

Minnesota State University Moorhead
Short Summary - From the HERI Survey of 2004-2005

The 2004-2005 HERI Report highlights the following features of the MSUM full-time undergraduate faculty and administrators. Where there are changes from the 1999 report, they are noted.

- MSUM has a higher percentage of women administrators than other public 4-year institutions (P4).
- MSUM faculty and administrators ethnic profile is close to that of other P4s.
 - MSUM has a higher % of white women faculty and a higher % of white male administrators.
- Family structure is similar to P4s but,
 - More MSUM administrators report having no children.
 - Fewer men administrators but more MSUM women administrators are married.
 - About a third of MSUM faculty and administrators have children under 18.
 - 44% of faculty reported at least one child over age 18 in 1999, 42% did in 2004, but while 55% of faculty reported a child under age 18 in 1999, only 38% did in 2004.
- More MSUM faculty than P4s, and more women MSUM faculty report service to clients as a principal activity.
- The following chart shows the changes in faculty degree types 1999-2004. There was a slight drop in faculty with the Ed.D. and a slight gain in Master’s degrees. Women and men are listed separately and together for 2004 since their degree types are quite different.

	1999	2004 women	2004 men	2004 all
Ph.D	60	47	72	61
Ed.D.	10	8	5	6
Masters	21	34	18	25

- When asked about whether their interests were in primarily teaching or research, MSUM faculty reported “heavily in teaching” at a higher percentage than P4 faculty. Of note, more men MSUM faculty reported “both, but leaning toward teaching” than women faculty who reported “both, but leaning toward research” at a higher percentage than MSUM men faculty.
- Fewer MSUM administrators reported enjoying their work, feeling good about the direction their lives are heading in, engaging in prayer or meditation, and experiencing a close alignment between work and personal values than P4 counterparts.
- In the areas of goals for undergraduates, statements about the MSUM community, issues of importance at the institution, attributes of the institution, and general; statements about college values and curriculum, there was more divergence between MSUM faculty and administrators and MSUM administrators and P4 administrators. There was not as much difference between MSUM faculty and P4 faculty. But this profile was fairly consistent with the 1999 data.
 - The most notable differences are in the issues believed to be of highest importance at the institution.

- MSUM male administrators responded in a manner indicative of a higher commitment to diversity than other groups.
- MSUM teaching methods are close to P4 faculty, but have changed since 1999.
 - Class discussion has risen from 64% to 80%
 - Cooperative learning has risen from 37% to 52%
 - Multiple choice exams have dropped from 39% to 33%
 - Student presentations have risen from 25% to 46%
- Job satisfaction and stress show higher satisfaction with compensation at MSUM, and higher satisfaction with child care availability.
- Fewer MSUM administrators responded “definitely yes” or “probably yes” to the question of “If you were to begin your career again would you still want to be a college professor?”
- When asked to specify sources of stress in the last two years, self-imposed high expectations received the highest response from MSUM faculty, followed by managing household responsibilities. The highest response from MSUM administrators was lack of personal time followed by self-imposed high expectations. In 1999, the highest sources of stress were time pressures (87% faculty) and lack of personal life (88% administrators)
- MSUM specific questions showed that MSUM administrators more strongly favored the following than MSUM faculty:
 - MSUM should have fewer course (more sections of each) available to students for liberal studies
 - MSUM should have more core courses required for all liberal studies
 - MSUM should require a speech course for liberal studies
 - MSUM should encourage more development of on-line courses
 - MSUM should require a technology/ information literacy course for liberal studies or as an upper-level graduation requirement
 - MSUM should require more multi-cultural courses for liberal studies
 - MSUM should extend outreach efforts by increasing the number of evening and weekend classes
 - Service learning is an important delivery system
 - Faculty morale improved in the last year
 - Faculty members are rewarded for being good advisors