

**Minnesota State University Moorhead
Summary – Long Version
From the HERI Survey of 2004-2005**

Minnesota State University Moorhead participated in a national survey conducted by the Higher Education Research Institute (HERI). We have received the results for MSUM and comparisons to two national norms. The first norm is against public 4-year colleges and the second is all 4-year institutions. For this summary, the norm of public 4-year (P4) colleges is used except where noted. This summary will not encompass the entire report, but will highlight areas of note either because of similarity or divergence.

Sample Size

The “All 4-year colleges” data included 37,827 respondents in the *Full-time Undergraduate Faculty* category. 21,578 (57%) were men, and 16,249 (43%) were women. For “All public 4-year colleges,” there were 11,267 respondents. 6,220 (55%) were men, and 5,047 (45%) were women. At MSUM, there were 172 respondents. 96 (56%) were men, and 76 (44%) were women. **The percentages are similar.**

The all 4-year colleges data included 5,591 respondents in the *Full-time Academic Administrators* category. 3,367 (60%) were men, and 2,224 (40%) were women. For all public 4-year colleges, there were 1,405 respondents. 825 (59%) were men, and 580 (41%) were women. At MSUM, there were 32 respondents. 10 (31%) were men, and 22 (69%) were women. **MSUM had a higher percent of women administrator respondents.**

Demographics

The age of respondents did not display any meaningful variation. Present academic rank was as follows:

	MSUM	Public 4-year Colleges
Professor	35.1	31.0
Associate Professor	24.0	25.6
Assistant Professor	30.4	29.3
Lecturer	0.0	5.5
Instructor	7.0	7.6
Other	3.5	1.0

Racial/Ethnic Group Responses

Full-time Undergraduate Faculty

91.7 % of MSUM faculty report their ethnicity as White/Caucasian as compared to 88.4% of faculty at “All Public 4-Year” (P4) institutions. For males, it is 88.2% white at MSUM and 87.6% white at P4 colleges, but for females, 96% report white ethnicity at MSUM while 89.5% of females at P4s report white ethnicity. 3.6% of faculty at MSUM report their ethnicity as African American/Black compared to 3.3% at P4s.

MSUM reports no American Indian/Alaska Native or Native Hawaiian/Pacific Islander faculty (2.1% and 0.6% respectively P4s), and 3.6 Asian American/Asian faculty, less than the 5.1% reported at P4s. 1.2% of MSUM faculty report Mexican American/ Chicano and .6% report Other Latino compared to P4s who report 1.7% in both those categories.

Administrators

93% of MSUM Administrator respondents report their ethnicity as White/Caucasian as compared to 90.5% of administrators at P4 institutions. 100% of men administrators at MSUM report their ethnicity as White/Caucasian (90.5% P4). 4.5% of women administrators at MSUM report their ethnicity as African American/Black (5.0 % at P4s) and 4.5 % of women administrators at MSUM report their ethnicity as Other Latino (1.6 % at P4s).

Family Structure

76% of MSUM faculty are married (75.2% P4). 2.9% are unmarried, living with a partner (4.5% P4). 26.7% MSUM and 26.1% of P4 faculty have been divorced.

84.4% of MSUM administrators are married (78.9% P4). It is interesting to note that while 70% of men administrators at MSUM are married, 87.7% of men administrators at P4 institutions are married. Also, 90.9% of women administrators at MSUM are married but only 66.4% of women administrators at P4s are married.

61.6% of MSUM faculty and 71.9% of MSUM administrators have no children under 18 years old and 57.6 % of MSUM faculty and 53.1% of MSUM administrators have no children over 18 years old. These numbers are very close to P4s with the exception of administrators with no children over 18 years where the P4 % is 38.4.

38.4% of MSUM faculty and 28.2% of MSUM administrators report one to four or more children under 18 years old. 42.4% of faculty and 47% of administrators report one to four or more children over 18 years of age. Again, numbers are similar except for P4 administrators: they report 61.7% with one to four or more children over age 18.

