Wake Forest University HERI Faculty Survey Results 2017

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

+/- 1.2

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

+/- 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 |
|--|---------|-----------|---------------|--------------------|
| | Ν | 247 | 57 | Small effect |
| Scholarly Productivity | Mean | 55.0 | 56.7 | (greater) |
| | Std Dev | 8.9 | 8.3 | |
| | N | 192 | 38.0 | |
| Job Satisfaction: Compensation | Mean | 54.4 | 55.9 | |
| | Std Dev | 8.5 | 8.3 | |
| | N | 222 | 47.0 | |
| Civic Minded Values | Mean | 53.6 | 55.3 | |
| | Std Dev | 9.0 | 8.0 | |
| | Ν | 197 | 40.0 | |
| Inst Priority: Commitment to Diversity | Mean | 53.5 | 53.6 | |
| | Std Dev | 8.9 | 8.8 | |
| | Ν | 192 | 38.0 | |
| Job Satisfaction: Workplace | Mean | 52.2 | 52.9 | |
| | Std Dev | 9.0 | 8.9 | |
| Undergraduate Education Coale | N | 221 | 46.0 | |
| Undergraduate Education Goal: | Mean | 52.0 | 52.7 | |
| Personal Development | Std Dev | 8.2 | 7.7 | |
| | Ν | 212 | 42.0 | |
| Diversity climate | Mean | 51.1 | 48.9 | |
| | Std Dev | 8.4 | 9.9 | |
| | Ν | 210 | 43.0 | |
| Respect | Mean | 50.5 | 50.3 | |
| | Std Dev | 9.1 | 8.6 | |
| | Ν | 228 | 50.0 | |
| Student- Centered Pedagogy | Mean | 50.3 | 51.1 | |
| | Std Dev | 8.2 | 9.8 | |
| | Ν | 189 | 38.0 | |
| Career Related Stress | Mean | 50.3 | 47.9 | |
| | Std Dev | 6.7 | 7.5 | |
| | N | 197 | 40.0 | - |
| Inst Priority: Civic Engagement | Mean | 49.9 | 50.8 | |
| | Std Dev | 8.6 | 7.4 | |
| | N | 196 | 40.0 | 1 |
| Inst Priority: Increase Prestige | Mean | 49.5 | 50.3 | |
| , | Std Dev | 7.0 | 7.1 | |
| | N | 262 | 62.0 | - |
| Civic Minded Practice | Mean | 47.8 | 51.6 | |
| | Std Dev | 8.0 | 8.2 | |

+/- 1.3

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

+/- 3.2

Construct Scores Comparison, WFU 2017 vs. WFU 2014

(Full Time Undergraduate Faculty Only)

| Construct | | WFU 2017 | WFU 2014 | 2017 vs 2014 |
|--|---------|----------|----------|-----------------|
| | N | 247 | 185 | Small effect |
| Scholarly Productivity | Mean | 55.0 | 53.4 | (greater) |
| | Std Dev | 8.9 | 8.9 | — Medium effect |
| | Ν | 192 | 152 | |
| Job Satisfaction: Compensation | Mean | 54.4 | 53.2 | (greater) |
| | Std Dev | 8.5 | 8.0 | |
| | Ν | 222 | 166 | |
| Civic Minded Values | Mean | 53.6 | 47.5 | |
| | Std Dev | 9.0 | 9.3 | |
| | Ν | 197 | 154 | |
| Inst Priority: Commitment to Diversity | Mean | 53.5 | 51.2 | |
| | Std Dev | 8.9 | 8.0 | |
| | N | 192 | 152 | |
| Job Satisfaction: Workplace | Mean | 52.2 | 50.7 | |
| | Std Dev | 9.0 | 9.1 | |
| | N | 221 | 166 | |
| Undergraduate Education Goal: | Mean | 52.0 | 48.0 | |
| Personal Development | Std Dev | 8.2 | 9.7 | |
| | Ν | 212 | | |
| Diversity climate | Mean | 51.1 | | |
| , | Std Dev | 8.4 | | |
| | N | 210 | | |
| Respect | Mean | 50.5 | | |
| · | Std Dev | 9.1 | | |
| | Ν | 228 | 175 | |
| Student- Centered Pedagogy | Mean | 50.3 | 48.7 | |
| 0.07 | Std Dev | 8.2 | 9.3 | |
| | N | 189 | 151 | |
| Career Related Stress | Mean | 50.3 | 50.4 | |
| | Std Dev | 6.7 | 7.8 | |
| | N | 197 | 154 | |
| Inst Priority: Civic Engagement | Mean | 49.9 | 49.9 | |
| inst honey. one Engagement | Std Dev | 8.6 | 8.2 | |
| | | 196 | 152 | |
| Inst Priority: Increase Prostige | N | | | |
| Inst Priority: Increase Prestige | Mean | 49.5 | 55.3 | |
| | Std Dev | 7.0 | 7.2 | |
| | N | 262 | 190 | |
| Civic Minded Practice | 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)

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

+/- 1.3

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

+/- 0.5

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

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

+/- 1.72

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

+/- 1.76

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

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

+/- 1.3

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

+/- 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 Mean Std Dev | 214 58.6 7.0 | 90 47.8 8.0 | Small effect (greater) Medium effect |
| Job Satisfaction: Compensation | N Mean Std Dev | 168 55.0 8.4 | 62 53.7 8.5 | (greater) |
| Inst Priority: Commitment to Diversity | N Mean Std Dev | 174 54.0 8.3 | 63 52.2 10.2 | Huge effect (greater) |
| Civic Minded Values | N Mean Std Dev | 194 53.8 9.1 | 75 54.1 8.3 | |
| Job Satisfaction: Workplace | N Mean Std Dev | 168 53.0 8.9 | 62 50.6 8.9 | |
| Undergraduate Education Goal: Personal Development | N Mean Std Dev | 193 51.9 8.0 | 74 52.7 8.6 | |
| Respect | N Mean Std Dev | 186 51.8 8.8 | 67 46.9 8.4 | |
| Diversity climate | N Mean Std Dev | 186 51.2 8.3 | 68 49.4 9.5 | |
| Student- Centered Pedagogy | N Mean Std Dev | 200 50.1 7.8 | 78 51.4 10.1 | |
| Career Related Stress | N Mean Std Dev | 164 50.8 6.8 | 63 47.5 6.6 | _ |
| Inst Priority: Civic Engagement | N Mean Std Dev | 175 49.6 8.2 | 62 51.6 9.0 | _ |
| Inst Priority: Increase Prestige | N Mean Std Dev | 173 49.6 6.9 | 63 49.6 7.4 | 1 |
| Civic Minded Practice | N Mean Std Dev | 228 48.6 8.2 | 96 48.5 8.2 | |

