

## 2004-2005 HERI Faculty Survey Results

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

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

## 2004-2005 HERI Faculty Survey Results

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



## 2004-2005 HERI Faculty Survey Results

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

## 2004-2005 HERI Faculty Survey Results

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

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



## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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

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

## 2004-2005 HERI Faculty Survey Results

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

## 2004-2005 HERI Faculty Survey Results

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

## 2004-2005 HERI Faculty Survey Results

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

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

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

## 2004-2005 HERI Faculty Survey Results

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