Professional Activity/ Interests:

Principal activity reported in “your current position” for Full-time Undergraduate Faculty was as follows:

	MSUM men	MSUM women	MSUM all	Public 4-yr men	Public 4-year women	Public 4-year all
Administration	0.0	6.6	2.9	4.5	2.8	3.8
Teaching	97.9	85.5	92.4	93.3	95.2	94.0
Research	0.0	0.0	0.0	1.7	0.8	1.4
Service to clients and patients	1.0	3.9	2.3	0.3	0.6	0.4
Other	1.0	3.9	2.3	0.2	0.6	0.4

Response to “Do your interests lie primarily in teaching or research?”

	MSUM men	MSUM women	MSUM all	Public 4-yr men	Public 4-year women	Public 4-year all
Very heavily in teaching	41.5	46.6	43.7	29.2	34.2	31.2
In both, but leaning toward teaching	51.1	34.2	43.7	47.5	47.5	47.4
In both, but leaning toward research	6.4	17.8	11.4	21.0	17.0	19.4
Research	1.1	1.4	1.2	2.3	1.6	2.0

MSUM faculty report a higher percentage of women whose principal activity is service to clients or patients or “other.” MSUM faculty also report a higher percentage of interests “very heavily in teaching.” It may also be interesting to note the difference between the responses of men and women at MSUM when answering this item. There is a larger difference in the responses between men and women at MSUM than the difference between men and women at all 4-year public institutions.

In response to general activity items, responses for full-time undergraduate faculty were similar. These were items such as “Have you ever held an academic post? (MSUM 34.7%: P4 37.3%) and “Is your spouse/partner an academic? (MSUM 36.4%: P4 31.5%). There were some exceptions:

- Do you commute a long distance to work? MSUM = 11.1 P4 = 20.9
- Does your spouse/partner work in the same/nearby city? MSUM = 67.3 P4 = 59.0
- Are you a member of a faculty union? MSUM = 92.4 P4 = 36.9

This similarity of response was also seen for questions that related to activities in the *past two years* such as “received another job offer” (MSUM 22.8%: P4 26.9%). Eleven items had more than 5 percentage points of difference. They were:

- Engaged in paid consulting outside of your institution MSUM = 26.9 P4 = 37.2
- Received funding for your work from business or industry MSUM = 5.4 P4 = 12.4
- Taught an honors course MSUM = 4.6 P4 = 16.4
- Taught an interdisciplinary course MSUM = 26.5 P4 = 35.6
- Taught a service learning course MSUM = 14.0 P4 = 20.4
- Worked with undergraduates on a research project MSUM = 55.1 P4 = 63.6
- Placed or collected assignments on the internet MSUM = 50.3 P4 = 67.9
- Participated in a faculty development program MSUM = 4.6 P4 = 13.7
- Developed a new course MSUM = 56.1 P4 = 66.2
- Conducted research or writing on international/global issues MSUM = 16.3 P4 = 25.3
- Taught a first-year seminar MSUM = 11.3 P4 = 18.4

There is less similarity between MSUM Administrators activities and those of P4 administrators. 17 items reported more than 5 percentage points of difference.

- Have you ever held an academic administrative post? MSUM = 51.6 P4 = 92.0
- Have you ever received an award for outstanding teaching? MSUM = 35.5 P4 = 47.8
- Do you commute a long distance to work? MSUM = 9.7 P4 = 18.0
- Does your spouse/partner work in the same/nearby city? MSUM = 80.0 P4 = 64.4
- Is your spouse/partner an academic? MSUM = 23.3 P4 = 31.6
- Are you a member of a faculty union? MSUM = 77.4 P4 = 18.7
- Have you published op ed pieces or editorials MSUM = 19.4 P4 = 26.8
- Taught an interdisciplinary course MSUM = 8.3 P4 = 28.7
- Team taught a course MSUM = 20.8 P4 = 34.1
- Taught a service learning course MSUM = 12.5 P4 = 18.1
- Worked with undergraduates on a research project MSUM = 24.0 P4 = 48.5
- Placed or collected assignments on the internet MSUM = 42.3 P4 = 60.3
- Collaborated with the local community in teaching/research MSUM = 33.3 P4 = 52.2
- Developed a new course MSUM = 29.2 P4 = 49.1
- Conducted research or writing on international/global issues MSUM = 0.0 P4 = 22.0
- Conducted research or writing on racial or ethnic minorities MSUM = 8.0 P4 = 16.6
- Conducted research or writing on women or gender issues MSUM = 0.0 P4 = 16.1

