

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty                            | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>Number of Respondents</b>   |                    | 81               | 57    | 138   |
| <b>Age as of December 31, 2004:</b>  | 138                |                  |       |       |
| Less than 30   |                    | 1.2              | 3.5   | 2.2   |
| 30 to 34   |                    | 7.4              | 17.5  | 11.6  |
| 35 to 39   |                    | 12.3             | 14.0  | 13.0  |
| 40 to 44   |                    | 12.3             | 22.8  | 16.7  |
| 45 to 49   |                    | 8.6              | 12.3  | 10.1  |
| 50 to 54   |                    | 14.8             | 7.0   | 11.6  |
| 55 to 59   |                    | 19.8             | 15.8  | 18.1  |
| 60 to 64   |                    | 16.0             | 5.3   | 11.6  |
| 65 to 69   |                    | 7.4              | 0.0   | 4.3   |
| 70 or more   |                    | 0.0              | 1.8   | 0.7   |
| <b>What is your present academic rank?</b>   | 138                |                  |       |       |
| Professor  |                    | 53.1             | 21.1  | 39.9  |
| Associate Professor  |                    | 18.5             | 35.1  | 25.4  |
| Assistant Professor  |                    | 21.0             | 31.6  | 25.4  |
| Lecturer   |                    | 1.2              | 3.5   | 2.2   |
| Instructor   |                    | 3.7              | 7.0   | 5.1   |
| Other  |                    | 2.5              | 1.8   | 2.2   |
| <b>Are you currently serving in an administrative position as: [1]</b>               | 138                |                  |       |       |
| Department chair   |                    | 11.1             | 7.0   | 9.4   |
| Dean   |                    | 0.0              | 0.0   | 0.0   |
| Other  |                    | 9.9              | 7.0   | 8.7   |
| <b>What is your principal activity in your current position at this institution?</b> | 137                |                  |       |       |
| Administration   |                    | 3.7              | 3.5   | 3.6   |
| Teaching   |                    | 91.3             | 96.5  | 93.4  |
| Research   |                    | 5.0              | 0.0   | 2.9   |
| Services to clients and patients   |                    | 0.0              | 0.0   | 0.0   |
| Other  |                    | 0.0              | 0.0   | 0.0   |
| <b>Racial/Ethnic group: [2]</b>  | 138                |                  |       |       |
| White/Caucasian  |                    | 90.1             | 98.2  | 93.5  |
| African American/Black   |                    | 3.7              | 1.8   | 2.9   |
| American Indian/Alaska Native [1]  |                    | 0.0              | 0.0   | 0.0   |
| Asian American/Asian   |                    | 0.0              | 0.0   | 0.0   |
| Native Hawaiian/Pacific Islander [3]   |                    | 0.0              | 0.0   | 0.0   |
| Mexican American/Chicano   |                    | 1.2              | 0.0   | 0.7   |
| Puerto Rican [1]   |                    | 0.0              | 0.0   | 0.0   |
| Other Latino   |                    | 4.9              | 0.0   | 2.9   |
| Other  |                    | 2.5              | 0.0   | 1.4   |
| <b>Do your interests lie primarily in teaching or research?</b>                      | 137                |                  |       |       |
| Very heavily in teaching   |                    | 10.0             | 5.3   | 8.0   |
| In both, but leaning toward teaching   |                    | 42.5             | 56.1  | 48.2  |
| In both, but leaning toward research   |                    | 47.5             | 35.1  | 42.3  |
| Very heavily in research   |                    | 0.0              | 3.5   | 1.5   |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in or response options in 2004.

[2] Percentages will sum to more than 100.0 if any respondent marked more than one category.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty           | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>Highest degree earned:</b>                                       | 138                |                  |       |       |
| Bachelor's (B.A., B.S., etc.)                                       |                    | 1.2              | 0.0   | 0.7   |
| Master's (M.A., M.S., M.F.A., M.B.A.,<br>etc.) [1]                  |                    | 3.7              | 14.0  | 8.0   |
| LL.B., J.D.   |                    | 0.0              | 0.0   | 0.0   |
| M.D., D.D.S. (or equivalent)  |                    | 0.0              | 0.0   | 0.0   |
| Other first professional degree beyond<br>B.A. (e.g., D.D., D.V.M.) |                    | 1.2              | 0.0   | 0.7   |
| Ed.D.   |                    | 0.0              | 5.3   | 2.2   |
| Ph.D.   |                    | 88.9             | 80.7  | 85.5  |
| Other degree  |                    | 2.5              | 0.0   | 1.4   |
| None  |                    | 2.5              | 0.0   | 1.4   |
| <b>Field of highest degree: [1,4]</b>                               | 129                |                  |       |       |
| Agriculture or Forestry   |                    | 0.0              | 0.0   | 0.0   |
| Biological Sciences   |                    | 10.8             | 5.5   | 8.5   |
| Business  |                    | 8.1              | 5.5   | 7.0   |
| Education   |                    | 2.7              | 9.1   | 5.4   |
| Engineering   |                    | 0.0              | 0.0   | 0.0   |
| English   |                    | 4.1              | 9.1   | 6.2   |
| Health Sciences   |                    | 0.0              | 1.8   | 0.8   |
| History or Political Science  |                    | 5.4              | 12.7  | 8.5   |
| Humanities  |                    | 20.3             | 20.0  | 20.2  |
| The Arts & Architecture   |                    | 12.2             | 14.5  | 13.2  |
| Mathematics/Statistics  |                    | 9.5              | 3.6   | 7.0   |
| Physical Sciences   |                    | 8.1              | 3.6   | 6.2   |
| Social Sciences   |                    | 13.5             | 12.7  | 13.2  |
| Other Technical   |                    | 4.1              | 0.0   | 2.3   |
| Other   |                    | 1.4              | 1.8   | 1.6   |
| <b>Year of highest degree now held:</b>                             | 136                |                  |       |       |
| Before 1967   |                    | 1.2              | 0.0   | 0.7   |
| 1967 to 1971  |                    | 16.2             | 0.0   | 9.6   |
| 1972 to 1976  |                    | 12.5             | 8.9   | 11.0  |
| 1977 to 1981  |                    | 10.0             | 5.4   | 8.1   |
| 1982 to 1986  |                    | 16.2             | 12.5  | 14.7  |
| 1987 to 1991  |                    | 11.3             | 19.6  | 14.7  |
| 1992 to 1996  |                    | 13.8             | 14.3  | 14.0  |
| 1997 to 2001  |                    | 12.5             | 17.9  | 14.7  |
| 2002 to 2004  |                    | 6.3              | 21.4  | 12.5  |
| <b>Degree currently working on:</b>                                 | 54                 |                  |       |       |
| Bachelor's (B.A., B.S., etc.)                                       |                    | 0.0              | 0.0   | 0.0   |
| Master's (M.A., M.S., M.F.A., M.B.A.,<br>etc.) [1]                  |                    | 3.1              | 0.0   | 1.9   |
| LL.B., J.D.   |                    | 3.1              | 0.0   | 1.9   |
| M.D., D.D.S. (or equivalent)  |                    | 0.0              | 0.0   | 0.0   |
| Other first professional degree beyond<br>B.A. (e.g., D.D., D.V.M.) |                    | 0.0              | 0.0   | 0.0   |
| Ed.D.   |                    | 0.0              | 0.0   | 0.0   |
| Ph.D.   |                    | 9.4              | 0.0   | 5.6   |
| Other degree  |                    | 0.0              | 0.0   | 0.0   |
| None  |                    | 84.4             | 100.0 | 90.7  |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

[4] Disaggregated responses for this item can be found starting on page 17.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty      | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>Department of current faculty<br/>appointment: [1,4]</b>    | 129                |                  |       |       |
| Agriculture or Forestry  |                    | 0.0              | 0.0   | 0.0   |
| Biological Sciences  |                    | 9.5              | 3.6   | 7.0   |
| Business   |                    | 6.8              | 5.5   | 6.2   |
| Education  |                    | 2.7              | 9.1   | 5.4   |
| Engineering  |                    | 0.0              | 0.0   | 0.0   |
| English  |                    | 4.1              | 9.1   | 6.2   |
| Health Sciences  |                    | 0.0              | 1.8   | 0.8   |
| History or Political Science                                   |                    | 6.8              | 12.7  | 9.3   |
| Humanities   |                    | 17.6             | 18.2  | 17.8  |
| The Arts & Architecture  |                    | 13.5             | 12.7  | 13.2  |
| Mathematics/Statistics   |                    | 9.5              | 5.5   | 7.8   |
| Physical Sciences  |                    | 9.5              | 5.5   | 7.8   |
| Social Sciences  |                    | 14.9             | 12.7  | 14.0  |
| Other Technical  |                    | 4.1              | 0.0   | 2.3   |
| Other  |                    | 1.4              | 3.6   | 2.3   |
| <b>Year of appointment at present<br/>institution:</b>         | 136                |                  |       |       |
| Before 1967  |                    | 2.5              | 0.0   | 1.5   |
| 1967 to 1971   |                    | 11.3             | 0.0   | 6.6   |
| 1972 to 1976   |                    | 5.0              | 1.8   | 3.7   |
| 1977 to 1981   |                    | 10.0             | 7.1   | 8.8   |
| 1982 to 1986   |                    | 11.3             | 8.9   | 10.3  |
| 1987 to 1991   |                    | 15.0             | 17.9  | 16.2  |
| 1992 to 1996   |                    | 15.0             | 14.3  | 14.7  |
| 1997 to 2001   |                    | 13.8             | 21.4  | 16.9  |
| 2002 to 2004   |                    | 16.2             | 28.6  | 21.3  |
| <b>What is your tenure status at this<br/>institution? [1]</b> | 138                |                  |       |       |
| Tenured  |                    | 69.1             | 54.4  | 63.0  |
| On tenure track, but not tenured                               |                    | 18.5             | 21.1  | 19.6  |
| Not on tenure track, but institution<br>has tenure system      |                    | 12.3             | 22.8  | 16.7  |
| Institution has no tenure system                               |                    | 0.0              | 1.8   | 0.7   |
| <b>If tenured, year tenure was awarded:</b>                    | 87                 |                  |       |       |
| Before 1967  |                    | 0.0              | 0.0   | 0.0   |
| 1967 to 1971   |                    | 0.0              | 0.0   | 0.0   |
| 1972 to 1976   |                    | 17.9             | 0.0   | 11.5  |
| 1977 to 1981   |                    | 10.7             | 6.5   | 9.2   |
| 1982 to 1986   |                    | 14.3             | 6.5   | 11.5  |
| 1987 to 1991   |                    | 19.6             | 9.7   | 16.1  |
| 1992 to 1996   |                    | 16.1             | 29.0  | 20.7  |
| 1997 to 2001   |                    | 14.3             | 32.3  | 20.7  |
| 2002 to 2004   |                    | 7.1              | 16.1  | 10.3  |

[1] Comparison with results from earlier Faculty Surveys should be made with caution due to changes in or response options in 2004.

