

**Higher Education Research Institute (HERI)
Full-Time Faculty Survey Results – 2007
Wake Forest University**

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Wake Forest University
Office of Institutional Research

November 20, 2008

I. Reynolda Campus, All Schools

Response Rate by School

	# Surveyed	# Responded	%
Babcock	30	19	63%
Calloway	29	13	45%
College	384	196	51%
Divinity	8	6	75%
Law	37	16	43%
All	488	250	51%

2007 HERI Faculty Survey - Wake Forest University

What is your principal activity in your current position at this institution? (Mark ONE)

	Frequency	Percent
Administration	8	3.2
Teaching	222	89.2
Research	17	6.8
Other	2	0.8
Total	249	100.0
Missing	1	
Total	250	

What is your present academic rank? (Mark ONE)

	Frequency	Percent
Professor	86	34.5
Associate Professor	83	33.3
Assistant Professor	52	20.9
Lecturer	21	8.4
Instructor	7	2.8
Total	249	100.0
Missing	1	
Total	250	

What is your tenure status at this institution? (Mark ONE)

	Frequency	Percent
Tenured	158	63.2
On tenure track, but not tenured	41	16.4
Not on tenure track, but institution has tenure	51	20.4
Total	250	100.0

My primary place of employment in the last year was: (Mark ONE)

	Frequency	Percent
In higher education, at this institution	235	94.4
In higher education, at a different institution	9	3.6
In higher education, at more than one institution	2	0.8
Not in higher education	1	0.4
Not employed	2	0.8
Total	249	100.0
Missing	1	
Total	250	

Personally, how important to you is research?

	Frequency	Percent
Not Important	9	3.6
Somewhat Important	40	16.1
Very Important	71	28.5
Essential	129	51.8
Total	249	100.0
Missing	1	
Total	250	

Personally, how important to you is Teaching?

	Frequency	Percent
Somewhat Important	2	0.8
Very Important	59	23.6
Essential	189	75.6
Total	250	100.0

Personally, how important to you is Service?

	Frequency	Percent
Not Important	10	4.0
Somewhat Important	99	39.8
Very Important	107	43.0
Essential	33	13.3
Total	249	100.0
Missing	1	
Total	250	

Highest Degree Earned

	Frequency	Percent
Bachelor's (B.A., B.S., etc.)	1	0.4
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	24	9.6
LL.B., J.D.	14	5.6
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	1	0.4
Ed.D.	2	0.8
Ph.D.	202	80.8
Other degree	6	2.4
Total	250	100.0

Degree Currently Working On

	Frequency	Percent
Ph.D.	3	1.4
None	216	98.6
Total	219	100.0
Missing	31	
Total	250	

During the past two years, have you taught an honors course?

	Frequency	Percent
No	212	85.5
Yes	36	14.5
Total	248	100.0
Missing	2	
Total	250	

During the past two years, have you taught an interdisciplinary course?

	Frequency	Percent
No	153	61.7
Yes	95	38.3
Total	248	100.0
Missing	2	
Total	250	

During the past two years, have you taught an ethnic studies course?

	Frequency	Percent
No	227	91.5
Yes	21	8.5
Total	248	100.0
Missing	2	
Total	250	

During the past two years, have you taught a women's studies course?

	Frequency	Percent
No	229	92.3
Yes	19	7.7
Total	248	100.0
Missing	2	
Total	250	

During the past two years, have you team-taught a course?

	Frequency	Percent
No	169	67.6
Yes	81	32.4
Total	250	100.0

During the past two years, have you taught a service learning course?

	Frequency	Percent
No	224	90.7
Yes	23	9.3
Total	247	100.0
Missing	3	
Total	250	

During the past two years, have you placed or collected assignments on the internet?

	Frequency	Percent
No	68	27.3
Yes	181	72.7
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you taught a course exclusively on the internet?

	Frequency	Percent
No	246	99.2
Yes	2	0.8
Total	248	100.0
Missing	2	
Total	250	

During the past two years, have you participated in a teaching enhancement workshop?

	Frequency	Percent
No	144	58.1
Yes	104	41.9
Total	248	100.0
Missing	2	
Total	250	

During the past two years, have you advised student groups involved in service/volunteer work?

	Frequency	Percent
No	159	63.9
Yes	90	36.1
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you collaborated with the local community in research/teaching?

	Frequency	Percent
No	156	62.7
Yes	93	37.3
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you developed a new course?

	Frequency	Percent
No	88	35.3
Yes	161	64.7
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you conducted research or writing focused on international/global issues?

	Frequency	Percent
No	157	63.1
Yes	92	36.9
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you conducted research or writing focused on racial or ethnic minorities?

	Frequency	Percent
No	192	77.1
Yes	57	22.9
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you conducted research or writing focused on women and gender studies?

	Frequency	Percent
No	194	77.9
Yes	55	22.1
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you taught a seminar for first-year students?

	Frequency	Percent
No	166	66.9
Yes	82	33.1
Total	248	100.0
Missing	2	
Total	250	

During the past two years, have you engaged undergraduates on YOUR research project?

	Frequency	Percent
No	146	58.6
Yes	103	41.4
Total	249	100.0
Missing	1	
Total	250	

During the past two years, have you worked with undergraduates on a research project?

	Frequency	Percent
No	125	50.2
Yes	124	49.8
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on scheduled teaching (give actual, not credit hours)?

	Frequency	Percent
None	2	0.8
1-4	46	18.5
5-8	120	48.2
9-12	65	26.1
13-16	12	4.8
17-20	3	1.2
21-34	1	0.4
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on preparing for teaching (including reading student papers and grading)?

	Frequency	Percent
None	2	0.8
1-4	23	9.2
5-8	71	28.5
9-12	64	25.7
13-16	44	17.7
17-20	24	9.6
21-34	15	6.0
35-44	5	2.0
45+	1	0.4
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on advising and counseling of students?

	Frequency	Percent
None	8	3.2
1-4	168	67.7
5-8	51	20.6
9-12	17	6.9
13-16	3	1.2
17-20	1	0.4
Total	248	100.0
Missing	2	
Total	250	

During the present term, how many hours per week on average do you actually spend on committee work and meetings?

	Frequency	Percent
None	19	7.6
1-4	154	61.8
5-8	62	24.9
9-12	12	4.8
13-16	1	0.4
17-20	1	0.4
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on other administration duties?

	Frequency	Percent
None	95	38.2
1-4	90	36.1
5-8	29	11.6
9-12	19	7.6
13-16	7	2.8
17-20	3	1.2
21-34	6	2.4
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on research and scholarly writing?

	Frequency	Percent
None	25	10.1
1-4	43	17.3
5-8	53	21.4
9-12	50	20.2
13-16	32	12.9
17-20	18	7.3
21-34	19	7.7
35-44	3	1.2
45+	5	2.0
Total	248	100.0
Missing	2	
Total	250	

During the present term, how many hours per week on average do you actually spend on other creative products/performances?

	Frequency	Percent
None	147	59.3
1-4	54	21.8
5-8	28	11.3
9-12	5	2.0
13-16	7	2.8
17-20	4	1.6
21-34	1	0.4
35-44	1	0.4
45+	1	0.4
Total	248	100.0
Missing	2	
Total	250	

During the present term, how many hours per week on average do you actually spend on consultation with clients/patients?

	Frequency	Percent
None	217	87.1
1-4	23	9.2
5-8	7	2.8
9-12	1	0.4
13-16	1	0.4
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on community or public service?

	Frequency	Percent
None	119	47.8
1-4	106	42.6
5-8	18	7.2
9-12	6	2.4
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on outside consulting/freelance work?

	Frequency	Percent
None	180	72.6
1-4	47	19.0
5-8	17	6.9
13-16	1	0.4
17-20	1	0.4
21-34	1	0.4
35-44	1	0.4
Total	248	100.0
Missing	2	
Total	250	

During the present term, how many hours per week on average do you actually spend on household/childcare duties?

	Frequency	Percent
None	46	18.5
1-4	38	15.3
5-8	63	25.3
9-12	39	15.7
13-16	21	8.4
17-20	14	5.6
21-34	15	6.0
35-44	7	2.8
45+	6	2.4
Total	249	100.0
Missing	1	
Total	250	

During the present term, how many hours per week on average do you actually spend on communicating via email?

	Frequency	Percent
1-4	83	33.5
5-8	101	40.7
9-12	37	14.9
13-16	22	8.9
17-20	5	2.0
Total	248	100.0
Missing	2	
Total	250	

During the present term, how many hours per week on average do you actually spend on commuting to campus?

	Frequency	Percent
None	22	8.9
1-4	191	77.3
5-8	26	10.5
9-12	7	2.8
13-16	1	0.4
Total	247	100.0
Missing	3	
Total	250	

During the present term, how many hours per week on average do you actually spend on other employment, outside of academia?

	Frequency	Percent
None	224	90.0
1-4	12	4.8
5-8	6	2.4
9-12	3	1.2
13-16	1	0.4
17-20	2	0.8
35-44	1	0.4
Total	249	100.0
Missing	1	
Total	250	

Including all institutions at which you teach, how many undergraduate courses are you teaching this term?

	Frequency	Percent
0	49	19.8
1	40	16.1
2	82	33.1
3	61	24.6
4	9	3.6
5	2	0.8
6	3	1.2
10	2	0.8
Total	248	100.0
Missing	2	
Total	250	

At your institution, have you engaged in workshops focused on teaching in the classroom?

	Frequency	Percent
Not available	1	0.4
No	94	37.6
Yes	155	62.0
Total	250	100.0

At your institution, have you engaged in paid workshops outside the institution focused on teaching?

	Frequency	Percent
Not available	4	1.6
Not eligible	4	1.6
No	205	82.3
Yes	36	14.5
Total	249	100.0
Missing	1	
Total	250	

At your institution, have you engaged in paid sabbatical leave?

	Frequency	Percent
Not available	7	2.8
Not eligible	24	9.6
No	113	45.2
Yes	106	42.4
Total	250	100.0

At your institution, have you engaged in travel funds paid by the institution?

	Frequency	Percent
Not eligible	2	0.8
No	37	14.8
Yes	211	84.4
Total	250	100.0

At your institution, have you engaged in association membership/dues paid by the institution?

	Frequency	Percent
Not available	22	8.8
Not eligible	9	3.6
No	141	56.4
Yes	78	31.2
Total	250	100.0

At your institution, have you engaged in tuition remission?

	Frequency	Percent
Not available	2	0.8
Not eligible	17	6.8
No	189	75.9
Yes	41	16.5
Total	249	100.0
Missing	1	
Total	250	

At your institution, have you engaged in internal grants for research?

	Frequency	Percent
Not eligible	6	2.4
No	99	39.8
Yes	144	57.8
Total	249	100.0
Missing	1	
Total	250	

At your institution, have you engaged in training for administrative leadership?

	Frequency	Percent
Not available	5	2.0
Not eligible	10	4.0
No	199	79.9
Yes	35	14.1
Total	249	100.0
Missing	1	
Total	250	

Indicate the importance to you that undergraduates develop ability to think critically

	Frequency	Percent
Somewhat Important	3	1.2
Very Important	11	4.4
Essential	234	94.4
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you that undergraduates are prepared for employment after college

	Frequency	Percent
Not Important	5	2.0
Somewhat Important	76	30.6
Very Important	109	44.0
Essential	58	23.4
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you that undergraduates are prepared for graduate or advanced education

	Frequency	Percent
Not Important	1	0.4
Somewhat Important	55	22.3
Very Important	135	54.7
Essential	56	22.7
Total	247	100.0
Missing	3	
Total	250	

Indicate the importance to you that undergraduates develop moral character

	Frequency	Percent
Not Important	12	4.8
Somewhat Important	60	24.2
Very Important	116	46.8
Essential	60	24.2
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you to provide for emotional development of undergraduates

	Frequency	Percent
Not Important	32	12.9
Somewhat Important	100	40.3
Very Important	86	34.7
Essential	30	12.1
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you that undergraduates are prepared for family living

	Frequency	Percent
Not Important	106	43.1
Somewhat Important	95	38.6
Very Important	35	14.2
Essential	10	4.1
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to teach undergraduates the classic works of Western civilization

	Frequency	Percent
Not Important	50	20.4
Somewhat Important	97	39.6
Very Important	72	29.4
Essential	26	10.6
Total	245	100.0
Missing	5	
Total	250	

Indicate the importance to you to help undergraduates develop personal values

	Frequency	Percent
Not Important	10	4.1
Somewhat Important	88	35.8
Very Important	100	40.7
Essential	48	19.5
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to enhance undergraduates' self-understanding

	Frequency	Percent
Not Important	10	4.1
Somewhat Important	66	26.8
Very Important	108	43.9
Essential	62	25.2
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to instill in undergraduates a commitment to community service

	Frequency	Percent
Not Important	25	10.1
Somewhat Important	109	44.1
Very Important	76	30.8
Essential	37	15.0
Total	247	100.0
Missing	3	
Total	250	

Indicate the importance to you to enhance undergraduates' knowledge of and appreciation for other racial/ethnic groups

	Frequency	Percent
Not Important	18	7.3
Somewhat Important	45	18.3
Very Important	97	39.4
Essential	86	35.0
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you that undergraduates study a foreign language

	Frequency	Percent
Not Important	23	9.3
Somewhat Important	51	20.7
Very Important	101	41.1
Essential	71	28.9
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you that undergraduates help master knowledge in a discipline

	Frequency	Percent
Not Important	3	1.2
Somewhat Important	18	7.3
Very Important	100	40.7
Essential	125	50.8
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you that undergraduates develop creative capacities

	Frequency	Percent
Not Important	4	1.6
Somewhat Important	33	13.4
Very Important	123	50.0
Essential	86	35.0
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to instill in undergraduates a basic appreciation of the liberal arts

	Frequency	Percent
Not Important	5	2.0
Somewhat Important	41	16.7
Very Important	101	41.1
Essential	99	40.2
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to promote undergraduates' ability to write effectively

	Frequency	Percent
Not Important	1	0.4
Somewhat Important	7	2.8
Very Important	71	28.9
Essential	167	67.9
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to help undergraduates evaluate the quality and reliability of information

	Frequency	Percent
Not Important	1	0.4
Somewhat Important	8	3.3
Very Important	65	26.4
Essential	172	69.9
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to engage undergraduates in civil discourse around controversial issues

	Frequency	Percent
Not Important	10	4.1
Somewhat Important	44	17.9
Very Important	105	42.7
Essential	87	35.4
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to teach undergraduates tolerance and respect for different beliefs

	Frequency	Percent
Not Important	9	3.7
Somewhat Important	45	18.3
Very Important	83	33.7
Essential	109	44.3
Total	246	100.0
Missing	4	
Total	250	

Indicate the importance to you to encourage undergraduates to become agents of social change

	Frequency	Percent
Not Important	31	12.6
Somewhat Important	92	37.4
Very Important	74	30.1
Essential	49	19.9
Total	246	100.0
Missing	4	
Total	250	

How many articles in academic or professional journals have you published?

	Frequency	Percent
None	33	13.2
1-2	35	14.0
3-4	34	13.6
5-10	33	13.2
11-20	50	20.0
21-50	47	18.8
51+	18	7.2
Total	250	100.0

How many chapters in edited volumes have you published?

	Frequency	Percent
None	100	40.2
1-2	67	26.9
3-4	38	15.3
5-10	33	13.3
11-20	6	2.4
21-50	3	1.2
51+	2	0.8
Total	249	100.0
Missing	1	
Total	250	

How many books, manuals, or monographs have you published?

	Frequency	Percent
None	148	59.4
1-2	62	24.9
3-4	25	10.0
5-10	13	5.2
21-50	1	0.4
Total	249	100.0
Missing	1	
Total	250	

How many other types of publications, such as patents or computer software products, have you published?

	Frequency	Percent
None	220	88.7
1-2	17	6.9
3-4	6	2.4
5-10	3	1.2
11-20	1	0.4
21-50	1	0.4
Total	248	100.0
Missing	2	
Total	250	

**How many exhibitions or performances in the fine or applied arts have you presented in the LAST TWO years?
(Mark ONE)**

	Frequency	Percent
None	209	83.6
1-2	13	5.2
3-4	10	4.0
5-10	10	4.0
11-20	5	2.0
21-50	2	0.8
51+	1	0.4
Total	250	100.0

**How many of your professional writings have been published or accepted for publication in the LAST TWO years?
(Mark ONE)**

	Frequency	Percent
None	58	23.2
1-2	76	30.4
3-4	69	27.6
5-10	40	16.0
11-20	6	2.4
21-50	1	0.4
Total	250	100.0

Are you a member of a faculty union?

	Frequency	Percent
No	227	90.8
Yes	23	9.2
Total	250	100.0

Are you a US citizen?

	Frequency	Percent
No	21	8.4
Yes	229	91.6
Total	250	100.0

Were you born in the USA?

	Frequency	Percent
No	44	17.6
Yes	206	82.4
Total	250	100.0

Do you plan to retire within the next three years?

	Frequency	Percent
No	227	90.8
Yes	23	9.2
Total	250	100.0

Do you use your scholarship to address local community needs?

	Frequency	Percent
No	158	63.2
Yes	92	36.8
Total	250	100.0

Have you been sexually harassed at this institution?

	Frequency	Percent
No	244	98.0
Yes	5	2.0
Total	249	100.0
Missing	1	
Total	250	

Have you ever interrupted your professional career for more than one year for family reasons?

	Frequency	Percent
No	240	96.0
Yes	10	4.0
Total	250	100.0

Have you ever received an award for outstanding teaching?

	Frequency	Percent
No	145	58.0
Yes	105	42.0
Total	250	100.0

Have you published op-ed pieces or editorials?

	Frequency	Percent
No	191	76.4
Yes	59	23.6
Total	250	100.0

Is (or was) your father an academic?

	Frequency	Percent
No	206	82.4
Yes	44	17.6
Total	250	100.0

Is (or was) your mother an academic?

	Frequency	Percent
No	225	90.0
Yes	25	10.0
Total	250	100.0

Is (or was) your spouse/partner an academic?

	Frequency	Percent
No	178	71.2
Yes	72	28.8
Total	250	100.0

Are you currently teaching courses at more than one institution?

	Frequency	Percent
No	242	97.2
Yes	7	2.8
Total	249	100.0
Missing	1	
Total	250	

During the PAST TWO years, have you considered early retirement?

	Frequency	Percent
No	202	80.8
Yes	48	19.2
Total	250	100.0

During the PAST TWO years, have you considered leaving academe for another job?

	Frequency	Percent
No	184	73.6
Yes	66	26.4
Total	250	100.0

During the PAST TWO years, have you considered leaving this institution for another?

	Frequency	Percent
No	145	58.0
Yes	105	42.0
Total	250	100.0

During the PAST TWO years, have you changed academic institutions?