Publications, Activities and Time:

Responses from full-time undergraduate faculty regarding questions related to publications and activities are reported in the table below. Responses for public 4-year colleges are in parentheses. **These percentages are similar.**

Number of	None	1-2	3-4	5-10	11-20	21-50
Articles in academic or professional journals	26.9 (18.9)	23.4 (20.5)	20.4 (17.2)	18.6 (20.7)	6.0(12.4)	3.6 (7.7)
Chapters in edited volumes	66.9 (56.9)	22.3 (25.2)	6.1 (10.8)	2.7 (5.2)	2.0 (1.4)	0.0 (0.4)
Books, manuals, monographs	69.3 (62.0)	20.7 (25.8)	7.3 (7.3)	2.7 (3.6)	0.0 (1.0)	0.0 (0.3)
Software products	85.6 (86.1)	6.8 (8.6)	2.1 (2.7)	3.4 (1.4)	0.7 (0.6)	0.7 (0.3)
Exhibitions or performances of the fine and applied arts	76.2 (79.7)	5.5 (4.0)	4.9 (2.8)	2.4 (2.7)	1.8 (2.2)	2.4 (2.8)
Professional writings published or accepted in the last 2 years	50.0 (36.2)	36.3 (35.9)	8.9 (18.3)	4.2 (7.9)	0.6 (1.3)	0.0 (0.1)

MSUM administrators report fewer publishing/performance activities than administrators at P4s.

Number of	None
Articles in academic or professional journals	41.4 (12.5)
Chapters in edited volumes	89.7 (46.9)
Books, manuals, monographs	79.3 (51.7)
Software products	96.6 (85.6)
Exhibitions or performances of the fine and applied arts	79.3 (85.5)
Professional writings published or accepted in the last 2 years	82.8 (38)

In the area of time use, and the question of how many hours a week do full-time undergraduate faculty average on certain tasks, the difference in some areas between MSUM men and women full-time undergraduate faculty are more observable than between MSUM and P4s. (P4 percents in parentheses)

	None		1-4		5-8		9-20		Over 20	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Scheduled teaching	0.0	1.4	3.4	17.1 (4.6)	16.1	18.6	78.1	58.5	2.3	4.3
Preparing for teaching	0.0	1.5	10.5	10.3	23.3	22.1	52.4	48.4	14	17.6
Advising students	3.5	1.5	65.1	54.4	24.4	22.1	7	22	0	0
Committee work and meetings	0.0	1.5	79.1 (67.4)	63.2	17.4	32.4	3.5	3	0	0
Other administration	42.1	38.1	28.9	34.9	21.1	11.1	7.9	11.2	0	4.8
Research and scholarly writing	15.1	31.3 (19.6)	45.3 (35.8)	49.3 (42.9)	24.4	6.0 (20.6)	14.0 (22)	13.5	1.2	0.0
Other creative products/performance	55.1 (59.2)	56.5	29.5	30.6	7.7	4.8 (8.0)	6.4	8.0 (4.8)	1.3	0.0
Consultation with clients/ patients	86.1	76.2 (82.7)	11.4	14.3	2.5	1.6 (3.4)	0.0	7.9	0.0	0.0
Community or public service	38.1	30.4	53.6	62.3 (57.4)	7.1	4.3 (9.5)	1.2 (3.2)	2.9	0.0	0.0
Outside consulting/freelance work	83.3 (69.0)	83.1 (72.8)	10.3 (22.8)	15.4 (21.0)	3.8 (5.5)	1.5 (4.0)	2.6	0.0	0.0	0.0
Household/Childcare duties	12.2 (16.8)	4.4 (4.9)	28.0 (19.1)	14.7 (17.6)	19.5 (24.4)	32.4 (24.8)	32.9	27.9 (35)	7.3	20.5
Communicating via email	1.2	0.0	62.8 (49.4)	32.4 (39.0)	25.6 (35.8)	48.5 (40.3)	10.5	17.6	0.0	0.6

In response to: How many of the following courses are you teaching this term? The following responses were recorded. In most areas MSUM full-time undergraduate faculty and P4 faculty are not observably different though MSUM faculty appear to teach more developmental courses and fewer graduate courses:

