The 2011 HERI Faculty Survey includes a number of questions about professional practice, addressing teaching, scholarship, and service. Results from this section of the survey are summarized below. The statistical significance of all comparisons is given when available; NA indicates that these results were not subjected to a statistical analysis by the Higher Education Research Institute.

**Professional Practice**

**Teaching Practices**

UM faculty implement student-centered pedagogy and are committed to making community service and field experiences part of the educational experience. When compared with faculty at other public universities, UM faculty more frequently use experiential learning and field studies (35.5% compared with 23.4% at public universities, p<.001) and community service (7.1% versus 5.4%, p<.001) as part of all or most of their courses. Of the UM faculty participating in the survey, 52.3% listed “instill in students a commitment to community service” as an essential or very important goal for undergraduates, while only 39.4% of faculty at other public universities held this goal (p<.001). UM faculty also report using real-life problems in all or most of their courses (62.4% versus 54.5%, p<.01) and using student inquiry to drive learning (53.3% versus 43.7%, p<.05). Forty-six percent (45.8%) of UM faculty responded that they have received an award for outstanding teaching, which is similar to the average for public universities (44.8%, NA).

**How Faculty Spend Their Time**

A higher percentage of faculty at UM reported teaching 9 or more hours per week on average (41.8%) than those at other public universities (33.0%, p<.01). Faculty reported teaching, on average, 2.27 courses during the semester, compared to 2.24 courses by faculty from other public universities (NA). 59.6% reported spending 5 or more hours per week on research or scholarly writing, compared with 62.3% at other institutions (p<.05).

UM faculty reported dedicating more time to committee work and meetings, with 48.5% of UM faculty saying they spend on average 5 or more hours each week on committee work and meetings, compared with 35.2% at other institutions (p<.01). A similar result was found in 2004-2005, when 34.2% of UM faculty reported this committee and meeting load, compared with 27.5% of faculty at other public institutions (NA).

**Scholarship**

When asked about external support for their research over the past two years, 23.9% of UM respondents said they had received funding from foundations (compared to 20.7%), 45.2% from state or federal government (compared to 37.3%), and 14.3% from business or industry (compared to 13.5%). (The HERI survey did not provide results
from statistical analyses for these 3 comparisons.) Respondents have a similar publication and performance profile to faculty from other public institutions:

- 64.2% of UM faculty have published 5 or more articles in academic or professional journals (with 50.0% publishing 3 or more professional writings in the last two years)
- 59.0% have published one or more chapter in an edited volume
- 42.6% have published one or more book, manual or monograph
- 11.9% have one or more patent, computer software product or other product
- And, in the last two years, 14.9% have presented one or more exhibition or performance in the fine or applied arts.

**Civic Mindedness**

The HERI survey highlights that the majority of UM faculty are impressively civic minded. Compared with only 50.1% of faculty at other public universities, 68.1% of UM faculty spend one or more hour each week in community or public service (p<.01). This result echoes findings from 2004-05, when 71.8% of responding faculty performed such community service compared with 57.5% at other institutions (NA). When asked if they used their scholarship to address local community needs, 52.3% of UM faculty members responded affirmatively, compared with 37.2% at other institutions (NA). Similarly, 74.8% of our faculty members are engaged in public service/professional consulting without pay, compared with 57.7% (NA).