	Frequency	Percent
No	216	86.4
Yes	34	13.6
Total	250	100.0

During the PAST TWO years, have you engaged in paid consulting outside of your institution?

	Frequency	Percent
No	160	64.0
Yes	90	36.0
Total	250	100.0

During the PAST TWO years, have you engaged in public service/professional consulting without pay?

	Frequency	Percent
No	122	48.8
Yes	128	51.2
Total	250	100.0

During the PAST TWO years, have you received at least one firm job offer?

	Frequency	Percent
No	190	76.0
Yes	60	24.0
Total	250	100.0

During the PAST TWO years, have you received funding for your work from foundations?

	Frequency	Percent
No	204	81.6
Yes	46	18.4
Total	250	100.0

During the PAST TWO years, have you received funding for your work from state or federal government?

	Frequency	Percent
No	193	77.2
Yes	57	22.8
Total	250	100.0

During the PAST TWO years, have you received funding for your work from business or industry?

	Frequency	Percent
No	224	89.6
Yes	26	10.4
Total	250	100.0

During the PAST TWO years, have you requested/sought an early promotion?

	Frequency	Percent
No	242	96.8
Yes	8	3.2
Total	250	100.0

If you were to begin your career again, would you still want to come to this institution?

	Frequency	Percent
Definitely no	6	2.4
Probably no	16	6.4
Not sure	31	12.4
Probably yes	78	31.3
Definitely yes	118	47.4
Total	249	100.0
Missing	1	
Total	250	

If you were to begin your career again, would you still want to be a college professor?

	Frequency	Percent
Definitely no	3	1.2
Probably no	11	4.4
Not sure	26	10.4
Probably yes	53	21.2
Definitely yes	157	62.8
Total	250	100.0

At your institution, it is easy for students to see faculty outside of regular office hours

	Frequency	Percent
Not Descriptive	3	1.2
Somewhat Descriptive	38	15.2
Very Descriptive	209	83.6
Total	250	100.0

At your institution, there is a great deal of conformity among the students

	Frequency	Percent
Not Descriptive	10	4.0
Somewhat Descriptive	93	37.2
Very Descriptive	147	58.8
Total	250	100.0

At your institution, the faculty are typically at odds with campus administration

	Frequency	Percent
Not Descriptive	73	29.3
Somewhat Descriptive	127	51.0
Very Descriptive	49	19.7
Total	249	100.0
Missing	1	
Total	250	

At your institution, faculty respect each other

	Frequency	Percent
Not Descriptive	23	9.2
Somewhat Descriptive	92	36.8
Very Descriptive	135	54.0
Total	250	100.0

At your institution, most students are treated like "numbers in a book"

	Frequency	Percent
Not Descriptive	229	91.6
Somewhat Descriptive	17	6.8
Very Descriptive	4	1.6
Total	250	100.0

At your institution, social activities are overemphasized

	Frequency	Percent
Not Descriptive	83	33.2
Somewhat Descriptive	111	44.4
Very Descriptive	56	22.4
Total	250	100.0

At your institution, faculty are rewarded for being good teachers

	Frequency	Percent
Not Descriptive	46	18.4
Somewhat Descriptive	144	57.6
Very Descriptive	60	24.0
Total	250	100.0

At your institution, there is respect for the expression of diverse values and beliefs

	Frequency	Percent
Not Descriptive	24	9.6
Somewhat Descriptive	141	56.4
Very Descriptive	85	34.0
Total	250	100.0

At your institution, faculty are rewarded for their efforts to use instructional technology

	Frequency	Percent
Not Descriptive	54	21.8
Somewhat Descriptive	134	54.0
Very Descriptive	60	24.2
Total	248	100.0
Missing	2	
Total	250	

At your institution, faculty are rewarded for their efforts to work with underprepared students

	Frequency	Percent
Not Descriptive	150	61.5
Somewhat Descriptive	83	34.0
Very Descriptive	11	4.5
Total	244	100.0
Missing	6	
Total	250	

At your institution, administrators consider faculty concerns when making policy

	Frequency	Percent
Not Descriptive	57	23.0
Somewhat Descriptive	154	62.1
Very Descriptive	37	14.9
Total	248	100.0
Missing	2	
Total	250	

At your institution, the administration is open about its policies

	Frequency	Percent
Not Descriptive	52	21.1
Somewhat Descriptive	153	61.9
Very Descriptive	42	17.0
Total	247	100.0
Missing	3	
Total	250	

To what extent do you engage in academic work that spans multiple disciplines?

	Frequency	Percent
Not at All	37	14.8
To Some Extent	108	43.2
To a Great Extent	105	42.0
Total	250	100.0

To what extent do you feel that the training you received in graduate school prepared you well for your role as a faculty mentor?

	Frequency	Percent
Not at All	26	10.4
To Some Extent	108	43.4
To a Great Extent	115	46.2
Total	249	100.0
Missing	1	
Total	250	

To what extent do you achieve a healthy balance between your personal life and your professional life?

	Frequency	Percent
Not at All	34	13.6
To Some Extent	139	55.6
To a Great Extent	77	30.8
Total	250	100.0

To what extent do you experience close alignment between your work and your personal values?

	Frequency	Percent
Not at All	8	3.2
To Some Extent	80	32.0
To a Great Extent	162	64.8
Total	250	100.0

To what extent do you feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?

	Frequency	Percent
Not at All	89	35.9
To Some Extent	98	39.5
To a Great Extent	61	24.6
Total	248	100.0
Missing	2	
Total	250	

To what extent do you mentor new faculty?

	Frequency	Percent
Not at All	73	29.3
To Some Extent	142	57.0
To a Great Extent	34	13.7
Total	249	100.0
Missing	1	
Total	250	

How satisfied are you with your salary?

	Frequency	Percent
Not Satisfied	40	16.0
Marginally Satisfied	63	25.2
Satisfied	115	46.0
Very Satisfied	32	12.8
Total	250	100.0

How satisfied are you with your health benefits?

	Frequency	Percent
Not Applicable	2	0.8
Not Satisfied	43	17.2
Marginally Satisfied	44	17.6
Satisfied	131	52.4
Very Satisfied	30	12.0
Total	250	100.0

How satisfied are you with your retirement benefits?

	Frequency	Percent
Not Applicable	13	5.2
Not Satisfied	31	12.4
Marginally Satisfied	66	26.4
Satisfied	112	44.8
Very Satisfied	28	11.2
Total	250	100.0

How satisfied are you with your opportunity for scholarly pursuits?

	Frequency	Percent
Not Applicable	2	0.8
Not Satisfied	26	10.4
Marginally Satisfied	49	19.6
Satisfied	120	48.0
Very Satisfied	53	21.2
Total	250	100.0

How satisfied are you with your teaching load?

	Frequency	Percent
Not Satisfied	21	8.4
Marginally Satisfied	55	22.0
Satisfied	128	51.2
Very Satisfied	46	18.4
Total	250	100.0

How satisfied are you with the quality of students?

	Frequency	Percent
Not Satisfied	10	4.0
Marginally Satisfied	26	10.4
Satisfied	124	49.6
Very Satisfied	90	36.0
Total	250	100.0

How satisfied are you with your office/lab space?

	Frequency	Percent
Not Applicable	3	1.2
Not Satisfied	23	9.2
Marginally Satisfied	31	12.4
Satisfied	104	41.8
Very Satisfied	88	35.3
Total	249	100.0
Missing	1	
Total	250	

How satisfied are you with your autonomy and independence?

	Frequency	Percent
Not Satisfied	4	1.6
Marginally Satisfied	18	7.2
Satisfied	103	41.2
Very Satisfied	125	50.0
Total	250	100.0

How satisfied are you with your professional relationships with other faculty?

	Frequency	Percent
Not Satisfied	21	8.4
Marginally Satisfied	41	16.4
Satisfied	90	36.0
Very Satisfied	98	39.2
Total	250	100.0

How satisfied are you with your social relationships with other faculty?

	Frequency	Percent
Not Applicable	5	2.0
Not Satisfied	26	10.4
Marginally Satisfied	59	23.6
Satisfied	101	40.4
Very Satisfied	59	23.6
Total	250	100.0

How satisfied are you with the competency of your colleagues?

	Frequency	Percent
Not Applicable	1	0.4
Not Satisfied	17	6.8
Marginally Satisfied	39	15.6
Satisfied	92	36.8
Very Satisfied	101	40.4
Total	250	100.0

How satisfied are you with the visibility for jobs at other institutions/organizations?

	Frequency	Percent
Not Applicable	48	19.2
Not Satisfied	21	8.4
Marginally Satisfied	36	14.4
Satisfied	113	45.2
Very Satisfied	32	12.8
Total	250	100.0

How satisfied are you with your job security?

	Frequency	Percent
Not Satisfied	18	7.2
Marginally Satisfied	23	9.2
Satisfied	113	45.2
Very Satisfied	96	38.4
Total	250	100.0

How satisfied are you with your relationship with administration?

	Frequency	Percent
Not Applicable	5	2.0
Not Satisfied	22	8.8
Marginally Satisfied	57	22.8
Satisfied	138	55.2
Very Satisfied	28	11.2
Total	250	100.0

How satisfied are you with your departmental leadership?

	Frequency	Percent
Not Applicable	7	2.8
Not Satisfied	26	10.4
Marginally Satisfied	32	12.8
Satisfied	91	36.4
Very Satisfied	94	37.6
Total	250	100.0

How satisfied are you with your course assignments?

	Frequency	Percent
Not Satisfied	5	2.0
Marginally Satisfied	24	9.6
Satisfied	128	51.2
Very Satisfied	93	37.2
Total	250	100.0

How satisfied are you with your freedom to determine course content?

	Frequency	Percent
Not Satisfied	4	1.6
Marginally Satisfied	6	2.4
Satisfied	80	32.0
Very Satisfied	160	64.0
Total	250	100.0

How satisfied are you with the availability of child care at this institution?

	Frequency	Percent
Not Applicable	120	48.2
Not Satisfied	114	45.8
Marginally Satisfied	4	1.6
Satisfied	10	4.0
Very Satisfied	1	0.4
Total	249	100.0
Missing	1	
Total	250	

How satisfied are you with your prospects for career advancement?

	Frequency	Percent
Not Applicable	16	6.4
Not Satisfied	32	12.9
Marginally Satisfied	52	20.9
Satisfied	117	47.0
Very Satisfied	32	12.9
Total	249	100.0
Missing	1	
Total	250	

How satisfied are you with the clerical/administrative support?

	Frequency	Percent
Not Applicable	3	1.2
Not Satisfied	23	9.2
Marginally Satisfied	37	14.9
Satisfied	109	43.8
Very Satisfied	77	30.9
Total	249	100.0
Missing	1	
Total	250	

How satisfied are you with your overall job satisfaction?

	Frequency	Percent
Not Satisfied	9	3.6
Marginally Satisfied	34	13.7
Satisfied	133	53.4
Very Satisfied	73	29.3
Total	249	100.0
Missing	1	
Total	250	

Faculty are interested in students' personal problems

	Frequency	Percent
Disagree Strongly	6	2.4
Disagree Somewhat	30	12.0
Agree Somewhat	155	62.0
Agree Strongly	59	23.6
Total	250	100.0

Racial and ethnic diversity should be more strongly reflected in the curriculum

	Frequency	Percent
Disagree Strongly	24	9.6
Disagree Somewhat	73	29.2
Agree Somewhat	90	36.0
Agree Strongly	63	25.2
Total	250	100.0

Faculty feel that most students are well-prepared academically

	Frequency	Percent
Disagree Strongly	1	0.4
Disagree Somewhat	37	14.8
Agree Somewhat	142	56.8
Agree Strongly	70	28.0
Total	250	100.0

This institution should hire more faculty of color

	Frequency	Percent
Disagree Strongly	11	4.5
Disagree Somewhat	36	14.7
Agree Somewhat	102	41.6
Agree Strongly	96	39.2
Total	245	100.0
Missing	5	
Total	250	

Student Affairs staff have the support and respect of faculty

	Frequency	Percent
Disagree Strongly	4	1.6
Disagree Somewhat	34	14.0
Agree Somewhat	161	66.3
Agree Strongly	44	18.1
Total	243	100.0
Missing	7	
Total	250	

Faculty are committed to the welfare of this institution

	Frequency	Percent
Disagree Strongly	3	1.2
Disagree Somewhat	13	5.2
Agree Somewhat	110	44.0
Agree Strongly	124	49.6
Total	250	100.0

Faculty here are strongly interested in the academic problems of undergraduates

	Frequency	Percent
Disagree Strongly	4	1.6
Disagree Somewhat	17	6.9
Agree Somewhat	103	41.5
Agree Strongly	124	50.0
Total	248	100.0
Missing	2	
Total	250	

There is a lot of campus racial conflict here

	Frequency	Percent
Disagree Strongly	102	41.0
Disagree Somewhat	118	47.4
Agree Somewhat	25	10.0
Agree Strongly	4	1.6
Total	249	100.0
Missing	1	
Total	250	

Most students are strongly committed to community service

	Frequency	Percent
Disagree Strongly	14	5.6
Disagree Somewhat	59	23.7
Agree Somewhat	128	51.4
Agree Strongly	48	19.3
Total	249	100.0
Missing	1	
Total	250	

My research is valued by faculty in my department

	Frequency	Percent
Disagree Strongly	20	8.1
Disagree Somewhat	25	10.2
Agree Somewhat	127	51.6
Agree Strongly	74	30.1
Total	246	100.0
Missing	4	
Total	250	

My teaching is valued by faculty in my department

	Frequency	Percent
Disagree Strongly	8	3.2
Disagree Somewhat	13	5.2
Agree Somewhat	99	39.6
Agree Strongly	130	52.0
Total	250	100.0

Many courses include feminist perspectives

	Frequency	Percent
Disagree Strongly	59	23.8
Disagree Somewhat	89	35.9
Agree Somewhat	78	31.5
Agree Strongly	22	8.9
Total	248	100.0
Missing	2	
Total	250	

Faculty of color are treated fairly here

	Frequency	Percent
Disagree Strongly	3	1.2
Disagree Somewhat	20	8.2
Agree Somewhat	104	42.4
Agree Strongly	118	48.2
Total	245	100.0
Missing	5	
Total	250	

Women faculty are treated fairly here

	Frequency	Percent
Disagree Strongly	9	3.6
Disagree Somewhat	23	9.3
Agree Somewhat	98	39.5
Agree Strongly	118	47.6
Total	248	100.0
Missing	2	
Total	250	

Many courses involve students in community service

	Frequency	Percent
Disagree Strongly	23	9.3
Disagree Somewhat	96	38.7
Agree Somewhat	108	43.5
Agree Strongly	21	8.5
Total	248	100.0
Missing	2	
Total	250	

This institution should hire more women faculty

	Frequency	Percent
Disagree Strongly	15	6.2
Disagree Somewhat	67	27.7
Agree Somewhat	118	48.8
Agree Strongly	42	17.4
Total	242	100.0
Missing	8	
Total	250	

Gay and lesbian faculty are treated fairly here

	Frequency	Percent
Disagree Strongly	9	3.7
Disagree Somewhat	33	13.6
Agree Somewhat	131	54.1
Agree Strongly	69	28.5
Total	242	100.0
Missing	8	
Total	250	

My department does a good job of mentoring new faculty

	Frequency	Percent
Disagree Strongly	12	4.8
Disagree Somewhat	49	19.8
Agree Somewhat	127	51.2
Agree Strongly	60	24.2
Total	248	100.0
Missing	2	
Total	250	

Faculty are sufficiently involved in campus decision making

	Frequency	Percent
Disagree Strongly	38	15.3
Disagree Somewhat	77	30.9
Agree Somewhat	115	46.2
Agree Strongly	19	7.6
Total	249	100.0
Missing	1	
Total	250	

My values are congruent with the dominant institutional values

	Frequency	Percent
Disagree Strongly	19	7.6
Disagree Somewhat	55	22.1
Agree Somewhat	128	51.4
Agree Strongly	47	18.9
Total	249	100.0
Missing	1	
Total	250	

There is adequate support for integrating technology in my teaching

	Frequency	Percent
Disagree Strongly	7	2.8
Disagree Somewhat	10	4.0
Agree Somewhat	79	31.9
Agree Strongly	152	61.3
Total	248	100.0
Missing	2	
Total	250	

This institution takes responsibility for educating underprepared students

	Frequency	Percent
Disagree Strongly	24	9.8
Disagree Somewhat	73	29.7
Agree Somewhat	125	50.8
Agree Strongly	24	9.8
Total	246	100.0
Missing	4	
Total	250	

The criteria for advancement and promotion decisions are clear

	Frequency	Percent
Disagree Strongly	14	5.7
Disagree Somewhat	56	22.7
Agree Somewhat	119	48.2
Agree Strongly	58	23.5
Total	247	100.0
Missing	3	
Total	250	

Most of the students I teach lack the basic skills for college level work

	Frequency	Percent
Disagree Strongly	153	61.4
Disagree Somewhat	72	28.9
Agree Somewhat	20	8.0
Agree Strongly	4	1.6
Total	249	100.0
Missing	1	
Total	250	

There is adequate support for faculty development

	Frequency	Percent
Disagree Strongly	9	3.6
Disagree Somewhat	39	15.7
Agree Somewhat	146	58.9
Agree Strongly	54	21.8
Total	248	100.0
Missing	2	
Total	250	

This institution should not offer remedial/developmental education

	Frequency	Percent
Disagree Strongly	44	17.8
Disagree Somewhat	90	36.4
Agree Somewhat	82	33.2
Agree Strongly	31	12.6
Total	247	100.0
Missing	3	
Total	250	

At your institution, how important of a priority is it to promote the intellectual development of students?

	Frequency	Percent
Low Priority	4	1.6
Medium Priority	14	5.6
High Priority	71	28.6
Highest Priority	159	64.1
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to help students examine and understand their personal values?

	Frequency	Percent
Low Priority	9	3.6
Medium Priority	76	30.6
High Priority	123	49.6
Highest Priority	40	16.1
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to develop a sense of community among students and faculty?

	Frequency	Percent
Low Priority	17	6.9
Medium Priority	78	31.5
High Priority	116	46.8
Highest Priority	37	14.9
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to facilitate student involvement in community service?

	Frequency	Percent
Low Priority	21	8.5
Medium Priority	98	39.5
High Priority	94	37.9
Highest Priority	35	14.1
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to help students learn how to bring about change in American society?

	Frequency	Percent
Low Priority	59	23.8
Medium Priority	109	44.0
High Priority	49	19.8
Highest Priority	31	12.5
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to increase or maintain institutional prestige?

