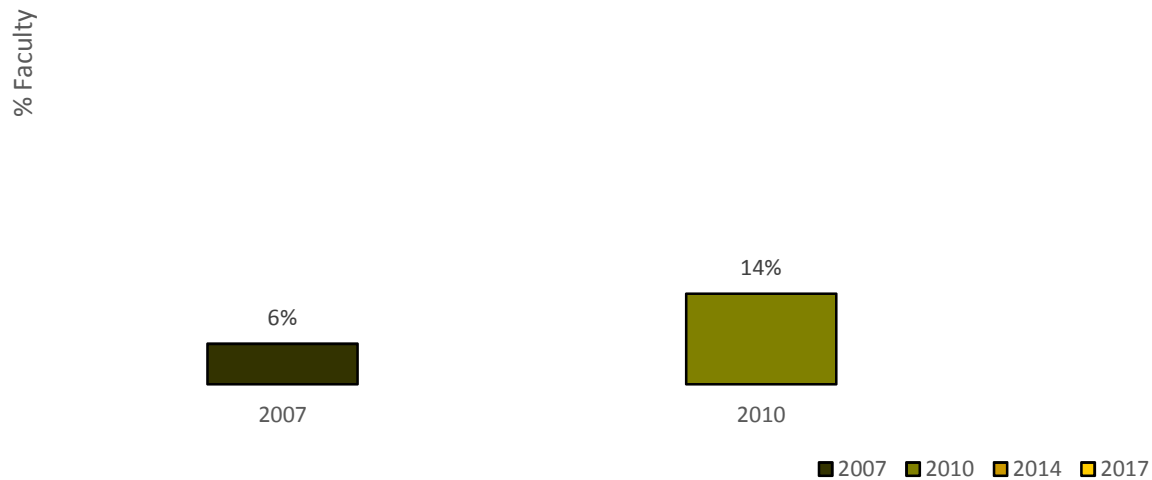
To what extent does the university provide faculty development support for teaching?*



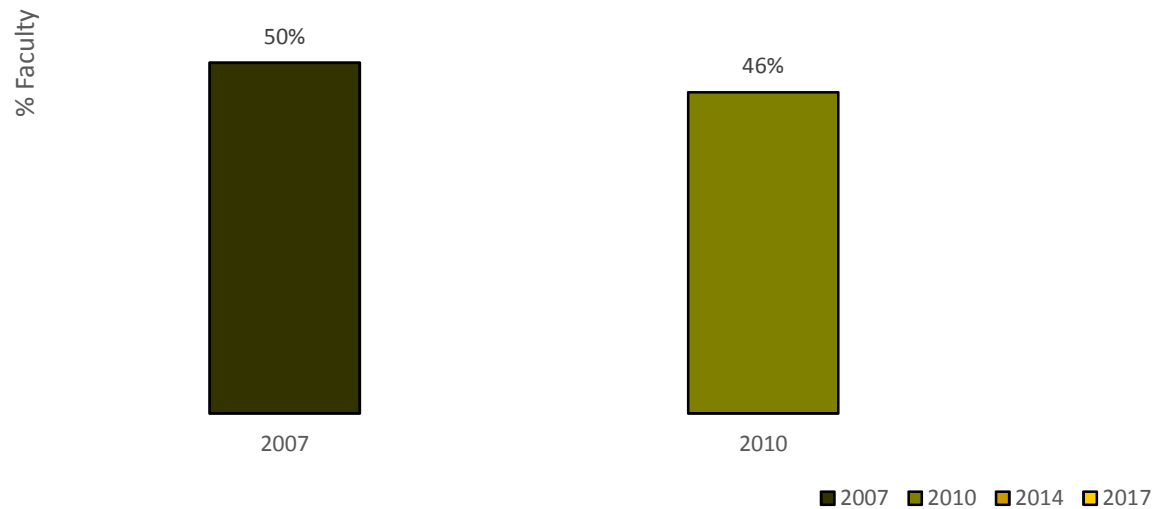
*Additional question by Wake Forest

Percentage indicating "Significant" and "Very Significant"

To what extent does the university provide training for its academic leaders, e.g. Chairs of departments, Associate deans, etc.?*



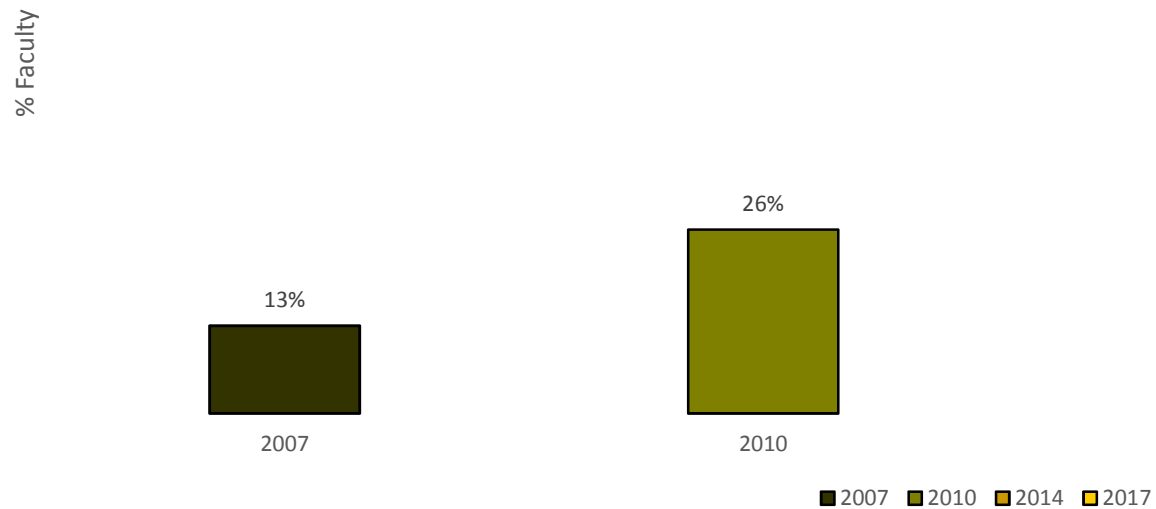
To what extent is publicity for achievement in research being provided?*



