Results of the Adjunct Faculty Survey 2012

Office of Institutional Research
Feb. 19, 2013
Background of the Survey

• Goals:
  – To understand how adjunct faculty members at AUC feel about the quality of their work experience at AUC.
  – To understand others factors that influence their performance in the classroom and job satisfaction
  – To serve as a vehicle for adjunct faculty to report what concerns them

• March 22, 2012 – April 23, 2012

• Emailed to the list of Adjunct Faculty provided by the Provost’s Office

• 427 invitations, 148 respondents. Response rate: 34.7%

• Adjunct faculty members were offered an incentive for participation in the form of entry into raffle bookstore gift certificates
DEMOGRAPHICS
Adjunct Faculty by School of Current Faculty Appointment

- Grad. School of Education: 4
- School of Business: 10
- GAPP: 6
- HUSS: 20
- SSE: 4
- Other: 4
Adjunct Faculty by Highest Degree Earned

- Bachelor's (B.A./B.S., etc.): 66
- Master's (M.A./M.S./M.B.A., etc.): 18
- J.D., M.D. or other professional degree: 1
- Ed.D.: 1
- Ph.D.: 2
Adjunct Faculty by Employment

- I have one part-time teaching job (AUC).
- I have multiple part-time teaching jobs.
- I have a full-time non-teaching job.
- I have multiple non-teaching jobs.
- I am retired from full-time teaching.
Adjunct Faculty by Length of Service at AUC

- 0-5 years: 42
- 6-10 years: 21
- 11-15 years: 5
- 16+ years: 15

Legend:
- Blue: 0-5 years
- Red: 6-10 years
- Green: 11-15 years
- Purple: 16+ years
RECRUITMENT AND RETENTION
Overall Satisfaction

2012 Faculty

85.9% combined ‘satisfied’ and ‘very satisfied’ with AUC job

2012 Adjunct

77.7% combined ‘satisfied’ and ‘very satisfied’ with AUC job
The following are adequate to help me meet my teaching and research responsibilities:

Percentage of Adjunct Faculty Who Strongly Agree or Agree with the Following Statements

- Library resources: 87.3%
- Teaching and research assistants: 66.3%
- Office Space: 57.3%
- Support from the Center for Learning and Teaching: 63.3%
- Support from University Academic Computing and Technologies: 78.0%
- Maintentance and upgrade of computers and other ICT: 71.1%
- Internet and other ICT: 86.7%
- Maintenance and upgrade of all laboratory equipment: 55.0%
- Laboratory equipment and supplies: 60.5%
- Clerical/secretarial support: 90.2%
- Support from my department chair/unit head: 86.7%
The following are adequate to help me meet my teaching and research responsibilities:

Comparative Percentage of Faculty Who Strongly Agree or Agree with the Following Statements

- Support from my department chair/unit head: 2012 Faculty 74.2%, Adjunct 86.7%
- Clerical/secretarial support: 2012 Faculty 81.4%, Adjunct 90.2%
- Laboratory equipment and supplies: 2012 Faculty 60.5%, Adjunct 45.4%
- Maintenance and upgrade of all laboratory equipment: 2012 Faculty 55.0%, Adjunct 42.7%
- Internet and other ICT: 2012 Faculty 77.2%, Adjunct 86.7%
- Maintenance and upgrade of computers and other ICT: 2012 Faculty 71.1%, Adjunct 71.1%
The following are adequate to help me meet my teaching and research responsibilities:

**Comparative Percentage of Faculty Who Strongly Agree or Agree with the Following Statements**

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012 Faculty</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support from University Academic Computing and Technologies</td>
<td>70.4%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Support from the Center for Learning and Teaching</td>
<td>67.7%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Office Space</td>
<td>84.1%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Teaching and research assistants</td>
<td>49.8%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Library resources</td>
<td>83.5%</td>
<td>87.3%</td>
</tr>
</tbody>
</table>
Percentage of Adjunct Faculty Who Have Had a Course Cancelled or Reassigned in the Past Year

- Yes: 79.3%
- No: 20.7%

Amount of Notice Given to Adjunct Faculty Who Have Had a Course Cancelled or Reassigned in the Past Year

- Less than 3 days: 47%
- Between 3 and 7 days: 33%
- Between 8 and 14 days: 0%
- More than 14 days: 20%