	Frequency	Percent
Low Priority	13	5.2
Medium Priority	35	14.1
High Priority	91	36.7
Highest Priority	109	44.0
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to hire faculty "stars"?

	Frequency	Percent
Low Priority	44	17.7
Medium Priority	92	37.1
High Priority	82	33.1
Highest Priority	30	12.1
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to recruit more minority students?

	Frequency	Percent
Low Priority	20	8.1
Medium Priority	95	38.5
High Priority	84	34.0
Highest Priority	48	19.4
Total	247	100.0
Missing	3	
Total	250	

At your institution, how important of a priority is it to enhance the institution's national image?

	Frequency	Percent
Low Priority	6	2.4
Medium Priority	26	10.5
High Priority	83	33.5
Highest Priority	133	53.6
Total	248	100.0
Missing	2	
Total	250	

At your institution, how important of a priority is it to create a diverse multi-cultural campus environment?

	Frequency	Percent
Low Priority	30	12.1
Medium Priority	91	36.8
High Priority	91	36.8
Highest Priority	35	14.2
Total	247	100.0
Missing	3	
Total	250	

At your institution, how important of a priority is it to promote gender equity among faculty?

	Frequency	Percent
Low Priority	23	9.4
Medium Priority	77	31.4
High Priority	107	43.7
Highest Priority	38	15.5
Total	245	100.0
Missing	5	
Total	250	

At your institution, how important of a priority is it to provide resources for faculty to engage in community-based teaching or research?

	Frequency	Percent
Low Priority	42	17.1
Medium Priority	109	44.5
High Priority	72	29.4
Highest Priority	22	9.0
Total	245	100.0
Missing	5	
Total	250	

At your institution, how important of a priority is it to create and sustain partnerships with surrounding communities?

	Frequency	Percent
Low Priority	39	15.8
Medium Priority	111	44.9
High Priority	77	31.2
Highest Priority	20	8.1
Total	247	100.0
Missing	3	
Total	250	

At your institution, how important of a priority is it to pursue extramural funding?

	Frequency	Percent
Low Priority	15	6.1
Medium Priority	67	27.5
High Priority	98	40.2
Highest Priority	64	26.2
Total	244	100.0
Missing	6	
Total	250	

At your institution, how important of a priority is it to increase the representation of minorities in the faculty and administration?

	Frequency	Percent
Low Priority	25	10.2
Medium Priority	85	34.8
High Priority	104	42.6
Highest Priority	30	12.3
Total	244	100.0
Missing	6	
Total	250	

At your institution, how important of a priority is it to strengthen links with the for-profit, corporate sector?

	Frequency	Percent
Low Priority	49	20.1
Medium Priority	75	30.7
High Priority	81	33.2
Highest Priority	39	16.0
Total	244	100.0
Missing	6	
Total	250	

At your institution, how important of a priority is it to develop leadership ability among students?

	Frequency	Percent
Low Priority	9	3.7
Medium Priority	63	25.7
High Priority	122	49.8
Highest Priority	51	20.8
Total	245	100.0
Missing	5	
Total	250	

At your institution, how important of a priority is it to increase the representation of women in the faculty and administration?

	Frequency	Percent
Low Priority	22	9.0
Medium Priority	84	34.4
High Priority	111	45.5
Highest Priority	27	11.1
Total	244	100.0
Missing	6	
Total	250	

At your institution, how important of a priority is it to develop an appreciation for multiculturalism?

	Frequency	Percent
Low Priority	23	9.4
Medium Priority	91	37.3
High Priority	99	40.6
Highest Priority	31	12.7
Total	244	100.0
Missing	6	
Total	250	

Western civilization and culture should be the foundation for the undergraduate curriculum

	Frequency	Percent
Disagree Strongly	19	7.8
Disagree Somewhat	78	31.8
Agree Somewhat	106	43.3
Agree Strongly	42	17.1
Total	245	100.0
Missing	5	
Total	250	

College officials have the right to ban persons with extreme views from speaking on campus

	Frequency	Percent
Disagree Strongly	106	43.1
Disagree Somewhat	84	34.1
Agree Somewhat	42	17.1
Agree Strongly	14	5.7
Total	246	100.0
Missing	4	
Total	250	

The chief benefit of a college education is that it increases one's earning power

	Frequency	Percent
Disagree Strongly	110	44.5
Disagree Somewhat	99	40.1
Agree Somewhat	35	14.2
Agree Strongly	3	1.2
Total	247	100.0
Missing	3	
Total	250	

Promoting diversity leads to the admission of too many underprepared students

	Frequency	Percent
Disagree Strongly	95	38.6
Disagree Somewhat	108	43.9
Agree Somewhat	33	13.4
Agree Strongly	10	4.1
Total	246	100.0
Missing	4	
Total	250	

Colleges should be actively involved in solving social problems

	Frequency	Percent
Disagree Strongly	22	8.9
Disagree Somewhat	51	20.6
Agree Somewhat	133	53.8
Agree Strongly	41	16.6
Total	247	100.0
Missing	3	
Total	250	

Tenure is an outmoded concept

	Frequency	Percent
Disagree Strongly	98	39.8
Disagree Somewhat	75	30.5
Agree Somewhat	51	20.7
Agree Strongly	22	8.9
Total	246	100.0
Missing	4	
Total	250	

Colleges should encourage students to be involved in community service activities

	Frequency	Percent
Disagree Strongly	7	2.8
Disagree Somewhat	36	14.6
Agree Somewhat	135	54.9
Agree Strongly	68	27.6
Total	246	100.0
Missing	4	
Total	250	

Community service should be given weight in college admissions decisions

	Frequency	Percent
Disagree Strongly	28	11.4
Disagree Somewhat	63	25.6
Agree Somewhat	116	47.2
Agree Strongly	39	15.9
Total	246	100.0
Missing	4	
Total	250	

A racially/ethnically diverse student body enhances the educational experience of all students

	Frequency	Percent
Disagree Strongly	5	2.0
Disagree Somewhat	9	3.7
Agree Somewhat	86	35.0
Agree Strongly	146	59.3
Total	246	100.0
Missing	4	
Total	250	

Realistically, an individual can do little to bring about changes in society

	Frequency	Percent
Disagree Strongly	94	38.1
Disagree Somewhat	106	42.9
Agree Somewhat	44	17.8
Agree Strongly	3	1.2
Total	247	100.0
Missing	3	
Total	250	

Colleges should be concerned with facilitating undergraduate students' spiritual development

	Frequency	Percent
Disagree Strongly	61	25.0
Disagree Somewhat	82	33.6
Agree Somewhat	85	34.8
Agree Strongly	16	6.6
Total	244	100.0
Missing	6	
Total	250	

Colleges have a responsibility to work with their surrounding communities to address local issues

	Frequency	Percent
Disagree Strongly	6	2.4
Disagree Somewhat	37	15.0
Agree Somewhat	142	57.7
Agree Strongly	61	24.8
Total	246	100.0
Missing	4	
Total	250	

Private funding sources often prevent researchers from being completely objective in the conduct of their work

	Frequency	Percent
Disagree Strongly	27	11.1
Disagree Somewhat	81	33.2
Agree Somewhat	107	43.9
Agree Strongly	29	11.9
Total	244	100.0
Missing	6	
Total	250	

To what extent has managing household responsibilities been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	5	2.0
Not at All	69	27.9
Somewhat	122	49.4
Extensive	51	20.6
Total	247	100.0
Missing	3	
Total	250	

To what extent has child care been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	110	44.5
Not at All	64	25.9
Somewhat	43	17.4
Extensive	30	12.1
Total	247	100.0
Missing	3	
Total	250	

To what extent has care of an elderly parent been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	91	36.8
Not at All	82	33.2
Somewhat	50	20.2
Extensive	24	9.7
Total	247	100.0
Missing	3	
Total	250	

To what extent has your physical health been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	8	3.2
Not at All	118	47.8
Somewhat	94	38.1
Extensive	27	10.9
Total	247	100.0
Missing	3	
Total	250	

To what extent has the health of your spouse/partner been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	45	18.2
Not at All	125	50.6
Somewhat	60	24.3
Extensive	17	6.9
Total	247	100.0
Missing	3	
Total	250	

To what extent has the review/promotion process been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	24	9.8
Not at All	101	41.2
Somewhat	80	32.7
Extensive	40	16.3
Total	245	100.0
Missing	5	
Total	250	

To what extent has subtle discrimination (e.g., prejudice, racism, sexism) been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	16	6.5
Not at All	172	69.9
Somewhat	46	18.7
Extensive	12	4.9
Total	246	100.0
Missing	4	
Total	250	

To what extent has personal fitness been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	4	1.6
Not at All	97	39.3
Somewhat	116	47.0
Extensive	30	12.1
Total	247	100.0
Missing	3	
Total	250	

To what extent has committee work been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	19	7.7
Not at All	89	36.0
Somewhat	116	47.0
Extensive	23	9.3
Total	247	100.0
Missing	3	
Total	250	

To what extent have faculty meetings been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	12	4.9
Not at All	107	43.3
Somewhat	98	39.7
Extensive	30	12.1
Total	247	100.0
Missing	3	
Total	250	

To what extent have colleagues been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	1	0.4
Not at All	90	36.4
Somewhat	115	46.6
Extensive	41	16.6
Total	247	100.0
Missing	3	
Total	250	

To what extent have students been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	2	0.8
Not at All	104	42.3
Somewhat	131	53.3
Extensive	9	3.7
Total	246	100.0
Missing	4	
Total	250	

To what extent have research or publishing demands been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	9	3.6
Not at All	47	19.0
Somewhat	127	51.4
Extensive	64	25.9
Total	247	100.0
Missing	3	
Total	250	

To what extent have institutional procedures and "red tape" been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	3	1.2
Not at All	99	40.1
Somewhat	115	46.6
Extensive	30	12.1
Total	247	100.0
Missing	3	
Total	250	

To what extent has your teaching load been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	3	1.2
Not at All	103	41.7
Somewhat	104	42.1
Extensive	37	15.0
Total	247	100.0
Missing	3	
Total	250	

To what extent have your children's problems been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	94	38.1
Not at All	70	28.3
Somewhat	69	27.9
Extensive	14	5.7
Total	247	100.0
Missing	3	
Total	250	

To what extent has friction with your spouse/partner been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	44	17.8
Not at All	134	54.3
Somewhat	58	23.5
Extensive	11	4.5
Total	247	100.0
Missing	3	
Total	250	

To what extent has lack of personal time been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	4	1.6
Not at All	56	22.9
Somewhat	129	52.7
Extensive	56	22.9
Total	245	100.0
Missing	5	
Total	250	

To what extent has keeping up with information technology been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	5	2.0
Not at All	133	53.8
Somewhat	95	38.5
Extensive	14	5.7
Total	247	100.0
Missing	3	
Total	250	

To what extent has your job security been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	7	2.8
Not at All	157	63.6
Somewhat	52	21.1
Extensive	31	12.6
Total	247	100.0
Missing	3	
Total	250	

To what extent has being part of a dual career couple been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	70	28.3
Not at All	72	29.1
Somewhat	77	31.2
Extensive	28	11.3
Total	247	100.0
Missing	3	
Total	250	

To what extent has working with underprepared students been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	21	8.5
Not at All	144	58.3
Somewhat	73	29.6
Extensive	9	3.6
Total	247	100.0
Missing	3	
Total	250	

To what extent has classroom conflict been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	9	3.7
Not at All	214	87.0
Somewhat	22	8.9
Extensive	1	0.4
Total	246	100.0
Missing	4	
Total	250	

To what extent have self-imposed high expectations been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	3	1.2
Not at All	44	17.8
Somewhat	127	51.4
Extensive	73	29.6
Total	247	100.0
Missing	3	
Total	250	

To what extent has a change in work responsibilities been a source of stress for you during the last two years?

	Frequency	Percent
Not Applicable	21	8.5
Not at All	118	47.8
Somewhat	89	36.0
Extensive	19	7.7
Total	247	100.0
Missing	3	
Total	250	

Indicate the importance to you of becoming an expert in your field

	Frequency	Percent
Not Important	24	9.6
Somewhat Important	67	26.9
Very Important	101	40.6
Essential	57	22.9
Total	249	100.0
Missing	1	
Total	250	

Indicate the importance to you of influencing the political structure

	Frequency	Percent
Not Important	103	41.4
Somewhat Important	105	42.2
Very Important	31	12.4
Essential	10	4.0
Total	249	100.0
Missing	1	
Total	250	

Indicate the importance to you of influencing social values

	Frequency	Percent
Not Important	49	19.8
Somewhat Important	107	43.1
Very Important	69	27.8
Essential	23	9.3
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you of raising a family

	Frequency	Percent
Not Important	49	19.8
Somewhat Important	31	12.5
Very Important	55	22.2
Essential	113	45.6
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you of becoming very well off financially

	Frequency	Percent
Not Important	45	18.1
Somewhat Important	125	50.2
Very Important	64	25.7
Essential	15	6.0
Total	249	100.0
Missing	1	
Total	250	

Indicate the importance to you of helping others who are in difficulty

	Frequency	Percent
Not Important	3	1.2
Somewhat Important	84	33.9
Very Important	116	46.8
Essential	45	18.1
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you of becoming involved in programs to clean up the environment

	Frequency	Percent
Not Important	37	14.9
Somewhat Important	133	53.4
Very Important	56	22.5
Essential	23	9.2
Total	249	100.0
Missing	1	
Total	250	

Indicate the importance to you of developing a meaningful philosophy of life

	Frequency	Percent
Not Important	22	8.9
Somewhat Important	36	14.5
Very Important	106	42.7
Essential	84	33.9
Total	248	100.0
Missing	2	
Total	250	

Indicate the importance to you of helping to promote racial understanding

	Frequency	Percent
Not Important	25	10.0
Somewhat Important	84	33.7
Very Important	92	36.9
Essential	48	19.3
Total	249	100.0
Missing	1	
Total	250	

Indicate the importance to you of obtaining recognition from your colleagues for contributions to your special field

	Frequency	Percent
Not Important	27	10.8
Somewhat Important	94	37.8
Very Important	93	37.3
Essential	35	14.1
Total	249	100.0
Missing	1	
Total	250	

Indicate the importance to you of integrating spirituality into your life

	Frequency	Percent
Not Important	66	26.5
Somewhat Important	70	28.1
Very Important	54	21.7
Essential	59	23.7
Total	249	100.0
Missing	1	
Total	250	

In interactions with undergraduates, how often do you encourage them to ask questions in class?

	Frequency	Percent
Not at all	9	3.8
Occasionally	13	5.4
Frequently	217	90.8
Total	239	100.0
Missing	11	
Total	250	

In interactions with undergraduates, how often do you encourage them to support their opinions with a logical argument?

	Frequency	Percent
Not at all	10	4.2
Occasionally	33	13.9
Frequently	195	81.9
Total	238	100.0
Missing	12	
Total	250	

In interactions with undergraduates, how often do you encourage them to seek solutions to problems and explain them to others?

	Frequency	Percent
Not at all	13	5.5
Occasionally	59	24.9
Frequently	165	69.6
Total	237	100.0
Missing	13	
Total	250	

In interactions with undergraduates, how often do you encourage them to revise their papers to improve their writing?

	Frequency	Percent
Not at all	35	14.8
Occasionally	75	31.8
Frequently	126	53.4
Total	236	100.0
Missing	14	
Total	250	

In interactions with undergraduates, how often do you encourage them to evaluate the quality or reliability of information they receive?

	Frequency	Percent
Not at all	15	6.4
Occasionally	62	26.3
Frequently	159	67.4
Total	236	100.0
Missing	14	
Total	250	

In interactions with undergraduates, how often do you encourage them to take risks for potential gains?

	Frequency	Percent
Not at all	45	19.3
Occasionally	105	45.1
Frequently	83	35.6
Total	233	100.0
Missing	17	
Total	250	

In interactions with undergraduates, how often do you encourage them to seek alternative solutions to a problem?

	Frequency	Percent
Not at all	21	8.9
Occasionally	72	30.5
Frequently	143	60.6
Total	236	100.0
Missing	14	
Total	250	

In interactions with undergraduates, how often do you encourage them to look up scientific research articles and resources?

	Frequency	Percent
Not at all	51	21.5
Occasionally	68	28.7
Frequently	118	49.8
Total	237	100.0
Missing	13	
Total	250	

In interactions with undergraduates, how often do you encourage them to explore topics on their own, even though it was not required for a class?

	Frequency	Percent
Not at all	18	7.6
Occasionally	111	46.8
Frequently	108	45.6
Total	237	100.0
Missing	13	
Total	250	

In interactions with undergraduates, how often do you encourage them to acknowledge failure as a necessary part of the learning process?

	Frequency	Percent
Not at all	24	10.1
Occasionally	97	40.9
Frequently	116	48.9
Total	237	100.0
Missing	13	
Total	250	

In interactions with undergraduates, how often do you encourage them to seek feedback on their academic work?

	Frequency	Percent
Not at all	13	5.5
Occasionally	59	24.9
Frequently	165	69.6
Total	237	100.0
Missing	13	
Total	250	

In how many of the courses you teach do you use multiple-choice exams?

	Frequency	Percent
None	126	50.8
Some	69	27.8
Most	27	10.9
All	26	10.5
Total	248	100.0
Missing	2	
Total	250	

In how many of the courses you teach do you use essay exams?

	Frequency	Percent
None	47	19.0
Some	61	24.6
Most	68	27.4
All	72	29.0
Total	248	100.0
Missing	2	
Total	250	

In how many of the courses you teach do you use short-answer exams?

	Frequency	Percent
None	41	16.7
Some	73	29.7
Most	68	27.6
All	64	26.0
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use quizzes?

	Frequency	Percent
None	96	38.9
Some	73	29.6
Most	44	17.8
All	34	13.8
Total	247	100.0
Missing	3	
Total	250	

In how many of the courses you teach do you use weekly essay assignments?

	Frequency	Percent
None	121	49.2
Some	92	37.4
Most	21	8.5
All	12	4.9
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use student presentations?

	Frequency	Percent
None	31	12.6
Some	113	45.9
Most	48	19.5
All	54	22.0
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use term/research papers?

	Frequency	Percent
None	46	18.5
Some	89	35.9
Most	62	25.0
All	51	20.6
Total	248	100.0
Missing	2	
Total	250	

In how many of the courses you teach do you use student evaluations of each others' work?

	Frequency	Percent
None	126	51.4
Some	80	32.7
Most	20	8.2
All	19	7.8
Total	245	100.0
Missing	5	
Total	250	

In how many of the courses you teach do you use grading on a curve?

	Frequency	Percent
None	145	58.5
Some	42	16.9
Most	22	8.9
All	39	15.7
Total	248	100.0
Missing	2	
Total	250	

In how many of the courses you teach do you use competency-based grading?