[4] Disaggregated responses for this item can be found starting on page 20.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>Salary is based on:</b>                                | 125                |                  |       |       |
| 9/10 months   |                    | 79.5             | 61.5  | 72.0  |
| 11/12 months  |                    | 20.5             | 38.5  | 28.0  |
| <b>Base salary</b>  |                    |                  |       |       |
| <b>9/10 month contract:</b>                               | 100                |                  |       |       |
| Less than \$20,000  |                    | 1.5              | 0.0   | 1.0   |
| \$20,000 to 29,999  |                    | 0.0              | 0.0   | 0.0   |
| \$30,000 to 39,999  |                    | 6.2              | 8.6   | 7.0   |
| \$40,000 to 49,999  |                    | 6.2              | 28.6  | 14.0  |
| \$50,000 to 59,999  |                    | 12.3             | 8.6   | 11.0  |
| \$60,000 to 69,999  |                    | 7.7              | 11.4  | 9.0   |
| \$70,000 to 79,999  |                    | 23.1             | 17.1  | 21.0  |
| \$80,000 to 89,999  |                    | 18.5             | 2.9   | 13.0  |
| \$90,000 to 99,999  |                    | 6.2              | 14.3  | 9.0   |
| \$100,000 to 124,999                                      |                    | 13.8             | 8.6   | 12.0  |
| \$125,000 to 149,999                                      |                    | 3.1              | 0.0   | 2.0   |
| \$150,000 or more   |                    | 1.5              | 0.0   | 1.0   |
| <b>11/12 month contract:</b>                              | 35                 |                  |       |       |
| Less than \$20,000  |                    | 6.7              | 0.0   | 2.9   |
| \$20,000 to 29,999  |                    | 0.0              | 0.0   | 0.0   |
| \$30,000 to 39,999  |                    | 0.0              | 25.0  | 14.3  |
| \$40,000 to 49,999  |                    | 20.0             | 10.0  | 14.3  |
| \$50,000 to 59,999  |                    | 6.7              | 25.0  | 17.1  |
| \$60,000 to 69,999  |                    | 13.3             | 25.0  | 20.0  |
| \$70,000 to 79,999  |                    | 6.7              | 5.0   | 5.7   |
| \$80,000 to 89,999  |                    | 13.3             | 10.0  | 11.4  |
| \$90,000 to 99,999  |                    | 13.3             | 0.0   | 5.7   |
| \$100,000 to 124,999                                      |                    | 13.3             | 0.0   | 5.7   |
| \$125,000 to 149,999                                      |                    | 6.7              | 0.0   | 2.9   |
| \$150,000 or more   |                    | 0.0              | 0.0   | 0.0   |
| <b>Are you currently:</b>                                 | 138                |                  |       |       |
| Married   |                    | 82.7             | 66.7  | 76.1  |
| Unmarried, living with partner                            |                    | 2.5              | 3.5   | 2.9   |
| Single  |                    | 14.8             | 29.8  | 21.0  |
| <b>Have you ever been:</b>                                | 138                |                  |       |       |
| Divorced  |                    | 18.5             | 15.8  | 17.4  |
| Widowed   |                    | 1.2              | 0.0   | 0.7   |
| Separated   |                    | 3.7              | 8.8   | 5.8   |
| <b>HOW MANY CHILDREN DO YOU HAVE? [1]</b>                 |                    |                  |       |       |
| <b>Under 18 years old</b>                                 | 138                |                  |       |       |
| None  |                    | 63.0             | 63.2  | 63.0  |
| One   |                    | 11.1             | 15.8  | 13.0  |
| Two   |                    | 17.3             | 17.5  | 17.4  |
| Three   |                    | 6.2              | 3.5   | 5.1   |
| Four or more  |                    | 2.5              | 0.0   | 1.4   |
| <b>18 years or older</b>                                  | 138                |                  |       |       |
| None  |                    | 60.5             | 71.9  | 65.2  |
| One   |                    | 11.1             | 14.0  | 12.3  |
| Two   |                    | 22.2             | 12.3  | 18.1  |
| Three   |                    | 3.7              | 1.8   | 2.9   |
| Four or more  |                    | 2.5              | 0.0   | 1.4   |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty             | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>General activities:</b>  |                    |                  |       |       |
| Have you ever held an academic administrative post?                   | 138                | 38.3             | 29.8  | 34.8  |
| Have you ever received an award for outstanding teaching?             | 138                | 35.8             | 42.1  | 38.4  |
| Do you commute a long distance to work?                               | 138                | 6.2              | 10.5  | 8.0   |
| Does your spouse/partner work in the same/nearby city? [1]            | 125                | 69.3             | 72.0  | 70.4  |
| Is your spouse/partner an academic?                                   | 126                | 24.7             | 36.7  | 29.4  |
| Were you born in the U.S.A.?  | 138                | 84.0             | 91.2  | 87.0  |
| Are you a U.S. citizen?   | 138                | 88.9             | 94.7  | 91.3  |
| Have you been sexually harassed at this institution?                  | 138                | 0.0              | 5.3   | 2.2   |
| Are you a member of a faculty union?                                  | 136                | 6.2              | 23.6  | 13.2  |
| Do you plan to retire within the next three years? [3]                | 138                | 12.3             | 3.5   | 8.7   |
| Do you use your scholarship to address local community needs? [3]     | 137                | 36.2             | 45.6  | 40.1  |
| Have you published op-ed pieces or editorials? [3]                    | 138                | 25.9             | 17.5  | 22.5  |
| <b>During the past two years, have you:</b>                           |                    |                  |       |       |
| Received at least one firm job offer?                                 | 137                | 21.2             | 26.3  | 23.4  |
| Considered early retirement?  | 137                | 12.5             | 15.8  | 13.9  |
| Considered leaving academe for another job?                           | 137                | 16.0             | 25.0  | 19.7  |
| Considered leaving this institution for another? [3]                  | 137                | 41.2             | 57.9  | 48.2  |
| Changed academic institutions? [3]                                    | 136                | 11.3             | 16.1  | 13.2  |
| Taught courses at more than one institution during the same term? [3] | 138                | 7.4              | 3.5   | 5.8   |
| Requested/sought an early promotion?                                  | 138                | 1.2              | 3.5   | 2.2   |
| Engaged in paid consulting outside of your institution? [3]           | 138                | 32.1             | 33.3  | 32.6  |
| Engaged in public service/professional consulting without pay? [3]    | 138                | 40.7             | 57.9  | 47.8  |
| Received funding for your work from: [3]                              |                    |                  |       |       |
| Foundations?  | 136                | 20.3             | 35.1  | 26.5  |
| State or federal government?  | 137                | 25.0             | 24.6  | 24.8  |
| Business or industry?   | 135                | 9.0              | 5.3   | 7.4   |