Percentage of Adjunct Faculty Who Think That They Should Be Paid for Preparation Time for Courses Cancelled or Reassigned with Less Than Two Weeks Notice

- Yes: 48 (75%)
- No: 16 (25%)
Percentage of Adjunct Faculty Who Would Want a Full-Time Teaching Position at AUC if One Were Available

- Yes: 89.2%
- No: 10.8%

Percentage of Adjunct Faculty Who Want a Full-Time Teaching Position at Another University

- Yes: 15.6%
- No: 84.4%
Comparative Percentage of Faculty Who Consider the Following a Strong Factor or a Factor in the Decision to Join AUC

- **Reputation of the unit, department, school, or university**: 77.1% (2012 Faculty), 78.7% (Adjunct), 96.3%.
- **Location in the city/region**: 40.7% (2012 Faculty), 61.1% (Adjunct), 78.0%.
- **Salary**: 72.0% (2012 Faculty), 78.0% (Adjunct).
- **Profile of students**: 72.0% (2012 Faculty), 78.0% (Adjunct).

*Other*: Most frequent response was that the respondent was an AUCian.
Which additional benefits would you like to see offered to AUC adjuncts? (Check all that apply)

- 69.6% - Funding for travel to conferences
- 65.8% - Access to AUC Clinic and medical services
- 63.3% - Business cards
- 51.9% - Free parking
- 49.4% - Free access to AUC's athletic facilities
- 44.3% - Borrowing privileges at the AUC Library
- 43.0% - Free bus transportation

Other: more stability, medical insurance, education benefits, performance rewards
Recruitment and Retention

*Are you given a written contract or letter of appointment for each semester that you teach?*

100% - “Yes”
TEACHING
Types of Courses Taught by Adjunct Faculty

- Undergraduate introductory courses (100 and - 200- level) - 28
- Undergraduate advanced courses (300 and - 400- level) - 30
- Graduate courses - 8
- Remedial courses - 0
- Individualized instruction - 0
- A mix of all in equal parts - 11

14% 36% 39% 11%
What is the average number of hours of out of class preparation (grading, preparation of lecture materials and other course materials, etc.) you work per week?

Average Time Adjunct Faculty Spend on Preparation of Lecture Materials and Other Course Materials per Week

- 22.0%: Less than 1 hour
- 23.2%: 1-2 hours
- 25.6%: 3-4 hours
- 22.0%: 5-6 hours
- 6.1%: 7-8 hours
- 1.2%: More than 8 hours
On average, how many hours per week, per course section taught, are you expected to spend advising students outside of class ("office hours")?

Average Amount of Time Adjunct Faculty Spend on Advising Students Outside of Class

- None: 46.3%
- Up to 2 hours: 37.8%
- Between 2 and 4 hours: 8.5%
- More than 4 hours: 3.7%
- Don't know: 3.7%
Percentage of Adjunct Faculty Who Pursue Their Own Research and Writing

- Yes: 91.3%
- No: 8.8%
### Percentage of Adjunct Faculty Participation in the Following Activities in the Past Year

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>N/A (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in a teaching enhancement workshop at AUC</td>
<td>23</td>
<td>42</td>
<td>5</td>
</tr>
<tr>
<td>Required students to submit assignments to Turnitin.com</td>
<td>12</td>
<td>43</td>
<td>9</td>
</tr>
<tr>
<td>Place course materials and assignments on Blackboard</td>
<td>56</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Taught a course exclusively on the internet</td>
<td>2</td>
<td>56</td>
<td>7</td>
</tr>
<tr>
<td>Team-taught a course</td>
<td>11</td>
<td>51</td>
<td>7</td>
</tr>
<tr>
<td>Taught a service-learning course</td>
<td>9</td>
<td>48</td>
<td>11</td>
</tr>
<tr>
<td>Taught an interdisciplinary course</td>
<td>17</td>
<td>40</td>
<td>9</td>
</tr>
</tbody>
</table>
During the past year, have you participated in the following activities at AUC?