	Frequency	Percent
None	88	36.2
Some	48	19.8
Most	44	18.1
All	63	25.9
Total	243	100.0
Missing	7	
Total	250	

In how many of the courses you teach do you use class discussions?

	Frequency	Percent
None	4	1.6
Some	41	16.6
Most	36	14.6
All	166	67.2
Total	247	100.0
Missing	3	
Total	250	

In how many of the courses you teach do you use cooperative learning (small groups)?

	Frequency	Percent
None	35	14.2
Some	77	31.3
Most	40	16.3
All	94	38.2
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use experiential learning/Field studies?

	Frequency	Percent
None	111	45.1
Some	76	30.9
Most	26	10.6
All	33	13.4
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use teaching assistants?

	Frequency	Percent
None	174	70.7
Some	53	21.5
Most	11	4.5
All	8	3.3
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use recitals/demonstrations?

	Frequency	Percent
None	153	62.2
Some	48	19.5
Most	25	10.2
All	20	8.1
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use group projects?

	Frequency	Percent
None	65	26.5
Some	104	42.4
Most	41	16.7
All	35	14.3
Total	245	100.0
Missing	5	
Total	250	

In how many of the courses you teach do you use extensive lecturing?

	Frequency	Percent
None	55	22.4
Some	84	34.3
Most	65	26.5
All	41	16.7
Total	245	100.0
Missing	5	
Total	250	

In how many of the courses you teach do you use multiple drafts of written work?

	Frequency	Percent
None	92	37.6
Some	98	40.0
Most	37	15.1
All	18	7.3
Total	245	100.0
Missing	5	
Total	250	

In how many of the courses you teach do you use readings on racial and ethnic issues?

	Frequency	Percent
None	118	48.0
Some	68	27.6
Most	32	13.0
All	28	11.4
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use readings on women and gender issues?

	Frequency	Percent
None	126	51.2
Some	61	24.8
Most	32	13.0
All	27	11.0
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use student-developed activities (assignments, exams, etc.)

	Frequency	Percent
None	127	51.6
Some	57	23.2
Most	27	11.0
All	35	14.2
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use student-selected topics for course content?

	Frequency	Percent
None	100	40.7
Some	105	42.7
Most	25	10.2
All	16	6.5
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use reflective writing/journaling?

	Frequency	Percent
None	132	53.7
Some	80	32.5
Most	19	7.7
All	15	6.1
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use community service as part of coursework?

	Frequency	Percent
None	193	78.5
Some	42	17.1
Most	9	3.7
All	2	0.8
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use electronic quizzes with immediate feedback in class?

	Frequency	Percent
None	210	85.4
Some	26	10.6
Most	8	3.3
All	2	0.8
Total	246	100.0
Missing	4	
Total	250	

In how many of the courses you teach do you use real-life problems?

	Frequency	Percent
None	54	22.0
Some	88	35.9
Most	51	20.8
All	52	21.2
Total	245	100.0
Missing	5	
Total	250	

In how many of the courses you teach do you use student inquiry to drive learning?

	Frequency	Percent
None	48	19.6
Some	98	40.0
Most	56	22.9
All	43	17.6
Total	245	100.0
Missing	5	
Total	250	

Your base institutional salary, rounded to the nearest \$1000 (e.g., \$56,000).

	Frequency	Percent
Less than \$20,000	3	1.2
\$20,000 to \$29,999	0	0.0
\$30,000 to \$39,999	9	3.7
\$40,000 to \$49,999	20	8.3
\$50,000 to \$59,999	38	15.8
\$60,000 to \$69,999	31	12.9
\$70,000 to \$79,999	20	8.3
\$80,000 to \$89,999	22	9.1
\$90,000 to \$99,999	21	8.7
\$100,000 to \$124,999	41	17.0
\$125,000 to \$149,999	26	10.8
\$150,000 or more	10	4.1
Total	241	100.0
Missing	9	
Total	250	

Your base institutional salary reported above is based on: (Mark ONE)

	Frequency	Percent
9/10 months	171	69.5
11/12 months	75	30.5
Total	246	100.0
Missing	4	
Total	250	

What percentage of your current year's salary comes from income from this institution?

	Frequency	Percent
All	172	69.6
75 to 99	65	26.3
50 to 74	9	3.6
25 to 49	0	0.0
1 to 24	1	0.4
Total	247	100.0
Missing	3	
Total	250	

What percentage of your current year's salary comes from other academic income?

	Frequency	Percent
All	0	0.0
75 to 99	0	0.0
50 to 74	0	0.0
25 to 49	2	0.9
1 to 24	38	17.0
None	184	82.1
Total	224	100.0
Missing	26	
Total	250	

What percentage of your current year's salary comes from non-academic income?

	Frequency	Percent
All	0	0.0
75 to 99	1	0.4
50 to 74	1	0.4
25 to 49	7	3.1
1 to 24	35	15.7
None	179	80.3
Total	223	100.0
Missing	27	
Total	250	

Year of birth

	Frequency	Percent
Before 1940	12	4.8
1941 to 1945	19	7.7
1946 to 1950	45	18.1
1951 to 1955	32	12.9
1956 to 1960	30	12.1
1961 to 1965	37	14.9
1966 to 1970	29	11.7
1971 to 1975	34	13.7
1976 to 1980	10	4.0
Total	248	100.0
Missing	2	
Total	250	

Year of highest degree now held

	Frequency	Percent
Before 1970	20	8.1
1971 to 1975	21	8.5
1976 to 1980	22	8.9
1981 to 1985	28	11.3
1986 to 1990	28	11.3
1991 to 1995	41	16.6
1996 to 2000	36	14.6
2001 to 2005	32	13.0
2006 to 2007	19	7.7
Total	247	100.0
Missing	3	
Total	250	

Year of appointment at present institution

	Frequency	Percent
Before 1970	11	4.5
1971 to 1975	9	3.6
1976 to 1980	15	6.1
1981 to 1985	16	6.5
1986 to 1990	34	13.8
1991 to 1995	28	11.3
1996 to 2000	48	19.4
2001 to 2005	52	21.1
2006 to 2007	34	13.8
Total	247	100.0
Missing	3	
Total	250	

If tenured, year tenure was awarded

	Frequency	Percent
Before 1970	2	1.3
1971 to 1975	7	4.5
1976 to 1980	12	7.8
1981 to 1985	14	9.1
1986 to 1990	20	13.0
1991 to 1995	28	18.2
1996 to 2000	22	14.3
2001 to 2005	34	22.1
2006 to 2007	15	9.7
Total	154	100.0
Missing	96	
Total	250	

What is the major of the highest degree you hold?

	Frequency	Percent
Bacteriology, Molecular Biology	1	0.4
Biochemistry	3	1.2
Botany	1	0.4
Marine (life) Science	1	0.4
Physiology, Anatomy	4	1.6
Zoology	6	2.4
General, Other Biological Sciences	3	1.2
Accounting	4	1.6
Finance	5	2.0
Management	9	3.6
Marketing	3	1.2
General, Other Business	4	1.6
Educational Psychology/Counseling	1	0.4
Higher Education	1	0.4
Physical or Health Education	4	1.6
Secondary Education	2	0.8
General, Other Education Fields	3	1.2
Chemical Engineering	1	0.4
General, Other Engineering Fields	1	0.4
General, Other Health Fields	2	0.8
History	10	4.0
Political Science, Government	3	1.2
English Language & Literature	14	5.6
Foreign Languages & Literature	11	4.4
French	5	2.0
German	3	1.2
Spanish	6	2.4
Other Foreign Languages	4	1.6
Linguistics	3	1.2
Philosophy	3	1.2
Religion or Theology	10	4.0
Architecture/Urban Planning	1	0.4
Art	8	3.2
Dramatics or Speech	5	2.0
Music	7	2.8
Other Fine Arts	3	1.2
Mathematics and/or Statistics	13	5.2
Chemistry	10	4.0
Physics	9	3.6
Anthropology	3	1.2
Counseling and Guidance	3	1.2
Experimental Psychology	5	2.0
Social Psychology	4	1.6
General, Other Psychology	2	0.8
Economics	8	3.2
Sociology	8	3.2
General, Other Social Sciences	3	1.2
Computer Science	6	2.4
Communications	4	1.6
Law	15	6.0
All Other Fields	1	0.4
Total	249	100.0
Missing	1	
Total	250	

What is the department of your current faculty appointment?

	Frequency	Percent
Zoology	2	0.8
General, Other Biological Sciences	16	6.4
Accounting	4	1.6
Finance	4	1.6
Management	14	5.6
Marketing	4	1.6
General, Other Business	3	1.2
Educational Psychology/Counseling	1	0.4
Elementary Education	1	0.4
Physical or Health Education	4	1.6
Secondary Education	3	1.2
General, Other Education Fields	1	0.4
General, Other Health Fields	2	0.8
History	9	3.6
Political Science, Government	4	1.6
English Language & Literature	13	5.2
Foreign Languages & Literature	19	7.6
German	3	1.2
Spanish	6	2.4
Other Foreign Languages	5	2.0
Philosophy	3	1.2
Religion or Theology	11	4.4
Art	8	3.2
Dramatics or Speech	5	2.0
Music	7	2.8
Other Fine Arts	3	1.2
Mathematics and/or Statistics	11	4.4
Chemistry	8	3.2
Physics	11	4.4
Anthropology	3	1.2
Counseling and Guidance	4	1.6
Experimental Psychology	2	0.8
Social Psychology	2	0.8
General, Other Psychology	6	2.4
Economics	7	2.8
Sociology	6	2.4
General, Other Social Sciences	4	1.6
Computer Science	9	3.6
Communications	4	1.6
Law	16	6.4
All Other Fields	1	0.4
Total	249	100.0
Missing	1	
Total	250	

How many children do you have under 18 years old?

	Frequency	Percent
0	156	62.9
1	42	16.9
2	41	16.5
3	6	2.4
4+	3	1.2
Total	248	100.0
Missing	2	
Total	250	

How many children do you have 18 years or older?

	Frequency	Percent
0	159	64.6
1	27	11.0
2	48	19.5
3	9	3.7
4+	3	1.2
Total	246	100.0
Missing	4	
Total	250	

How would you characterize your political views? (Mark ONE)

	Frequency	Percent
Far right	2	0.8
Conservative	35	14.2
Middle-of-the-road	69	27.9
Liberal	126	51.0
Far left	15	6.1
Total	247	100.0
Missing	3	
Total	250	

Are you currently (Mark ONE)

	Frequency	Percent
Single	35	14.1
Married	182	73.1
Unmarried, living with partner	11	4.4
Divorced	16	6.4
Widowed	1	0.4
Separated	4	1.6
Total	249	100.0
Missing	1	
Total	250	

Your sex: (Mark ONE)

	Frequency	Percent
Male	159	63.9
Female	90	36.1
Total	249	100.0
Missing	1	
Total	250	

Is English your native language? (Mark ONE)

	Frequency	Percent
No	28	11.2
Yes	221	88.8
Total	249	100.0
Missing	1	
Total	250	

Race/Ethnicity

	Frequency	Percent
White Caucasian	216	86.4
African American/Black	11	4.4
American Indian/Alaska Native	1	0.4
Asian American/Asian	5	2.0
Mexican American/Chicano	1	0.4
Other Latino	11	4.4
Other	10	4.0
Total	250	100.0

Wake Forest University - Additional Questions

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

	Frequency	Percent
Babcock	19	7.6
Calloway	13	5.2
College	196	78.4
Divinity	6	2.4
Law	16	6.4
Total	250	100.0

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

	Frequency	Percent
Not at all	112	44.8
Somewhat	89	35.6
Often	23	9.2
Very often	23	9.2
No basis for judgment	3	1.2
Total	250	100.0

How often do you engage in mentoring students?

	Frequency	Percent
Not at all	3	1.2
Somewhat	63	25.2
Often	72	28.8
Very often	108	43.2
No basis for judgment	4	1.6
Total	250	100.0

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

	Frequency	Percent
Not at all	3	1.2
Somewhat	94	38.7
Significant	100	41.2
Very significant	37	15.2
No basis for judgment	9	3.7
Total	243	100.0
Missing	7	
Total	250	

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

	Frequency	Percent
Not at all	8	3.2
Somewhat	111	44.8
Significant	94	37.9
Very significant	29	11.7
No basis for judgment	6	2.4
Total	248	100.0
Missing	2	
Total	250	

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

	Frequency	Percent
Not at all	27	10.9
Somewhat	68	27.4
Significant	25	10.1
Very significant	10	4.0
No basis for judgment	118	47.6
Total	248	100.0
Missing	2	
Total	250	

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

	Frequency	Percent
Not at all	9	3.6
Somewhat	107	43.3
Significant	81	32.8
Very significant	32	13.0
No basis for judgment	18	7.3
Total	247	100.0
Missing	3	
Total	250	

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

	Frequency	Percent
Not at all	31	12.5
Somewhat	138	55.6
Significant	46	18.5
Very significant	19	7.7
No basis for judgment	14	5.6
Total	248	100.0
Missing	2	
Total	250	

How strong is the academic quality of admitted students?

	Frequency	Percent
Not at all	1	0.4
Somewhat	24	9.7
Strong	124	50.0
Very strong	97	39.1
No basis for judgment	2	0.8
Total	248	100.0
Missing	2	
Total	250	

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

	Frequency	Percent
Not at all	1	0.4
Somewhat	53	21.5
Significant	101	41.1
Very significant	46	18.7
No basis for judgment	45	18.3
Total	246	100.0
Missing	4	
Total	250	

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

	Frequency	Percent
Not at all	27	11.0
Somewhat	84	34.1
Significant	43	17.5
Very significant	11	4.5
No basis for judgment	81	32.9
Total	246	100.0
Missing	4	
Total	250	

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

	Frequency	Percent
Not at all	46	18.5
Somewhat	134	54.0
Significant	42	16.9
Very significant	24	9.7
No basis for judgment	2	0.8
Total	248	100.0
Missing	2	
Total	250	

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

	Frequency	Percent
Not at all	18	7.3
Somewhat	55	22.4
Significant	30	12.2
Very significant	5	2.0
No basis for judgment	138	56.1
Total	246	100.0
Missing	4	
Total	250	

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

	Frequency	Percent
Not at all well	22	9.1
Somewhat	94	38.7
Well	68	28.0
Very well	26	10.7
No basis for judgment	33	13.6
Total	243	100.0
Missing	7	
Total	250	

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

	Frequency	Percent
Not at all well	2	0.8
Somewhat	26	10.5
Well	89	36.0
Very well	116	47.0
No basis for judgment	14	5.7
Total	247	100.0
Missing	3	
Total	250	

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

	Frequency	Percent
Somewhat	29	11.8
Well	115	46.9
Very well	81	33.1
No basis for judgment	20	8.2
Total	245	100.0
Missing	5	
Total	250	

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

	Frequency	Percent
Not at all well	4	1.6
Somewhat	39	15.9
Well	118	48.2
Very well	82	33.5
No basis for judgment	2	0.8
Total	245	100.0
Missing	5	
Total	250	

How often do you use computers in teaching any aspect of your classes?

	Frequency	Percent
Never	5	2.0
Rarely	17	6.9
Sometimes	42	16.9
Often	102	41.1
Always	82	33.1
Total	248	100.0
Missing	2	
Total	250	

Which of the following statements most nearly characterizes your perception of the amount of time that you spend on scholarly activities?

	Frequency	Percent
The amount of time that I currently spend on scholarly activities is appropriate	138	56.1
As a faculty member at Wake Forest, I should be spending more time on scholarly activities than I currently am spending.	90	36.6
As a faculty member at Wake Forest, I should be spending less time on scholarly activities than I currently am spending.	18	7.3
Total	246	100.0
Missing	4	
Total	250	

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

	Frequency	Percent
Not at all	33	13.4
Somewhat	115	46.7
Significant	56	22.8
Very significant	23	9.3
No basis for judgment	19	7.7
Total	246	100.0
Missing	4	
Total	250	

II. WFU Undergraduate Faculty Compared with All Participating Private Universities

All Participating Private Universities include the following institutions:

Adelphi University	NY	Marquette University	WI
American University	DC	Massachusetts Inst of Technology	MA
Biola University	CA	Rensselaer Polytechnic Institute	NY
Boston College	MA	Rice University	TX
Brigham Young University	UT	Saint John's University-Queens	NY
Catholic University of America	DC	Santa Clara University	CA
Creighton University	NE	Seton Hall University	NJ
Drake University	IA	Southern Methodist University	TX
Duquesne University	PA	Syracuse University	NY
La Sierra University	CA	Tufts University	MA
Loyola University of Chicago	IL	Villanova University	PA
Loyola University-New Orleans	LA	Wake Forest University	NC

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Number of Respondents	195	62.1	37.9	100.0	66.1	33.9	100.0
What is your principal activity in your current position at this institution?	194						
Administration		1.7	6.8	3.6	8.3	6.3	7.6
Teaching		90.1	86.3	88.7	79.0	83.3	80.4
Research		7.4	6.8	7.2	11.1	8.5	10.2
Services to clients and patients		0.0	0.0	0.0	0.8	1.5	1.0
Other		0.8	0.0	0.5	0.9	0.5	0.7
What is your present academic rank?	194						
Professor		39.2	21.6	32.5	46.1	22.2	38.0
Associate Professor		27.5	39.2	32.0	23.1	25.0	23.8
Assistant Professor		24.2	23.0	23.7	18.8	28.4	22.0
Lecturer		7.5	12.2	9.3	6.3	10.8	7.8
Instructor		1.7	4.1	2.6	5.8	13.5	8.4
What is your tenure status at this institution?	195						
Tenured		64.5	58.1	62.1	65.8	45.1	58.8
On tenure track, but not tenured		16.5	18.9	17.4	15.9	22.2	18.1
Not on tenure track, but institution has tenure system		19.0	23.0	20.5	17.7	32.1	22.6
Institution has no tenure system		0.0	0.0	0.0	0.6	0.6	0.6
Are you currently serving in an administrative position as: [1]	195						
Department Chair		9.1	8.1	8.7	10.1	6.2	8.8
Dean (Associate or Assistant)		0.8	1.4	1.0	2.5	1.4	2.1
President		0.0	0.0	0.0	0.0	0.1	0.0
Vice-President		0.0	0.0	0.0	0.0	0.0	0.0
Provost		0.0	0.0	0.0	0.0	0.0	0.0
Other		13.2	12.2	12.8	16.0	18.5	16.9
Not Applicable		63.6	70.3	66.2	62.2	66.6	63.7
My primary place of employment in the last year was: [2]	194						
In higher education:							
at this institution		92.5	95.9	93.8	94.5	92.6	93.9
at a different institution		5.0	2.7	4.1	2.6	3.3	2.8
at more than one institution		0.8	1.4	1.0	1.5	2.3	1.8
Not in higher education		0.0	0.0	0.0	0.8	1.1	0.9
Not employed		1.7	0.0	1.0	0.5	0.7	0.6
Noted as being personally "very important" or "essential": [2]							
Research	195	82.6	78.4	81.0	83.0	75.4	80.4
Teaching	195	98.3	100.0	99.0	97.2	97.4	97.3
Service	195	49.6	67.6	56.4	65.5	71.5	67.5

[1] Response options changed from earlier Faculty Surveys.