+/- 1.39

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

+/- 2.5

Significant Differences by Question within Wake Forest University

2017 WFU All Faculty Report by Race

| Question | Non-White (%) | Ν | White (%) | Ν |
|---|-----------------------------|----------|-----------------------|------------|
| 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 (%) | Ν | White (%) | Ν |
| During the past two years, have you engaged in any of the following activities? | | | | |
| Taught an honors course | 50.00/ | 0.4 | 40 70/ | 400 |
| Yes No | <mark>50.0%</mark> 50.0% | 24 24 | 18.7% 81.3% | 198 198 |
| 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 No | <mark>45.8%</mark> 50.0% | 24 24 | 28.6% <u>68.3%</u> | 199 199 |
| 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 (9() | NI | M/bito (9/) | N |
| In your interactions with undergraduates, how often do you | Non-White (%) | Ν | White (%) | Ν |
| encourage them to | | | | |
| Support their opinions with a logical argument | | | | |
| Frequently Seek solutions to problems and explain them to others | 95.0% | 20 | 78.8% | 193 |
| Frequently | 90.0% | 20 | 67.7% | 192 |
| Evaluate the quality or reliability of information they receive Frequently | 00.0% | 20 | 67 40/ | 193 |
| | 90.0% | 20 | 67.4% | 100 |
| 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 68.2% Frequently 90.0% 20 195 Question Non-White (%) Ν White (%) Ν 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 50.0% All 24 31.3% 195 Question Non-White (%) Ν White (%) Ν 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 60.9% Essential 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

| Question | Non-White (%) | Ν | White (%) | Ν |
|---|---------------|----|-----------|-----|
| 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 |

Essential

<u>91.3%</u>

23

74.9% 199

| Question | Non-White (%) | Ν | White (%) | Ν |
|---|---------------|----|-----------|-----|
| 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

