The 2011 HERI Faculty Survey includes a number of questions about institutional support and resources, goals for undergraduate education and diversity. Results from these sections are summarized below. The statistical significance of comparisons is given when available; NA indicates that these results were not subjected to a statistical analysis by the Higher Education Research Institute (HERI).

**Institutional Support and Resources**

UM faculty continue to report the need for adequate institutional support in regard to faculty development and use of instructional technology. Fewer UM faculty note the existence of adequate support for faculty development (41.9%) than at other public institutions (60.3%, p<.001). Faculty also report being rewarded for their efforts to use instructional technology (54.2%) less than those at other public universities (66.5%, p<.001).

These results compare with the 2004-2005 HERI survey findings, where 33.7% of faculty reported the existence of adequate support for faculty development, compared with 48.6% (NA) at other institutions. In 2004-2005, 11.9% of UM faculty reported that the statement “faculty are rewarded for their efforts to use instructional technology,” was highly descriptive of the university compared with 17.4% (NA) of faculty at other public institutions. In a set of questions asked only to UM faculty in 2011, it is noteworthy that the most pressing need for support was identified as ‘resources to support publication’ (40.6%) rather than support for using technology in the classroom (13.4%) (NA).

During the past two years, 45.8% of faculty indicated that they had received an award for outstanding teaching in comparison to 44.8% at other institutions. 23.9% of faculty have also engaged in paid workshops outside institution focused on teaching in comparison to 19% at other institutions (NA). Faculty identified ‘grading rubrics’ (30.9%) and ‘large class logistics’ (27.8%) as the two areas that they most wish had been covered in graduate school or on the job (NA).

**Goals for Undergraduate Education**

UM faculty’s impressive civic mindedness is also apparent in the responses to the Goals for Undergraduate Education section of the survey. A higher percentage of faculty at UM reported instilling in students a commitment to community service (52.3%) than at other public universities (39.4%, p<.001). 71.6% of UM faculty also indicated that engaging students in civil discourse around controversial issues was essential/very important, compared with 64.2% (p<.05) at other public institutions. Furthermore, more UM faculty reported that the institution takes responsibility for educating underprepared students (76.1%) than did faculty at other public institutions (61%, p<.001).

**Diversity**

80.7% of UM faculty reported helping to promote racial understanding is personally very important or essential, compared with 72.4% (p<.01) at other public institutions. A higher percentage of faculty also reported that teaching students tolerance and respect for different beliefs is a very important or essential goal for undergraduates (86.4% in
comparison to 77.1% at other institutions (p<.01). Enhancing students' knowledge of and appreciation for other racial/ethnic groups was deemed a very important educational goal at UM (75.4%) in comparison to other public institutions (67.7%, p<.05). Faculty reported that racial and ethnic diversity should be more strongly reflected in the curriculum (59.4%), compared with 49.4% (p<.01) of faculty at other public institutions. Only 25.9% reported that increasing the representation of minorities in the faculty and administration is currently a high priority at the University, compared with 39.3% (p<.01) at other public institutions. Data from UM-specific questions suggests that 40.8% of faculty think the university is providing adequate leadership and support for promoting diversity on campus. 47.6% note that the current efforts are good, but more work is needed (NA).

**Faculty Perspectives**

The HERI survey also highlights that the majority of UM faculty have confidence in the administration’s openness about its policies and find their values congruent with the dominant institutional values. Compared with only 69.3% of faculty at other public universities, 80.6% (p<.001) of UM faculty reported the administration being open about its policies. Moreover, 84.4% of UM faculty agreed somewhat or strongly that their values are congruent with the dominant institutional values, compared with only 66.1% (p<.001) at other public universities. UM faculty members also report being strongly interested in the academic problems of undergraduates, 91% compared with 81.8% (p<.001) at other public institutions.