*Additional question by Wake Forest

Percentage indicating "Significant" and "Very Significant"

To what extent is publicity for achievement in teaching being provided?*

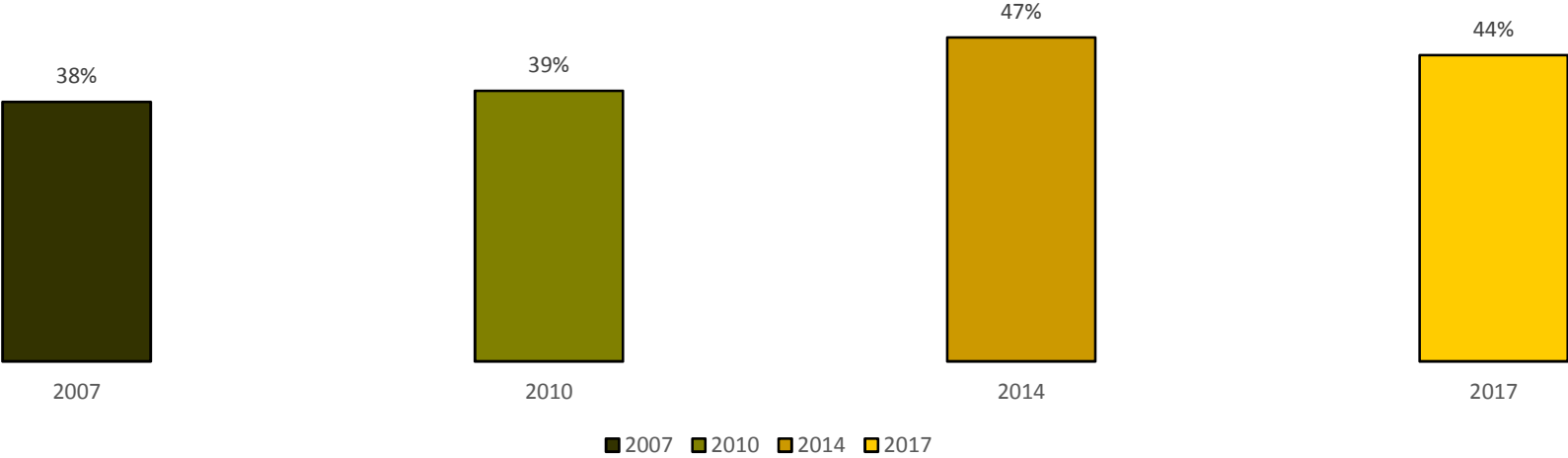


*Additional question by Wake Forest

Percentage indicating "Significant" and "Very Significant"