	None		One		Two		Three		Four		Five +	
	MSUM	P4	MSUM	P4	MSUM	P4	MSUM	P4	MSUM	P4	MSUM	P4
General Education	46.2	47.5	20.0	21.9	22.3	17.6	6.9	7.5	3.1	4.0	1.5	1.4
Developmental/Remedial	80.7	93.7	9.6	3.4	5.3	1.4	2.6	0.9	1.8	0.3	0.0	0.3
Other undergrad credit	10.7	10.4	20.1	23.4	26.8	30.0	21.5	21.2	14.8	10.4	6.0	4.8
Graduate	79.1	65.5	12.2	25.9	7.0	6.4	1.7	1.6	0.0	0.4	0.0	0.2
Vocational or technical	92.2	93.8	0.9	1.6	0.9	1.0	1.7	0.8	3.5	2.7	0.9	0.2
Non-credit	90.1	93.6	7.2	4.7	1.8	1.0	0.0	0.3	0.9	0.2	0.0	0.2

Values:

Responses by full-time undergraduate faculty to broader life questions were quite consistent with P4 responses. The prompt was “Do you, ‘to a great extent’” followed by some of the following items:

- Engage in academic work that spans multiple disciplines? MSUM = 23.8 P4 = 30.8
- Experience joy in your work? MSUM = 61.3 P4 = 65.6
- Feel good about the direction in which your life is headed? MSUM = 61.9 P4 = 63.7
- Engage in self-reflection? MSUM = 70.8 P4 = 68.5
- Consider yourself a religious person? MSUM = 26.8 P4 = 32.5
- Consider yourself a spiritual person? MSUM = 42.3 P4 = 47.1
- Engage in regular exercise? MSUM = 31.5 P4 = 39.1
- Eat a well-balanced diet? MSUM = 40.5 P4 = 41.8
- Get adequate amounts of sleep? MSUM = 38.9 P4 = 32.0
- Engage in prayer/meditation? MSUM = 21.4 P4 = 24.5
- Experience close alignment between your work & personal values? MSUM = 51.8 P4 = 57.0

Responses to those same questions by MSUM administrators are quite different from P4 responses in at least four areas:

- Engage in academic work that spans multiple disciplines? MSUM = 35.5 P4 = 34.4
- Experience joy in your work? MSUM = 41.9 P4 = 64.8**
- Feel good about the direction in which your life is headed? MSUM = 51.6 P4 = 67.9**
- Engage in self-reflection? MSUM = 66.7 P4 = 66.6
- Consider yourself a religious person? MSUM = 35.5 P4 = 34.8
- Consider yourself a spiritual person? MSUM = 35.5 P4 = 46.3
- Engage in regular exercise? MSUM = 45.2 P4 = 37.9
- Eat a well-balanced diet? MSUM = 32.3 P4 = 40.7
- Get adequate amounts of sleep? MSUM = 32.3 P4 = 29.2
- Engage in prayer/meditation? MSUM = 12.9 P4 = 21.9**
- Experience close alignment between your work & personal values? MSUM = 45.2 P4 = 58.4**

In response to “goals for undergraduates noted as ‘very important’ or ‘essential’” the following responses were recorded. Responses that differ are in bold type:

	Full-time Undergrad Faculty		Administrators	
	MSUM	P4	MSUM	P4
Develop ability to think critically	99.4	99.0	100.0	99.3
Prepare student for employment after college	82.4	76.3	87.1	82.1
Prepare students for graduate or advanced education	58.2	62.0	48.4	65.0
Develop moral character	60.6	56.7	58.1	60.2
Provide for students’ emotional development	37.6	34.7	48.4	39.9
Help students develop personal values	49.4	49.5	45.2	55.1
Enhance students’ self-understanding	58.8	58.6	77.4	63.0
Instill in students a commitment to community service	40.2	38.1	51.6	48.2
Prepare students for responsible citizenship	66.9	62.2	77.4	69.6
Enhance students’ knowledge of and appreciation for other racial/ethnic groups	72.2	59.7	80.6	70.5
Help master knowledge in a discipline	93.5	95.2	87.1	94.9
Develop creative capacities	70.0	67.9	80.6	67.7
Instill a basic appreciation of the liberal arts	66.5	56.5	83.9	60.2
Enhance spiritual development	11.2	16.9	22.6	15.5
Promote ability to write effectively	88.8	89.3	96.8	95.8
Facilitate search for meaning/purpose in life	30.6	34.5	45.2	35.7

- MSUM full-time faculty were very consistent with the P4 counterparts in rating most items. There were four questions where responses were separated by 5 points or more.