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Highest degree earned	195						
Bachelor's (B.A., B.S., etc.)		0.0	1.4	0.5	1.4	1.2	1.4
Master's (M.A., M.S., M.F.A, M.B.A, etc.)		7.4	14.9	10.3	11.4	23.6	15.5
LL.B., J.D.		0.0	0.0	0.0	0.8	1.7	1.1
M.D., D.D.S. (or equivalent)		0.0	0.0	0.0	0.8	0.6	0.7
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.8	0.0	0.5	0.3	0.5	0.3
Ed.D.		0.0	2.7	1.0	1.5	2.7	1.9
Ph.D.		90.1	79.7	86.2	82.3	67.3	77.2
Other degree		1.7	1.4	1.5	1.2	2.2	1.5
None		0.0	0.0	0.0	0.3	0.2	0.2
Degree currently working on	174						
Bachelor's (B.A., B.S., etc.)		0.0	0.0	0.0	0.1	0.0	0.1
Master's (M.A., M.S., M.F.A, M.B.A, etc.)		0.0	0.0	0.0	1.1	1.2	1.1
LL.B., J.D.		0.0	0.0	0.0	0.1	0.2	0.1
M.D., D.D.S. (or equivalent)		0.0	0.0	0.0	0.0	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)		0.0	0.0	0.0	0.1	0.0	0.0
Ed.D.		0.0	0.0	0.0	0.2	1.5	0.6
Ph.D.		0.0	3.2	1.1	3.0	6.3	4.1
Other degree		0.0	0.0	0.0	0.4	0.9	0.6
None		100.0	96.8	98.9	95.0	89.9	93.3
During the past two years, have you engaged in any of the following activities?							
Taught an honors course	195	20.7	13.5	17.9	24.1	20.9	23.0
Taught an interdisciplinary course	195	38.8	47.3	42.1	40.8	40.0	40.5
Taught an ethnic studies course	195	7.4	13.5	9.7	6.7	10.3	7.9
Taught a women's studies course	195	4.1	16.2	8.7	3.4	16.7	7.9
Team-taught a course	195	28.9	29.7	29.2	31.1	37.3	33.2
Taught a service learning course	194	7.5	13.5	9.8	14.0	20.8	16.3
Placed or collected assignments on the Internet	195	71.1	79.7	74.4	75.1	80.4	76.9
Taught a course exclusively on the Internet	195	1.7	0.0	1.0	8.5	8.9	8.7
Participated in a teaching enhancement workshop	195	35.5	52.7	42.1	44.5	61.4	50.3
Advised student groups involved in service/volunteer work	195	30.6	33.8	31.8	37.9	41.9	39.3
Collaborated with the local community in research/teaching	195	39.7	29.7	35.9	37.8	45.6	40.5
Developed a new course	195	57.9	79.7	66.2	63.7	70.7	66.1
Conducted research/writing focused on:							
International/global issues	195	34.7	36.5	35.4	34.7	36.0	35.1
Racial or ethnic minorities	195	17.4	33.8	23.6	17.3	30.1	21.6
Women and gender issues	195	11.6	43.2	23.6	13.7	36.4	21.4
Taught a seminar for first-year students	194	33.3	44.6	37.6	26.1	26.9	26.4
Engaged undergraduates on <u>your</u> research project [2]	195	52.9	41.9	48.7	51.8	41.0	48.1
Worked with undergraduates on a research project	195	64.5	54.1	60.5	62.1	54.8	59.6

[2] This question asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Scheduled teaching (actual, not credit hours)	195						
None		0.0	0.0	0.0	0.6	0.9	0.7
1 to 4		17.4	17.6	17.4	19.2	16.5	18.3
5 to 8		52.1	39.2	47.2	43.4	43.7	43.5
9 to 12		23.1	36.5	28.2	27.3	26.8	27.2
13 to 16		5.8	4.1	5.1	5.3	6.7	5.8
17 to 20		0.8	2.7	1.5	3.3	2.6	3.1
21 to 34		0.8	0.0	0.5	0.7	2.0	1.1
35 to 44		0.0	0.0	0.0	0.2	0.4	0.3
45 +		0.0	0.0	0.0	0.1	0.2	0.1
Preparing for teaching (including reading student papers and grading)	195						
None		0.0	0.0	0.0	0.3	0.7	0.4
1 to 4		11.6	9.5	10.8	15.4	9.7	13.5
5 to 8		25.6	29.7	27.2	28.6	24.3	27.1
9 to 12		27.3	25.7	26.7	25.4	25.0	25.3
13 to 16		19.8	12.2	16.9	14.5	15.3	14.8
17 to 20		8.3	13.5	10.3	8.6	12.0	9.8
21 to 34		6.6	4.1	5.6	5.9	9.6	7.1
35 to 44		0.8	4.1	2.1	0.9	2.9	1.6
45 +		0.0	1.4	0.5	0.4	0.6	0.5
Advising and counseling of students	194						
None		1.7	5.5	3.1	3.1	2.3	2.9
1 to 4		73.6	63.0	69.6	60.2	56.6	59.0
5 to 8		13.2	28.8	19.1	26.4	29.2	27.3
9 to 12		9.1	1.4	6.2	7.2	7.9	7.4
13 to 16		1.7	1.4	1.5	2.1	2.2	2.1
17 to 20		0.8	0.0	0.5	0.6	1.4	0.9
21 to 34		0.0	0.0	0.0	0.2	0.2	0.2
35 to 44		0.0	0.0	0.0	0.2	0.1	0.2
45 +		0.0	0.0	0.0	0.1	0.1	0.1
Committee work and meetings	195						
None		9.1	4.1	7.2	7.2	4.7	6.4
1 to 4		60.3	64.9	62.1	59.8	57.8	59.1
5 to 8		25.6	24.3	25.1	23.0	24.4	23.5
9 to 12		4.1	5.4	4.6	6.4	8.9	7.3
13 to 16		0.0	1.4	0.5	2.0	2.4	2.2
17 to 20		0.8	0.0	0.5	1.0	0.7	0.9
21 to 34		0.0	0.0	0.0	0.4	0.7	0.5
35 to 44		0.0	0.0	0.0	0.1	0.3	0.1
45 +		0.0	0.0	0.0	0.0	0.0	0.0
Other administration	195						
None		37.2	31.1	34.9	33.0	26.8	30.9
1 to 4		33.1	41.9	36.4	38.3	43.1	39.9
5 to 8		14.0	9.5	12.3	12.6	14.3	13.1
9 to 12		9.1	9.5	9.2	6.8	7.8	7.2
13 to 16		3.3	1.4	2.6	2.6	2.6	2.6
17 to 20		0.8	2.7	1.5	3.3	3.6	3.4
21 to 34		2.5	4.1	3.1	2.6	1.5	2.2
35 to 44		0.0	0.0	0.0	0.4	0.3	0.4
45 +		0.0	0.0	0.0	0.4	0.1	0.3

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Research and scholarly writing							
	195						
None		9.9	12.2	10.8	8.9	15.9	11.3
1 to 4		13.2	24.3	17.4	22.4	27.7	24.2
5 to 8		19.8	23.0	21.0	19.0	21.3	19.8
9 to 12		20.7	23.0	21.5	17.0	14.3	16.1
13 to 16		14.9	4.1	10.8	9.1	7.1	8.4
17 to 20		9.9	4.1	7.7	10.1	7.0	9.0
21 to 34		8.3	6.8	7.7	8.5	3.9	7.0
35 to 44		1.7	0.0	1.0	3.4	1.6	2.8
45 +		1.7	2.7	2.1	1.7	1.2	1.5
Other creative products/performances							
	194						
None		56.2	61.6	58.2	53.0	53.1	53.0
1 to 4		24.0	21.9	23.2	26.5	28.4	27.1
5 to 8		10.7	8.2	9.8	9.7	10.0	9.8
9 to 12		2.5	1.4	2.1	4.3	4.4	4.3
13 to 16		1.7	5.5	3.1	1.6	1.9	1.7
17 to 20		3.3	0.0	2.1	2.9	0.8	2.1
21 to 34		0.8	0.0	0.5	1.0	0.8	0.9
35 to 44		0.0	1.4	0.5	0.5	0.6	0.5
45 +		0.8	0.0	0.5	0.5	0.2	0.4
Consultation with clients/patients							
	195						
None		90.1	93.2	91.3	83.9	79.8	82.5
1 to 4		7.4	4.1	6.2	10.4	11.1	10.6
5 to 8		1.7	2.7	2.1	3.3	4.3	3.6
9 to 12		0.8	0.0	0.5	1.2	2.2	1.6
13 to 16		0.0	0.0	0.0	0.2	0.9	0.4
17 to 20		0.0	0.0	0.0	0.6	0.7	0.6
21 to 34		0.0	0.0	0.0	0.4	0.6	0.5
35 to 44		0.0	0.0	0.0	0.0	0.0	0.0
45 +		0.0	0.0	0.0	0.1	0.2	0.1
Community or public service							
	195						
None		53.7	48.6	51.8	43.1	36.4	40.8
1 to 4		38.8	43.2	40.5	39.2	47.2	41.9
5 to 8		5.0	5.4	5.1	12.4	10.8	11.8
9 to 12		2.5	2.7	2.6	3.1	3.4	3.2
13 to 16		0.0	0.0	0.0	1.3	1.3	1.3
17 to 20		0.0	0.0	0.0	0.7	0.9	0.7
21 to 34		0.0	0.0	0.0	0.2	0.0	0.2
35 to 44		0.0	0.0	0.0	0.0	0.0	0.0
45 +		0.0	0.0	0.0	0.0	0.0	0.0
Outside consulting/freelance work							
	195						
None		72.7	82.4	76.4	65.7	67.2	66.2
1 to 4		19.0	12.2	16.4	24.6	24.6	24.6
5 to 8		5.8	4.1	5.1	6.3	5.2	5.9
9 to 12		0.0	0.0	0.0	1.3	1.6	1.4
13 to 16		0.8	0.0	0.5	0.9	0.5	0.8
17 to 20		0.8	0.0	0.5	0.7	0.6	0.7
21 to 34		0.8	0.0	0.5	0.2	0.0	0.1
35 to 44		0.0	1.4	0.5	0.3	0.2	0.3
45 +		0.0	0.0	0.0	0.1	0.0	0.0

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
DURING THE PRESENT TERM, HOW MANY HOURS PER WEEK ON AVERAGE DO YOU ACTUALLY SPEND ON:							
Household/childcare duties	195						
None		20.7	10.8	16.9	16.7	4.9	12.7
1 to 4		16.5	17.6	16.9	19.3	15.9	18.1
5 to 8		22.3	27.0	24.1	25.4	21.4	24.1
9 to 12		18.2	10.8	15.4	16.8	16.0	16.6
13 to 16		7.4	12.2	9.2	7.5	9.7	8.3
17 to 20		5.0	5.4	5.1	7.2	10.1	8.2
21 to 34		5.8	6.8	6.2	3.6	8.6	5.3
35 to 44		3.3	4.1	3.6	1.7	5.4	3.0
45 +		0.8	5.4	2.6	1.8	7.8	3.9
Communicating via email	194						
None		0.0	0.0	0.0	0.5	0.1	0.4
1 to 4		35.0	25.7	31.4	33.5	19.4	28.7
5 to 8		41.7	40.5	41.2	40.0	39.4	39.8
9 to 12		15.8	14.9	15.5	16.2	21.5	18.0
13 to 16		5.8	16.2	9.8	5.3	10.8	7.2
17 to 20		1.7	2.7	2.1	3.3	5.9	4.2
21 to 34		0.0	0.0	0.0	0.9	2.0	1.3
35 to 44		0.0	0.0	0.0	0.1	0.4	0.2
45 +		0.0	0.0	0.0	0.3	0.4	0.3
Commuting to campus [2]	193						
None		7.5	12.3	9.3	4.5	3.1	4.0
1 to 4		77.5	80.8	78.8	56.6	55.1	56.1
5 to 8		10.8	4.1	8.3	26.8	26.6	26.8
9 to 12		4.2	2.7	3.6	9.8	12.3	10.7
13 to 16		0.0	0.0	0.0	1.5	1.8	1.6
17 to 20		0.0	0.0	0.0	0.5	0.9	0.6
21 to 34		0.0	0.0	0.0	0.2	0.1	0.2
35 to 44		0.0	0.0	0.0	0.0	0.1	0.0
45 +		0.0	0.0	0.0	0.0	0.1	0.0
Other employment, outside of academia [2]	195						
None		92.6	90.5	91.8	88.4	86.4	87.7
1 to 4		2.5	4.1	3.1	6.2	6.7	6.3
5 to 8		2.5	2.7	2.6	1.9	3.4	2.4
9 to 12		0.0	1.4	0.5	1.1	1.6	1.3
13 to 16		0.8	0.0	0.5	0.9	0.7	0.8
17 to 20		1.7	0.0	1.0	0.7	0.5	0.6
21 to 34		0.0	0.0	0.0	0.3	0.4	0.3
35 to 44		0.0	1.4	0.5	0.4	0.2	0.3
45 +		0.0	0.0	0.0	0.1	0.0	0.1

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Including all institutions at which you teach, how many undergraduate courses are you teaching this term? [2]	195						
None		0.0	0.0	0.0	0.0	0.0	0.0
One		22.3	16.2	20.0	30.3	27.8	29.4
Two		40.5	43.2	41.5	34.6	34.5	34.5
Three		30.6	31.1	30.8	23.9	27.7	25.2
Four		3.3	6.8	4.6	8.2	6.5	7.6
Five		1.7	0.0	1.0	1.5	2.1	1.7
Six or more		1.7	2.7	2.1	1.6	1.5	1.5
FOR UP TO FOUR OF THE UNDERGRADUATE COURSES MENTIONED ABOVE, HOW MANY STUDENTS ARE ENROLLED IN: [2]							
Course #1	193						
10 or fewer		11.8	14.9	13.0	10.5	10.1	10.3
11 to 20		38.7	35.1	37.3	26.8	31.4	28.4
21 to 30		18.5	36.5	25.4	23.1	26.5	24.3
31 to 50		24.4	12.2	19.7	23.5	18.1	21.7
51 to 100		4.2	1.4	3.1	9.3	9.5	9.4
More than 100		2.5	0.0	1.6	6.9	4.4	6.0
Course #2	153						
10 or fewer		25.3	21.0	23.5	15.9	15.9	15.9
11 to 20		34.1	38.7	35.9	31.3	33.2	31.9
21 to 30		16.5	25.8	20.3	22.7	24.0	23.2
31 to 50		19.8	11.3	16.3	20.7	19.3	20.2
51 to 100		3.3	3.2	3.3	6.8	5.8	6.5
More than 100		1.1	0.0	0.7	2.6	1.8	2.3
Course #3	74						
10 or fewer		29.5	40.0	33.8	22.4	21.2	22.0
11 to 20		27.3	26.7	27.0	30.9	32.9	31.7
21 to 30		15.9	26.7	20.3	22.2	25.9	23.5
31 to 50		27.3	3.3	17.6	18.2	13.7	16.6
51 to 100		0.0	3.3	1.4	4.4	5.7	4.9
More than 100		0.0	0.0	0.0	1.9	0.6	1.5
Course #4	14						
10 or fewer		71.4	28.6	50.0	29.4	23.7	27.6
11 to 20		14.3	42.9	28.6	28.2	27.6	28.0
21 to 30		0.0	14.3	7.1	16.1	31.4	21.0
31 to 50		14.3	0.0	7.1	14.8	13.2	14.3
51 to 100		0.0	14.3	7.1	8.9	3.4	7.2
More than 100		0.0	0.0	0.0	2.6	0.7	2.0

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING COURSES ARE YOU TEACHING THIS ACADEMIC YEAR?							
General education courses	194						
None		65.3	53.4	60.8	61.1	59.9	60.7
One		13.2	16.4	14.4	15.3	16.0	15.6
Two		9.1	12.3	10.3	11.5	10.8	11.3
Three		6.6	8.2	7.2	5.1	6.1	5.4
Four		0.8	2.7	1.5	2.8	2.6	2.7
Five or more		5.0	6.8	5.7	4.2	4.4	4.3
Developmental/remedial courses	192						
None		99.2	97.3	98.4	96.5	95.9	96.3
One		0.8	2.7	1.6	1.9	2.6	2.2
Two		0.0	0.0	0.0	0.6	1.0	0.7
Three		0.0	0.0	0.0	0.5	0.5	0.5
Four		0.0	0.0	0.0	0.2	0.0	0.1
Five or more		0.0	0.0	0.0	0.3	0.0	0.2
Other undergraduate credit courses	194						
None		21.7	23.0	22.2	21.1	24.0	22.1
One		23.3	20.3	22.2	25.8	22.5	24.7
Two		28.3	23.0	26.3	23.6	21.2	22.8
Three		15.8	20.3	17.5	14.2	14.5	14.3
Four		5.8	6.8	6.2	7.9	9.1	8.3
Five or more		5.0	6.8	5.7	7.5	8.7	7.9
Graduate courses	193						
None		66.7	71.2	68.4	57.7	61.2	58.9
One		29.2	20.5	25.9	28.2	23.2	26.5
Two		3.3	2.7	3.1	8.4	10.0	8.9
Three		0.8	5.5	2.6	3.3	3.7	3.4
Four		0.0	0.0	0.0	1.3	1.2	1.3
Five or more		0.0	0.0	0.0	1.1	0.6	0.9
Vocational or technical courses	191						
None		97.5	98.6	97.9	97.7	97.4	97.6
One		1.7	0.0	1.0	0.8	1.6	1.1
Two		0.8	1.4	1.0	0.7	0.2	0.6
Three		0.0	0.0	0.0	0.5	0.1	0.3
Four		0.0	0.0	0.0	0.2	0.1	0.1
Five or more		0.0	0.0	0.0	0.1	0.6	0.2
Non-credit courses (other than above)	192						
None		94.1	97.3	95.3	95.3	94.0	94.9
One		5.0	1.4	3.6	3.5	4.7	3.9
Two		0.8	0.0	0.5	0.6	0.6	0.6
Three		0.0	1.4	0.5	0.4	0.3	0.4
Four		0.0	0.0	0.0	0.1	0.0	0.1
Five or more		0.0	0.0	0.0	0.1	0.3	0.2
Do you teach remedial/developmental skills in any of the following areas?	195						
Reading		0.0	6.8	2.6	3.6	4.3	3.8
Writing		3.3	9.5	5.6	8.1	12.2	9.5
Mathematics		0.0	0.0	0.0	3.0	2.0	2.7
ESL		0.8	0.0	0.5	0.5	1.0	0.7
General academic skills		4.1	4.1	4.1	6.1	8.1	6.8
Other subject areas		2.5	4.1	3.1	4.2	6.5	5.0