[1] Comparisons with items from earlier Faculty Surveys should be made with caution due to changes in or response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty                              | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>During the past two years, have you engaged in any of the following activities?</b> |                    |                  |       |       |
| Taught an honors course  | 127                | 18.9             | 11.3  | 15.7  |
| Taught an interdisciplinary course   | 129                | 42.7             | 48.1  | 45.0  |
| Taught an ethnic studies course  | 124                | 8.3              | 11.5  | 9.7   |
| Taught a women's studies course  | 125                | 4.2              | 22.6  | 12.0  |
| Team-taught a course   | 125                | 37.5             | 39.6  | 38.4  |
| Taught a service learning course   | 125                | 12.5             | 34.0  | 21.6  |
| Worked with undergraduates on a research project                                       | 134                | 70.9             | 61.8  | 67.2  |
| Placed or collected assignments on the Internet [1]                                    | 127                | 74.3             | 79.2  | 76.4  |
| Taught a course exclusively on the Internet [1]  | 125                | 2.7              | 0.0   | 1.6   |
| Participated in a faculty development program [3]                                      | 127                | 36.0             | 42.3  | 38.6  |
| Advised student groups involved in service/volunteer work [3]                          | 127                | 24.3             | 35.8  | 29.1  |
| Collaborated with the local community in research/teaching [3]                         | 128                | 28.9             | 55.8  | 39.8  |
| Developed a new course   | 130                | 65.8             | 70.4  | 67.7  |
| Conducted research or writing focused on: [3]  |                    |                  |       |       |
| International/global issues  | 119                | 24.6             | 20.0  | 22.7  |
| Racial or ethnic minorities  | 121                | 12.7             | 34.0  | 21.5  |
| Women and gender issues  | 120                | 11.8             | 34.6  | 21.7  |
| Taught a first-year seminar [3]  | 131                | 46.8             | 50.0  | 48.1  |
| <b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>                                   |                    |                  |       |       |
| <b>Articles in academic or professional journals</b>                                   |                    |                  |       |       |
|  | 134                |                  |       |       |
| None   |                    | 5.1              | 12.5  | 8.2   |
| 1 to 2   |                    | 12.8             | 30.4  | 20.1  |
| 3 to 4   |                    | 12.8             | 12.5  | 12.7  |
| 5 to 10  |                    | 15.4             | 25.0  | 19.4  |
| 11 to 20   |                    | 19.2             | 7.1   | 14.2  |
| 21 to 50   |                    | 24.4             | 8.9   | 17.9  |
| More than 50   |                    | 10.3             | 3.6   | 7.5   |
| <b>Chapters in edited volumes</b>  |                    |                  |       |       |
|  | 127                |                  |       |       |
| None   |                    | 32.0             | 38.5  | 34.6  |
| 1 to 2   |                    | 32.0             | 34.6  | 33.1  |
| 3 to 4   |                    | 16.0             | 15.4  | 15.7  |
| 5 to 10  |                    | 14.7             | 9.6   | 12.6  |
| 11 to 20   |                    | 2.7              | 1.9   | 2.4   |
| 21 to 50   |                    | 1.3              | 0.0   | 0.8   |
| More than 50   |                    | 1.3              | 0.0   | 0.8   |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty  | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?</b>   |                    |                  |       |       |
| <b>Books, manuals, or monographs</b>   | 124                |                  |       |       |
| None   |                    | 51.4             | 61.5  | 55.6  |
| 1 to 2   |                    | 27.8             | 30.8  | 29.0  |
| 3 to 4   |                    | 13.9             | 3.8   | 9.7   |
| 5 to 10  |                    | 5.6              | 1.9   | 4.0   |
| 11 to 20   |                    | 1.4              | 0.0   | 0.8   |
| 21 to 50   |                    | 0.0              | 1.9   | 0.8   |
| More than 50   |                    | 0.0              | 0.0   | 0.0   |
| <b>Other, such as patents or computer software products [3]</b>  | 114                |                  |       |       |
| None   |                    | 81.5             | 87.8  | 84.2  |
| 1 to 2   |                    | 15.4             | 4.1   | 10.5  |
| 3 to 4   |                    | 3.1              | 4.1   | 3.5   |
| 5 to 10  |                    | 0.0              | 2.0   | 0.9   |
| 11 to 20   |                    | 0.0              | 2.0   | 0.9   |
| 21 to 50   |                    | 0.0              | 0.0   | 0.0   |
| More than 50   |                    | 0.0              | 0.0   | 0.0   |
| <b>HOW MANY:</b>   |                    |                  |       |       |
| <b>Exhibitions or performances in the fine or applied arts have you presented?</b>                                 | 130                |                  |       |       |
| None   |                    | 81.8             | 83.0  | 82.3  |
| 1 to 2   |                    | 3.9              | 1.9   | 3.1   |
| 3 to 4   |                    | 1.3              | 1.9   | 1.5   |
| 5 to 10  |                    | 2.6              | 3.8   | 3.1   |
| 11 to 20   |                    | 1.3              | 1.9   | 1.5   |
| 21 to 50   |                    | 2.6              | 3.8   | 3.1   |
| More than 50   |                    | 6.5              | 3.8   | 5.4   |
| <b>Of your professional writings have been published or accepted for publication in the <u>last two</u> years?</b> | 134                |                  |       |       |
| None   |                    | 15.0             | 18.5  | 16.4  |
| 1 to 2   |                    | 32.5             | 37.0  | 34.3  |
| 3 to 4   |                    | 27.5             | 37.0  | 31.3  |
| 5 to 10  |                    | 22.5             | 7.4   | 16.4  |
| 11 to 20   |                    | 2.5              | 0.0   | 1.5   |
| 21 to 50   |                    | 0.0              | 0.0   | 0.0   |
| More than 50   |                    | 0.0              | 0.0   | 0.0   |

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty  | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>HOW MANY HOURS PER WEEK ON<br/>THE AVERAGE DO YOU SPEND ON:<br/>Scheduled teaching (actual, not<br/>credit hours)</b> | 135                |                  |       |       |
| None   |                    | 1.2              | 1.9   | 1.5   |
| 1 to 4   |                    | 9.9              | 9.3   | 9.6   |
| 5 to 8   |                    | 51.9             | 50.0  | 51.1  |
| 9 to 12  |                    | 30.9             | 35.2  | 32.6  |
| 13 to 16   |                    | 3.7              | 3.7   | 3.7   |
| 17 to 20   |                    | 2.5              | 0.0   | 1.5   |
| 21 to 34   |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44   |                    | 0.0              | 0.0   | 0.0   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |
| <b>Preparing for teaching (including<br/>reading student papers and grading)</b>   | 136                |                  |       |       |
| None   |                    | 0.0              | 1.8   | 0.7   |
| 1 to 4   |                    | 10.0             | 8.9   | 9.6   |
| 5 to 8   |                    | 31.2             | 17.9  | 25.7  |
| 9 to 12  |                    | 23.7             | 41.1  | 30.9  |
| 13 to 16   |                    | 17.5             | 7.1   | 13.2  |
| 17 to 20   |                    | 5.0              | 17.9  | 10.3  |
| 21 to 34   |                    | 10.0             | 3.6   | 7.4   |
| 35 to 44   |                    | 1.2              | 0.0   | 0.7   |
| 45 +   |                    | 1.2              | 1.8   | 1.5   |
| <b>Advising and counseling of students</b>   | 136                |                  |       |       |
| None   |                    | 3.7              | 5.4   | 4.4   |
| 1 to 4   |                    | 67.5             | 64.3  | 66.2  |
| 5 to 8   |                    | 22.5             | 25.0  | 23.5  |
| 9 to 12  |                    | 5.0              | 5.4   | 5.1   |
| 13 to 16   |                    | 1.2              | 0.0   | 0.7   |
| 17 to 20   |                    | 0.0              | 0.0   | 0.0   |
| 21 to 34   |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44   |                    | 0.0              | 0.0   | 0.0   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |
| <b>Committee work and meetings</b>   | 136                |                  |       |       |
| None   |                    | 7.5              | 7.1   | 7.4   |
| 1 to 4   |                    | 72.5             | 71.4  | 72.1  |
| 5 to 8   |                    | 17.5             | 16.1  | 16.9  |
| 9 to 12  |                    | 2.5              | 1.8   | 2.2   |
| 13 to 16   |                    | 0.0              | 1.8   | 0.7   |
| 17 to 20   |                    | 0.0              | 1.8   | 0.7   |
| 21 to 34   |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44   |                    | 0.0              | 0.0   | 0.0   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |
| <b>Other administration</b>  | 128                |                  |       |       |
| None   |                    | 37.3             | 50.9  | 43.0  |
| 1 to 4   |                    | 32.0             | 28.3  | 30.5  |
| 5 to 8   |                    | 18.7             | 5.7   | 13.3  |
| 9 to 12  |                    | 4.0              | 7.5   | 5.5   |
| 13 to 16   |                    | 4.0              | 3.8   | 3.9   |
| 17 to 20   |                    | 1.3              | 3.8   | 2.3   |
| 21 to 34   |                    | 2.7              | 0.0   | 1.6   |
| 35 to 44   |                    | 0.0              | 0.0   | 0.0   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |



## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty          | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>HOW MANY HOURS PER WEEK ON<br/>THE AVERAGE DO YOU SPEND ON:</b> |                    |                  |       |       |
| <b>Research and scholarly writing</b>                              | 134                |                  |       |       |
| None   |                    | 8.9              | 7.3   | 8.2   |
| 1 to 4   |                    | 19.0             | 30.9  | 23.9  |
| 5 to 8   |                    | 25.3             | 21.8  | 23.9  |
| 9 to 12  |                    | 27.8             | 16.4  | 23.1  |
| 13 to 16   |                    | 7.6              | 12.7  | 9.7   |
| 17 to 20   |                    | 5.1              | 9.1   | 6.7   |
| 21 to 34   |                    | 5.1              | 1.8   | 3.7   |
| 35 to 44   |                    | 1.3              | 0.0   | 0.7   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |
| <b>Other creative products/performances</b>                        | 126                |                  |       |       |
| None   |                    | 73.3             | 76.5  | 74.6  |
| 1 to 4   |                    | 16.0             | 7.8   | 12.7  |
| 5 to 8   |                    | 6.7              | 9.8   | 7.9   |
| 9 to 12  |                    | 2.7              | 5.9   | 4.0   |
| 13 to 16   |                    | 1.3              | 0.0   | 0.8   |
| 17 to 20   |                    | 0.0              | 0.0   | 0.0   |
| 21 to 34   |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44   |                    | 0.0              | 0.0   | 0.0   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |
| <b>Consultation with clients/patients</b>                          | 128                |                  |       |       |
| None   |                    | 85.3             | 84.9  | 85.2  |
| 1 to 4   |                    | 14.7             | 13.2  | 14.1  |
| 5 to 8   |                    | 0.0              | 0.0   | 0.0   |
| 9 to 12  |                    | 0.0              | 0.0   | 0.0   |
| 13 to 16   |                    | 0.0              | 0.0   | 0.0   |
| 17 to 20   |                    | 0.0              | 1.9   | 0.8   |
| 21 to 34   |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44   |                    | 0.0              | 0.0   | 0.0   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |
| <b>Community or public service</b>                                 | 129                |                  |       |       |
| None   |                    | 52.7             | 36.4  | 45.7  |
| 1 to 4   |                    | 36.5             | 50.9  | 42.6  |
| 5 to 8   |                    | 6.8              | 5.5   | 6.2   |
| 9 to 12  |                    | 4.1              | 5.5   | 4.7   |
| 13 to 16   |                    | 0.0              | 0.0   | 0.0   |
| 17 to 20   |                    | 0.0              | 0.0   | 0.0   |
| 21 to 34   |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44   |                    | 0.0              | 1.8   | 0.8   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |
| <b>Outside consulting/freelance work</b>                           | 131                |                  |       |       |
| None   |                    | 73.1             | 73.6  | 73.3  |
| 1 to 4   |                    | 21.8             | 22.6  | 22.1  |
| 5 to 8   |                    | 3.8              | 1.9   | 3.1   |
| 9 to 12  |                    | 1.3              | 0.0   | 0.8   |
| 13 to 16   |                    | 0.0              | 0.0   | 0.0   |
| 17 to 20   |                    | 0.0              | 1.9   | 0.8   |
| 21 to 34   |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44   |                    | 0.0              | 0.0   | 0.0   |
| 45 +   |                    | 0.0              | 0.0   | 0.0   |