| 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? 53.1% 147 14.6% 171 No 53.1% 147 85.4% 171 Question Women (%) N Men (%) N I do not scourse 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 | Quartier | | NI | Mar (0() | NI |
|--|---|-----------|----------|----------|-----|
| 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? 53.1% 147 14.6% 171 Aught an honors course Yes 53.1% 147 14.6% 171 Question Women (%) N Men (%) N In the past two years, to what extent have you Engaged undergraduates on your research projects 52.1% 140 33.9% 171 Question Women (%) N Men (%) N Men (%) N Question Women (%) N Men (%) N Men (%) N Question Women (%) N Men (%) N Men (%) N Resource Contery Frequently 62.4% 101 41.1% 112 Prequently 62.4% 101 41.1% 112 112 Discussed their academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability 85 | Question | Women (%) | Ν | Men (%) | Ν |
| 1 do not teach31.6%194.8%21QuestionWomen (%)NMen (%)NDuring the past two years, have you engaged in any of the following activities?14714.6%171Taught an honors course Yes53.1%14714.6%171No46.9%14785.4%171QuestionWomen (%)NMen (%)NIn the past two years, to what extent have youEngaged undergraduates on your research projects Not at all52.1%14033.9%171QuestionWomen (%)NMen (%)NMen (%)NWith respect to your undergraduate advises, how often have youNMen (%)NInformed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center) Frequently62.4%10141.1%112Discussed their academic performance Frequently67.6%10252.3%111QuestionWomen (%)NMen (%)NNReceived resources to integrate culturally-competent practices into your classroom Yes37.2%13720.7%164No57.7%13775.6%164< | What types of courses do you primarily teach? | | | | |
| Question Women (%) N Men (%) N During the past two years, have you engaged in any of the following activities? 53.1% 147 14.6% 171 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 33.9% 171 Question Women (%) N Men (%) N Men (%) N Question Women (%) N Men (%) N Men (%) N Question Wormen (%) N Men (%) N Men (%) N Resource Center) Frequently 62.4% 101 41.1% 112 Frequently 62.4% 101 41.1% 112 Discussed their academic performance 67.6% 102 52.3% 111 Question Women (%) N Men (%) N No 57.7% 137 | Graduate courses | 10.5% | 19 | 42.9% | 21 |
| During the past two years, have you engaged in any of the following activities? Taught an honors course Yes Yes 53.1% 147 No 46.9% 147 Board 85.4% 171 Question Women (%) 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 Question Women (%) N Men (%) N Question Women (%) N Men (%) N Resource Center) Frequently 62.4% 101 41.1% 112 Pleped them plan their course of study 85.9% 99 68.8% 112 Discussed their academic performance 67.6% 102 52.3% 111 Question Women (%) N Men (%) N Received resources to integrate culturally-competent practices 137 20.7% 164 No 57.7% 137 75.6% 164 Question Women (%) N Men (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were | I do not teach | 31.6% | 19 | 4.8% | 21 |
| During the past two years, have you engaged in any of the following activities? Taught an honors course Yes Yes 53.1% 147 No 46.9% 147 Board 85.4% 171 Question Women (%) 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 Question Women (%) N Men (%) N Question Women (%) N Men (%) N Resource Center) Frequently 62.4% 101 41.1% 112 Pleped them plan their course of study 85.9% 99 68.8% 112 Discussed their academic performance 67.6% 102 52.3% 111 Question Women (%) N Men (%) N Received resources to integrate culturally-competent practices 137 20.7% 164 No 57.7% 137 75.6% 164 Question Women (%) N Men (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were | | | | | |
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| 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 Men (%) N Question Women (%) N Men (%) N Men (%) N Question Women (%) N Men (%) N Men (%) N With respect to your undergraduate advisees, how often have you Women (%) N Men (%) N Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Researce Center) Frequently 62.4% 101 41.1% 112 Pleded them plan their course of study Frequently 85.9% 99 68.8% 112 Discussed their academic performance Frequently 02 52.3% 111 Question Women (%) N Men (%) N < | following activities? | | | | |
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| Question Women (%) N Men (%) N In the past two years, to what extent have you Engaged undergraduates on your research projects S2.1% 140 33.9% 171 Question Women (%) N Men (%) N Men (%) N Question Women (%) N Men (%) N Men (%) N Question Women (%) N Men (%) N Men (%) N Muth respect to your undergraduate advisees, how often have you Women (%) N Men (%) N Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Researce 2 | | | | | |
| In the past two years, to what extent have you Engaged undergraduates on your research projects Not at all 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 Frequently Below their academic performance Frequently Below their academic performance Frequently Ves S7.7% 137 C5.6% 164 Question Women (%) N Men (%) N Men (%) N Men (%) N Received resources to integrate culturally-competent practices into your classroom Yes S7.7% 137 C5.6% 164 Question How many these exhibitions or performances in the fine or applied arts were Collaborative 21+ 5.3% 19 S3.3% 15 Question Women (%) N Men (%) N M | 100 | 40.9% | 147 | 05.4 /0 | 171 |
| In the past two years, to what extent have you Engaged undergraduates on your research projects Not at all 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 Frequently Below their academic performance Frequently Below their academic performance Frequently Ves S7.7% 137 C5.6% 164 Question Women (%) N Men (%) N Men (%) N Men (%) N Received resources to integrate culturally-competent practices into your classroom Yes S7.7% 137 C5.6% 164 Question How many these exhibitions or performances in the fine or applied arts were Collaborative 21+ 5.3% 19 S3.3% 15 Question Women (%) N Men (%) N M | Question | Women (%) | Ν | Men (%) | Ν |
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| 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 002 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 Question Women (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were 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? N Men (%) N | Not at all | 52.1% | 140 | 33.9% | 171 |
| 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 002 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 Question Women (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were 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? N Men (%) N | | | | | |
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| 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? | Informed them of coordanic compart antions (a.g. study skills | | | | |
| Resource Center)Frequently62.4%10141.1%112Helped them plan their course of study85.9%9968.8%112Piscussed their academic performance67.6%10252.3%111QuestionWomen (%)NMen (%)NReceived resources to integrate culturally-competent practices into your classroom37.2%13720.7%164No57.7%13775.6%164104164QuestionWomen (%)NMen (%)NHow many these exhibitions or performances in the fine or applied arts were5.3%1933.3%15QuestionWomen (%)NMen (%)NHow many of these publications in the past three years have been solo-authored?NMen (%)N | | | | | |
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| Frequently85.9%9968.8%112Discussed their academic performance67.6%10252.3%111QuestionWomen (%)NMen (%)NReceived resources to integrate culturally-competent practices into your classroom37.2%13720.7%164Yes37.2%13720.7%164QuestionWomen (%)NMen (%)NQuestionWomen (%)NMen (%)NHow many these exhibitions or performances in the fine or applied arts wereNMen (%)NCollaborative 21+5.3%1933.3%15QuestionWomen (%)NMen (%)NHow many of these publications in the past three years have been solo-authored?NMen (%)N | | 02.470 | 101 | 41.170 | 112 |
| Frequently67.6%10252.3%111QuestionWomen (%)NMen (%)NReceived resources to integrate culturally-competent practices into your classroom Yes37.2%13720.7%164No37.2%13720.7%164No57.7%13775.6%164QuestionWomen (%)NMen (%)NHow many these exhibitions or performances in the fine or applied arts were5.3%1933.3%15QuestionWomen (%)NMen (%)NHow many of these publications in the past three years have been solo-authored?NMen (%)N | | 85.9% | 99 | 68.8% | 112 |
| Question Women (%) N Men (%) N Received resources to integrate culturally-competent practices into your classroom 37.2% 137 20.7% 164 No 37.2% 137 75.6% 164 Question Women (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were No No No 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? 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 21+ 5.3% 19 33.3% 15 Question Women (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were 33.3% 15 Question Women (%) N Men (%) N How many of these publications in the past three years have been solo-authored? N Men (%) N | Frequently | 67.6% | 102 | 52.3% | 111 |
| 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 21+ 5.3% 19 33.3% 15 Question Women (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were 33.3% 15 Question Women (%) N Men (%) N How many of these publications in the past three years have been solo-authored? N Men (%) N | | | <u>.</u> | | |
| into your classroomYes37.2%13720.7%164No57.7%13775.6%164QuestionWomen (%)NMen (%)NHow many these exhibitions or performances in the fine or applied arts wereVomen (%)NMen (%)NCollaborative 21+5.3%1933.3%15QuestionWomen (%)NMen (%)NHow many of these publications in the past three years have been solo-authored?NMen (%)N | | Women (%) | Ν | Men (%) | Ν |
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| Question Women (%) N Men (%) N How many these exhibitions or performances in the fine or applied arts were 6 6 6 6 7 < | | | | | |
| 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? Solution Solution Solution | INO | 57.7% | 137 | / 5.0% | 164 |
| 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? Solution Solution Solution | Question | Women (%) | N | Men (%) | Ν |
| 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? Vomen (%) N Men (%) N | | | | | . • |
| Collaborative 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? Women (%) N Men (%) N | | | | | |
| 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? Vomen (%) N Vomen (%) N | | | | | |
| Question Women (%) N Men (%) N How many of these publications in the past three years have been solo-authored? Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Comparison of the past three years have been solo-authored Image: Compar | Collaborative | | | | |
| How many of these publications in the past three years have been solo-authored? | 21+ | 5.3% | 19 | 33.3% | 15 |
| How many of these publications in the past three years have been solo-authored? | | | | | |
| been solo-authored? | Question | Women (%) | N | Men (%) | Ν |
| | | | | | |
| None 18.0% 100 33.1% 130 | | | | | |
| | None | 18.0% | 100 | 33.1% | 130 |