How strong is the academic quality of admitted students?*

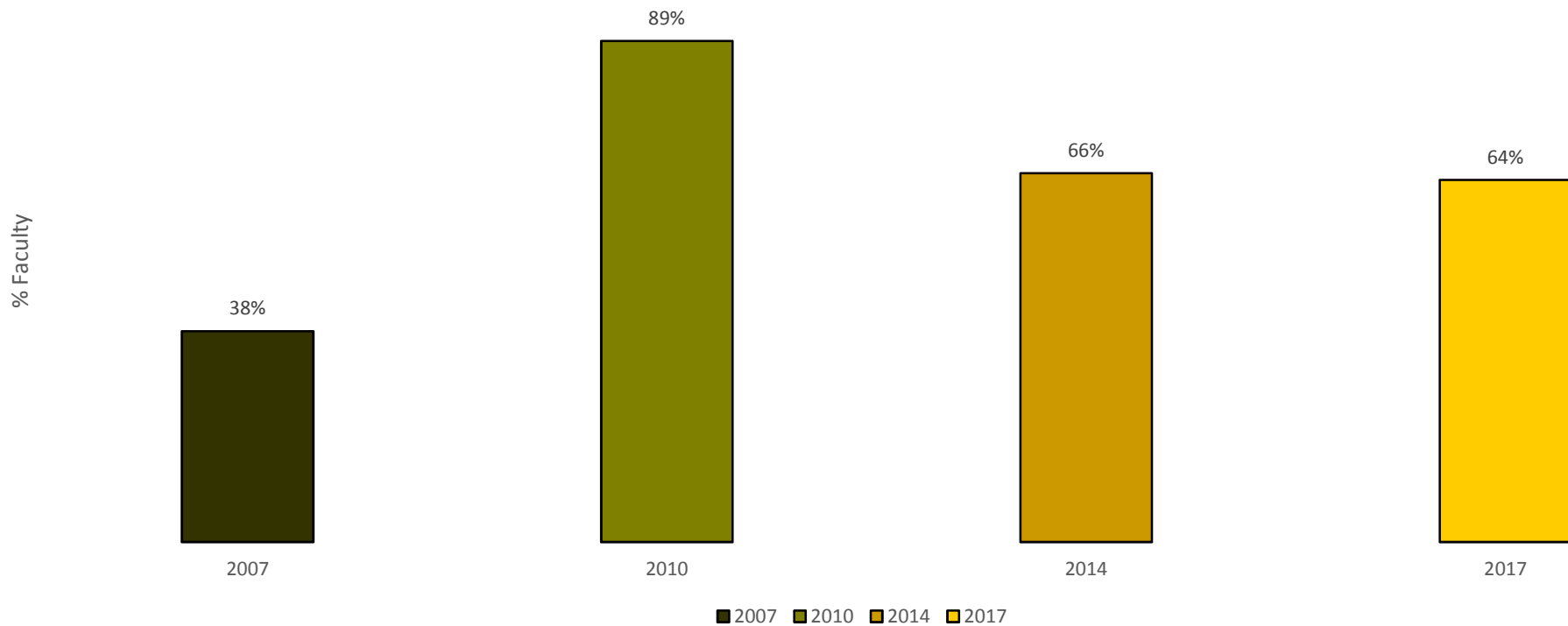
% Faculty



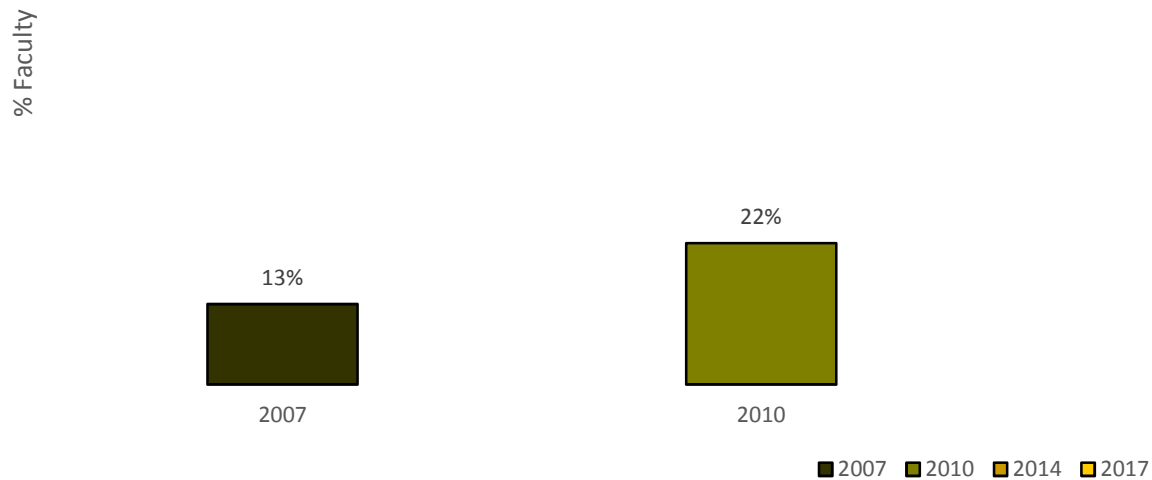
*Additional question by Wake Forest

Percentage indicating "Very Strong"

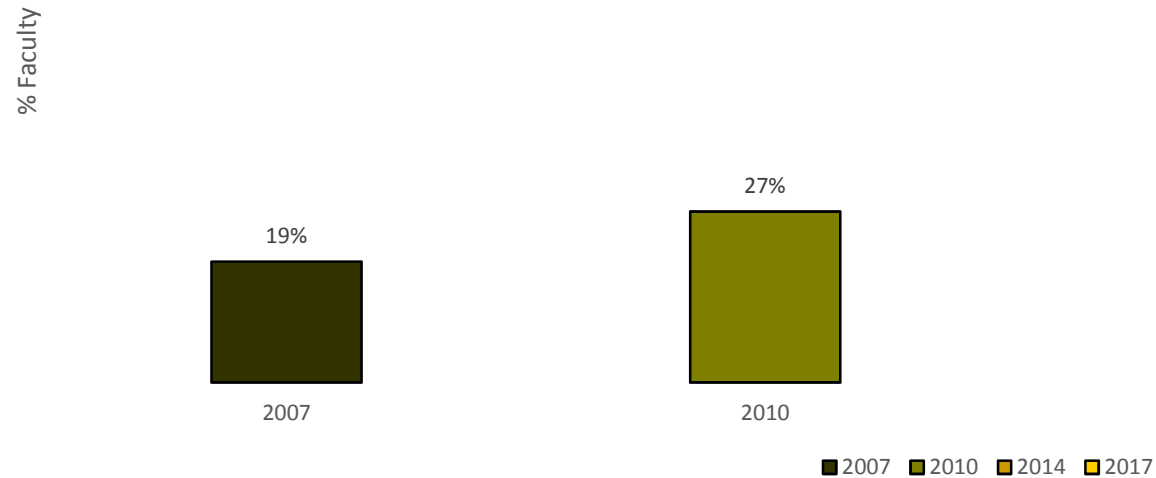
To what extent are opportunities for leadership development and public engagement being provided for students?*