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty   | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>HOW MANY HOURS PER WEEK ON THE AVERAGE DO YOU SPEND ON:</b>  |                    |                  |       |       |
| <b>Household/childcare duties</b>   | 130                |                  |       |       |
| None  |                    | 24.4             | 7.7   | 17.7  |
| 1 to 4  |                    | 21.8             | 19.2  | 20.8  |
| 5 to 8  |                    | 24.4             | 23.1  | 23.8  |
| 9 to 12   |                    | 17.9             | 9.6   | 14.6  |
| 13 to 16  |                    | 6.4              | 5.8   | 6.2   |
| 17 to 20  |                    | 1.3              | 9.6   | 4.6   |
| 21 to 34  |                    | 2.6              | 9.6   | 5.4   |
| 35 to 44  |                    | 0.0              | 13.5  | 5.4   |
| 45 +  |                    | 1.3              | 1.9   | 1.5   |
| <b>Communicating via email [3]</b>  | 136                |                  |       |       |
| None  |                    | 2.5              | 0.0   | 1.5   |
| 1 to 4  |                    | 33.3             | 30.9  | 32.4  |
| 5 to 8  |                    | 45.7             | 49.1  | 47.1  |
| 9 to 12   |                    | 13.6             | 10.9  | 12.5  |
| 13 to 16  |                    | 3.7              | 7.3   | 5.1   |
| 17 to 20  |                    | 0.0              | 1.8   | 0.7   |
| 21 to 34  |                    | 0.0              | 0.0   | 0.0   |
| 35 to 44  |                    | 0.0              | 0.0   | 0.0   |
| 45 +  |                    | 1.2              | 0.0   | 0.7   |
| <b>Do you, "to a great extent": [3]</b>   |                    |                  |       |       |
| Engage in academic work that spans multiple disciplines?  | 138                | 34.6             | 36.8  | 35.5  |
| Feel that the training you received in graduate school prepared you well for your role as a faculty mentor? | 138                | 46.9             | 29.8  | 39.9  |
| Experience joy in your work?  | 136                | 66.3             | 66.1  | 66.2  |
| Feel good about the direction in which your life is headed?   | 138                | 63.0             | 63.2  | 63.0  |
| Engage in self-reflection?  | 138                | 67.9             | 77.2  | 71.7  |
| Achieve a healthy balance between your personal life and your professional life?                            | 136                | 40.7             | 30.9  | 36.8  |
| Feel that your work adds meaning to your life?  | 138                | 75.3             | 64.9  | 71.0  |
| Consider yourself a religious person?   | 138                | 24.7             | 28.1  | 26.1  |
| Consider yourself a spiritual person?   | 138                | 32.1             | 50.9  | 39.9  |
| Engage in regular exercise?   | 137                | 48.7             | 45.6  | 47.4  |
| Eat a well-balanced diet?   | 138                | 50.6             | 49.1  | 50.0  |
| Get adequate amounts of sleep?  | 137                | 32.1             | 46.4  | 38.0  |
| Engage in prayer/meditation?  | 138                | 13.6             | 21.1  | 16.7  |
| Experience close alignment between your work and your personal values?                                      | 138                | 71.6             | 56.1  | 65.2  |
| Seek opportunities to grow spiritually?   | 137                | 21.0             | 21.4  | 21.2  |
| Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?             | 137                | 8.8              | 28.1  | 16.8  |

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty                               | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>HOW MANY OF THE FOLLOWING COURSES<br/>ARE YOU TEACHING THIS TERM? [1,3]</b>          |                    |                  |       |       |
| <b>General education courses</b>  | 102                |                  |       |       |
| None  |                    | 52.6             | 42.2  | 48.0  |
| One   |                    | 14.0             | 24.4  | 18.6  |
| Two   |                    | 21.1             | 15.6  | 18.6  |
| Three   |                    | 8.8              | 13.3  | 10.8  |
| Four  |                    | 1.8              | 2.2   | 2.0   |
| Five or more  |                    | 1.8              | 2.2   | 2.0   |
| <b>Developmental/remedial courses</b>   | 84                 |                  |       |       |
| None  |                    | 93.9             | 94.3  | 94.0  |
| One   |                    | 6.1              | 5.7   | 6.0   |
| Two   |                    | 0.0              | 0.0   | 0.0   |
| Three   |                    | 0.0              | 0.0   | 0.0   |
| Four  |                    | 0.0              | 0.0   | 0.0   |
| Five or more  |                    | 0.0              | 0.0   | 0.0   |
| <b>Other undergraduate credit courses</b>   | 124                |                  |       |       |
| None  |                    | 18.9             | 18.0  | 18.5  |
| One   |                    | 28.4             | 36.0  | 31.5  |
| Two   |                    | 33.8             | 30.0  | 32.3  |
| Three   |                    | 14.9             | 14.0  | 14.5  |
| Four  |                    | 4.1              | 2.0   | 3.2   |
| Five or more  |                    | 0.0              | 0.0   | 0.0   |
| <b>Graduate courses</b>   | 96                 |                  |       |       |
| None  |                    | 57.1             | 65.0  | 60.4  |
| One   |                    | 30.4             | 27.5  | 29.2  |
| Two   |                    | 8.9              | 7.5   | 8.3   |
| Three   |                    | 1.8              | 0.0   | 1.0   |
| Four  |                    | 1.8              | 0.0   | 1.0   |
| Five or more  |                    | 0.0              | 0.0   | 0.0   |
| <b>Vocational or technical courses</b>  | 86                 |                  |       |       |
| None  |                    | 92.0             | 94.4  | 93.0  |
| One   |                    | 4.0              | 0.0   | 2.3   |
| Two   |                    | 0.0              | 0.0   | 0.0   |
| Three   |                    | 0.0              | 0.0   | 0.0   |
| Four  |                    | 4.0              | 5.6   | 4.7   |
| Five or more  |                    | 0.0              | 0.0   | 0.0   |
| <b>Non-credit courses (other than above)</b>  | 82                 |                  |       |       |
| None  |                    | 89.4             | 94.3  | 91.5  |
| One   |                    | 10.6             | 5.7   | 8.5   |
| Two   |                    | 0.0              | 0.0   | 0.0   |
| Three   |                    | 0.0              | 0.0   | 0.0   |
| Four  |                    | 0.0              | 0.0   | 0.0   |
| Five or more  |                    | 0.0              | 0.0   | 0.0   |
| <b>Do you teach remedial/developmental<br/>skills in any of the following areas?[3]</b> |                    |                  |       |       |
| Reading   | 138                | 0.0              | 3.5   | 1.4   |
| Writing   | 138                | 1.2              | 5.3   | 2.9   |
| Mathematics   | 138                | 0.0              | 1.8   | 0.7   |
| ESL   | 138                | 0.0              | 0.0   | 0.0   |
| General academic skills   | 138                | 1.2              | 1.8   | 1.4   |
| Other subject areas   | 138                | 3.7              | 0.0   | 2.2   |

[1] Comparison with results from earlier Faculty Surveys should be made with caution due to changes in or response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty                      | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>Goals for undergraduates noted as "very important" or "essential":</b>      |                    |                  |       |       |
| Develop ability to think critically [3]  | 137                | 96.3             | 100.0 | 97.8  |
| Prepare students for employment after college                                  | 137                | 66.3             | 42.1  | 56.2  |
| Prepare students for graduate or advanced education                            | 137                | 80.0             | 70.2  | 75.9  |
| Develop moral character  | 136                | 60.0             | 48.2  | 55.1  |
| Provide for students' emotional development                                    | 136                | 40.0             | 28.6  | 35.3  |
| Help students develop personal values  | 136                | 58.7             | 41.1  | 51.5  |
| Enhance students' self-understanding   | 135                | 53.2             | 66.1  | 58.5  |
| Instill in students a commitment to community service                          | 136                | 33.7             | 32.1  | 33.1  |
| Prepare students for responsible citizenship                                   | 136                | 58.7             | 58.9  | 58.8  |
| Enhance students' knowledge of and appreciation for other racial/ethnic groups | 136                | 53.7             | 64.3  | 58.1  |
| Help master knowledge in a discipline [3]                                      | 137                | 90.0             | 91.2  | 90.5  |
| Develop creative capacities [3]  | 137                | 71.3             | 63.2  | 67.9  |
| Instill a basic appreciation of the liberal arts [3]                           | 135                | 70.0             | 80.0  | 74.1  |
| Enhance spiritual development [3]  | 136                | 16.2             | 17.9  | 16.9  |
| Promote ability to write effectively [3]                                       | 136                | 88.8             | 100.0 | 93.4  |
| Facilitate search for meaning/purpose in life [3]                              | 136                | 28.7             | 44.6  | 35.3  |
| <b>Personal goals noted as "very important" or "essential":</b>                |                    |                  |       |       |
| Becoming an authority in my field  | 138                | 66.7             | 49.1  | 59.4  |
| Influencing the political structure  | 138                | 19.8             | 28.1  | 23.2  |
| Influencing social values  | 138                | 33.3             | 36.8  | 34.8  |
| Raising a family   | 138                | 75.3             | 64.9  | 71.0  |
| Being very well off financially  | 138                | 43.2             | 26.3  | 36.2  |
| Helping others who are in difficulty   | 138                | 65.4             | 73.7  | 68.8  |
| Becoming involved in programs to clean up the environment                      | 138                | 16.0             | 33.3  | 23.2  |
| Developing a meaningful philosophy of life                                     | 138                | 59.3             | 64.9  | 61.6  |
| Helping to promote racial understanding  | 138                | 54.3             | 63.2  | 58.0  |
| Obtaining recognition from my colleagues for contributions to my special field | 138                | 55.6             | 59.6  | 57.2  |
| Integrating spirituality into my life  | 138                | 28.4             | 40.4  | 33.3  |
| Being a good colleague   | 138                | 90.1             | 91.2  | 90.6  |
| Being a good teacher   | 138                | 98.8             | 96.5  | 97.8  |
| Achieving congruence between my own values and institutional values            | 137                | 44.4             | 46.4  | 45.3  |
| Serving as a role model to students [3]  | 138                | 85.2             | 86.0  | 85.5  |