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
HAVE YOU ENGAGED IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT YOUR INSTITUTION? [2]							
Workshops focused on teaching in the classroom	195						
Yes		56.2	75.7	63.6	63.5	76.1	67.8
No		43.8	24.3	36.4	35.0	22.1	30.7
Not eligible		0.0	0.0	0.0	0.2	0.3	0.2
Not available		0.0	0.0	0.0	1.2	1.5	1.3
Paid workshops outside the institution focused on teaching	195						
Yes		10.7	10.8	10.8	15.3	21.8	17.5
No		85.1	85.1	85.1	80.7	70.3	77.2
Not eligible		2.5	1.4	2.1	1.2	1.7	1.3
Not available		1.7	2.7	2.1	2.9	6.2	4.0
Paid sabbatical leave	195						
Yes		44.6	44.6	44.6	41.8	32.4	38.6
No		47.1	39.2	44.1	47.7	44.0	46.4
Not eligible		7.4	14.9	10.3	9.4	21.1	13.3
Not available		0.8	1.4	1.0	1.2	2.5	1.6
Travel funds paid by the institution	195						
Yes		84.3	85.1	84.6	78.5	77.9	78.3
No		15.7	13.5	14.9	19.1	17.8	18.6
Not eligible		0.0	1.4	0.5	1.4	3.7	2.2
Not available		0.0	0.0	0.0	1.0	0.7	0.9
Association membership/dues paid by the institution	195						
Yes		20.7	24.3	22.1	32.0	28.3	30.7
No		67.8	56.8	63.6	55.9	51.9	54.5
Not eligible		4.1	5.4	4.6	3.0	6.0	4.0
Not available		7.4	13.5	9.7	9.1	13.9	10.7
Tuition remission	195						
Yes		17.4	13.5	15.9	21.7	20.5	21.3
No		76.0	77.0	76.4	73.6	73.1	73.4
Not eligible		5.8	8.1	6.7	3.3	4.9	3.9
Not available		0.8	1.4	1.0	1.4	1.5	1.4
Internal grants for research	195						
Yes		56.2	60.8	57.9	53.7	48.9	52.1
No		38.8	39.2	39.0	42.6	45.9	43.7
Not eligible		5.0	0.0	3.1	2.7	3.7	3.0
Not available		0.0	0.0	0.0	1.0	1.4	1.2
Training for administrative leadership	195						
Yes		17.4	12.2	15.4	14.3	12.1	13.6
No		75.2	83.8	78.5	78.2	74.5	76.9
Not eligible		6.6	1.4	4.6	3.2	4.7	3.7
Not available		0.8	2.7	1.5	4.4	8.7	5.9

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Goals for undergraduates noted as "very important" or "essential"							
Develop ability to think critically	195	99.2	100.0	99.5	99.3	99.7	99.4
Prepare students for employment after college	195	62.0	66.2	63.6	75.8	78.9	76.9
Prepare students for graduate or advanced education	195	81.0	75.7	79.0	77.6	78.0	77.8
Develop moral character	195	66.1	71.6	68.2	74.4	78.2	75.7
Provide for students' emotional development	195	41.3	48.6	44.1	46.9	57.6	50.5
Prepare students for family living	194	15.7	16.4	16.0	26.5	23.7	25.5
Teach students the classic works of Western civilization [2]	194	35.5	45.2	39.2	42.5	36.1	40.4
Help students develop personal values	195	53.7	58.1	55.4	68.4	72.9	69.9
Enhance students' self-understanding	195	63.6	75.7	68.2	68.6	76.9	71.4
Instill in students a commitment to community service	195	38.0	47.3	41.5	53.0	64.2	56.8
Enhance students' knowledge of and appreciation for other racial/ethnic groups	195	63.6	91.9	74.4	67.3	88.8	74.6
Study a foreign language [2]	195	60.3	82.4	68.7	55.2	66.4	58.9
Help master knowledge in a discipline	195	92.6	90.5	91.8	92.8	95.2	93.6
Develop creative capacities	195	84.3	86.5	85.1	81.9	84.0	82.6
Instill a basic appreciation of the liberal arts	195	76.9	87.8	81.0	69.9	79.8	73.3
Promote ability to write effectively	195	95.9	98.6	96.9	94.7	98.0	95.8
Help students evaluate the quality and reliability of information [2]	195	95.9	98.6	96.9	96.9	98.6	97.5
Engage students in civil discourse around controversial issues [2]	195	72.7	87.8	78.5	67.0	80.5	71.6
Teach students tolerance and respect for different beliefs [2]	195	67.8	90.5	76.4	78.3	92.9	83.2
Encourage students to become agents of social change [2]	195	40.5	66.2	50.3	50.7	75.2	59.0

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
HOW MANY OF THE FOLLOWING HAVE YOU PUBLISHED?							
Articles in academic or professional journals							
	195						
None		11.6	18.9	14.4	10.9	19.1	13.7
1 to 2		10.7	17.6	13.3	10.8	18.8	13.5
3 to 4		14.0	13.5	13.8	9.6	15.1	11.5
5 to 10		9.1	23.0	14.4	15.9	18.7	16.8
11 to 20		21.5	16.2	19.5	17.8	13.8	16.4
21 to 50		20.7	9.5	16.4	19.1	9.4	15.8
51+		12.4	1.4	8.2	15.9	5.2	12.3
Chapters in edited volumes							
	194						
None		40.8	40.5	40.7	33.9	42.8	36.9
1 to 2		21.7	33.8	26.3	24.7	28.1	25.8
3 to 4		15.0	14.9	14.9	16.3	13.1	15.2
5 to 10		16.7	8.1	13.4	15.5	9.7	13.5
11 to 20		3.3	1.4	2.6	7.0	5.3	6.4
21 to 50		0.8	1.4	1.0	1.9	1.0	1.6
51+		1.7	0.0	1.0	0.7	0.1	0.5
Books, manuals, or monographs							
	195						
None		61.2	59.5	60.5	47.6	60.7	52.0
1 to 2		22.3	29.7	25.1	27.2	25.8	26.7
3 to 4		9.9	9.5	9.7	11.8	9.4	11.0
5 to 10		6.6	1.4	4.6	9.1	2.8	7.0
11 to 20		0.0	0.0	0.0	3.2	0.6	2.3
21 to 50		0.0	0.0	0.0	0.7	0.6	0.7
51+		0.0	0.0	0.0	0.3	0.1	0.2
Other, such as patents or computer software products							
	194						
None		87.5	91.9	89.2	78.9	88.7	82.2
1 to 2		8.3	4.1	6.7	12.0	6.9	10.2
3 to 4		2.5	1.4	2.1	4.0	2.1	3.3
5 to 10		0.8	1.4	1.0	3.4	1.2	2.6
11 to 20		0.0	1.4	0.5	0.9	0.5	0.8
21 to 50		0.8	0.0	0.5	0.4	0.2	0.3
51+		0.0	0.0	0.0	0.5	0.3	0.5
IN THE <u>LAST TWO</u> YEARS, HOW MANY:							
Exhibitions or performances in the fine or applied arts have you presented?							
	195						
None		84.3	77.0	81.5	82.2	82.6	82.3
1 to 2		5.0	6.8	5.6	6.0	5.9	6.0
3 to 4		5.8	2.7	4.6	4.3	4.8	4.4
5 to 10		1.7	8.1	4.1	3.6	3.8	3.6
11 to 20		1.7	4.1	2.6	1.5	1.8	1.6
21 to 50		1.7	0.0	1.0	1.4	0.6	1.2
51+		0.0	1.4	0.5	1.1	0.4	0.9
Of your professional writings have been published or accepted for publication?							
	195						
None		23.1	21.6	22.6	17.1	26.7	20.4
1 to 2		27.3	40.5	32.3	27.1	31.4	28.6
3 to 4		28.1	25.7	27.2	25.7	23.6	25.0
5 to 10		17.4	12.2	15.4	23.5	14.5	20.5
11 to 20		3.3	0.0	2.1	4.9	2.6	4.1
21 to 50		0.8	0.0	0.5	1.1	0.9	1.0
51+		0.0	0.0	0.0	0.5	0.2	0.4

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Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
General activities							
Are you a member of a faculty union?	195	9.1	12.2	10.3	7.8	10.4	8.7
Are you a U.S. citizen?	195	93.4	87.8	91.3	93.5	93.1	93.4
Were you born in the U.S.A.?	195	81.8	83.8	82.6	82.8	83.7	83.1
Do you plan to retire within the next three years?	195	10.7	2.7	7.7	12.5	5.9	10.3
Do you use your scholarship to address local community needs?	195	37.2	33.8	35.9	39.2	46.0	41.5
Have you been sexually harassed at this institution?	195	0.8	2.7	1.5	1.4	8.8	3.9
Have you ever interrupted your professional career for more than one year for family reasons? [2]	195	2.5	6.8	4.1	3.2	17.1	7.9
Have you ever received an award for outstanding teaching?	195	33.9	37.8	35.4	44.4	39.2	42.6
Have you published op-ed pieces or editorials?	195	23.1	17.6	21.0	29.6	20.2	26.4
Is (or was) your:							
Father an academic?	195	13.2	24.3	17.4	15.2	15.2	15.2
Mother an academic?	195	9.9	10.8	10.3	8.2	9.5	8.6
Spouse/partner an academic?	195	22.3	39.2	28.7	28.4	31.3	29.4
Are you currently teaching courses at more than one institution?	195	0.8	1.4	1.0	4.2	3.1	3.8
During the past two years, have you:							
Considered early retirement?	195	17.4	17.6	17.4	18.1	19.3	18.5
Considered leaving academe for another job?	195	24.0	27.0	25.1	25.8	35.7	29.1
Considered leaving this institution for another?	195	38.0	48.6	42.1	40.9	48.8	43.6
Changed academic institutions?	195	18.2	10.8	15.4	11.1	14.0	12.1
Engaged in paid consulting outside of your institution?	195	38.0	20.3	31.3	40.9	34.0	38.6
Engaged in public service/professional consulting without pay?	195	47.9	45.9	47.2	54.9	60.0	56.6
Received at least one firm job offer?	195	19.8	25.7	22.1	22.7	28.4	24.6
Received funding for your work from:							
Foundations?	195	19.8	18.9	19.5	23.1	20.0	22.1
State or federal government?	195	29.8	23.0	27.2	26.7	21.3	24.9
Business or industry?	195	9.9	5.4	8.2	16.2	10.6	14.3
Requested/sought an early promotion?	195	2.5	4.1	3.1	5.7	5.0	5.4
IF YOU WERE TO BEGIN YOUR CAREER AGAIN, WOULD YOU STILL WANT TO:							
Come to this institution? [2]	194						
Definitely yes		51.7	43.2	48.5	44.9	37.5	42.4
Probably yes		29.2	36.5	32.0	30.3	36.8	32.5
Not sure		11.7	10.8	11.3	14.6	14.6	14.6
Probably no		4.2	8.1	5.7	6.2	6.4	6.3
Definitely no		3.3	1.4	2.6	4.0	4.6	4.2
Be a college professor?							
	195						
Definitely yes		66.1	58.1	63.1	69.6	61.9	67.0
Probably yes		18.2	23.0	20.0	20.5	26.2	22.4
Not sure		11.6	12.2	11.8	6.9	8.6	7.5
Probably no		3.3	5.4	4.1	2.3	2.4	2.3
Definitely no		0.8	1.4	1.0	0.7	0.9	0.8

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Attributes noted as being "very descriptive" of your institution							
It is easy for students to see faculty outside of regular office hours	195	81.8	86.5	83.6	61.6	61.8	61.6
There is a great deal of conformity among the students	195	57.0	71.6	62.6	35.8	35.1	35.6
The faculty are typically at odds with campus administration	194	17.5	17.6	17.5	12.9	17.6	14.5
Faculty here respect each other	195	61.2	50.0	56.9	54.9	51.2	53.7
Most students are treated like "numbers in a book"	195	1.7	0.0	1.0	2.6	3.4	2.9
Social activities are overemphasized	195	19.0	29.7	23.1	8.0	9.9	8.6
Faculty are rewarded for being good teachers	195	19.8	25.7	22.1	18.1	16.3	17.5
There is respect for the expression of diverse values and beliefs	195	34.7	33.8	34.4	38.2	40.1	38.9
Faculty are rewarded for their efforts to use instructional technology	193	21.8	31.1	25.4	22.1	26.7	23.7
Faculty are rewarded for their efforts to work with underprepared students	190	4.3	4.1	4.2	5.6	4.0	5.1
Administrators consider faculty concerns when making policy [2]	193	10.9	14.9	12.4	14.6	11.6	13.6
The administration is open about its policies	192	16.1	14.9	15.6	17.4	14.7	16.5
Do you, "to a great extent":							
Engage in academic work that spans multiple disciplines	195	43.8	44.6	44.1	42.9	43.7	43.2
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	194	48.8	43.8	46.9	41.0	37.5	39.8
Achieve a healthy balance between your personal life and your professional life	195	33.1	23.0	29.2	42.3	28.5	37.6
Experience close alignment between your work and your personal values	195	66.1	71.6	68.2	69.4	72.5	70.4
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	193	21.7	30.1	24.9	24.5	33.4	27.5
Mentor new faculty [2]	194	14.0	16.4	14.9	20.3	26.7	22.5

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Aspects of your job with which you are "very satisfied" or "satisfied": [3]							
Salary [2]	195	54.5	58.1	55.9	55.6	47.9	53.0
Health benefits [2]	193	63.3	64.4	63.7	73.9	70.7	72.8
Retirement benefits [2]	184	60.3	58.8	59.8	69.0	66.6	68.2
Opportunity for scholarly pursuits	193	73.6	58.3	67.9	69.0	57.0	65.0
Teaching load	195	75.2	60.8	69.7	67.3	59.7	64.7
Quality of students	195	85.1	94.6	88.7	73.2	74.2	73.5
Office/lab space	191	80.5	72.6	77.5	69.6	65.9	68.3
Autonomy and independence	195	91.7	87.8	90.3	86.8	85.0	86.2
Professional relationships with other faculty	195	76.0	77.0	76.4	78.8	76.3	78.0
Social relationships with other faculty	192	63.9	71.2	66.7	66.3	69.7	67.4
Competency of colleagues	195	81.8	79.7	81.0	80.3	82.3	81.0
Visibility for jobs at other institutions/organizations	153	75.8	68.5	73.2	62.8	58.1	61.2
Job security	195	82.6	81.1	82.1	80.8	73.4	78.3
Relationship with administration	190	66.1	68.1	66.8	61.5	56.4	59.8
Departmental leadership [2]	189	84.6	72.2	79.9	75.7	66.1	72.5
Course assignments [2]	195	89.3	89.2	89.2	86.6	81.0	84.7
Freedom to determine course content [2]	195	95.9	94.6	95.4	93.1	91.1	92.4
Availability of child care at this institution	106	13.0	3.8	8.5	38.9	26.7	33.9
Prospects for career advancement	181	67.9	58.0	64.1	63.3	50.4	58.9
Clerical/administrative support	191	80.8	64.8	74.9	68.5	59.5	65.5
Overall job satisfaction	194	83.3	77.0	80.9	80.9	74.9	78.9

[2] These questions asked for the first time in 2007.

[3] Respondents marking "Not Applicable" were not included in the computation of these results.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Do you agree "strongly" or "somewhat"?							
Faculty are interested in students' personal problems	195	86.8	83.8	85.6	84.6	84.5	84.6
Racial and ethnic diversity should be more strongly reflected in the curriculum	195	52.1	77.0	61.5	48.6	68.2	55.2
Faculty feel that most students are well-prepared academically	195	87.6	86.5	87.2	67.0	67.6	67.2
This institution should hire more faculty of color	193	79.0	90.5	83.4	68.6	83.2	73.5
Student Affairs staff have the support and respect of faculty	189	84.6	83.3	84.1	77.8	79.5	78.4
Faculty are committed to the welfare of this institution	195	95.0	93.2	94.4	93.0	91.0	92.3
Faculty here are strongly interested in the academic problems of undergraduates	195	92.6	94.6	93.3	89.8	89.1	89.6
There is a lot of campus racial conflict here	195	10.7	14.9	12.3	5.9	15.4	9.1
Most students are strongly committed to community service	195	66.9	86.5	74.4	75.1	78.7	76.4
My research is valued by faculty in my department	191	84.9	75.0	81.2	78.8	73.4	77.0
My teaching is valued by faculty in my department	195	92.6	91.9	92.3	90.1	89.1	89.8
Many courses include feminist perspectives	194	39.2	45.9	41.8	38.2	47.7	41.4
Faculty of color are treated fairly here	191	93.2	83.6	89.5	93.1	83.7	89.9
Women faculty are treated fairly here	194	94.2	79.7	88.7	92.4	76.1	86.9
Many courses involve students in community service	194	46.3	63.0	52.6	55.8	66.5	59.4
This institution should hire more women faculty	192	54.6	79.5	64.1	61.2	74.7	65.8
Gay and lesbian faculty are treated fairly here	190	83.1	81.9	82.6	75.3	72.5	74.4
My department does a good job of mentoring new faculty	194	82.6	71.2	78.4	76.3	64.1	72.2
Faculty are sufficiently involved in campus decision making	194	57.5	47.3	53.6	49.1	46.9	48.3
My values are congruent with the dominant institutional values	194	66.7	66.2	66.5	78.8	73.9	77.1
There is adequate support for integrating technology in my teaching	193	95.0	95.9	95.3	91.3	86.4	89.6
This institution takes responsibility for educating underprepared students	192	61.9	58.1	60.4	65.2	60.5	63.6
The criteria for advancement and promotion decisions are clear	192	76.5	69.9	74.0	78.4	66.9	74.6
Most of the students I teach lack the basic skills for college level work	194	10.8	8.1	9.8	17.1	19.3	17.9
There is adequate support for faculty development	194	83.3	75.7	80.4	75.8	69.0	73.5
This institution should not offer remedial/developmental education	194	53.3	39.2	47.9	39.4	27.3	35.3