To what extent are professional development opportunities being provided for academic support staff in your department/school?*



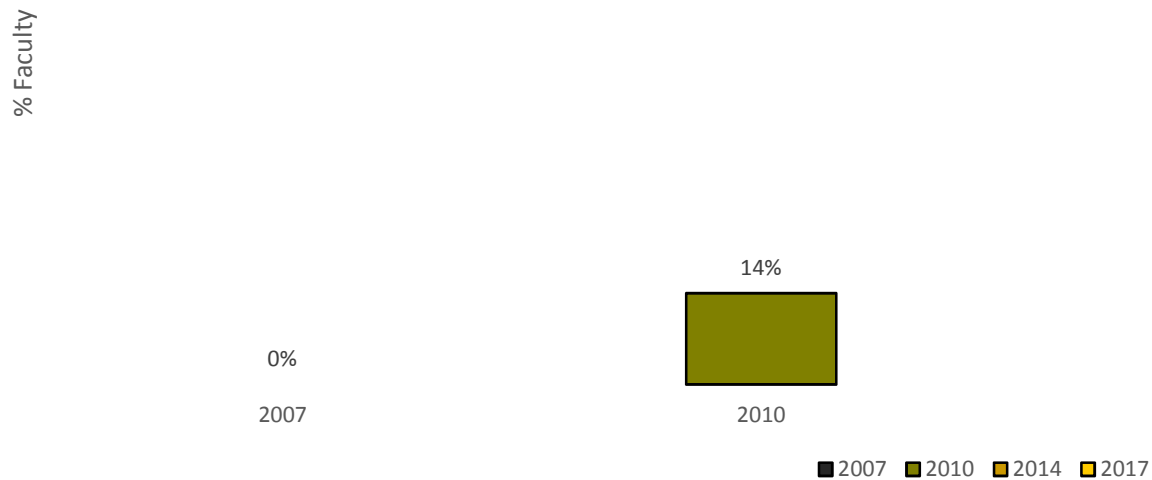
To what extent do you communicate and interact with faculty in different schools of the university?*



*Additional question by Wake Forest

Percentage indicating "Significant" and "Very Significant"

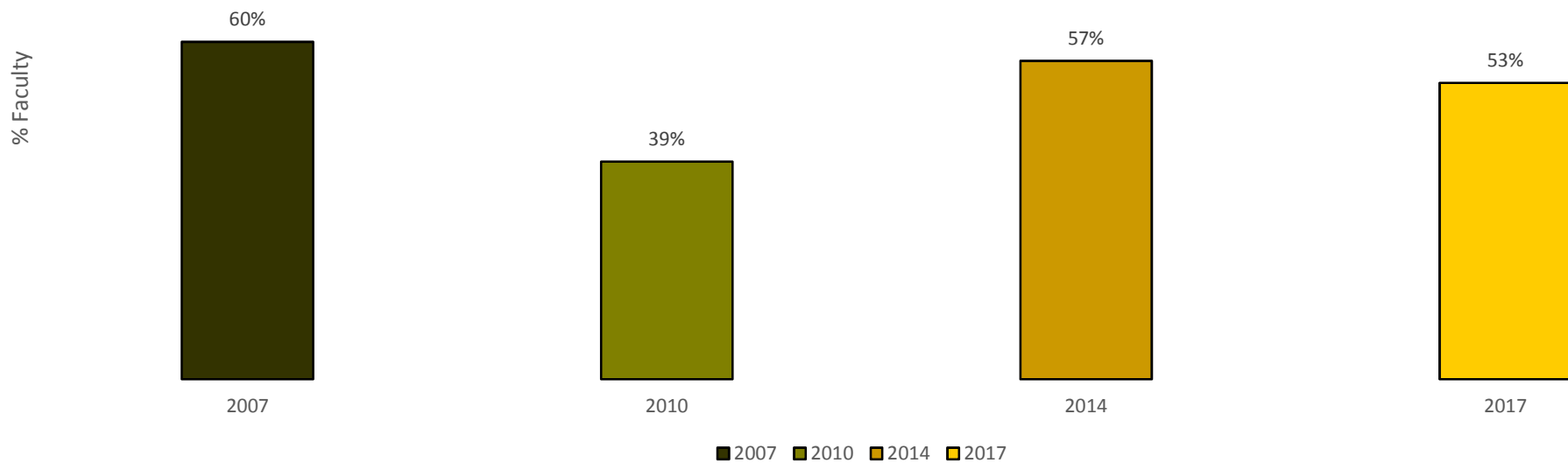
To what extent is the Quality Enhancement Plan (QEP) enhancing the global education of students at Wake Forest?*



*Additional question by Wake Forest

Percentage indicating "Significant" and "Very Significant"