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty                            | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>Agree "strongly" or "somewhat":</b>   |                    |                  |       |       |
| Faculty are interested in students' personal problems                                | 135                | 92.4             | 78.6  | 86.7  |
| Racial and ethnic diversity should be more strongly reflected in the curriculum      | 136                | 47.5             | 75.0  | 58.8  |
| Faculty feel that most students are well-prepared academically                       | 136                | 81.3             | 85.7  | 83.1  |
| Faculty here are strongly interested in the academic problems of undergraduates [1]  | 135                | 95.0             | 90.9  | 93.3  |
| There is a lot of campus racial conflict here  | 132                | 11.4             | 32.1  | 19.7  |
| Most students are strongly committed to community service [1]                        | 136                | 60.5             | 65.5  | 62.5  |
| My research is valued by faculty in my department                                    | 134                | 82.3             | 74.5  | 79.1  |
| My teaching is valued by faculty in my department                                    | 135                | 91.3             | 80.0  | 86.7  |
| My department does a good job of mentoring new faculty [3]                           | 136                | 74.1             | 65.5  | 70.6  |
| Faculty are sufficiently involved in campus decision making [3]                      | 136                | 36.2             | 26.8  | 32.4  |
| My values are congruent with the dominant institutional values [3]                   | 135                | 51.2             | 43.6  | 48.1  |
| There is adequate support for integrating technology in my teaching [3]              | 136                | 96.3             | 89.1  | 93.4  |
| This institution takes responsibility for educating underprepared students [3]       | 130                | 57.1             | 52.8  | 55.4  |
| The criteria for advancement and promotion decisions are clear [3]                   | 135                | 73.8             | 65.5  | 70.4  |
| Most of the students I teach lack the basic skills for college level work [3]        | 136                | 8.6              | 9.1   | 8.8   |
| My department has difficulty recruiting faculty [3]                                  | 134                | 25.6             | 28.6  | 26.9  |
| My department has difficulty retaining faculty [3]                                   | 135                | 19.0             | 23.2  | 20.7  |
| There is adequate support for faculty development [3]                                | 133                | 69.6             | 63.0  | 66.9  |
| This institution should not offer remedial/developmental education [3]               | 131                | 31.6             | 34.6  | 32.8  |
| <b>Issues you believe to be of "high" or "highest" priority at your institution:</b> |                    |                  |       |       |
| To promote the intellectual development of students                                  | 137                | 91.4             | 94.6  | 92.7  |
| To develop a sense of community among students and faculty                           | 137                | 64.2             | 64.3  | 64.2  |
| To develop leadership ability among students   | 137                | 70.4             | 73.2  | 71.5  |
| To help students learn how to bring about change in American society                 | 136                | 40.0             | 35.7  | 38.2  |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty                              | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>Issues you believe to be of "high" or "highest" priority at your institution:</b>   |                    |                  |       |       |
| To increase or maintain institutional prestige   | 136                | 77.5             | 87.5  | 81.6  |
| To hire faculty "stars"  | 136                | 42.5             | 35.7  | 39.7  |
| To recruit more minority students  | 137                | 48.1             | 37.5  | 43.8  |
| To enhance the institution's national image  | 136                | 82.7             | 89.1  | 85.3  |
| To create a diverse multi-cultural campus environment                                  | 136                | 33.7             | 30.4  | 32.4  |
| To mentor new faculty  | 135                | 53.7             | 43.6  | 49.6  |
| To promote gender equity among faculty [3]   | 137                | 49.4             | 30.4  | 41.6  |
| To provide resources for faculty to engage in community-based teaching or research [3] | 134                | 29.1             | 43.6  | 35.1  |
| To create and sustain partnerships with surrounding communities [3]                    | 135                | 31.2             | 27.3  | 29.6  |
| To pursue extramural funding [3]   | 130                | 64.9             | 75.5  | 69.2  |
| To increase the representation of minorities in the faculty and administration         | 135                | 42.5             | 34.5  | 39.3  |
| To increase the representation of women in the faculty and administration              | 135                | 53.7             | 29.1  | 43.7  |
| <b>Attributes noted as being "very descriptive" of your institution:</b>               |                    |                  |       |       |
| It is easy for students to see faculty outside of regular office hours                 | 137                | 90.0             | 75.4  | 83.9  |
| The faculty are typically at odds with campus administration [1]                       | 137                | 32.5             | 43.9  | 37.2  |
| Faculty here respect each other  | 137                | 52.5             | 47.4  | 50.4  |
| Most students are treated like "numbers in a book"                                     | 137                | 1.2              | 0.0   | 0.7   |
| Social activities are overemphasized   | 137                | 21.2             | 22.8  | 21.9  |
| Faculty are rewarded for being good teachers   | 136                | 20.0             | 25.0  | 22.1  |
| There is respect for the expression of diverse values and beliefs [3]                  | 137                | 36.2             | 28.1  | 32.8  |
| Faculty are rewarded for their efforts to use instructional technology [3]             | 137                | 35.0             | 29.8  | 32.8  |
| Faculty are rewarded for their efforts to work with underprepared students [3]         | 134                | 1.3              | 7.3   | 3.7   |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty                                      | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>Aspects of your job noted as very satisfactory or satisfactory: [5]</b>                     |                    |                  |       |       |
| Salary and fringe benefits   | 137                | 38.3             | 39.3  | 38.7  |
| Opportunity for scholarly pursuits   | 138                | 67.9             | 61.4  | 65.2  |
| Teaching load  | 137                | 63.0             | 55.4  | 59.9  |
| Quality of students  | 138                | 85.2             | 89.5  | 87.0  |
| Office/lab space   | 137                | 85.2             | 82.1  | 83.9  |
| Autonomy and independence  | 138                | 92.6             | 87.7  | 90.6  |
| Professional relationships with other faculty  | 138                | 81.5             | 70.2  | 76.8  |
| Social relationships with other faculty  | 136                | 69.1             | 67.3  | 68.4  |
| Competency of colleagues   | 137                | 84.0             | 75.0  | 80.3  |
| Visibility for jobs at other institutions/organizations  | 100                | 62.3             | 71.8  | 66.0  |
| Relationship with administration   | 135                | 51.2             | 49.1  | 50.4  |
| Overall job satisfaction   | 138                | 81.5             | 73.7  | 78.3  |
| Opportunity to develop new ideas   | 137                | 85.0             | 77.2  | 81.8  |
| Availability of child care at this institution   | 83                 | 9.5              | 0.0   | 4.8   |
| Prospects for career advancement [3]   | 120                | 67.6             | 49.0  | 60.0  |
| Clerical/administrative support [3]  | 132                | 72.4             | 51.8  | 63.6  |
| <b>If you were to begin your career again, would you still want to be a college professor?</b> |                    |                  |       |       |
|  | 134                |                  |       |       |
| Definitely yes   |                    | 60.0             | 46.3  | 54.5  |
| Probably yes   |                    | 26.2             | 38.9  | 31.3  |
| Not sure   |                    | 10.0             | 9.3   | 9.7   |
| Probably no  |                    | 1.2              | 3.7   | 2.2   |
| Definitely no  |                    | 2.5              | 1.9   | 2.2   |
| <b>Factors noted as a source of stress for you during the last two years: [6]</b>              |                    |                  |       |       |
| Managing household responsibilities  | 136                | 70.0             | 80.4  | 74.3  |
| Child care   | 138                | 30.9             | 36.8  | 33.3  |
| Care of elderly parent   | 138                | 29.6             | 31.6  | 30.4  |
| My physical health   | 138                | 39.5             | 45.6  | 42.0  |
| Health of spouse/partner [3]   | 137                | 25.9             | 19.6  | 23.4  |
| Review/promotion process   | 137                | 32.5             | 47.4  | 38.7  |
| Subtle discrimination (e.g., prejudice, racism, sexism)  | 138                | 16.0             | 38.6  | 25.4  |
| Personal finances  | 138                | 61.7             | 59.6  | 60.9  |
| Committee work   | 138                | 48.1             | 59.6  | 52.9  |
| Faculty meetings   | 138                | 44.4             | 56.1  | 49.3  |
| Research or publishing demands   | 138                | 71.6             | 75.4  | 73.2  |
| Institutional procedures and "red tape"  | 138                | 53.1             | 59.6  | 55.8  |
| Teaching load  | 138                | 56.8             | 73.7  | 63.8  |
| Children's problems  | 138                | 29.6             | 22.8  | 26.8  |
| Marital friction   | 137                | 25.9             | 26.8  | 26.3  |
| Lack of personal time  | 138                | 71.6             | 86.0  | 77.5  |
| Keeping up with information technology   | 138                | 50.6             | 40.4  | 46.4  |
| Job security [3]   | 138                | 22.2             | 28.1  | 24.6  |
| Being part of a dual career couple [3]   | 137                | 28.4             | 53.6  | 38.7  |
| Self-imposed high expectations [3]   | 137                | 72.8             | 94.6  | 81.8  |
| Change in work responsibilities [3]  | 138                | 22.2             | 43.9  | 31.2  |
| Working with underprepared students [3]  | 138                | 33.3             | 24.6  | 29.7  |

[3] This item included for this first time in 2004.