**Percentage of Adjunct Faculty Participation in the Following Activities in the Past Year**

- **Collaborated with the local community in teaching or awareness**
  - Yes: 30
  - No: 31
  - N/A: 8

- **Had a guest lecturer in one of your courses**
  - Yes: 20
  - No: 42
  - N/A: 4

- **Assessed learning outcomes in your course**
  - Yes: 52
  - No: 15
  - N/A: 3

- **Developed a new course**
  - Yes: 30
  - No: 31
  - N/A: 7

- **Advised student groups**
  - Yes: 39
  - No: 27
  - N/A: 5

- **Participated in a teaching enhancement workshop outside of AUC**
  - Yes: 23
  - No: 37
  - N/A: 4
Learning Technologies: combined ‘strongly agree’ with ‘agree’

*Indicate your level of agreement or disagreement with the following statements:

- **Classrooms are adequately equipped with instructional technology and Internet access**
  - 2009: 65.7%
  - 2012: 87.1%
  - **Adjunct**: 95.1%

- **AUC provides adequate support for faculty to integrate learning technologies in their courses (e.g., Blackboard, Turnitin.com, blogs, wikis, etc.)**
  - 2009: 74.8%
  - 2012: 88.1%
  - **Adjunct**: 89.0%
Comparative Percentage of Adjunct Faculty Who Consider the Following Undergraduate Learning Outcomes Essential or Important

- **Proficient in tools of the discipline**
  - 2012 Faculty: 98.1%
  - Adjunct Faculty: 92.1%

- **Proficient in tools of research and learning**
  - 2012 Faculty: 95.4%
  - Adjunct Faculty: 96.1%

- **Decisions reflect the highest standards of ethical conduct**
  - 2012 Faculty: 97.3%
  - Adjunct Faculty: 96.8%

- **Understands the importance of lifelong learning**
  - 2012 Faculty: 96.1%
  - Adjunct Faculty: 93.5%

- **Fluent in English**
  - 2012 Faculty: 93.9%
  - Adjunct Faculty: 95.2%

- **Able to write and speak effectively in a variety of settings**
  - 2012 Faculty: 96.4%
  - Adjunct Faculty: 96.0%

- **Able to communicate in Arabic**
  - 2012 Faculty: 70.9%
  - Adjunct Faculty: 69.9%

- **Works both independently and in collaboration with others**
  - 2012 Faculty: 95.0%
  - Adjunct Faculty: 93.6%
Functions effectively as a leader

Percentage of Adjunct Faculty Who Consider the Following Undergraduate Learning Outcomes Essential or Important

- Values service to their local community and to broader causes at national and international levels
  - 2012 Faculty: 91.0%
  - Adjunct Faculty: 87.8%

- Can collaborate effectively in a multicultural context
  - 2012 Faculty: 93.6%
  - Adjunct Faculty: 90.2%

- Has an aesthetic awareness of the modes of human artistic expression
  - 2012 Faculty: 72.3%
  - Adjunct Faculty: 70.2%

- Understands international interdependence, cultural diversity...
  - 2012 Faculty: 94.2%
  - Adjunct Faculty: 93.5%

- Understands and appreciates Egyptian and Arab culture and heritage
  - 2012 Faculty: 82.9%
  - Adjunct Faculty: 89.5%

- Able to apply strong quantitative, analytical, and critical thinking skills
  - 2012 Faculty: 96.9%
  - Adjunct Faculty: 96.8%

- Able to use current technologies to access information
  - 2012 Faculty: 93.8%
  - Adjunct Faculty: 98.4%

- Functions effectively as a leader
  - 2012 Faculty: 75.6%
  - Adjunct Faculty: 72.4%
Which of the following teaching methods do you use most often in your classes (rank the top five):

Teaching Methods Used in All or Most Courses Taught by Adjunct Faculty

- CLT mid-semester evaluations: 34.0%
- Laboratory/hands-on work: 46.6%
- Grading on a curve: 45.0%
- Student peer evaluations: 24.1%
- Research papers: 52.9%
- Student oral presentations: 64.7%
- Multiple-choice exams: 42.4%
- Student-developed assignments, exams, scoring: 42.9%
- Student-selected topics for course content: 36.8%
- Multiple drafts of written work: 26.8%
- Field studies: 10.3%
- Class discussions: 82.2%
- Group assignments: 57.4%
- Real-life problems/case studies: 68.2%
- Community service as part of coursework: 19.0%
- Reflective writing/journaling/student portfolios: 40.0%
How important are the following community linkages for the success of your teaching?