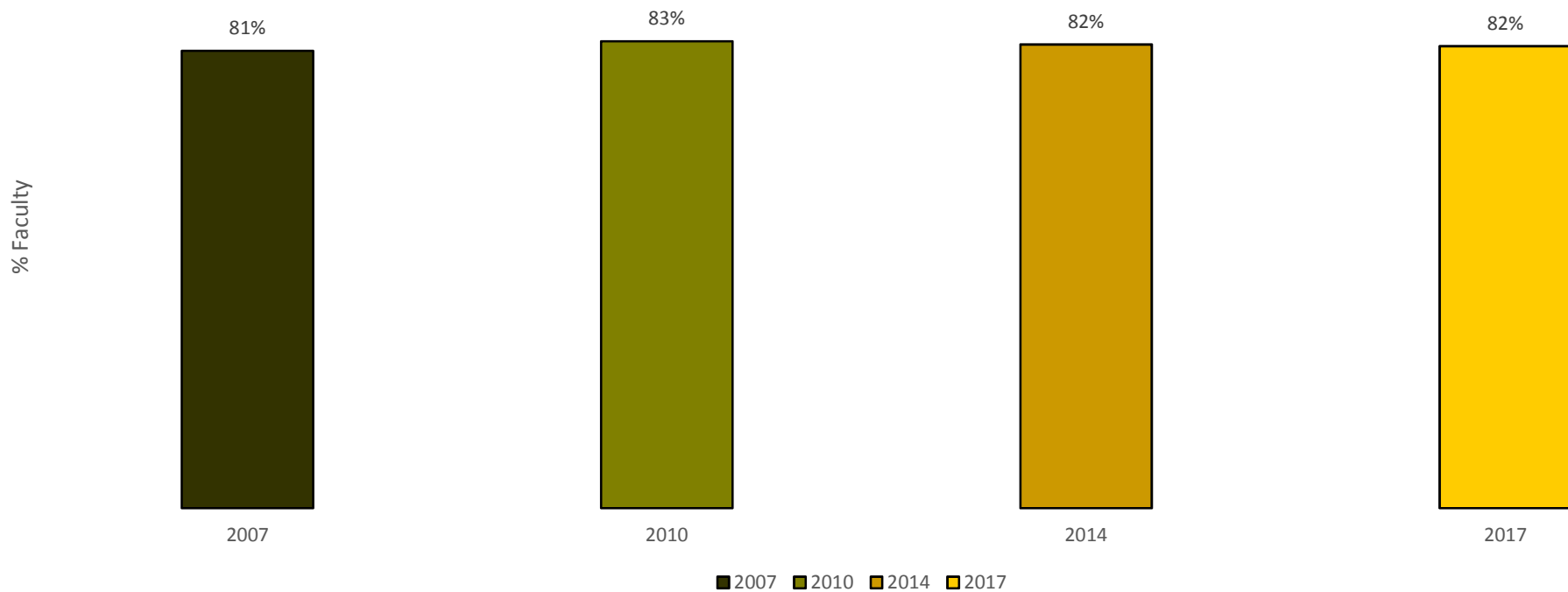
How well is Wake Forest doing at providing clarity and transparency in the tenure and promotion process?*



*Additional question by Wake Forest

Percentage indicating "Well" and "Very Well"

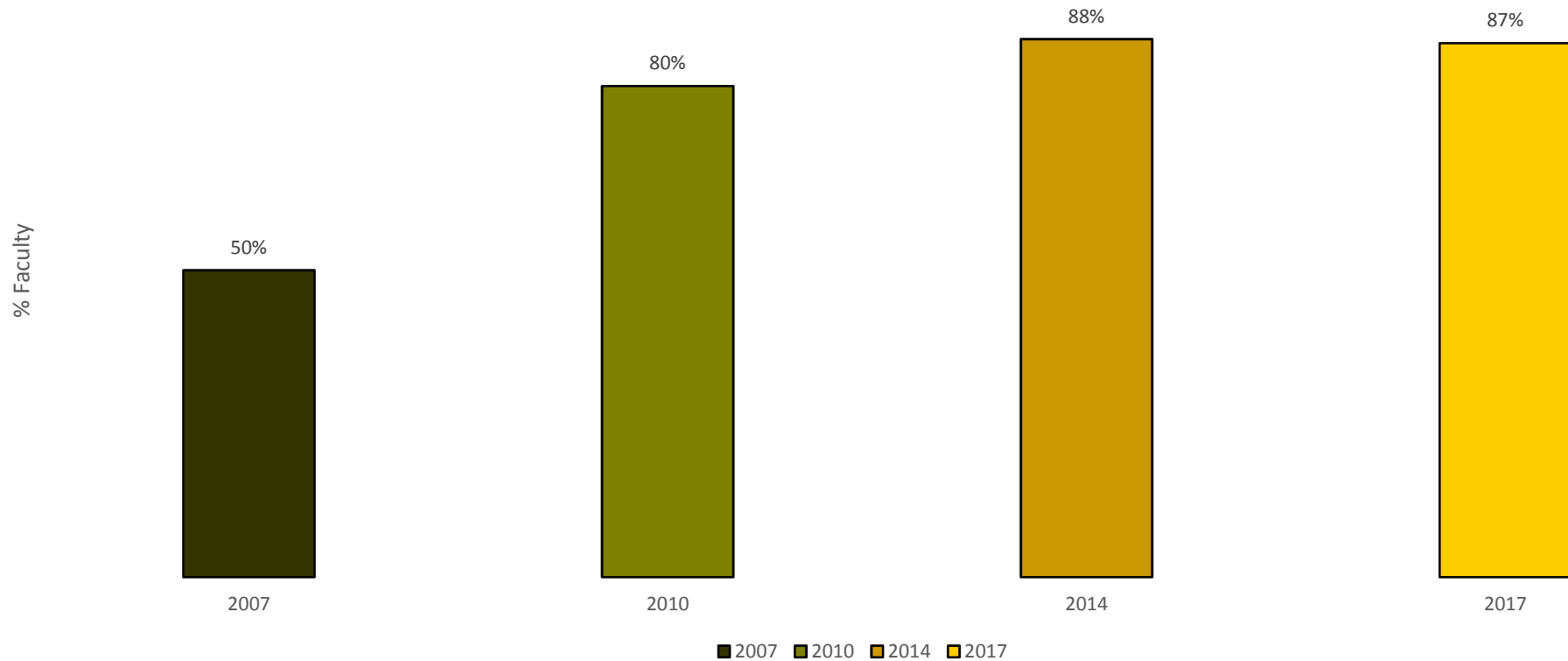
How well is Wake Forest doing at preparing students for graduate or advanced education?*