[5] Respondents marking "Not Applicable" are not included in these results.

[6] Results reflect the percentage of respondents marking "Somewhat" or "Extensive."

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty  | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>Methods you use in "most" or "all" of the courses you teach: [1]</b>  |                    |                  |       |       |
| Class discussion   | 138                | 77.8             | 86.0  | 81.2  |
| Community service as part of coursework  | 138                | 1.2              | 8.8   | 4.3   |
| Cooperative learning (small groups)  | 138                | 34.6             | 57.9  | 44.2  |
| Essay mid-term and/or final exams  | 138                | 69.1             | 78.9  | 73.2  |
| Extensive lecturing  | 138                | 63.0             | 35.1  | 51.4  |
| Grading on a curve   | 138                | 33.3             | 12.3  | 24.6  |
| Group projects   | 137                | 27.2             | 48.2  | 35.8  |
| Multiple-choice mid-term and/or final exams  | 138                | 17.3             | 15.8  | 16.7  |
| Multiple drafts of written work  | 137                | 26.2             | 28.1  | 27.0  |
| On-line instruction [3]  | 137                | 11.3             | 17.5  | 13.9  |
| Readings on racial and ethnic issues   | 138                | 18.5             | 36.8  | 26.1  |
| Readings on women and gender issues  | 137                | 18.5             | 35.7  | 25.5  |
| Recitals/Demonstrations  | 137                | 19.8             | 14.3  | 17.5  |
| Reflective writing/journaling [3]  | 138                | 11.1             | 21.1  | 15.2  |
| Short-answer mid-term and/or final exams   | 137                | 38.3             | 37.5  | 38.0  |
| Student evaluations of each other's work   | 137                | 7.4              | 8.9   | 8.0   |
| Student evaluations of their own work [3]  | 137                | 8.6              | 23.2  | 14.6  |
| Student presentations  | 138                | 33.3             | 59.6  | 44.2  |
| Student-selected topics for course content   | 137                | 13.6             | 21.4  | 16.8  |
| Teaching assistants  | 138                | 6.2              | 10.5  | 8.0   |
| Term/research papers   | 138                | 29.6             | 43.9  | 35.5  |
| <b>How would you characterize your political views?</b>  | 118                |                  |       |       |
| Far Left   |                    | 9.0              | 5.9   | 7.6   |
| Liberal  |                    | 43.3             | 72.5  | 55.9  |
| Middle of the Road   |                    | 28.4             | 19.6  | 24.6  |
| Conservative   |                    | 17.9             | 2.0   | 11.0  |
| Far Right  |                    | 1.5              | 0.0   | 0.8   |
| <b>Do you give the Higher Education Research Institute (HERI) permission to retain your contact information for possible follow-up research? [3]</b> | 129                |                  |       |       |
| Yes  |                    | 67.6             | 78.2  | 72.1  |
| No   |                    | 32.4             | 21.8  | 27.9  |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

[3] This item included for the first time in 2004.



## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty   | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>Agree "strongly" or "somewhat":</b>  |                    |                  |       |       |
| Western civilization and culture should be the foundation of the undergraduate curriculum             | 136                | 59.3             | 45.5  | 53.7  |
| College officials have the right to ban persons with extreme views from speaking on campus            | 135                | 22.2             | 11.1  | 17.8  |
| The chief benefit of a college education is that it increases one's earning power                     | 137                | 13.6             | 7.1   | 10.9  |
| Promoting diversity leads to the admission of too many underprepared students                         | 136                | 22.5             | 1.8   | 14.0  |
| Colleges should be actively involved in solving social problems                                       | 134                | 62.0             | 72.7  | 66.4  |
| Tenure is an outmoded concept   | 136                | 25.9             | 20.0  | 23.5  |
| Colleges should encourage students to be involved in community service activities                     | 137                | 87.7             | 87.5  | 87.6  |
| Tenure is essential to attract the best minds to academe  | 135                | 65.0             | 69.1  | 66.7  |
| A racially/ethnically diverse student body enhances the educational experience of all students        | 136                | 90.0             | 98.2  | 93.4  |
| Realistically, an individual can do little to bring about changes in society [3]                      | 137                | 18.5             | 14.3  | 16.8  |
| Colleges should be concerned with facilitating undergraduate students' spiritual development [3]      | 135                | 33.7             | 20.0  | 28.1  |
| Colleges have a responsibility to work with their surrounding communities to address local issues [3] | 136                | 75.3             | 85.5  | 79.4  |
| The spiritual dimension of faculty members' lives has no place in the academy [3]                     | 136                | 34.6             | 50.9  | 41.2  |
| Including community service as part of a course is a poor use of resources [3]                        | 135                | 20.0             | 9.1   | 15.6  |
| <b>MAJOR OF HIGHEST DEGREE HELD [1]</b>   | 129                |                  |       |       |
| <b>Agriculture or Forestry</b>  |                    |                  |       |       |
| Agriculture   |                    | 0.0              | 0.0   | 0.0   |
| Forestry  |                    | 0.0              | 0.0   | 0.0   |
| <b>Biological Sciences</b>  |                    |                  |       |       |
| Bacteriology, Molecular Biology   |                    | 0.0              | 0.0   | 0.0   |
| Biochemistry  |                    | 1.4              | 3.6   | 2.3   |
| Biophysics  |                    | 0.0              | 0.0   | 0.0   |
| Botany  |                    | 0.0              | 1.8   | 0.8   |
| Environmental Science   |                    | 1.4              | 0.0   | 0.8   |
| Marine (life) Sciences  |                    | 1.4              | 0.0   | 0.8   |
| Physiology, Anatomy   |                    | 1.4              | 0.0   | 0.8   |
| Zoology   |                    | 4.1              | 0.0   | 2.3   |
| General, Other Biological Sciences  |                    | 1.4              | 0.0   | 0.8   |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>MAJOR OF HIGHEST DEGREE HELD</b>                       |                    |                  |       |       |
| <b>Business</b>   |                    |                  |       |       |
| Accounting  |                    | 6.8              | 1.8   | 4.7   |
| Finance   |                    | 0.0              | 0.0   | 0.0   |
| International Business                                    |                    | 0.0              | 0.0   | 0.0   |
| Management  |                    | 1.4              | 3.6   | 2.3   |
| Marketing   |                    | 0.0              | 0.0   | 0.0   |
| Secretarial Studies                                       |                    | 0.0              | 0.0   | 0.0   |
| General, Other Business                                   |                    | 0.0              | 0.0   | 0.0   |
| <b>Education</b>  |                    |                  |       |       |
| Business Education  |                    | 0.0              | 0.0   | 0.0   |
| Educational Administration                                |                    | 0.0              | 0.0   | 0.0   |
| Educational Psychology/Counseling                         |                    | 0.0              | 1.8   | 0.8   |
| Elementary Education                                      |                    | 0.0              | 1.8   | 0.8   |
| Higher Education  |                    | 0.0              | 0.0   | 0.0   |
| Music or Art Education                                    |                    | 0.0              | 0.0   | 0.0   |
| Physical or Health Education                              |                    | 2.7              | 0.0   | 1.6   |
| Secondary Education                                       |                    | 0.0              | 3.6   | 1.6   |
| Special Education   |                    | 0.0              | 0.0   | 0.0   |
| General, Other Education Fields                           |                    | 0.0              | 1.8   | 0.8   |
| <b>Engineering</b>  |                    |                  |       |       |
| Aero-/Astronautical Engineering                           |                    | 0.0              | 0.0   | 0.0   |
| Chemical Engineering                                      |                    | 0.0              | 0.0   | 0.0   |
| Civil Engineering   |                    | 0.0              | 0.0   | 0.0   |
| Electrical Engineering                                    |                    | 0.0              | 0.0   | 0.0   |
| Industrial Engineering                                    |                    | 0.0              | 0.0   | 0.0   |
| Mechanical Engineering                                    |                    | 0.0              | 0.0   | 0.0   |
| General, Other Engineering Fields                         |                    | 0.0              | 0.0   | 0.0   |
| <b>Health Sciences</b>                                    |                    |                  |       |       |
| Dentistry   |                    | 0.0              | 0.0   | 0.0   |
| Health Technology   |                    | 0.0              | 0.0   | 0.0   |
| Medicine or Surgery                                       |                    | 0.0              | 0.0   | 0.0   |
| Nursing   |                    | 0.0              | 0.0   | 0.0   |
| Pharmacy, Pharmacology                                    |                    | 0.0              | 0.0   | 0.0   |
| Therapy (speech, physical, occup.)                        |                    | 0.0              | 0.0   | 0.0   |
| Veterinary Medicine                                       |                    | 0.0              | 0.0   | 0.0   |
| General, Other Health Fields                              |                    | 0.0              | 1.8   | 0.8   |
| <b>History/Political Science</b>                          |                    |                  |       |       |
| History   |                    | 2.7              | 7.3   | 4.7   |
| Political Science, Government                             |                    | 2.7              | 5.5   | 3.9   |
| <b>Humanities</b>   |                    |                  |       |       |
| English Language & Literature                             |                    | 4.1              | 9.1   | 6.2   |
| Foreign Languages & Literature                            |                    | 1.4              | 5.5   | 3.1   |
| French  |                    | 1.4              | 1.8   | 1.6   |
| German  |                    | 2.7              | 0.0   | 1.6   |
| Spanish   |                    | 2.7              | 5.5   | 3.9   |
| Other Foreign Languages                                   |                    | 1.4              | 0.0   | 0.8   |
| Linguistics   |                    | 2.7              | 0.0   | 1.6   |
| Philosophy  |                    | 4.1              | 1.8   | 3.1   |
| Religion or Theology                                      |                    | 1.4              | 5.5   | 3.1   |
| General, Other Humanities Fields                          |                    | 2.7              | 0.0   | 1.6   |