| Question | Women (%) | Ν | Men (%) | Ν |
|--|-----------------------------|------------|----------------|-------|
| 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 | $M_{\text{omon}}(9/)$ | NI | Mon (9/) | N |
| Question | Women (%) | Ν | Men (%) | IN |
| 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% | | 36.7% | 158 |
| Not at all | 62.6% | 123 | 39.2% | 158 |
| Question | Women (%) | N | Men (%) | N |
| the following Cooperative learning (small groups) | 04.0% | 400 | 40.40/ | 4 - 4 |
| All Extensive lecturing | 64.8% | 122 | 42.4% | 151 |
| None | 35.5% | 121 | 13.0% | 154 |
| Reflective writing/journaling None | 35.3% | 119 | 54.8% | 155 |
| Readings on racial and ethnic issues | | | 04.070 | 100 |
| None Readings on women and gender issues | 26.1% | 119 | 47.7% | 153 |
| None | 29.9% | 117 | 48.0% | 148 |
| Student evaluations of each others' work None | 23.5% | 119 | 41.7% | 151 |
| Rubric-based assessment | | | | |
| All None | <mark>44.4%</mark> 11.1% | 117 117 | 24.7% 28.0% | |
| | | | | |
| Question | Women (%) | Ν | Men (%) | Ν |
| Indicate the importance to you of each of the following education goals for undergraduate students | | | | |
| Teach students tolerance and respect for different beliefs | 68.6% | 118 | 50.3% | 149 |
| Essential | 00.070 | | | |
| • | Women (%) | N | Men (%) | N |

| A racially/ethnically diverse student body enhances the educational experience of all | | | | |
|---|-----------|-----|---------|-----|
| Strongly agree | 87.3% | 118 | 65.3% | 147 |
| | | | | |
| Question | Women (%) | Ν | Men (%) | Ν |
| 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(%) | Ν | Tenured/TTrack(%) | Ν |
|--|-------------|-----|-------------------|-----|
| 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(%) | Ν |
| 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 | | IN |
| In how many of the courses that you teach do you use each of the following | | | | |
| | | | | |
| Performances/Demonstrations | 00.40/ | - 4 | 17 10/ | 101 |
| None | 28.4% | 74 | 47.1% | 191 |
| Electronic quizzes with immediate feedback in class | 00.00/ | 74 | 77.00/ | 400 |
| None | 62.2% | 74 | 77.2% | 193 |
| Question | Not T/TT(%) | Ν | Tenured/TTrack(%) | Ν |
| 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 (%) | Ν | 2017 (%) | Ν |
|--|-----------|-----|-----------|-----|
| What is your present academic rank? | | | | |
| Instructor | 1.7% | 236 | 22.2% | 343 |
| | | | | |
| Question | 2014 (%) | Ν | 2017 (%) | Ν |
| 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 | 0014 (0/) | NI | 2017 (0/) | N ! |
| | 2014 (%) | Ν | 2017 (%) | N |
| In how many of the courses that you teach do you use each of the following | | | | |
| | | | | |
| Cooperative learning (small groups) | | | | |
| | 34.6% | 211 | 52.4% | 273 |
| Using real-life problems | 49.5% | 212 | 34.5% | 275 |
| | 49.376 | 212 | 34.378 | 215 |
| Question | 2014 (%) | Ν | 2017 (%) | Ν |
| 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? | 40.004 | 100 | 00.004 | 000 |
| 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

| Quastian | Drivete LL (0/) | NI | | NI |
|---|-----------------|------|---------|-----|
| Question | Private U (%) | Ν | WFU (%) | Ν |
| What is your present academic rank? | | | | |
| Instructor | 5.4% | 1878 | 22.2% | 343 |
| | | | | |
| Question | Private U (%) | Ν | WFU (%) | Ν |
| 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 (%) | Ν | WFU (%) | Ν |
| 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 (%) | Ν | WFU (%) | Ν |
| 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% | | 81.8% | 314 |
| | | | | |
| Question | Private U (%) | Ν | WFU (%) | Ν |
| 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 (%) | Ν | WFU (%) | Ν |
| | | •• | | |
| How satisfied are you with the availability of child care at this institution? | | | | |
| Not satisfied | 40.0% | 652 | 57.0% | 86 |
| ויטר סמווסווכט | 40.070 | 002 | 57.0% | 00 |

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 (%) | Ν | 2017 (%) | Ν |
|---|----------|-----|----------|-----|
| 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

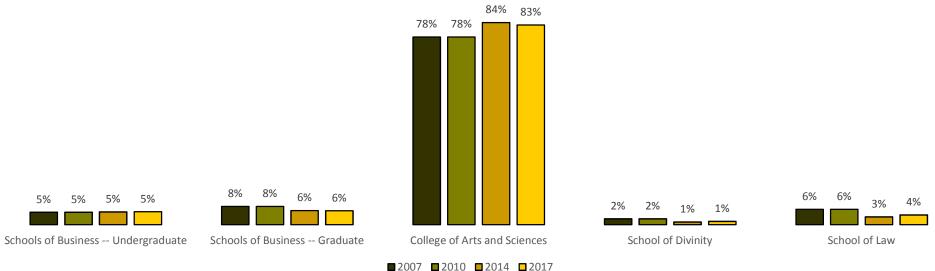
 2007
 average
 n=247
 Margin of Error +/-6.2%

 2010
 average
 n=249
 Margin of Error +/-6.2%

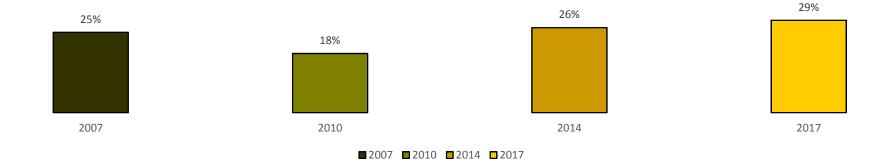
 2014
 average
 n=187
 Margin of Error +/-7.2%