*Additional question by Wake Forest

Percentage indicating "Well" and "Very Well"

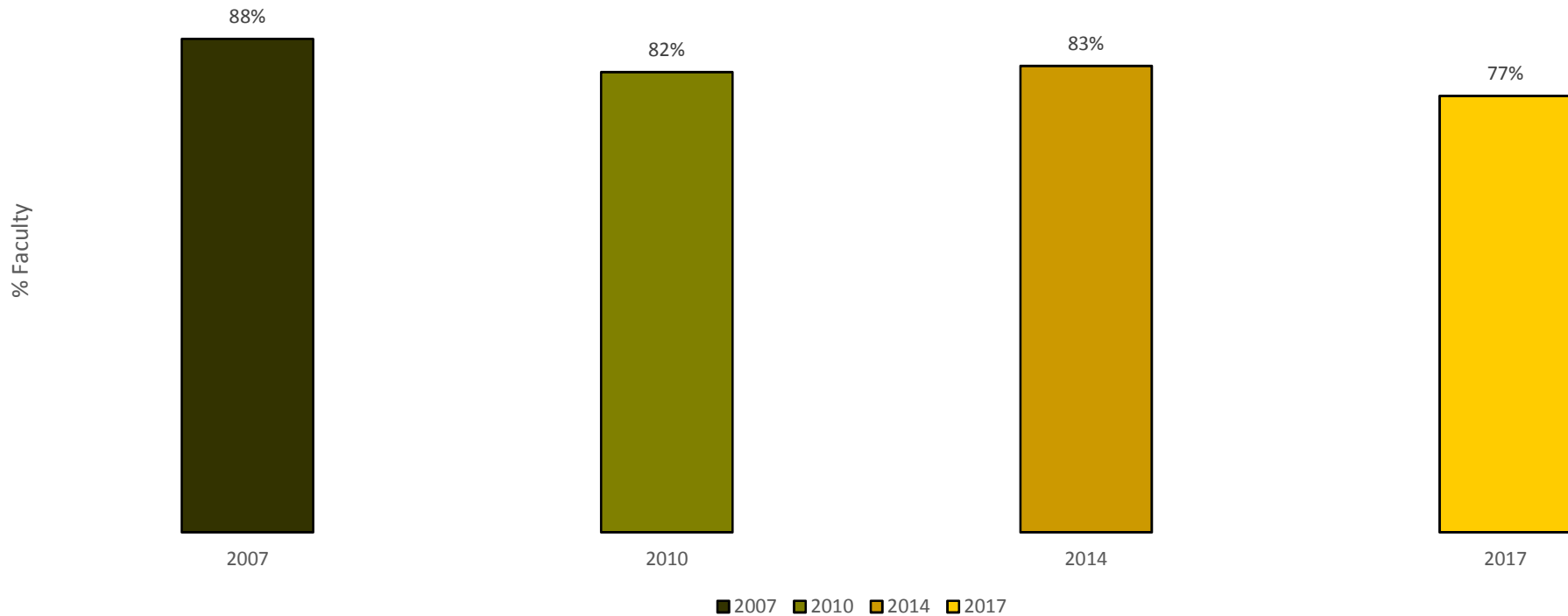
How well is Wake Forest doing at preparing students for employment?*



*Additional question by Wake Forest

Percentage indicating "Well" and "Very Well"