- MSUM administrators differ from P4 administrators by more than 5 points on eleven items.
- Both MSUM faculty and administrators rated preparing students for employment higher than P4s and preparing students for graduate schools lower.
- MSUM administrators rated providing for students’ emotional development higher than both their counterparts and the MSUM faculty. This is also true for “develop creative capacities,” “enhance spiritual development” and “facilitate search for meaning/purpose in life.”
- MSUM administrators and MSUM faculty rated helping students develop personal values lower than P4 administrators (though the MSUM faculty and P4 faculty responses were nearly identical).
- All administrators rated enhancing students’ self-understanding higher than faculty, but MSUM administrators rated this item much higher than P4 administrators. They also rated preparing students for responsible citizenship higher than all faculty and P4 administrators.
- Both MSUM faculty and MSUM administrators rated “Enhance students’ knowledge of and appreciation for other racial/ethnic groups” higher than P4 faculty and administrators, and MSUM administrators gave this item a higher rating than MSUM faculty. The same is true of the item “Instill a basic appreciation of the liberal arts.”

In the area of personal goals noted as “very important” or “essential” MSUM full-time faculty differed by more than 5 points from P4 faculty in only two areas, “Obtaining recognition from my colleagues for contributions to my special field” (MSUM = 37.8, P4 = 45.5) and “achieving congruence between my own values and institutional values” (MSUM = 57.3, P4 = 52.2).

These same areas were different for administrators. MSUM administrators rated the item on recognition lower than P4 administrators (MSUM = 38.7, P4 = 43.8) and, like MSUM faculty, rated the item on congruence higher (MSUM = 80.6, P4 = 64.6) but they also differed on three additional items: “becoming an authority in my field” (MSUM = 58.1, P4 = 47.5), influencing social values (MSUM = 45.2, P4 = 37.8) and raising a family (MSUM = 64.5, P4 = 69.5).

The following items received “agree ‘strongly’ or ‘somewhat.’”

	Full-time Undergrad Faculty		Administrators	
	MSUM	P4	MSUM	P4
Faculty are interested in students’ personal problems	80.4	79.9	71.0	82.7
Racial and ethnic diversity should be more strongly reflected in the curriculum	65.3	52.5	93.5	61.1
Faculty feel that most students are well-prepared academically	20.2	27.9	19.4	35.9
Faculty here are strongly interested in the academic problems of undergraduates	83.3	79.9	64.5	80.7
There is a lot of campus racial conflict here	11.3	7.5	9.7	6.7
Most students are strongly committed to community service	18.0	25.4	29.0	31.1
My research is valued by faculty in my department	66.5	68.3	48.1	75.3
My teaching is valued by faculty in my department	86.1	85.5	72.0	88.3
My department does a good job of mentoring new faculty	55.4	60.0	50.0	71.5
Faculty are sufficiently involved in campus decision making	66.3	53.4	80.0	68.1
My values are congruent with the dominant institutional values	72.9	65.2	72.4	77.0
There is adequate support for integrating technology in my teaching	66.5	75.0	71.4	80.8
This institution takes responsibility for educating under-prepared students	63.3	59.5	74.2	64.5
The criteria for advancement and promotion decisions are clear	77.9	69.3	78.6	77.9

Most of the students I teach lack the basic skills for college work	47.9	44.8	42.3	33.3
My department has difficulty recruiting faculty	43.4	48.4	53.8	48.4
My department has difficulty retaining faculty	28.1	27.3	23.1	22.7
There is adequate support for faculty development	59.9	51.2	66.7	58.4
This institution should not offer remedial/ developmental education	11.4	28.0	6.9	31.9