 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?*

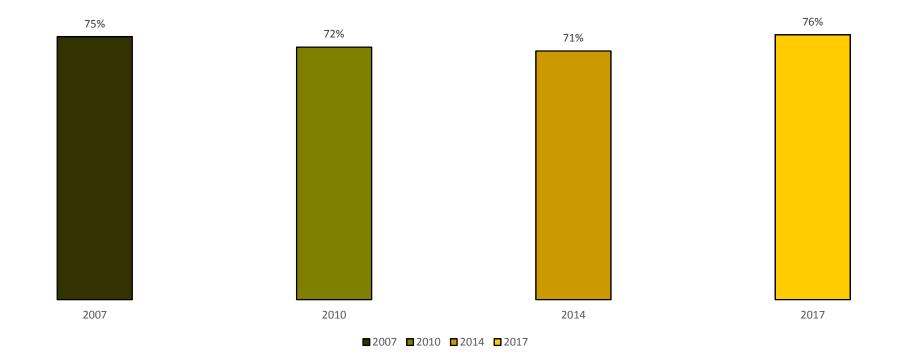


How often do you engage in research or teaching with Wake Forest colleagues outside your home department/school?*

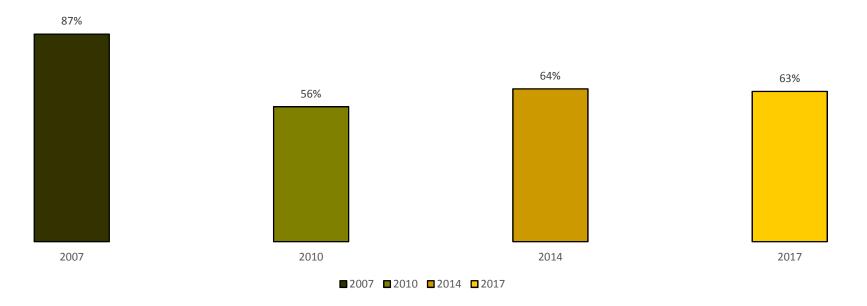




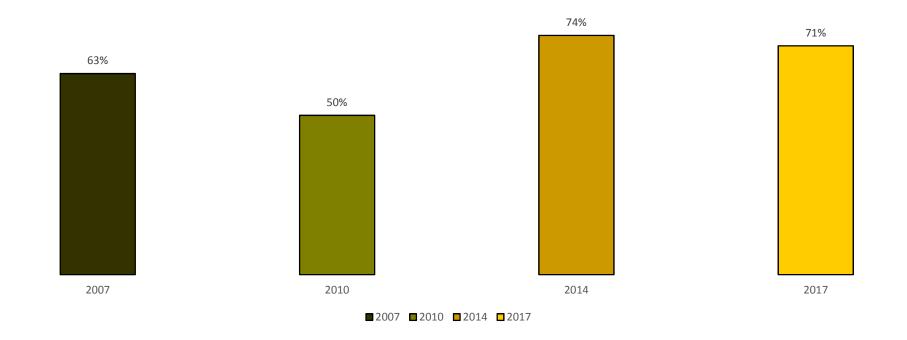
How often do you engage in mentoring students?*



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



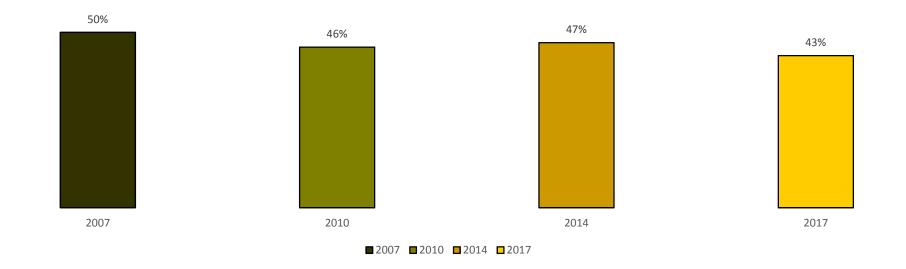
To what extent does the university provide faculty development support for teaching?*



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?*



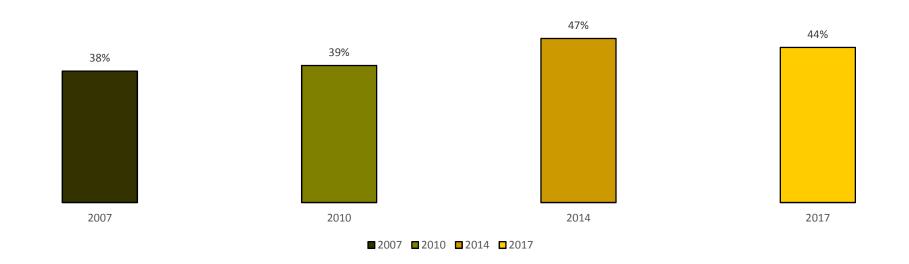
To what extent is publicity for achievement in teaching being provided?*

 34%
 29%

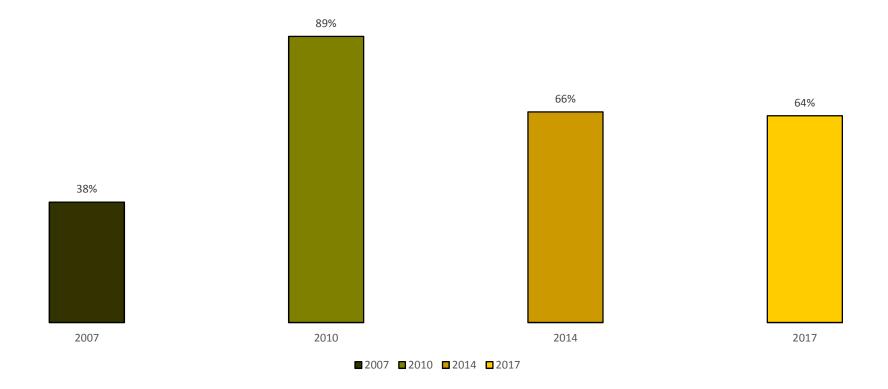
 13%
 13%

 2007
 2010
 2014
 2017

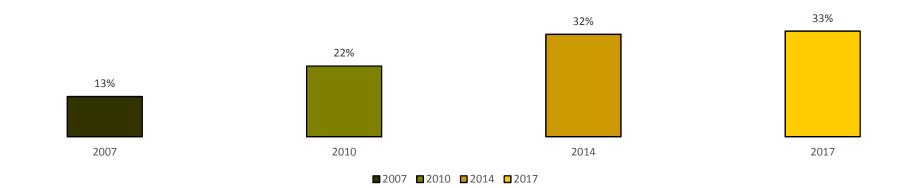
How strong is the academic quality of admitted students?*