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>MAJOR OF HIGHEST DEGREE HELD</b>                       |                    |                  |       |       |
| <b>The Arts &amp; Architecture</b>                        |                    |                  |       |       |
| Architecture/Urban Planning                               |                    | 0.0              | 1.8   | 0.8   |
| Art   |                    | 1.4              | 1.8   | 1.6   |
| Dramatics or Speech                                       |                    | 0.0              | 7.3   | 3.1   |
| Music   |                    | 9.5              | 1.8   | 6.2   |
| Television or Film  |                    | 0.0              | 0.0   | 0.0   |
| Other Fine Arts   |                    | 1.4              | 1.8   | 1.6   |
| <b>Mathematics/Statistics</b>                             |                    |                  |       |       |
| Mathematics and/or Statistics                             |                    | 9.5              | 3.6   | 7.0   |
| <b>Physical Sciences</b>                                  |                    |                  |       |       |
| Astronomy   |                    | 0.0              | 0.0   | 0.0   |
| Atmospheric Sciences                                      |                    | 0.0              | 0.0   | 0.0   |
| Chemistry   |                    | 4.1              | 1.8   | 3.1   |
| Earth Sciences  |                    | 0.0              | 0.0   | 0.0   |
| Geography   |                    | 0.0              | 0.0   | 0.0   |
| Marine Sciences (incl. Oceanography)                      |                    | 0.0              | 0.0   | 0.0   |
| Physics   |                    | 4.1              | 1.8   | 3.1   |
| General, Other Physical Sciences                          |                    | 0.0              | 0.0   | 0.0   |
| <b>Social Sciences</b>                                    |                    |                  |       |       |
| Anthropology  |                    | 0.0              | 1.8   | 0.8   |
| Archaeology   |                    | 0.0              | 0.0   | 0.0   |
| Clinical Psychology                                       |                    | 0.0              | 0.0   | 0.0   |
| Counseling and Guidance                                   |                    | 0.0              | 0.0   | 0.0   |
| Experimental Psychology                                   |                    | 4.1              | 3.6   | 3.9   |
| Social Psychology   |                    | 1.4              | 0.0   | 0.8   |
| General, Other Psychology                                 |                    | 0.0              | 1.8   | 0.8   |
| Economics   |                    | 2.7              | 0.0   | 1.6   |
| Sociology   |                    | 5.4              | 5.5   | 5.4   |
| Social Work, Social Welfare                               |                    | 0.0              | 0.0   | 0.0   |
| General, Other Social Sciences                            |                    | 0.0              | 0.0   | 0.0   |
| <b>Other Technical</b>                                    |                    |                  |       |       |
| Computer Science  |                    | 4.1              | 0.0   | 2.3   |
| Data Processing, Computer Prog.                           |                    | 0.0              | 0.0   | 0.0   |
| Drafting/Design   |                    | 0.0              | 0.0   | 0.0   |
| Electronics   |                    | 0.0              | 0.0   | 0.0   |
| Industrial Arts   |                    | 0.0              | 0.0   | 0.0   |
| Mechanics   |                    | 0.0              | 0.0   | 0.0   |
| Other Technical   |                    | 0.0              | 0.0   | 0.0   |
| <b>Other</b>  |                    |                  |       |       |
| Building Trades   |                    | 0.0              | 0.0   | 0.0   |
| Communications [3]  |                    | 1.4              | 0.0   | 0.8   |
| Ethnic Studies  |                    | 0.0              | 0.0   | 0.0   |
| Human Ecology/Family Science [1]                          |                    | 0.0              | 0.0   | 0.0   |
| Journalism  |                    | 0.0              | 0.0   | 0.0   |
| Law   |                    | 0.0              | 0.0   | 0.0   |
| Law Enforcement   |                    | 0.0              | 0.0   | 0.0   |
| Library Science   |                    | 0.0              | 0.0   | 0.0   |
| Women's Studies   |                    | 0.0              | 0.0   | 0.0   |
| Other Vocational  |                    | 0.0              | 0.0   | 0.0   |
| All Other Fields  |                    | 0.0              | 1.8   | 0.8   |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>DEPARTMENT OF CURRENT FACULTY</b>                      |                    |                  |       |       |
| <b>APPOINTMENT [1]</b>                                    | 129                |                  |       |       |
| <b>Agriculture or Forestry</b>                            |                    |                  |       |       |
| Agriculture   |                    | 0.0              | 0.0   | 0.0   |
| Forestry  |                    | 0.0              | 0.0   | 0.0   |
| <b>Biological Sciences</b>                                |                    |                  |       |       |
| Bacteriology, Molecular Biology                           |                    | 0.0              | 0.0   | 0.0   |
| Biochemistry  |                    | 0.0              | 0.0   | 0.0   |
| Biophysics  |                    | 0.0              | 0.0   | 0.0   |
| Botany  |                    | 0.0              | 0.0   | 0.0   |
| Environmental Science                                     |                    | 0.0              | 0.0   | 0.0   |
| Marine (life) Sciences                                    |                    | 0.0              | 0.0   | 0.0   |
| Physiology, Anatomy                                       |                    | 0.0              | 0.0   | 0.0   |
| Zoology   |                    | 1.4              | 0.0   | 0.8   |
| General, Other Biological Sciences                        |                    | 8.1              | 3.6   | 6.2   |
| <b>Business</b>   |                    |                  |       |       |
| Accounting  |                    | 5.4              | 1.8   | 3.9   |
| Finance   |                    | 0.0              | 0.0   | 0.0   |
| International Business                                    |                    | 0.0              | 0.0   | 0.0   |
| Management  |                    | 0.0              | 1.8   | 0.8   |
| Marketing   |                    | 0.0              | 0.0   | 0.0   |
| Secretarial Studies                                       |                    | 0.0              | 0.0   | 0.0   |
| General, Other Business                                   |                    | 1.4              | 1.8   | 1.6   |
| <b>Education</b>  |                    |                  |       |       |
| Business Education  |                    | 0.0              | 0.0   | 0.0   |
| Educational Administration                                |                    | 0.0              | 0.0   | 0.0   |
| Educational Psychology/Counseling                         |                    | 0.0              | 1.8   | 0.8   |
| Elementary Education                                      |                    | 0.0              | 1.8   | 0.8   |
| Higher Education  |                    | 0.0              | 0.0   | 0.0   |
| Music or Art Education                                    |                    | 0.0              | 0.0   | 0.0   |
| Physical or Health Education                              |                    | 2.7              | 0.0   | 1.6   |
| Secondary Education                                       |                    | 0.0              | 3.6   | 1.6   |
| Special Education   |                    | 0.0              | 0.0   | 0.0   |
| General, Other Education Fields                           |                    | 0.0              | 1.8   | 0.8   |
| <b>Engineering</b>  |                    |                  |       |       |
| Aero-/Astronautical Engineering                           |                    | 0.0              | 0.0   | 0.0   |
| Chemical Engineering                                      |                    | 0.0              | 0.0   | 0.0   |
| Civil Engineering   |                    | 0.0              | 0.0   | 0.0   |
| Electrical Engineering                                    |                    | 0.0              | 0.0   | 0.0   |
| Industrial Engineering                                    |                    | 0.0              | 0.0   | 0.0   |
| Mechanical Engineering                                    |                    | 0.0              | 0.0   | 0.0   |
| General, Other Engineering Fields                         |                    | 0.0              | 0.0   | 0.0   |
| <b>Health Sciences</b>                                    |                    |                  |       |       |
| Dentistry   |                    | 0.0              | 0.0   | 0.0   |
| Health Technology   |                    | 0.0              | 0.0   | 0.0   |
| Medicine or Surgery                                       |                    | 0.0              | 0.0   | 0.0   |
| Nursing   |                    | 0.0              | 0.0   | 0.0   |
| Pharmacy, Pharmacology                                    |                    | 0.0              | 0.0   | 0.0   |
| Therapy (speech, physical, occup.)                        |                    | 0.0              | 0.0   | 0.0   |
| Veterinary Medicine                                       |                    | 0.0              | 0.0   | 0.0   |
| General, Other Health Fields                              |                    | 0.0              | 1.8   | 0.8   |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in response options in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>DEPARTMENT OF CURRENT FACULTY</b>                      |                    |                  |       |       |
| <b>APPOINTMENT</b>  |                    |                  |       |       |
| <b>History/Political Science</b>                          |                    |                  |       |       |
| History   |                    | 4.1              | 7.3   | 5.4   |
| Political Science, Government                             |                    | 2.7              | 5.5   | 3.9   |
| <b>Humanities</b>   |                    |                  |       |       |
| English Language & Literature                             |                    | 4.1              | 9.1   | 6.2   |
| Foreign Languages & Literature                            |                    | 5.4              | 10.9  | 7.8   |
| French  |                    | 0.0              | 0.0   | 0.0   |
| German  |                    | 2.7              | 0.0   | 1.6   |
| Spanish   |                    | 1.4              | 0.0   | 0.8   |
| Other Foreign Languages                                   |                    | 2.7              | 1.8   | 2.3   |
| Linguistics   |                    | 0.0              | 0.0   | 0.0   |
| Philosophy  |                    | 4.1              | 1.8   | 3.1   |
| Religion or Theology                                      |                    | 1.4              | 3.6   | 2.3   |
| General, Other Humanities Fields                          |                    | 0.0              | 0.0   | 0.0   |
| <b>The Arts &amp; Architecture</b>                        |                    |                  |       |       |
| Architecture/Urban Planning                               |                    | 0.0              | 0.0   | 0.0   |
| Art   |                    | 2.7              | 1.8   | 2.3   |
| Dramatics or Speech                                       |                    | 0.0              | 7.3   | 3.1   |
| Music   |                    | 9.5              | 1.8   | 6.2   |
| Television or Film  |                    | 0.0              | 0.0   | 0.0   |
| Other Fine Arts   |                    | 1.4              | 1.8   | 1.6   |
| <b>Mathematics/Statistics</b>                             |                    |                  |       |       |
| Mathematics and/or Statistics                             |                    | 9.5              | 5.5   | 7.8   |
| <b>Physical Sciences</b>                                  |                    |                  |       |       |
| Astronomy   |                    | 0.0              | 0.0   | 0.0   |
| Atmospheric Sciences                                      |                    | 0.0              | 0.0   | 0.0   |
| Chemistry   |                    | 5.4              | 1.8   | 3.9   |
| Earth Sciences  |                    | 0.0              | 0.0   | 0.0   |
| Geography   |                    | 0.0              | 0.0   | 0.0   |
| Marine Sciences (incl. Oceanography)                      |                    | 0.0              | 0.0   | 0.0   |
| Physics   |                    | 4.1              | 3.6   | 3.9   |
| General, Other Physical Sciences                          |                    | 0.0              | 0.0   | 0.0   |
| <b>Social Sciences</b>                                    |                    |                  |       |       |
| Anthropology  |                    | 0.0              | 1.8   | 0.8   |
| Archaeology   |                    | 0.0              | 0.0   | 0.0   |
| Clinical Psychology                                       |                    | 0.0              | 0.0   | 0.0   |
| Counseling and Guidance                                   |                    | 0.0              | 0.0   | 0.0   |
| Experimental Psychology                                   |                    | 2.7              | 5.5   | 3.9   |
| Social Psychology   |                    | 0.0              | 0.0   | 0.0   |
| General, Other Psychology                                 |                    | 2.7              | 0.0   | 1.6   |
| Economics   |                    | 2.7              | 0.0   | 1.6   |
| Sociology   |                    | 5.4              | 5.5   | 5.4   |
| Social Work, Social Welfare                               |                    | 0.0              | 0.0   | 0.0   |
| General, Other Social Sciences                            |                    | 1.4              | 0.0   | 0.8   |