- MSUM administrators responded agree strongly or somewhat to items concerning ethnicity and diversity, faculty involvement in decision-making, and institutional responsibility for under-prepared students at a higher rate than all faculty and P4 administrators
- MSUM administrators responded agree strongly or somewhat to items concerning faculty interest in the lives of undergraduates, and faculty value of their research at a lower rate than all faculty and P4 administrators
- MSUM faculty and administrators responded at a lower rate to the question “faculty feel that most students are well-prepared academically.”
- P4 administrators agreed more with the item concerning mentoring new faculty than MSUM administrators, both MSUM faculty and administrators had a lower response to this item.
- Both MSUM administrators and faculty had fewer strongly and somewhat agree responses to the items concerning support for integrating technology and difficulty recruiting faculty.
- Finally, both MSUM faculty and administrators had fewer strongly and somewhat agree responses to the item “This institution should not offer remedial/developmental education” than their P4 counterparts and MSUM administrator response was even lower than MSUM faculty.

In response to the item “Issues you believe to be of ‘high’ or ‘highest’ priority at your institution” there were **nine** items where MSUM faculty differed by 5 or more points from P4 faculty. This item revealed difference between MSUM administrators and P4 administrators. And there were fewer than 6 areas where there were small differences between MSUM faculty and MSUM administrators.

	Full-time Undergrad Faculty		Administrators	
	MSUM	P4	MSUM	P4
To promote the intellectual development of students	85.6	81.2	93.5	88.0
To develop a sense of community among students and faculty	37.7	50.1	67.7	58.1
To develop leadership ability among students	39.2	48.9	63.3	61.3
To help students learn how to bring about changes in American society	24.1	31.6	40.0	38.3
To increase or maintain institutional prestige	27.9	55.9	43.3	59.8
To hire faculty “stars”	6.0	16.2	24.1	21.5
To recruit more minority students	47.3	48.4	51.6	60.5
To enhance the institution’s national image	20.4	55.7	22.6	65.3
To create a diverse multicultural campus environment	50.3	51.9	45.2	61.9
To mentor new faculty	40.0	43.2	60.0	58.8
To promote gender equity among faculty	53.0	45.7	51.6	56.4
To provide resources for faculty to engage in community-based teaching or research	25.9	34.2	51.6	56.4
To create a sustain partnerships with surrounding communities	41.0	49.5	60.0	62.5

To pursue external funding	30.7	52.7	33.3	63.5
To increase the representation of minorities in the faculty and administration	43.7	47.4	48.4	62.9
To increase the representation of women in the faculty and administration	39.2	40.6	35.5	52.2

Another item which saw a difference among responses was “Attributes noted as being ‘very descriptive’ of your institution.” However, a number of responses were also very close.

	Full-time Undergrad Faculty		Administrators	
	MSUM	P4	MSUM	P4
It is easy for students to see faculty outside of regular office hours	55.0	56.0	22.6	51.6
The faculty are typically at odds with campus administration	6.5	15.6	0.0	12.0
Faculty hired here respect each other	46.8	49.5	41.9	44.3
Most students are treated like “numbers in a book”	1.2	3.1	3.2	1.6
Social activities are overemphasized	0.0	4.7	0.0	2.2
Faculty are rewarded for being good teachers	10.6	17.1	25.8	26.5
There is respect for diverse values and beliefs	21.8	30.2	35.5	35.4
Faculty are rewarded for their efforts to use instructional technology	10.6	19.5	22.6	26.0
Faculty are rewarded for their efforts to work with under-prepared students	3.5	4.9	3.2	5.4

Politically, MSUM faculty are quite similar to their counterparts. MSUM administrators are slightly different from their counterparts and MSUM faculty

	Full-time Undergrad Faculty		Administrators	
	MSUM	P4	MSUM	P4
Far Left	8.2	7.5	0.0	5.0
Liberal	43.7	44.6	50.0	45.3
Middle of the Road	32.3	29.4	40.0	33.0
Conservative	15.8	17.9	10.0	16.3
Far Right	0.0	0.6	0.0	0.5

In the following questions, more observable differences are found between men and women at MSUM, both faculty and administrators than between the total responses for MSUM and P4 respondents. Where the averages are more than 5 points different from the P4s these numbers have been added and noted in parentheses.