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Issues you believe to be of "high" or "highest" priority at your institution:							
To promote the intellectual development of students	193	91.6	93.2	92.2	89.6	89.1	89.4
To help students examine and understand their personal values	193	57.1	73.0	63.2	71.8	70.7	71.4
To develop a sense of community among students and faculty	193	56.3	67.6	60.6	59.2	61.4	59.9
To facilitate student involvement in community service	193	47.1	60.8	52.3	59.0	69.5	62.6
To help students learn how to bring about change in American society	193	30.3	32.4	31.1	41.0	51.6	44.6
To increase or maintain institutional prestige	193	79.0	79.7	79.3	71.1	74.6	72.3
To hire faculty "stars"	193	45.4	45.9	45.6	32.7	40.6	35.4
To recruit more minority students	192	52.1	64.4	56.8	44.1	52.1	46.8
To enhance the institution's national image	193	87.4	85.1	86.5	78.6	80.0	79.1
To create a diverse multi-cultural campus environment	193	47.9	59.5	52.3	49.1	57.1	51.8
To promote gender equity among faculty	193	65.5	51.4	60.1	58.2	45.5	53.9
To provide resources for faculty to engage in community-based teaching or research	193	36.1	43.2	38.9	34.3	41.8	36.8
To create and sustain partnerships with surrounding communities	193	40.3	32.4	37.3	38.1	46.4	40.9
To pursue extramural funding	191	71.2	71.2	71.2	59.6	64.3	61.2
To increase the representation of minorities in the faculty and administration	192	55.1	55.4	55.2	42.8	45.7	43.8
To strengthen links with the for-profit, corporate sector [2]	192	49.6	56.2	52.1	40.6	46.5	42.6
To develop leadership ability among students	193	69.7	73.0	71.0	69.4	70.4	69.7
To increase the representation of women in the faculty and administration	192	56.8	50.0	54.2	42.2	37.4	40.6
To develop an appreciation for multiculturalism [2]	192	49.2	66.2	55.7	51.7	57.0	53.5

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Do you agree "strongly" or "somewhat"?							
Western civilization and culture should be the foundation for the undergraduate curriculum	191	66.9	49.3	60.2	65.5	50.9	60.5
College officials have the right to ban persons with extreme views from speaking on campus	192	27.7	13.7	22.4	43.6	30.0	39.0
The chief benefit of a college education is that it increases one's earning power	193	20.2	10.8	16.6	25.5	20.1	23.6
Promoting diversity leads to the admission of too many underprepared students	192	21.2	9.5	16.7	28.4	15.5	24.0
Colleges should be actively involved in solving social problems	193	68.1	75.7	71.0	69.0	76.8	71.7
Tenure is an outmoded concept	192	22.9	31.1	26.0	29.0	38.4	32.1
Colleges should encourage students to be involved in community service activities	193	79.0	87.8	82.4	87.6	90.3	88.5
Community service should be given weight in college admissions decisions	192	58.8	65.8	61.5	69.5	72.7	70.6
A racially/ethnically diverse student body enhances the educational experience of all students	192	92.4	97.3	94.3	91.2	97.1	93.2
Realistically, an individual can do little to bring about changes in society	193	24.4	10.8	19.2	24.3	13.2	20.5
Colleges should be concerned with facilitating undergraduate students' spiritual development	190	47.0	32.9	41.6	58.9	50.3	56.0
Colleges have a responsibility to work with their surrounding communities to address local issues	193	79.0	87.8	82.4	84.8	89.3	86.3
Private funding sources often prevent researchers from being completely objective in the conduct of their work	190	54.7	64.4	58.4	56.1	59.5	57.2

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Factors noted as a source of stress for you during the last two years [4]							
Managing household responsibilities	193	65.5	77.0	69.9	64.9	82.1	70.7
Child care	193	26.9	28.4	27.5	29.3	34.1	30.9
Care of elderly parent	193	26.1	32.4	28.5	32.9	39.5	35.2
My physical health	193	45.4	48.6	46.6	47.7	52.0	49.2
Health of spouse/partner	193	34.5	16.2	27.5	41.2	27.2	36.5
Review/promotion process	191	43.6	56.8	48.7	42.3	52.0	45.6
Subtle discrimination (e.g., prejudice, racism, sexism)	193	18.5	27.0	21.8	14.6	42.1	23.9
Personal finances	193	61.3	63.5	62.2	59.4	65.1	61.4
Committee work	193	51.3	62.2	55.4	54.7	58.0	55.8
Faculty meetings	193	50.4	52.7	51.3	45.6	52.8	48.0
Colleagues	193	53.8	71.6	60.6	57.0	65.9	60.0
Students	193	57.1	51.4	54.9	54.4	64.3	57.7
Research or publishing demands	193	73.1	83.8	77.2	66.0	71.8	68.0
Institutional procedures and "red tape"	193	57.1	66.2	60.6	66.6	67.3	66.8
Teaching load	193	50.4	63.5	55.4	55.3	65.7	58.9
Children's problems	193	36.1	25.7	32.1	36.1	31.4	34.5
Friction with spouse/partner	193	26.9	32.4	29.0	25.2	25.4	25.2
Lack of personal time	193	73.9	78.4	75.6	67.1	84.7	73.1
Keeping up with information technology	193	38.7	47.3	42.0	45.0	54.3	48.2
Job security	193	28.6	37.8	32.1	27.5	39.7	31.6
Being part of a dual career couple	193	37.8	51.4	43.0	34.8	50.9	40.3
Working with underprepared students	193	27.7	32.4	29.5	42.1	49.4	44.6
Classroom conflict	192	7.6	4.1	6.3	11.0	19.0	13.7
Self-imposed high expectations	193	75.6	90.5	81.3	75.0	85.7	78.6
Change in work responsibilities	193	39.5	50.0	43.5	37.1	55.7	43.4
Personal goals noted as "very important" or "essential":							
Becoming an authority in my field	195	62.0	58.1	60.5	67.6	63.3	66.1
Influencing the political structure	195	16.5	13.5	15.4	17.9	22.3	19.4
Influencing social values	194	35.5	38.4	36.6	38.7	51.2	42.9
Raising a family	194	65.8	66.2	66.0	74.4	69.2	72.6
Becoming very well off financially	195	31.4	24.3	28.7	30.8	27.9	29.8
Helping others who are in difficulty	194	60.0	67.6	62.9	65.4	73.7	68.3
Becoming involved in programs to clean up the environment	195	33.1	35.1	33.8	30.8	37.4	33.1
Developing a meaningful philosophy of life	194	72.7	78.1	74.7	73.5	76.3	74.4
Helping to promote racial understanding	195	49.6	67.6	56.4	47.4	63.1	52.7
Obtaining recognition from my colleagues for contributions to my special field	195	50.4	54.1	51.8	51.3	54.1	52.2
Integrating spirituality into my life	195	38.8	48.6	42.6	54.0	54.6	54.2

[4] Percentage represents those reporting "somewhat" or "extensive" stress.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
IN YOUR INTERACTIONS WITH UNDERGRADUATES, HOW OFTEN DO YOU ENCOURAGE THEM TO: [2]							
Ask questions in class	194						
Frequently		95.0	93.2	94.3	92.9	96.8	94.2
Occasionally		5.0	6.8	5.7	7.0	3.2	5.7
Not at all		0.0	0.0	0.0	0.1	0.1	0.1
Support their opinions with a logical argument	194						
Frequently		81.7	85.1	83.0	79.7	86.4	82.0
Occasionally		17.5	14.9	16.5	19.3	13.0	17.2
Not at all		0.8	0.0	0.5	1.0	0.6	0.9
Seek solutions to problems and explain them to others	194						
Frequently		69.2	68.9	69.1	67.8	77.3	71.0
Occasionally		27.5	29.7	28.4	30.3	21.1	27.2
Not at all		3.3	1.4	2.6	1.9	1.6	1.8
Revise their papers to improve their writing	193						
Frequently		46.2	64.9	53.4	50.5	65.9	55.7
Occasionally		39.5	24.3	33.7	38.5	26.6	34.5
Not at all		14.3	10.8	13.0	11.0	7.6	9.8
Evaluate the quality or reliability of information they receive	193						
Frequently		68.9	68.9	68.9	67.1	77.8	70.7
Occasionally		26.1	29.7	27.5	30.4	20.2	27.0
Not at all		5.0	1.4	3.6	2.4	1.9	2.3
Take risks for potential gains	190						
Frequently		31.0	37.8	33.7	30.6	44.6	35.3
Occasionally		50.0	45.9	48.4	51.0	43.4	48.4
Not at all		19.0	16.2	17.9	18.4	12.0	16.3
Seek alternative solutions to a problem	193						
Frequently		58.8	58.1	58.5	58.6	71.2	62.8
Occasionally		32.8	37.8	34.7	38.3	26.9	34.5
Not at all		8.4	4.1	6.7	3.1	1.9	2.7
Look up scientific research articles and resources	194						
Frequently		53.3	47.3	51.0	52.5	59.4	54.9
Occasionally		30.0	27.0	28.9	35.1	27.7	32.6
Not at all		16.7	25.7	20.1	12.3	12.8	12.5
Explore topics on their own, even though it was not required for a class	194						
Frequently		49.2	41.9	46.4	49.5	58.0	52.4
Occasionally		45.8	52.7	48.5	46.1	39.3	43.8
Not at all		5.0	5.4	5.2	4.3	2.7	3.8
Acknowledge failure as a necessary part of the learning process	194						
Frequently		47.5	47.3	47.4	42.7	53.6	46.4
Occasionally		45.0	43.2	44.3	48.2	40.9	45.8
Not at all		7.5	9.5	8.2	9.1	5.4	7.9
Seek feedback on their academic work	194						
Frequently		66.7	75.7	70.1	63.9	82.6	70.2
Occasionally		30.8	21.6	27.3	33.6	15.7	27.5
Not at all		2.5	2.7	2.6	2.5	1.7	2.3

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Methods you use in "all" or "most" of the courses you teach:							
Multiple-choice exams [2]	194	22.5	13.5	19.1	27.4	27.0	27.3
Essay exams [2]	194	54.2	62.2	57.2	47.2	45.9	46.8
Short-answer exams [2]	193	59.2	56.2	58.0	44.7	44.0	44.5
Quizzes	194	32.5	33.8	33.0	37.9	35.7	37.2
Weekly essay assignments	193	8.4	21.6	13.5	17.4	27.3	20.8
Student presentations	193	36.1	50.0	41.5	35.9	53.8	42.0
Term/research papers	194	45.0	44.6	44.8	45.0	52.0	47.4
Student evaluations of each others' work	193	13.3	13.7	13.5	17.6	26.5	20.6
Grading on a curve	194	20.0	14.9	18.0	23.2	12.4	19.6
Competency-based grading	190	44.4	37.0	41.6	52.4	53.0	52.6
Class discussions	193	75.6	85.1	79.3	80.2	88.7	83.1
Cooperative learning (small groups)	193	42.9	63.5	50.8	44.8	68.3	52.8
Experiential learning/Field studies	193	20.2	23.0	21.2	21.4	33.3	25.4
Teaching assistants	193	9.2	2.7	6.7	22.3	14.7	19.7
Recitals/Demonstrations	192	16.9	17.6	17.2	21.1	23.3	21.8
Group projects	192	22.0	36.5	27.6	25.3	38.3	29.7
Extensive lecturing	192	58.5	29.7	47.4	56.8	37.6	50.3
Multiple drafts of written work	192	21.2	31.1	25.0	21.5	32.9	25.3
Readings on racial and ethnic issues	192	14.4	39.2	24.0	16.4	33.4	22.1
Readings on women and gender issues	192	15.3	36.5	23.4	14.6	32.0	20.5
Student-developed activities (assignments, exams, etc.)	192	26.3	23.0	25.0	25.9	30.7	27.5
Student-selected topics for course content	192	15.3	17.6	16.1	13.0	20.7	15.6
Reflective writing/journaling	192	8.5	21.6	13.5	16.2	29.7	20.8
Community service as part of coursework	192	2.5	5.4	3.6	4.6	12.2	7.2
Electronic quizzes with immediate feedback in class [2]	192	5.1	4.1	4.7	7.0	6.4	6.8
Using real-life problems [2]	191	39.0	31.5	36.1	52.0	56.7	53.6
Using student inquiry to drive learning	191	36.4	35.6	36.1	42.7	53.4	46.3

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
YOUR BASE INSTITUTIONAL SALARY							
9/10 month contract	132						
Less than \$20,000		6.5	5.1	6.1	2.5	1.4	2.1
\$20,000 to 29,999		0.0	0.0	0.0	0.1	0.2	0.2
\$30,000 to 39,999		2.2	5.1	3.0	3.0	4.0	3.3
\$40,000 to 49,999		6.5	12.8	8.3	5.7	12.0	7.7
\$50,000 to 59,999		11.8	10.3	11.4	8.0	17.9	11.2
\$60,000 to 69,999		12.9	17.9	14.4	11.7	15.8	13.0
\$70,000 to 79,999		11.8	7.7	10.6	12.8	13.4	13.0
\$80,000 to 89,999		8.6	10.3	9.1	11.8	9.0	10.9
\$90,000 to 99,999		8.6	20.5	12.1	12.2	10.6	11.7
\$100,000 to 124,999		19.4	5.1	15.2	23.1	10.8	19.1
\$125,000 to 149,999		8.6	5.1	7.6	5.7	3.0	4.8
\$150,000 or more		3.2	0.0	2.3	3.5	1.8	2.9
11/12 month contract	58						
Less than \$20,000		0.0	8.8	5.2	1.9	5.2	3.1
\$20,000 to 29,999		0.0	0.0	0.0	0.8	0.4	0.6
\$30,000 to 39,999		4.2	5.9	5.2	1.3	4.0	2.3
\$40,000 to 49,999		16.7	5.9	10.3	7.9	11.2	9.1
\$50,000 to 59,999		25.0	32.4	29.3	12.1	23.7	16.3
\$60,000 to 69,999		4.2	17.6	12.1	11.0	18.3	13.6
\$70,000 to 79,999		4.2	5.9	5.2	9.8	14.1	11.4
\$80,000 to 89,999		16.7	5.9	10.3	11.7	9.0	10.7
\$90,000 to 99,999		8.3	5.9	6.9	11.2	6.3	9.4
\$100,000 to 124,999		12.5	11.8	12.1	20.5	4.3	14.6
\$125,000 to 149,999		8.3	0.0	3.4	7.6	2.9	5.9
\$150,000 or more		0.0	0.0	0.0	4.4	0.7	3.1
Your base institutional salary is based on:	193						
9/10 months		78.3	53.4	68.9	69.1	65.4	67.8
11/12 months		21.7	46.6	31.1	30.9	34.6	32.2
WHAT PERCENTAGE OF YOUR CURRENT YEAR'S SALARY COMES FROM: [2]							
Income from this institution	193						
All		62.5	83.6	70.5	57.2	64.6	59.7
75 to 99		32.5	15.1	25.9	35.5	31.5	34.2
50 to 74		4.2	1.4	3.1	5.2	2.7	4.4
25 to 49		0.0	0.0	0.0	1.5	0.7	1.2
1 to 24		0.8	0.0	0.5	0.5	0.3	0.4
None		0.0	0.0	0.0	0.0	0.2	0.1
Other academic income	178						
All		0.0	0.0	0.0	0.1	0.0	0.0
75 to 99		0.0	0.0	0.0	0.0	0.0	0.0
50 to 74		0.0	0.0	0.0	0.2	0.1	0.2
25 to 49		1.8	0.0	1.1	1.7	1.5	1.7
1 to 24		23.4	10.4	18.5	20.7	16.9	19.4
None		74.8	89.6	80.3	77.3	81.5	78.7
Non-academic income	178						
All		0.0	0.0	0.0	0.0	0.2	0.1
75 to 99		0.9	0.0	0.6	0.8	0.3	0.6
50 to 74		0.0	1.5	0.6	2.0	0.9	1.6
25 to 49		2.7	0.0	1.7	4.2	2.5	3.6
1 to 24		18.0	6.0	13.5	25.1	21.7	24.0
None		78.4	92.5	83.7	67.8	74.4	70.0

[2] These questions asked for the first time in 2007.