Percentage of Adjunct Faculty Who Consider the Following Community Linkages Very Important or Important for the Success of Your Teaching

- Faculty participation in ongoing professional activities in Cairo, such as meetings of professional associations: 85.1%
- Faculty engagement in activities with Cairo-based organizations, such as internships, service learning, etc: 78.9%
- Faculty attendance at programs in Cairo, such as research seminars, conferences, art exhibits, etc: 89.0%
- Student engagement in activities with Cairo-based organizations, such as internships, service learning, etc: 69.4%
- Student attendance at programs in Cairo, such as research seminars, conferences, art, exhibits, etc: 72.2%
- Guest speakers/lecturers for classes: 66.2%
- Community attendance at AUC events: 76.4%
Please indicate your views on how AUC’s New Campus location has affected these community linkages:

- **Faculty will be able to rebuild these community linkages from the New Campus in a year or two if we make a concerted effort to do so**: 68.1%
- **The administration is providing faculty with the support they need to re-establish these connections**: 35.3%
- **The administration recognizes the need to encourage service and linkages with the broader community**: 47.8%
- **I find it much harder to combine on-campus and off-campus activities than I did on the old campus**: 45.7%
- **I find that I am not participating in as many outside service activities as I did before the move**: 45.7%
- **The new location presents significant barriers to these community linkages**: 47.9%
Teaching

*Please indicate your views on how AUC’s New Campus location has affected these community linkages:*

**Percentage of Faculty Who Strongly Agree or Agree with the Following Statements about Community Linkages**

- Faculty will be able to rebuild these community linkages from the New Campus in a year or two if we make a concerted effort to do so
  - 2012 Faculty: 50.6%
  - Adjunct Faculty: 68.1%

- The administration is providing faculty with the support they need to re-establish these connections
  - 2012 Faculty: 23.9%
  - Adjunct Faculty: 35.3%

- The administration recognizes the need to encourage service and linkages with the broader community
  - 2012 Faculty: 58.7%
  - Adjunct Faculty: 47.8%

- I find it much harder to combine on-campus and off-campus activities than I did on the old campus
  - 2012 Faculty: 61.5%
  - Adjunct Faculty: 45.7%

- I find that I am not participating in as many outside service activities as I did before the move
  - 2012 Faculty: 53.1%
  - Adjunct Faculty: 45.7%

- The new location presents significant barriers to these community linkages
  - 2012 Faculty: 77.1%
  - Adjunct Faculty: 47.9%
Has the New Campus location affected your teaching in any other ways than those mentioned above?

Adjunct Faculty Who Agree that the New Campus the Location Has Affected Their Teaching in Ways Other Than Those Mentioned Above

- Yes: 13.9%
- No: 86.1%

Comments:
- Commute is difficult
- Hard to teach in more than one university
- Location negatively affects service learning, amount of time available for office hours, ALI student exposure to Egypt
- Campus resources greatly improved.
WORK ENVIRONMENT
To what extent have the following been sources of stress to you during the last two years:

<table>
<thead>
<tr>
<th>Source of Stress</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing work-life balance</td>
<td>26.5%</td>
</tr>
<tr>
<td>Care of aging parents</td>
<td>15.9%</td>
</tr>
<tr>
<td>Child care</td>
<td>5.8%</td>
</tr>
<tr>
<td>Medical problems</td>
<td>9.9%</td>
</tr>
<tr>
<td>Lack of support for improvements in teaching effectiveness or</td>
<td>18.6%</td>
</tr>
<tr>
<td>Lack of understanding in the department/unit for family</td>
<td></td>
</tr>
<tr>
<td>Discrimination or harassment</td>
<td>2.8%</td>
</tr>
<tr>
<td>The commute to work</td>
<td>11.3%</td>
</tr>
<tr>
<td>Concern for my personal safety or the safety of my family</td>
<td>47.1%</td>
</tr>
<tr>
<td>Political changes in Egypt</td>
<td>48.6%</td>
</tr>
<tr>
<td>Personal financial concerns</td>
<td>38.6%</td>
</tr>
<tr>
<td>Keeping up with the latest developments in instructional technology</td>
<td>26.1%</td>
</tr>
<tr>
<td>Keeping up with the latest developments in your field</td>
<td>31.9%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>15.7%</td>
</tr>
<tr>
<td>Administrative procedures and bureaucracy</td>
<td>18.3%</td>
</tr>
<tr>
<td>Lack of respect for adjunct faculty</td>
<td>26.4%</td>
</tr>
<tr>
<td>Politics in the department/unit</td>
<td>29.2%</td>
</tr>
</tbody>
</table>
### How satisfied are you with the following aspects of the AUC campus infrastructure and services?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation for disabilities</td>
<td>36.8%</td>
</tr>
<tr>
<td>AUC Bookstore</td>
<td>77.0%</td>
</tr>
<tr>
<td>Cleanliness of campus facilities</td>
<td>30.7%</td>
</tr>
<tr>
<td>Faculty Lounge</td>
<td>59.7%</td>
</tr>
<tr>
<td>Security</td>
<td>89.5%</td>
</tr>
<tr>
<td>The comfort of your work environment</td>
<td>81.6%</td>
</tr>
<tr>
<td>The safety of your work environment</td>
<td>88.0%</td>
</tr>
<tr>
<td>Parking</td>
<td>53.3%</td>
</tr>
<tr>
<td>Food outlets and dining facilities</td>
<td>58.9%</td>
</tr>
</tbody>
</table>
Percentage of Adjunct Faculty Who Strongly Agree or Agree with the Following Statements