Item	MSUM faculty			MSUM Administrators		
	Men	Women	Total	Men	Women	Total
Western civilization and culture should be the foundation of the undergraduate curriculum	64.2	62.0 (46.7)	63.3 (55.7)	44.4 (63.0)	71.4 (47.4)	63.3 (56.8)
College officials have the right to ban persons with extreme views from speaking on the campus	23.2	18.1	21.0	22.2	23.8	23.3
The chief benefit of a college education is it increases one’s earning power	30.5	23.6	27.5	33.3	33.3	33.3
Promoting diversity leads to the admission of too many under-prepared students	16.8 (30.5)	18.1	17.4 (26.0)	0.0 (21.9)	22.7 (11.3)	16.1 (17.6)
Colleges should be actively involved in solving social problems	59.1	70.8	64.2	77.8	81.8	80.6 (71.5)

Tenure is an outmoded concept	25.3	44.4	33.5	33.3	45.5	41.9
Colleges should encourage students to be involved in community service activities	84.0	94.4	88.6	88.9	90.9	90.3
Tenure is essential to attract the best minds to academe	71.3	50.0	62.0	55.6	45.5	48.4 (61.4)
A racially/ethnically diverse student body enhances the educational experience of all students	85.1	95.8	89.7	100.0 (91.6)	95.5 (98.2)	96.8
Realistically, an individual can do little to bring about changes in society	15.1 (22.6)	9.7	12.7 (18.7)	11.1	0.0 (11.3)	3.2 (14.5)
Colleges should be concerned with facilitating undergraduate students' spiritual development	22.3	15.5	19.4	44.4 (20.5)	23.8 (18.7)	30.0 (19.8)
Colleges have a responsibility to work with their surrounding communities to address local issues	86.2	77.8	82.5	100.0 (86.5)	85.7 (89.2)	90.0
The spiritual dimension of faculty members' lives has no place in the academe	47.9	43.7	46.1	22.2 (45.3)	54.4 (46.1)	45.2
Including community service as part of a course is a poor use of resources	22.3	9.7	16.9	0.0 (16.5)	9.1 (8.1)	6.5 (13.1)

- There are three areas, diversity, community involvement and spiritual development, where MSUM men administrators' responses are observably different from P4 men administrators and all other groups. Indeed in these areas even though the total percentages are similar, men and women administrators at MSUM respond inversely to their P4 counterparts.
- It should be noted that MSUM men faculty also differed from P4 men faculty in diversity.
- Women faculty at MSUM agreed in higher percentages with the item regarding Western Civilization, otherwise their responses were very consistent with the P4 women faculty.
- Women MSUM administrators also responded in higher percentages of agreement to the item on Western Civilization. They also agreed in larger percentages with the item regarding diversity leading to under- prepared students than P4 women administrators and any other group.

Teaching Methods:

MSUM faculty do not differ from the P4 faculty in teaching methods. Class discussion is reported "most" or "all" of the time for both groups at a high percentage (MSUM = 79.7, P4 = 81.2). Cooperative learning is also high (MSUM = 51.7, P4 = 49.1). There are some differences in use of essay mid-term/final exams (MSUM = 44.4, P4 = 56.9) and student presentations (MSUM = 15.3, P4 = 19.8). MSUM faculty report less extensive lecturing than P4 faculty (MSUM = 48.2, P4 = 55.8) and MSUM faculty report the no teaching assistants (P4 = 5.4).

Job Satisfaction/Stress:

MSUM faculty responded with higher satisfaction (very satisfactory or satisfactory) in their compensation (MSUM = 60.5, P4 = 42.8), relationship with administration (MSUM = 64.5, P4 = 54.6), availability of child care (MSUM = 75.7, P4 = 36.8), and clerical/ administrative support (MSUM = 62.1, P4 = 52.5). They responded with lower satisfaction in teaching load (MSUM = 38.2, P4 = 46.2), office and lab space (MSUM = 51.2, P4 = 59.6).