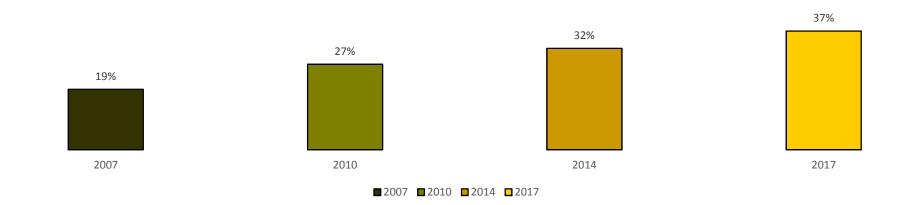
To what extent are opportunities for leadership development and public engagement being provided for students?*



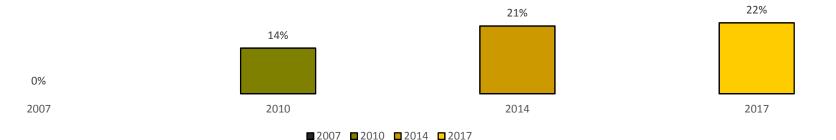
To what extent are professional development opportunities being provided for academic support staff in your department/school?*



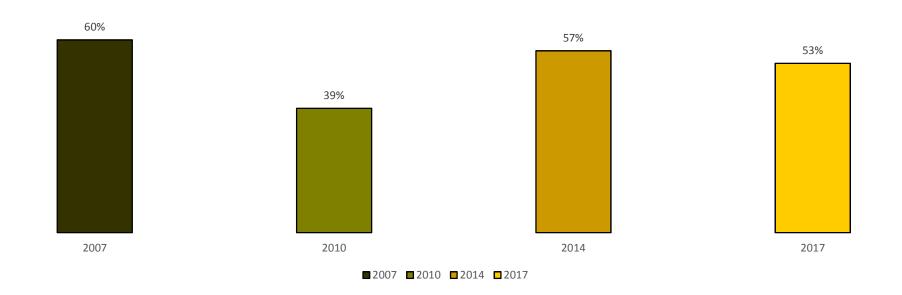
To what extent do you communicate and interact with faculty in different schools of the university?*



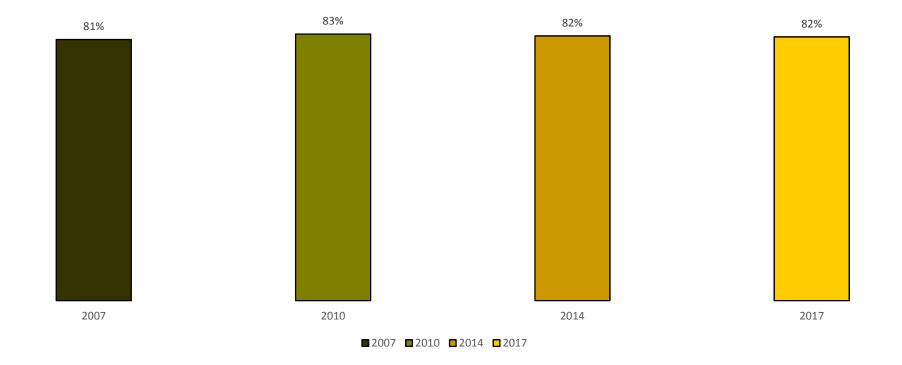
To what extent is the Quality Enhancement Plan (QEP) enhancing the global education of students at Wake Forest?*

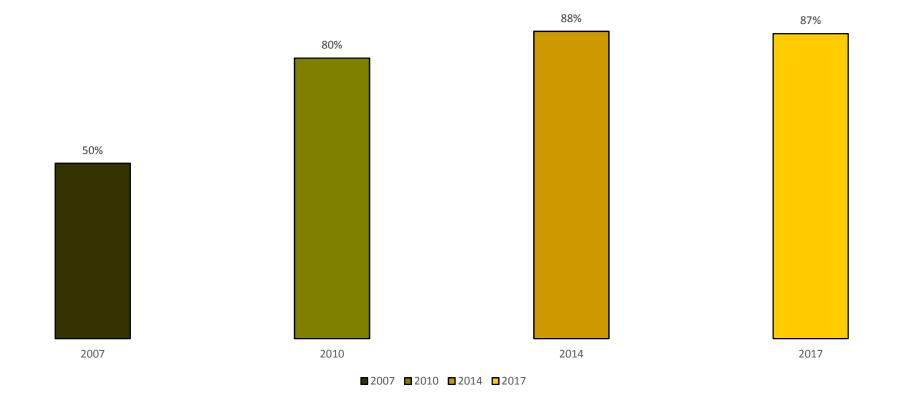


How well is Wake Forest doing at providing clarity and transparency in the tenure and promotion process?*



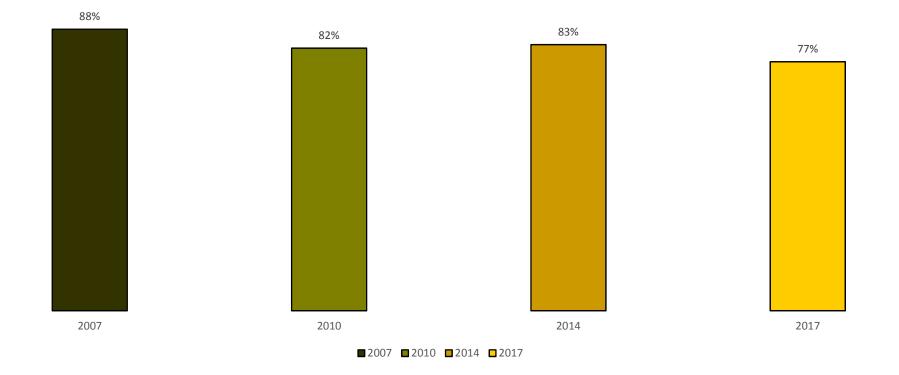
How well is Wake Forest doing at preparing students for graduate or advanced education?*