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty  | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>DEPARTMENT OF CURRENT FACULTY</b>   |                    |                  |       |       |
| <b>APPOINTMENT</b>   |                    |                  |       |       |
| <b>Other Technical</b>   |                    |                  |       |       |
| Computer Science   |                    | 4.1              | 0.0   | 2.3   |
| Data Processing, Computer Prog.  |                    | 0.0              | 0.0   | 0.0   |
| Drafting/Design  |                    | 0.0              | 0.0   | 0.0   |
| Electronics  |                    | 0.0              | 0.0   | 0.0   |
| Industrial Arts  |                    | 0.0              | 0.0   | 0.0   |
| Mechanics  |                    | 0.0              | 0.0   | 0.0   |
| Other Technical  |                    | 0.0              | 0.0   | 0.0   |
| <b>Other</b>   |                    |                  |       |       |
| Building Trades  |                    | 0.0              | 0.0   | 0.0   |
| Communications [3]   |                    | 1.4              | 1.8   | 1.6   |
| Ethnic Studies   |                    | 0.0              | 0.0   | 0.0   |
| Human Ecology/Family Science [1]   |                    | 0.0              | 0.0   | 0.0   |
| Journalism   |                    | 0.0              | 0.0   | 0.0   |
| Law  |                    | 0.0              | 0.0   | 0.0   |
| Law Enforcement  |                    | 0.0              | 0.0   | 0.0   |
| Library Science  |                    | 0.0              | 0.0   | 0.0   |
| Women's Studies  |                    | 0.0              | 0.0   | 0.0   |
| Other Vocational   |                    | 0.0              | 0.0   | 0.0   |
| All Other Fields   |                    | 0.0              | 1.8   | 0.8   |
| <b>Question #37 In your opinion, how well is Wake Forest doing at preparing students for graduate or advanced education?</b>   | 135                |                  |       |       |
| A) Not at all well   |                    | 1.2              | 0.0   | 0.7   |
| B) Somewhat  |                    | 8.8              | 18.9  | 12.6  |
| C) Well  |                    | 25.0             | 22.6  | 24.4  |
| D) Very well   |                    | 61.2             | 54.7  | 58.5  |
| E) No basis for judgment   |                    | 3.7              | 3.8   | 3.7   |
| <b>Question #38 In your opinion, how well is Wake Forest doing at preparing students for employment after college?</b>   | 135                |                  |       |       |
| A) Not at all well   |                    | 2.5              | 0.0   | 1.5   |
| B) Somewhat  |                    | 13.8             | 15.1  | 14.1  |
| C) Well  |                    | 28.7             | 45.3  | 36.3  |
| D) Very well   |                    | 50.0             | 32.1  | 42.2  |
| E) No basis for judgment   |                    | 5.0              | 7.5   | 5.9   |
| <b>Question #39 In your opinion, how well is Wake Forest enhancing the development of the reason/intellect of students?</b>  | 135                |                  |       |       |
| A) Not at all well   |                    | 2.5              | 1.9   | 2.2   |
| B) Somewhat  |                    | 8.8              | 9.4   | 9.6   |
| C) Well  |                    | 46.2             | 39.6  | 43.7  |
| D) Very well   |                    | 37.5             | 49.1  | 41.5  |
| E) No basis for judgment   |                    | 5.0              | 0.0   | 3.0   |
| <b>Question #40 In your opinion, how well is Wake Forest enhancing the integration of intellectual, moral, religious, personal, and civic development of students?</b> | 134                |                  |       |       |
| A) Not at all well   |                    | 3.7              | 0.0   | 2.2   |
| B) Somewhat  |                    | 22.5             | 26.9  | 24.6  |
| C) Well  |                    | 43.7             | 28.8  | 38.1  |
| D) Very well   |                    | 23.7             | 30.8  | 26.1  |
| E) No basis for judgment   |                    | 6.3              | 13.5  | 9.0   |
| <b>Question #41 How many collaborative</b>   | 135                |                  |       |       |

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty  | # Res-<br>pondents | Your Institution |       |       |
|--|--------------------|------------------|-------|-------|
|  |                    | Men              | Women | Total |
| <b>research projects (ones that have a potential audience beyond the class) have you participated with undergraduate students?</b> |                    |                  |       |       |
| A) None  |                    | 38.7             | 52.8  | 44.4  |
| B) 1   |                    | 10.0             | 13.2  | 11.9  |
| C) 2-4   |                    | 23.7             | 22.6  | 23.0  |
| D) 5-10  |                    | 7.5              | 7.5   | 7.4   |
| E) More than 10  |                    | 20.0             | 3.8   | 13.3  |

[1] Comparisons with results from earlier Faculty Surveys should be made with caution due to changes in questions or response options in 2004.

[3] This item included for the first time in 2004.

## 2004-2005 HERI Faculty Survey Results

| Wake Forest University<br>Full-time Undergraduate Faculty   | # Res-<br>pondents | Your Institution |       |       |
|---|--------------------|------------------|-------|-------|
|   |                    | Men              | Women | Total |
| <b>Question #42 Compared to other people in your field, how knowledgeable are you with computers?</b>   | 135                |                  |       |       |
| A) Much less  |                    | 3.7              | 1.9   | 3.0   |
| B) Somewhat less  |                    | 16.2             | 5.7   | 11.9  |
| C) About the same   |                    | 32.5             | 54.7  | 42.2  |
| D) Somewhat more  |                    | 33.7             | 34.0  | 33.3  |
| E) Much more  |                    | 13.8             | 3.8   | 9.6   |
| <b>Question #43 How often do you use computers in teaching any aspect of your classes?</b>  | 135                |                  |       |       |
| A) Never  |                    | 2.5              | 0.0   | 1.5   |
| B) Rarely   |                    | 12.5             | 9.4   | 11.1  |
| C) Sometimes  |                    | 26.2             | 20.8  | 25.2  |
| D) Often  |                    | 30.0             | 39.6  | 33.3  |
| E) Always   |                    | 28.7             | 30.2  | 28.9  |
| <b>Question #44 Which of the following statements most nearly characterizes your perception of the amount of time that you spend on scholarly activities?</b> | 134                |                  |       |       |
| A) The amount of time that I currently spend on scholarly activities is appropriate for a faculty member at Wake Forest.                                      |                    | 60.8             | 62.3  | 60.4  |
| B) As a faculty member at Wake Forest, I should be spending more time on scholarly activities than I currently am spending.                                   |                    | 35.4             | 37.7  | 36.6  |
| C) As a faculty member at Wake Forest, I should be spending less time on scholarly activities than I currently am spending.                                   |                    | 3.8              | 0.0   | 3.0   |
| D   |                    | 0.0              | 0.0   | 0.0   |
| E   |                    | 0.0              | 0.0   | 0.0   |
| <b>Question #45 How well do you think the University Administration defines its expectations of Research and scholarly activity?</b>                          | 135                |                  |       |       |
| A) Not at all well  |                    | 11.3             | 17.0  | 13.3  |
| B) Somewhat   |                    | 40.0             | 47.2  | 42.2  |
| C) Well   |                    | 38.7             | 28.3  | 35.6  |
| D) Very well  |                    | 6.3              | 3.8   | 5.2   |
| E) No basis for judgment  |                    | 3.7              | 3.8   | 3.7   |
| <b>Question #46 How many <u>undergraduate</u> students assisted you with scholarly activities this past academic year?</b>                                    | 135                |                  |       |       |
| A) None   |                    | 47.5             | 49.1  | 48.1  |
| B) 1-3  |                    | 31.2             | 35.8  | 32.6  |
| C) 4-6  |                    | 12.5             | 5.7   | 10.4  |
| D) 7-10   |                    | 6.3              | 1.9   | 4.4   |
| E) 11 or more   |                    | 2.5              | 7.5   | 4.4   |