Interestingly, MSUM administration also reported higher satisfaction with compensation (MSUM = 77.4, P4 = 61.0) as well as child care availability (MSUM = 62.5, P4 = 39.5) but they report higher satisfaction with office and lab space than their P4 counterparts and MSUM faculty (MSUM = 76.7, P4 = 69.9). MSUM administrators report lower satisfaction on opportunity for scholarly pursuits (MSUM = 44.4, P4 = 52.8), teaching load (MSUM = 47.1, P4 = 63.5 * this item received only 17 responses), social relationships with other faculty (MSUM = 58.6, P4 = 71.3), visibility for jobs at other institutions/organizations (MSUM = 48.0, P4 = 57.9 * this item received only 25 responses), relationship with administration (MSUM = 66.7, P4 = 76.7), and opportunity to develop new ideas (MSUM = 77.4, P4 = 82.7) and finally, MSUM administrators report lower satisfaction with clerical and administrative support (MSUM = 54.8, P4 = 59.8)

83.1 % of MSUM faculty (83.9% P4) and 62 % of MSUM administration (85.7% P4) 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.”

Over 50% of MSUM faculty and administration reported the following items as sources of stress in the last two years. Where the responses differ from P4, that percent is in parentheses.

Item	MSUM faculty	MSUM administrators
Managing household responsibilities	75.0	71.0
My physical health	51.5	64.5 (53.0)
Personal finances	64.0	
Committee work	59.9	71.0
Research or publishing demands	57.0 (63.0)	
Institutional procedures or “red tape”	64.3 (70.7)	67.7 (82.2)
Lack of personal time	73.1	90.3
Teaching load	72.7	
Keeping up with information technology	64.0	71.0 (62.0)
Self-imposed high expectations	79.1	83.3
Change in work responsibilities		56.7
Working with under-prepared students	69.2 (61.5)	53.3

MSUM Specific Items

The following questions were asked of only the MSUM participants. Therefore, there are no comparison groups.

	MSUM Faculty			MSUM Administrators		
	“Strongly Agree” or “agree”	Neutral	“Disagree” or “Strongly Disagree”	“Strongly Agree” or “Agree”	Neutral	“Disagree” or “Strongly Disagree”
MSUM should have fewer course (more sections of each) available to students for liberal studies	51.9	23.0	25.0	62.1	17.2	20.7
MSUM should have more core courses required for all liberal studies	55.2	16.9	27.9	72.4	13.8	13.7
MSUM should have an upper-level writing course or competency evaluation	83.3	11.0	5.8	89.7	6.9	3.4
MSUM should require a speech course for liberal studies	53.6	24.8	21.6	72.4	17.2	10.3
MSUM should encourage more development of on-line courses	32.0	37.9	30.1	58.6	27.6	13.7
MSUM should require a technology/ information literacy course for liberal studies or as an upper-level graduation requirement	47.1	25.5	27.4	62.1	27.6	10.3
MSUM should require a two-course sequence of a natural science with a significant lab for liberal studies	42.5	26.8	30.7	48.3	34.5	17.2
MSUM should require that all first-year students complete a two-course sequence specifically designed to improve their writing	78.5	11.1	5.9	72.4	24.1	3.4
MSUM should retain the requirement of a math course for liberal studies	80.4	12.4	7.2	82.7	10.3	6.9
MSUM should require more multi-cultural courses for liberal studies	32	29.4	36.6	44.8	34.5	20.7
MSUM should extend outreach efforts by increasing the number of evening and weekend classes	60.1	28.8	11.2	89.7	6.9	3.4
Service learning is an important delivery system	45.1	37.9	17.0	69.0	27.6	3.4
MSUM has a strong sense of community	34.7	33.3	32.0	37.9	27.6	34.5
Faculty morale improved in the last year	16.4	34.9	48.7	27.5	44.8	27.5
Most of the time, I like my job	83.7	11.8	4.6	82.7	10.3	6.9
MSUM should have more programs that recognize and reward faculty	64.1	32.7	3.4	55.2	41.4	3.4
MSUM should require a year of Spanish for liberal studies	10.5	30.1	59.4	3.4	34.5	62.1
MSUM should require that a two-year course sequence be completed in each division for liberal studies	17.0	36.6	46.4	24.1	34.5	41.4
The MSUM mission is appropriate	53.7	38.4	7.9	62.0	27.6	10.3
Faculty members are rewarded for being good advisors.	7.9	25.8	66.2	14.3	35.7	50.0