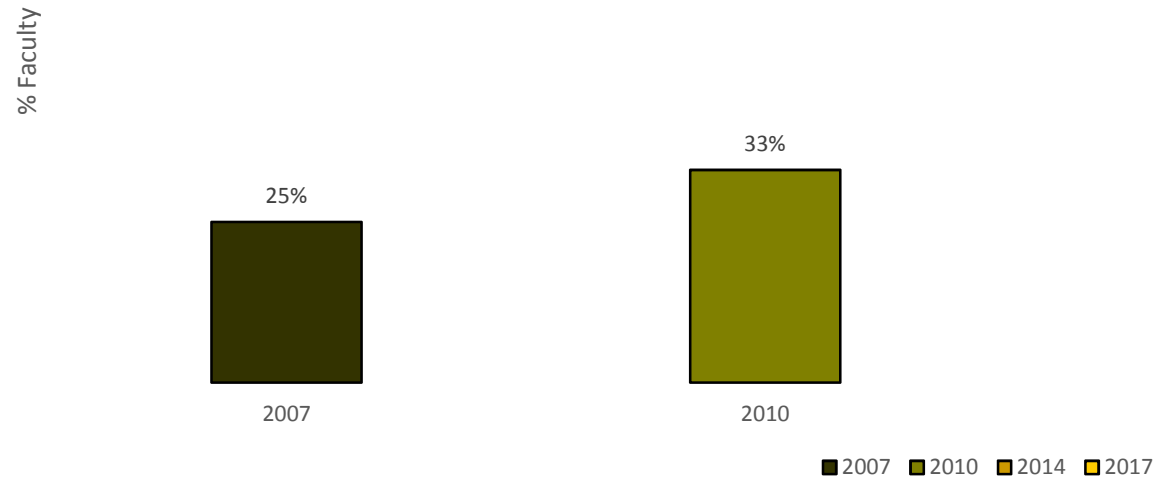
How well is Wake Forest enhancing the development of the reason/intellect of students?*



*Additional question by Wake Forest

Percentage indicating "Well" and "Very Well"

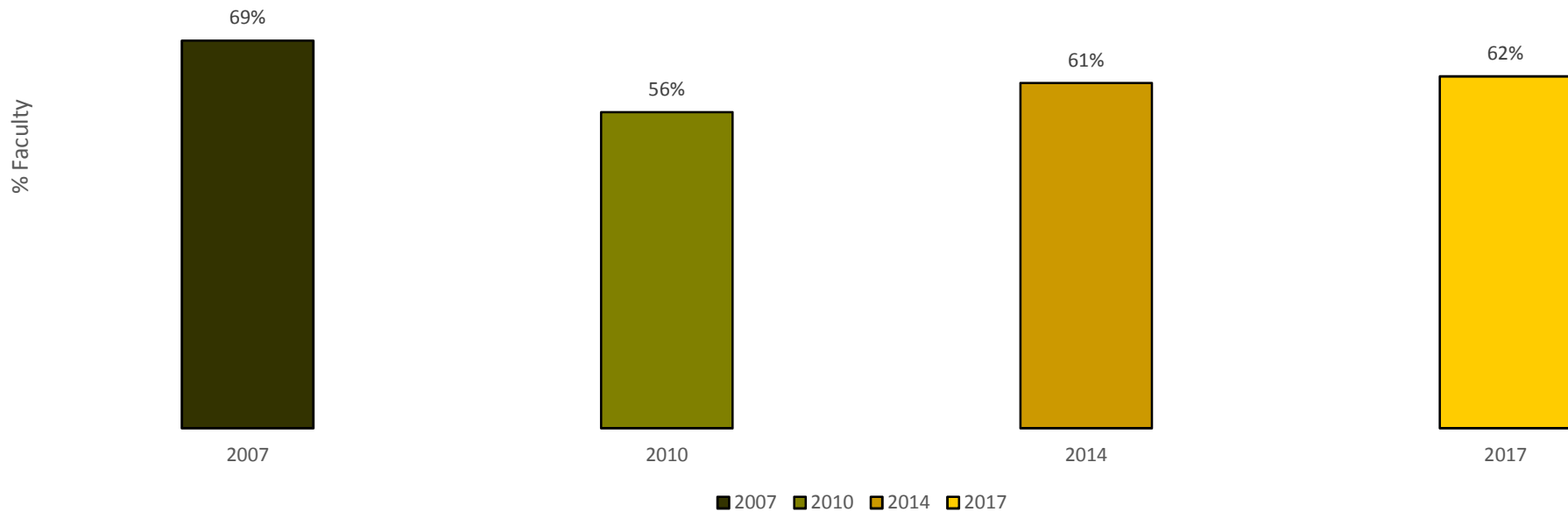
How often do you use computers technology in teaching any aspect of your class?*