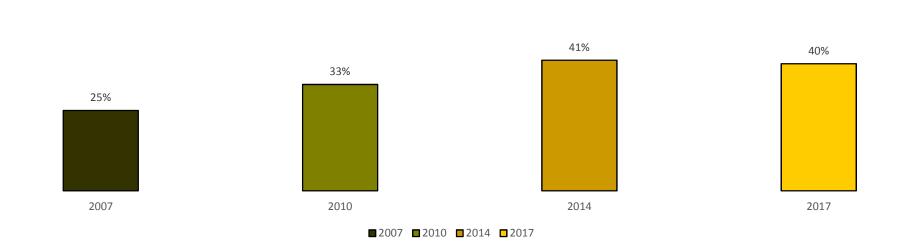


How well is Wake Forest doing at preparing students for employment?*

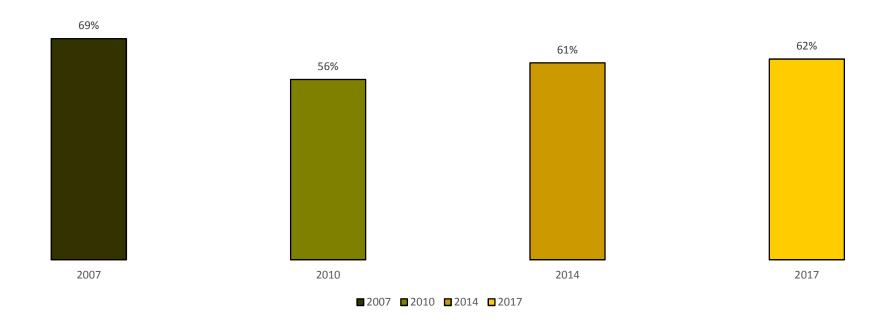
How well is Wake Forest enhancing the development of the reason/intellect of students?*



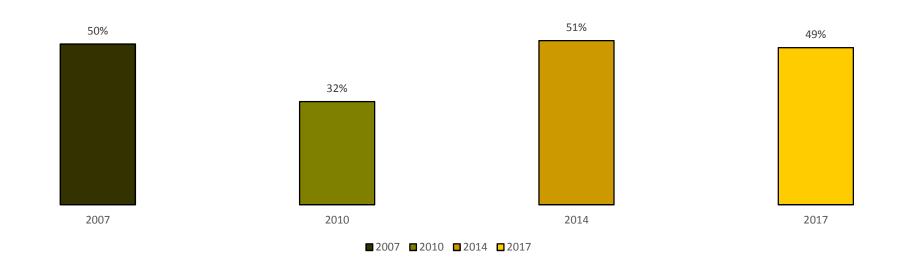
How often do you use computers technology in teaching any aspect of your class?*



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



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



Administering Institutions

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

2016-2017 HERI FACULTY SURVEY List of Participating Institutions

| Public Un | iversities - low/medium selectivity | |
|------------|---|----|
| 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 |
| | | |
| | iversities - high selectivity | |
| | University of California-Los Angeles | CA |
| 1584 | University of Nebraska at Omaha | NE |
| | Miami University-Oxford | OH |
| | University of Oklahoma Norman Campus | OK |
| 2437 | Clemson University | SC |
| | | |
| Public 4yr | Colleges - low/medium selectivity | |
| | 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/No | onsectarian 4yr Colleges - Iow selectivity | | |
|------------|---|----|--|
| | 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 | |
| | Harrisburg University of Science and Technology | PA | |
| 9123 | Saint Katherine College | CA | |
| | | | |
| Private/No | onsectarian 4yr Colleges - medium selectivity | | |
| | Whittier College | CA | |
| 685 | Rockford University | L | |
| | Wingate University | NC | |
| | Wilkes University | PA | |
| | Coker College | SC | |
| 7256 | Touro College | NY | |
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| ating Inst | itutions | | |
|------------|---|----------|----|
| Private | Universities - medium selectivity | | |
| | University of La Verne | CA | |
| | Benedictine University | IL | |
| | Suffolk University | MA | |
| | Adelphi University | NY | |
| | St. John's University-New York | NY | |
| 2253 | Duquesne University | PA | |
| 2269 | Immaculata University | PA | |
| | Widener University-Main Campus | PA | |
| 2857 | Seattle Pacific University | WA | |
| | Azusa Pacific University | CA | |
| 9104 | American University of Beirut | Leban | on |
| | | | |
| Private | Universities - high/very high selectivity | | |
| | Pepperdine University | CA | |
| | Northeastern University | MA | |
| 1205 | Tufts University | MA | |
| | Wake Forest University | NC | |
| 2562 | Union University | ΤN | |
| 2726 | Brigham Young University-Provo | UT | |
| | | | |
| Public 4 | yr Colleges - high selectivity | | |
| 518 | Georgia College & State University | GA | |
| | Southeast Missouri State University | MO | |
| | Weber State University | UT | |
| | Western Washington University | WA | |
| | University of Wisconsin-Whitewater | | |
| | Grand Valley State University | MI | |
| | University of Wisconsin-Green Bay University of Michigan-Flint | MI | |
| | Ramapo College of New Jersey | NJ | |
| /241 | Ramapo College of New Jersey | | |
| Private/ | Nonsectarian 4yr Colleges - high selectivity | | |
| | Mills College | СА | |
| | Principia College | IL | |
| 1084 | Hood College | MD | |
| 1809 | Nazareth College | NY | |
| | Philadelphia University | PA | |
| 5105 | Embry-Riddle Aeronautical University-Daytona Beach | FL | |
| | | | |
| | | _ | |
| | | | |
| | Nonsectarian 4yr Colleges - very high selectivity | | |
| | Claremont McKenna College | CA | |
| | Colorado College | CO | |
| | Illinois Wesleyan University | IL | |
| | Smith College | MA | |
| | Williams College | MA | |
| | Carleton College | MN | |
| | Colgate University | NY | |
| | St Lawrence University | NY | |
| | Vassar College | NY | |
| | Elon University | NC | |
| | The College of Wooster | OH | |
| | Bucknell University | PA | |
| | Gettysburg College | PA | |
| | University of the Sciences | PA | |
| | Swarthmore College | PA | |
| | Ursinus College | PA | |
| | Rhode Island School of Design University of Puget Sound | RI WA | |
| 2844 | University of Puger Sound | WA | |

