

Wake Forest Faculty Surveys
Comparison of Means with Significant Differences, 2001 - 1998 - 1995

Question Number	Item Description	2001		1998		1995	
		Mean	Sig. > yr.*	Mean	Sig. > yr.*	Mean	Sig. > yr.*
Student Development							
A1	Prepare students for graduate education	3.47	1995	3.47	1995	3.24	
A2	Prepare students for employment	3.33	1995	3.35	1995	3.05	
A3	WFU enhancing development of reason/intellect of students	3.07	1995	2.99		2.84	
Student/Faculty Relations							
A14	General intellectual climate among students	3.24	1995	3.17	1995	2.85	
Teaching							
B16	End of course student evaluations - some courses (yes or no)	0.89	1998	0.72		0.90	1998
Computer Use							
B24	Knowledgeable with computer compared to others	3.39	1995	3.31		3.05	
B26	Frequency of using computer in teaching classes	3.46	1995, 1998	3.12	1995	2.37	
B27	Frequency of using e-mail - communication by students	4.26	1995, 1998	3.57	1995	2.50	
B28	Frequency of using Internet - information gathering by students	3.68	1995, 1998	3.36	1995	2.27	
B29	Frequency of using computers - prepare paper by students	3.93	1995	3.60		3.31	
B32	Frequency of using computers - presentation by students	3.14	1995, 1998	2.48	1995	1.93	
B33	Frequency of using computers for individualized instruction	2.66	1995, 1998	2.25	1995	1.72	
<i>Ways computerization has changed teaching.....</i>							
B34	Presentation in class	2.76	1995, 1998	2.39	1995	1.72	
B35	Communication with students	4.17	1995, 1998	3.49	1995	2.11	
B36	Communication among students	3.48	1995, 1998	3.02	1995	2.00	
B37	Access to resource materials	3.94	1995, 1998	3.43	1995	2.55	
B38	Nature of approach to teaching/classroom presentations	2.91	1995, 1998	2.54	1995	2.04	
B39	Effectiveness of approach to teaching/classroom presentations	2.65	1995	2.37	1995	1.79	
B40	Availability of University computer training & assistance	3.62	1995	3.45	1995	3.06	
Diversity at Wake Forest							
B41	Importance of increasing recognition of diversity	4.08	1995, 1998	3.73		3.54	
B42	Course content reflects diversity - international issues	3.17	1995, 1998	2.74		2.69	
B43	Course content reflects diversity - minority issues	2.98	1995, 1998	2.42		2.45	
B44	Course content reflects diversity - gender issues	2.95	1995	2.65		2.52	
B46	We should enroll more minority students	4.12	1995	3.88		3.80	
B47	We should enroll more financially needy students	4.18	1995	3.96		3.93	
Scholarship							
C10	Number of papers, books, and compositions worked on	3.69	1998	3.15		3.38	
C11	Number of papers or compositions published	2.51	1998	1.99		2.32	
C15	Number of papers presented at a professional meeting	2.78	1998	2.38		2.58	
C22	Satisfaction with support: time for scholarly activities	2.37	1995	2.23		2.09	
C31	Satisfaction with support: startup or matching funds	2.78	1995	2.74		2.44	
C33	How support for scholarly activities has changed	3.50	1995, 1998	3.27		3.27	
C37**	How well administration defines research/scholarship expectations	2.23	1998	1.98			

*The mean of this item is significantly greater than the year listed. One-way ANOVA, Scheffe' post hoc tests were used, at p<0.05.

**Not asked in 1995