*Additional question by Wake Forest

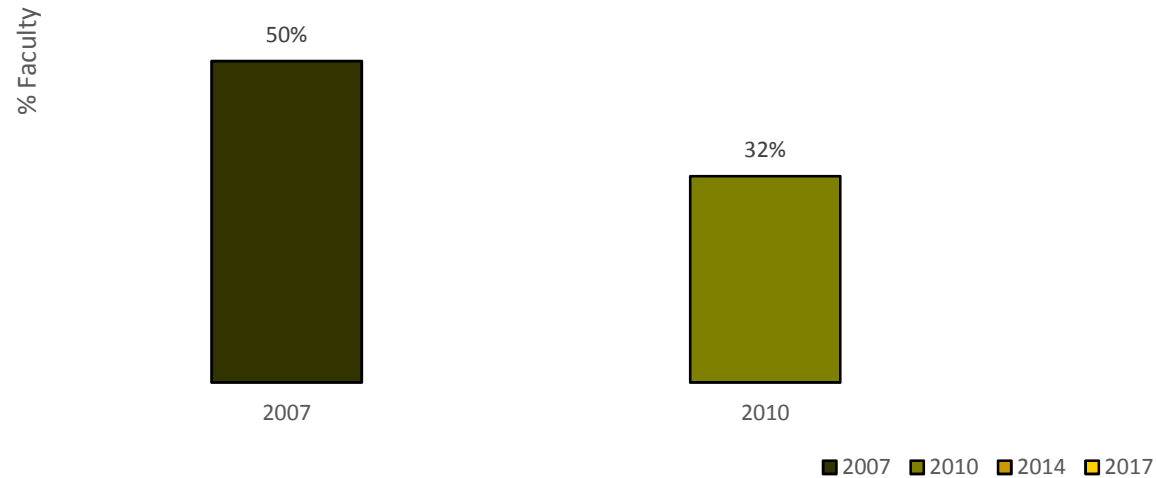
Percentage indicating "Always"

Percentage indicating "The amount of time that I currently spend on scholarly activities is appropriate for a faculty member at Wake Forest"*



*Additional question by Wake Forest

How well do you think the University Administration defines its expectations of research and scholarly activity?*



*Additional question by Wake Forest

Percentage indicating "Well" and "Very Well"

Administering Institutions

2016-2017 HERI FACULTY SURVEY

List of Participating Institutions

<u>Public Universities - low/medium selectivity</u>			
48	University of Alaska Fairbanks	AK	
55	Northern Arizona University	AZ	
234	San Diego State University	CA	
236	San Francisco State University	CA	
322	University of Northern Colorado	CO	
1295	Wayne State University	MI	
1432	University of Mississippi	MS	
2210	Portland State University	OR	
2692	The University of Texas at El Paso	TX	
4849	Texas A & M University-Corpus Christi	TX	
6086	University of Maryland-Baltimore County	MD	

Public Universities - high selectivity		
257	University of California-Los Angeles	CA
1584	University of Nebraska at Omaha	NE
2079	Miami University-Oxford	OH
2173	University of Oklahoma Norman Campus	OK
2437	Clemson University	SC

Public 4yr Colleges - low/medium selectivity		
230	California State University-Northridge	CA
700	Southern Illinois University Edwardsville	IL
929	Washburn University	KS
1456	University of Central Missouri	MO
1662	Montclair State University	NJ
5010	California State University-Long Beach	CA

Private/Nonsectarian 4yr Colleges - low selectivity			
143	California Institute of the Arts	CA	
177	Hartnell College	CA	
1110	Stevenson University	MD	
5275	Bay Path College	MA	
6563	Ohlone Community College	CA	
9106	Patrick Henry College	VA	
9107	Harrisburg University of Science and Technology	PA	
9123	Saint Katherine College	CA	

Private/Nonsectarian 4yr Colleges - medium selectivity		
275	Whittier College	CA
685	Rockford University	IL
1992	Wingate University	NC
2354	Wilkes University	PA
2438	Coker College	SC
7256	Touro College	NY

[illegible]

Private Universities - medium selectivity			
184	University of La Verne	CA	
692	Benedictine University	IL	
1204	Suffolk University	MA	
1729	Adelphi University	NY	
1842	St. John's University-New York	NY	
2253	Duquesne University	PA	
2269	Immaculata University	PA	
2297	Widener University-Main Campus	PA	
2857	Seattle Pacific University	WA	
5569	Azusa Pacific University	CA	
9104	American University of Beirut	Lebanon	

Private Universities - high/very high selectivity		
172	Pepperdine University	CA
1184	Northeastern University	MA
1205	Tufts University	MA
1987	Wake Forest University	NC
2562	Union University	TN
2726	Brigham Young University-Provo	UT

Public 4yr Colleges - high selectivity		
518	Georgia College & State University	GA
1499	Southeast Missouri State University	MO
2735	Weber State University	UT
2866	Western Washington University	WA
2995	University of Wisconsin-Whitewater	WI
5330	Grand Valley State University	MI
6157	University of Wisconsin-Green Bay	WI
6400	University of Michigan-Flint	MI
7241	Ramapo College of New Jersey	NJ

Private/Nonsectarian 4yr Colleges - high selectivity			
199	Mills College	CA	
683	Principia College	IL	
1084	Hood College	MD	
1809	Nazareth College	NY	
2306	Philadelphia University	PA	
5105	Embry-Riddle Aeronautical University-Daytona Beach	FL	

Private/Nonsectarian 4yr Colleges - very high selectivity		
147	Claremont McKenna College	CA
319	Colorado College	CO
646	Illinois Wesleyan University	IL
1189	Smith College	MA
1213	Williams College	MA
1327	Carleton College	MN
1749	Colgate University	NY
1846	St Lawrence University	NY
1891	Vassar College	NY
1947	Elon University	NC
2063	The College of Wooster	OH
2237	Bucknell University	PA
2263	Gettysburg College	PA
2302	University of the Sciences	PA
2336	Swarthmore College	PA
2344	Ursinus College	PA
2413	Rhode Island School of Design	RI
2844	University of Puget Sound	WA