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
What is your age as of 12/31/2007?	194						
Less than 30		1.7	0.0	1.0	1.5	1.8	1.6
30 to 34		10.8	16.2	12.9	6.1	9.5	7.2
35 to 39		15.0	16.2	15.5	10.7	14.1	11.8
40 to 44		8.3	16.2	11.3	9.4	15.2	11.3
45 to 49		14.2	10.8	12.9	12.0	12.3	12.1
50 to 54		13.3	13.5	13.4	14.6	14.9	14.7
55 to 59		15.8	20.3	17.5	15.4	17.0	15.9
60 to 64		14.2	4.1	10.3	15.9	9.7	13.8
65 to 69		5.8	2.7	4.6	10.6	4.3	8.5
70 or more		0.8	0.0	0.5	3.8	1.3	3.0
Year of highest degree now held	193						
Before 1970		10.0	1.4	6.7	9.9	2.6	7.5
1971 to 1975		11.7	2.7	8.3	13.7	5.2	10.8
1976 to 1980		5.8	8.2	6.7	11.9	8.2	10.7
1981 to 1985		11.7	15.1	13.0	12.6	11.1	12.1
1986 to 1990		12.5	11.0	11.9	12.2	11.8	12.1
1991 to 1995		14.2	17.8	15.5	10.3	16.5	12.4
1996 to 2000		13.3	15.1	14.0	11.6	17.3	13.5
2001 to 2005		11.7	20.5	15.0	12.7	20.6	15.4
2006 to 2007		9.2	8.2	8.8	5.0	6.8	5.6
Year of appointment at current position	193						
Before 1970		5.8	0.0	3.6	6.5	1.3	4.7
1971 to 1975		5.8	0.0	3.6	6.6	1.6	4.9
1976 to 1980		3.3	8.3	5.2	8.7	5.7	7.6
1981 to 1985		9.1	4.2	7.3	9.3	6.2	8.2
1986 to 1990		13.2	16.7	14.5	13.3	10.3	12.3
1991 to 1995		14.0	11.1	13.0	9.7	12.0	10.5
1996 to 2000		11.6	23.6	16.1	13.6	17.1	14.8
2001 to 2005		20.7	25.0	22.3	20.5	28.4	23.1
2006 to 2007		16.5	11.1	14.5	11.8	17.4	13.7
If tenured, year tenure was awarded	119						
Before 1970		2.6	0.0	1.7	2.6	0.1	1.9
1971 to 1975		6.6	0.0	4.2	6.0	2.4	5.1
1976 to 1980		9.2	0.0	5.9	10.0	3.8	8.4
1981 to 1985		9.2	7.0	8.4	12.4	6.9	11.0
1986 to 1990		13.2	14.0	13.4	15.1	14.9	15.0
1991 to 1995		18.4	20.9	19.3	17.8	18.4	17.9
1996 to 2000		11.8	23.3	16.0	15.2	20.3	16.5
2001 to 2005		23.7	20.9	22.7	14.5	22.5	16.6
2006 to 2007		5.3	14.0	8.4	6.5	10.8	7.6

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Biological Science	195						
Agriculture		0.0	0.0	0.0	0.5	0.1	0.4
Forestry		0.0	0.0	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology		0.8	0.0	0.5	1.2	0.7	1.0
Biochemistry		1.7	1.4	1.5	1.5	0.7	1.3
Biophysics		0.0	0.0	0.0	0.1	0.0	0.1
Botany		0.0	1.4	0.5	0.8	0.2	0.6
Environmental Science		0.0	0.0	0.0	0.3	0.4	0.4
Marine (life) Sciences		0.8	0.0	0.5	0.1	0.2	0.1
Physiology, Anatomy		1.7	2.7	2.1	1.3	0.5	1.0
Zoology		4.1	1.4	3.1	1.1	0.3	0.8
General, Other Biological Sciences		2.5	0.0	1.5	1.9	2.5	2.1
Business							
Accounting		0.8	1.4	1.0	1.4	0.5	1.1
Finance		1.7	1.4	1.5	0.7	0.6	0.7
International Business		0.0	0.0	0.0	0.2	0.3	0.2
Management		2.5	0.0	1.5	1.4	1.4	1.4
Marketing		0.8	0.0	0.5	1.0	0.4	0.7
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business		0.0	0.0	0.0	0.8	0.8	0.8
Education							
Business Education		0.0	0.0	0.0	0.1	0.1	0.1
Educational Administration		0.0	0.0	0.0	0.7	1.1	0.9
Educational Psychology/Counseling		0.0	0.0	0.0	0.7	1.5	0.9
Elementary Education		0.0	0.0	0.0	0.1	0.5	0.3
Higher Education		0.0	1.4	0.5	0.6	1.4	0.8
Music or Art Education		0.0	0.0	0.0	0.1	0.4	0.2
Physical or Health Education		2.5	1.4	2.1	0.5	0.4	0.5
Secondary Education		0.8	1.4	1.0	0.2	0.6	0.3
Special Education		0.0	0.0	0.0	0.1	0.4	0.2
General, Other Education Fields		0.0	2.7	1.0	1.4	3.0	1.9
Engineering							
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.2	0.1	0.2
Chemical Engineering		0.8	0.0	0.5	0.9	0.4	0.7
Civil Engineering		0.0	0.0	0.0	1.6	0.3	1.2
Electrical Engineering		0.0	0.0	0.0	1.9	0.2	1.3
Industrial Engineering		0.0	0.0	0.0	0.1	0.1	0.1
Mechanical Engineering		0.0	0.0	0.0	1.8	0.4	1.3
General, Other Engineering Fields		0.0	0.0	0.0	1.1	0.4	0.9
Health							
Dentistry		0.0	0.0	0.0	0.3	0.0	0.2
Health Technology		0.0	0.0	0.0	0.0	0.0	0.0
Medicine or Surgery		0.0	0.0	0.0	0.2	0.5	0.3
Nursing		0.0	0.0	0.0	0.3	6.8	2.5
Pharmacy, Pharmacology		0.0	0.0	0.0	0.9	1.0	1.0
Therapy (speech, physical, occup.)		0.0	0.0	0.0	0.3	0.8	0.5
Veterinary Medicine		0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields		0.8	1.4	1.0	0.6	1.0	0.7

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Humanities							
History	2.5	5.4	3.6	4.6	4.7	4.6	
Political Science, Government	1.7	1.4	1.5	3.8	2.5	3.4	
English Language & Literature	5.0	10.8	7.2	4.2	9.5	6.0	
Foreign Languages & Literature	2.5	9.5	5.1	1.4	3.1	2.0	
French	0.8	5.4	2.6	0.3	1.4	0.6	
German	2.5	0.0	1.5	0.5	0.6	0.6	
Spanish	0.8	6.8	3.1	0.5	2.2	1.1	
Other Foreign Languages	1.7	2.7	2.1	0.8	0.6	0.7	
Linguistics	1.7	1.4	1.5	0.7	0.6	0.7	
Philosophy	1.7	1.4	1.5	3.7	2.3	3.2	
Religion or Theology	2.5	4.1	3.1	4.6	3.3	4.1	
General, Other Humanities Fields	0.0	0.0	0.0	1.6	1.8	1.6	
Fine Arts							
Architecture/Urban Planning	0.8	0.0	0.5	0.5	0.4	0.5	
Art	3.3	5.4	4.1	2.1	1.5	1.9	
Dramatics or Speech	1.7	4.1	2.6	1.0	2.0	1.4	
Music	3.3	2.7	3.1	2.6	1.9	2.3	
Television or Film	0.0	0.0	0.0	0.6	0.2	0.4	
Other Fine Arts	0.8	2.7	1.5	1.8	2.1	1.9	
Physical Science							
Mathematics and/or Statistics	8.3	2.7	6.2	5.3	2.9	4.5	
Astronomy	0.0	0.0	0.0	0.3	0.1	0.3	
Atmospheric Sciences	0.0	0.0	0.0	0.0	0.0	0.0	
Chemistry	5.0	2.7	4.1	3.6	2.2	3.1	
Earth Sciences	0.0	0.0	0.0	0.8	0.2	0.6	
Geography	0.0	0.0	0.0	0.4	0.0	0.3	
Marine Sciences (incl. Oceanography)	0.0	0.0	0.0	0.2	0.0	0.1	
Physics	5.8	1.4	4.1	3.6	1.2	2.8	
General, Other Physical Sciences	0.0	0.0	0.0	0.1	0.0	0.0	
Social Science							
Anthropology	1.7	1.4	1.5	0.9	1.6	1.1	
Archaeology	0.0	0.0	0.0	0.1	0.1	0.1	
Clinical Psychology	0.0	0.0	0.0	1.2	1.4	1.3	
Counseling and Guidance	0.0	0.0	0.0	0.2	0.2	0.2	
Experimental Psychology	4.1	0.0	2.6	2.0	1.5	1.8	
Social Psychology	0.8	2.7	1.5	0.8	0.7	0.8	
General, Other Psychology	1.7	0.0	1.0	0.8	1.5	1.0	
Economics	5.0	1.4	3.6	4.8	1.3	3.6	
Sociology	5.0	2.7	4.1	3.3	2.7	3.1	
Social Work, Social Welfare	0.0	0.0	0.0	0.2	0.6	0.4	
General, Other Social Sciences	2.5	0.0	1.5	1.1	1.8	1.4	

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
WHAT IS THE MAJOR OF THE HIGHEST DEGREE YOU HOLD?							
Technical							
Computer Science		3.3	1.4	2.6	1.8	1.2	1.6
Data Processing, Computer Prog.		0.0	0.0	0.0	0.0	0.0	0.0
Drafting/Design		0.0	0.0	0.0	0.0	0.1	0.1
Electronics		0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts		0.0	0.0	0.0	0.0	0.0	0.0
Mechanics		0.0	0.0	0.0	0.0	0.0	0.0
Other Technical		0.0	0.0	0.0	0.2	0.6	0.4
Other Fields							
Building Trades		0.0	0.0	0.0	0.1	0.0	0.0
Communications		1.7	1.4	1.5	1.6	2.0	1.7
Ethnic Studies		0.0	0.0	0.0	0.0	0.1	0.0
Human Ecology/Family Science		0.0	0.0	0.0	0.3	0.1	0.2
Journalism		0.0	0.0	0.0	0.3	1.0	0.5
Law		0.0	0.0	0.0	0.7	1.8	1.1
Law Enforcement		0.0	0.0	0.0	0.1	0.0	0.1
Library Science		0.0	0.0	0.0	0.4	0.7	0.5
Women's Studies		0.0	0.0	0.0	0.0	0.1	0.0
Other Vocational		0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields		0.0	1.4	0.5	0.3	0.9	0.5

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Biological Science	195						
Agriculture		0.0	0.0	0.0	0.2	0.0	0.1
Forestry		0.0	0.0	0.0	0.0	0.0	0.0
Bacteriology, Molecular Biology		0.0	0.0	0.0	0.6	0.3	0.5
Biochemistry		0.0	0.0	0.0	0.3	0.1	0.2
Biophysics		0.0	0.0	0.0	0.0	0.0	0.0
Botany		0.0	0.0	0.0	0.2	0.0	0.2
Environmental Science		0.0	0.0	0.0	0.5	0.1	0.3
Marine (life) Sciences		0.0	0.0	0.0	0.0	0.0	0.0
Physiology, Anatomy		0.0	0.0	0.0	0.7	0.0	0.5
Zoology		1.7	0.0	1.0	0.3	0.0	0.2
General, Other Biological Sciences		9.1	6.8	8.2	4.9	4.8	4.9
Business							
Accounting		0.8	1.4	1.0	1.6	0.7	1.3
Finance		0.8	1.4	1.0	0.8	1.1	0.9
International Business		0.0	0.0	0.0	0.1	0.3	0.1
Management		2.5	0.0	1.5	2.1	1.3	1.8
Marketing		0.8	0.0	0.5	1.1	0.4	0.8
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0
General, Other Business		1.7	0.0	1.0	1.4	0.9	1.2
Education							
Business Education		0.0	0.0	0.0	0.0	0.0	0.0
Educational Administration		0.0	0.0	0.0	0.1	0.2	0.1
Educational Psychology/Counseling		0.0	0.0	0.0	0.3	0.1	0.2
Elementary Education		0.0	1.4	0.5	0.2	1.3	0.5
Higher Education		0.0	0.0	0.0	0.1	0.2	0.1
Music or Art Education		0.0	0.0	0.0	0.1	0.1	0.1
Physical or Health Education		2.5	1.4	2.1	0.6	0.5	0.6
Secondary Education		0.8	2.7	1.5	0.3	0.5	0.3
Special Education		0.0	0.0	0.0	0.1	0.8	0.3
General, Other Education Fields		0.0	1.4	0.5	0.6	1.7	0.9
Engineering							
Aero-/Astronautical Engineering		0.0	0.0	0.0	0.1	0.0	0.0
Chemical Engineering		0.0	0.0	0.0	0.9	0.2	0.6
Civil Engineering		0.0	0.0	0.0	1.9	0.5	1.4
Electrical Engineering		0.0	0.0	0.0	1.8	0.2	1.3
Industrial Engineering		0.0	0.0	0.0	0.0	0.0	0.0
Mechanical Engineering		0.0	0.0	0.0	2.0	0.5	1.5
General, Other Engineering Fields		0.0	0.0	0.0	1.4	1.0	1.3
Health							
Dentistry		0.0	0.0	0.0	0.3	0.0	0.2
Health Technology		0.0	0.0	0.0	0.0	0.1	0.0
Medicine or Surgery		0.0	0.0	0.0	0.1	0.5	0.2
Nursing		0.0	0.0	0.0	0.5	8.2	3.1
Pharmacy, Pharmacology		0.0	0.0	0.0	1.1	1.2	1.1
Therapy (speech, physical, occup.)		0.0	0.0	0.0	0.5	1.2	0.8
Veterinary Medicine		0.0	0.0	0.0	0.0	0.0	0.0
General, Other Health Fields		0.8	1.4	1.0	0.7	1.0	0.8

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Humanities							
History		2.5	5.4	3.6	4.0	4.0	4.0
Political Science, Government		2.5	1.4	2.1	3.7	2.5	3.3
English Language & Literature		5.0	9.5	6.7	6.1	9.8	7.4
Foreign Languages & Literature		5.0	16.2	9.2	2.4	6.1	3.7
French		0.0	0.0	0.0	0.2	0.2	0.2
German		2.5	0.0	1.5	0.5	0.3	0.4
Spanish		0.8	6.8	3.1	0.5	1.5	0.8
Other Foreign Languages		1.7	4.1	2.6	0.7	0.7	0.7
Linguistics		0.0	0.0	0.0	0.3	0.1	0.2
Philosophy		1.7	1.4	1.5	3.0	2.0	2.7
Religion or Theology		3.3	2.7	3.1	5.6	3.1	4.8
General, Other Humanities Fields		0.0	0.0	0.0	1.5	2.3	1.8
Fine Arts							
Architecture/Urban Planning		0.0	0.0	0.0	0.4	0.4	0.4
Art		3.3	5.4	4.1	2.3	2.2	2.3
Dramatics or Speech		1.7	4.1	2.6	1.1	1.5	1.3
Music		3.3	2.7	3.1	2.7	1.9	2.4
Television or Film		0.0	0.0	0.0	0.4	0.6	0.5
Other Fine Arts		0.8	2.7	1.5	0.6	1.5	0.9
Physical Science							
Mathematics and/or Statistics		6.6	2.7	5.1	5.2	3.3	4.6
Astronomy		0.0	0.0	0.0	0.0	0.0	0.0
Atmospheric Sciences		0.0	0.0	0.0	0.0	0.0	0.0
Chemistry		4.1	2.7	3.6	3.9	2.1	3.3
Earth Sciences		0.0	0.0	0.0	0.8	0.2	0.6
Geography		0.0	0.0	0.0	0.4	0.0	0.3
Marine Sciences (incl. Oceanography)		0.0	0.0	0.0	0.0	0.0	0.0
Physics		7.4	1.4	5.1	3.8	1.1	2.9
General, Other Physical Sciences		0.0	0.0	0.0	0.1	0.0	0.1
Social Science							
Anthropology		1.7	1.4	1.5	0.7	1.2	0.8
Archaeology		0.0	0.0	0.0	0.0	0.0	0.0
Clinical Psychology		0.0	0.0	0.0	0.8	0.8	0.8
Counseling and Guidance		0.0	0.0	0.0	0.2	0.2	0.2
Experimental Psychology		1.7	0.0	1.0	1.1	1.2	1.1
Social Psychology		0.8	1.4	1.0	0.2	0.3	0.2
General, Other Psychology		4.1	1.4	3.1	2.0	2.2	2.1
Economics		5.0	1.4	3.6	3.9	1.2	3.0
Sociology		3.3	2.7	3.1	2.9	3.0	2.9
Social Work, Social Welfare		0.0	0.0	0.0	0.3	0.5	0.3
General, Other Social Sciences		3.3	0.0	2.1	2.0	1.6	1.9

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Resp- ondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
WHAT IS THE DEPARTMENT OF YOUR CURRENT FACULTY APPOINTMENT?							
Technical							
Computer Science		5.0	1.4	3.6	1.9	0.8	1.5
Data Processing, Computer Prog.		0.0	0.0	0.0	0.2	0.0	0.1
Drafting/Design		0.0	0.0	0.0	0.0	0.3	0.1
Electronics		0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts		0.0	0.0	0.0	0.1	0.0	0.1
Mechanics		0.0	0.0	0.0	0.0	0.0	0.0
Other Technical		0.0	0.0	0.0	0.4	0.1	0.3
Other Fields							
Building Trades		0.0	0.0	0.0	0.0	0.2	0.1
Communications		1.7	2.7	2.1	2.3	3.3	2.7
Ethnic Studies		0.0	0.0	0.0	0.0	0.0	0.0
Human Ecology/Family Science		0.0	0.0	0.0	0.4	0.1	0.3
Journalism		0.0	0.0	0.0	0.4	0.9	0.6
Law		0.0	0.0	0.0	0.5	1.4	0.8
Law Enforcement		0.0	0.0	0.0	0.1	0.0	0.1
Library Science		0.0	0.0	0.0	0.5	0.9	0.6
Women's Studies		0.0	0.0	0.0	0.0	0.3	0.1
Other Vocational		0.0	0.0	0.0	0.1	0.1	0.1
All Other Fields		0.0	1.4	0.5	0.6	1.9	1.0
HOW MANY CHILDREN DO YOU HAVE IN THE FOLLOWING AGE RANGES?							
Under 18 years old							
	194						
None		65.8	58.1	62.9	61.1	62.4	61.5
One		10.8	27.0	17.0	15.5	15.9	15.7
Two		17.5	14.9	16.5	12.8	16.1	13.9
Three		4.2	0.0	2.6	5.7	3.5	4.9
Four or more		1.7	0.0	1.0	4.9	2.1	4.0
18 years or older							
	192						
None		65.0	73.6	68.2	49.9	65.1	55.1
One		7.5	15.3	10.4	12.1	13.8	12.6
Two		23.3	9.7	18.2	18.8	12.8	16.8
Three		4.2	1.4	3.1	8.6	4.6	7.2
Four or more		0.0	0.0	0.0	10.7	3.7	8.3
How would you characterize your political views?							
	194						
Far left		7.5	6.8	7.2	7.4	11.4	8.7
Liberal		46.7	64.9	53.6	41.3	51.2	44.7
Middle of the Road		25.8	23.0	24.7	29.6	26.8	28.7
Conservative		18.3	5.4	13.4	20.8	10.4	17.2
Far right		1.7	0.0	1.0	0.9	0.2	0.7
Are you currently:							
	195						
Single		15.7	17.6	16.4	10.6	17.0	12.8
Married		74.4	60.8	69.2	82.4	69.0	77.8
Unmarried, living with partner		3.3	6.8	4.6	2.7	4.5	3.3
Divorced		5.0	10.8	7.2	3.5	6.6	4.5
Widowed		0.8	0.0	0.5	0.5	2.0	1.0
Separated		0.8	4.1	2.1	0.3	0.9	0.5

2007-2008 FACULTY SURVEY INSTITUTIONAL PROFILE

Wake Forest University Full-time Undergraduate Faculty	# Res- pondents	Your Institution			Private Univs		
		Men	Women	Total	Men	Women	Total
Is English your native language?	195						
Yes		90.1	85.1	88.2	89.7	86.9	88.8
No		9.9	14.9	11.8	10.3	13.1	11.2
Are you: [5]	193						
White/Caucasian		89.1	89.2	89.1	90.3	88.0	89.5
African American/Black		3.4	2.7	3.1	1.6	3.8	2.3
American Indian/Alaska Native		0.8	0.0	0.5	0.9	1.3	1.1
Asian American/Asian		1.7	1.4	1.6	5.4	4.3	5.0
Native Hawaiian/Pacific Islander		0.0	0.0	0.0	0.1	0.2	0.2
Mexican American/Chicano		0.0	1.4	0.5	0.8	0.9	0.8
Puerto Rican		0.0	0.0	0.0	0.3	0.5	0.3
Other Latino		4.2	5.4	4.7	1.4	2.3	1.7
Other		3.4	2.7	3.1	2.4	2.3	2.4
Do you give the Higher Education Research Institute (HERI) permission to retain your contact information (i.e., your email address and name) for possible follow-up research?	193						
Yes		58.8	64.9	61.1	66.3	67.2	66.6
No		41.2	35.1	38.9	33.7	32.8	33.4

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