| | yr Colleges - low/medium selectivity Lewis University | IL |
|------|---|-----|
| | Dominican University | IL |
| | Mount St Mary's University | MD |
| | Marygrove College | MI |
| 1675 | Saint Peter's University | NJ |
| | Holy Family University | PA |
| 2200 | King's College | PA |
| 2285 | Marywood University | PA |
| 5638 | Presentation College | SD |
| 5888 | Neumann University | PA |
| | | |
| | gious 4yr Colleges - very low selectivity | |
| | Fresno Pacific University | CA |
| 833 | Grand View University | IA |
| 887 | Central Christian College of Kansas | KS |
| 1820 | Nyack College | NY |
| 5053 | Vanguard University of Southern California | CA |
| 5122 | Southeastern University | FL |
| | | |
| | gious 4yr Colleges - Iow selectivity | |
| 763 | University of Indianapolis | IN |
| | Southern Nazarene University | OK |
| | Texas Lutheran University | TX |
| | Bridgewater College | VA |
| 2945 | Lakeland College | WI |
| 1458 | gious 4yr Colleges - medium selectivity Columbia College | MO |
| | Malone University | OH |
| 2277 | Lebanon Valley College | PA |
| 2283 | Lycoming College | PA |
| | University of Mary Hardin-Baylor | TX |
| | Eastern Mennonite University | VA |
| | Carroll University | WI |
| | Crown College | MN |
| | Roberts Wesleyan College | NY |
| | Mount Vernon Nazarene University | OH |
| 6667 | Corban University | OR |
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| 2867 Whitman College WA 4892 Oxford College at Emory University GA 264 Santa Clara University CA 362 Fairfield University CA 363 Fairfield University CT 781 Saint Mary's College IN 1276 University of Detroit Mercy MI 1622 Saint Anselm College NH 2343 University of Scranton PA 2347 Villanova University PA 2347 Villanova University CA 28 Hendrix College AR 141 Chapman University CA 218 Point Loma Nazarene University CA 218 Point Loma Nazarene University IN 752 DePauw University IN 753 Earlham College MI 1325 Bethel University IN 753 Earlham College MI 1325 Bethel University IN 1325 St Olaf College MI 1326 Bethel University OH |
|---|
| Catholic 4yr Colleges - high selectivity CA 267 Santa Clara University CA 362 Fairfield University CT 781 Saint Mary's College IN 1276 University of Detroit Mercy MI 1622 Saint Anselm College NH 2343 University of Scranton PA 2347 Villanova University PA 2 0 28 Hendrix College AR 141 Chapman University CA 218 Point Loma Nazarene University CA 218 Point Loma Nazarene University CA 494 Agnes Scott College GA 752 DePauw University IN 753 Taylor University IN 783 Taylor University IN 1269 Hope College MI 1325 Bethel University MN 1355 St Olaf College MN 1355 St Olaf College-McMinnville Campus OR 2135 <td< td=""></td<> |
| Catholic 4yr Colleges - high selectivity CA 267 Santa Clara University CA 362 Fairfield University CT 781 Saint Mary's College IN 1276 University of Detroit Mercy MI 1622 Saint Anselm College NH 2343 University of Scranton PA 2347 Villanova University PA 2 0 28 Hendrix College AR 141 Chapman University CA 218 Point Loma Nazarene University CA 218 Point Loma Nazarene University CA 494 Agnes Scott College GA 752 DePauw University IN 753 Taylor University IN 783 Taylor University IN 1269 Hope College MI 1325 Bethel University MN 1355 St Olaf College MN 1355 St Olaf College-McMinnville Campus OR 2135 <td< td=""></td<> |
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| 267 Santa Clara University CA 362 Fairfield University CT 781 Saint Mary's College IN 1276 University of Detroit Mercy MI 1622 Saint Anselm College NH 2343 University of Scranton PA 2347 Villanova University PA 246 Determinity PA 247 Villanova University PA 247 Villanova University PA 248 Hendrix College - high selectivity PA 249 Hendrix College AR 141 Chapman University CA 218 Point Loma Nazarene University CA 494 Agnes Scott College GA 752 DePauw University IN 753 Earlham College MI 1325 Behlel University IN 753 Earlham College MI 1325 Stolaf College MI 1325 Stolaf College MI 1359 Nolaclege-McMinnville Campus OR |
| 362 Fairfield University CT 781 Saint Mary's College IN 1276 University of Detroit Mercy Mil 1622 Saint Anselm College NH 2343 University of Scranton PA 2347 Villanova University PA 244 Hendrix College - high selectivity PA 89 Hendrix College AR 141 Chapman University CA 218 Point Loma Nazarene University CA 494 Agnes Scott College GA 752 DePauw University IN 753 Earlham College MI 1325 Bethel University IN 1269 Hope College MI 1325 St Olaf College MN 1355 St Olaf College MN 1359 Nebraska Wesleyan University OH |
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| 1622 Saint Anselm College NH 2343 University of Scranton PA 2347 Villanova University CA 2347 Villanova University CA 249 Agnes Scott College GA 752 DePauw University IN 753 Earlham College IN 783 Taylor University IN 7125 Bethel University IN 1325 St Olaf College MI 1325 Bethel University OH 2087 Ohio Northern University OH 2133 Wittenberg University OR 2335 Susquehanna University OR <t< td=""></t<> |
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| Other Religious 4yr Colleges - high selectivity89Hendrix CollegeAR141Chapman UniversityCA218Point Loma Nazarene UniversityCA494Agnes Scott College752DePauw UniversityIN753Earlnam CollegeIN783Taylor UniversityIN1269Hope CollegeMI1325Bethel UniversityIN1355St Olaf CollegeMN1355St Olaf CollegeMN1589Nebraska Wesleyan UniversityNE2087Ohio Northern UniversityOH2113Wittenberg UniversityOH2195Linfield College-McMinnville CampusOR2335Susquehana UniversityPA2519Belmont UniversityTX2685Trinity UniversityTX2686Whitworth UniversityTX2686Sofor Oklahoma Christian UniversityOK5361Northwestern CollegeMIPrivate HBCUS424Howard UniversityDC1026Xavier University of LouisianaLA |
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