- I receive News@AUC and other AUC announcements and communications: 86.8%
- I receive text messages and emails from Public Safety and the Emergency Management Team: 73.3%
- I would feel comfortable discussing problems with my department/unit head without fear of negative repercussions: 74.7%
- Full-time faculty members in my department/unit welcome opportunities to co-author papers or conduct joint research: 43.1%
- Full-time and adjunct faculty members in my department/unit are collegial and work well together: 65.3%
- Adjunct faculty members are rewarded for their efforts to improve teaching: 36.0%
- There is respect in my department/unit for diverse ideas and beliefs: 70.1%
- My department/unit does a good job of mentoring adjunct faculty: 66.2%
- I feel valued by other members of my department or unit: 75.3%
Within your unit during the past two years, have you heard faculty members harass or make negative statements about other faculty, students, administrators, or staff based on the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research area</td>
<td>4</td>
<td>66</td>
</tr>
<tr>
<td>Theoretical or methodological orientation</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>Dress, head covering, or other personal appearance</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td>Disability</td>
<td>0</td>
<td>73</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>1</td>
<td>71</td>
</tr>
<tr>
<td>Parental status</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>Nationality</td>
<td>5</td>
<td>69</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>73</td>
</tr>
<tr>
<td>Political orientation</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>Level of religious observance</td>
<td>2</td>
<td>72</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>72</td>
</tr>
<tr>
<td>Race</td>
<td>2</td>
<td>71</td>
</tr>
</tbody>
</table>
ADJUNCT FACULTY INPUT INTO GOVERNANCE
Indicate your level of agreement or disagreement with the following statements:

Percentage of Adjunct Faculty Who Strongly Agree or Agree with the Following Statements

- My views are satisfactorily represented through the Senate: 15.6%
- The Senate plays an important role in decision-making at the university: 31.6%
- The university administration is transparent in sharing information about its policies and decision-making processes: 40.6%
- The President seeks out and values adjunct faculty input in decision-making: 14.9%
- The Provost seeks out and values adjunct faculty input in decision-making: 23.5%
- The Dean of my School seeks out and values adjunct faculty input in decision-making: 24.3%
- My department values adjunct faculty members’ input in decision-making: 27.6%
- I attend faculty department meetings: 32.9%
- I serve on faculty committees: 23.0%
- I have helped develop courses in my department: 53.9%
- I have input into department/unit curriculum decisions: 33.8%
OPEN-ENDED QUESTIONS
What do you like most about AUC?

- Work Environment/Collegiality
- Campus/Facilities/Technology
- System of Education
- Affinity to AUC
- Administration/Governance
- Students
- Community/Campus Life
- Reputation
- Diversity
- Teaching

No. of Responses
What would you most want to change at AUC?

- Level of Support
- Recognition/Respect
- Student Behavior/Academic Readiness
- Other
- Level of Involvement in Decision-Making
- Environment/Facilities
- Salary
- Location/Commute
- Access to Facilities and Benefits
- Connection to Cairo
- Administration/Governance
- Consideration for FT Status
- Quantity of Courses Taught

No. of Responses
Other Comments/Suggestions

• Common themes
  – Appreciation for the survey
  – Length of survey (too long)
  – Need for additional information through focus groups, representatives from departments