Report on Faculty Survey 2012
Office of Institutional Research
December 12, 2012
Background of the Survey

• Goal of survey to gain insight into those factors that influence faculty performance and job satisfaction and to highlight concerns and areas where improvements can be made

• Developed by OIR in consultation with Senate Faculty Affairs Committee and AUC Assessment Committee

• Emailed to all full-time faculty members, including tenure and non-tenure track faculty and those with primarily administrative positions
  – 2012: 455 invitations; response rate: 63%
  – 2009: 407 invitations; response rate: 59%
### Actions Taken Based on 2009 Survey Results

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Handbook</td>
<td>• Addresses transparency, principles, and procedures that govern faculty life</td>
</tr>
<tr>
<td>Online forms</td>
<td>• Addresses bureaucracy and red tape</td>
</tr>
<tr>
<td>Mentoring for junior faculty</td>
<td>• Contributes to positive work environment</td>
</tr>
<tr>
<td>Criteria for assessment</td>
<td>• Addresses issues of promotion and tenure process</td>
</tr>
<tr>
<td>New rank of “Senior Instructor”</td>
<td>• Creates career path for instructors, rewards performance</td>
</tr>
</tbody>
</table>
Methodology of the Survey

Themes:
– Recruitment and Retention
– Teaching, research and service
– Tenure, promotion, and annual review
– Input into faculty governance
– Work environment

• ‘Agree’
• ‘Strongly Agree’

• ‘Disagree’
• ‘Strongly Disagree’

Combined Agree
Combined Disagree
Demographics

What is the School of your current faculty appointment?

- Grad. School of Education: 46.7%
- LLT: 25.6%
- R/TC: 9.8%
- School of Business: 8.4%
- School of Continuing Edu.: 4.2%
- GAPP: 2.5%
- HUSS: 1.8%
- SSE: 1.1%
- Other: 0.0%
DEMOGRAPHICS
What is your tenure status?
- Tenured: 25.1%
- Tenure track, but not yet tenured: 44.8%
- Not on tenure track: 30.1%

What is your present rank?
- Professor: 21.2%
- Professor of Practice: 3.9%
- Associate Professor: 11.0%
- Associate Professor of Practice: 3.2%
- Assistant Professor: 14.5%
- Senior Instructor II: 25.1%
- Senior Instructor: 13.1%
- Instructor: 0.7%
- Other: 30.0%
What is the School of your current faculty appointment?

- **BUS**
  - Professor: 5
  - Associate Professor of Practice: 1
  - Assistant Professor: 2
  - Senior Instructor II: 1
  - Senior Instructor: 1
  - Instructor: 1
  - Other: 1

- **GAPP**
  - Professor: 3
  - Associate Professor of Practice: 2
  - Assistant Professor: 3
  - Senior Instructor II: 4
  - Senior Instructor: 1
  - Instructor: 1
  - Other: 1

- **HUSS**
  - Professor: 19
  - Professor of Practice: 1
  - Associate Professor: 13
  - Associate Professor of Practice: 3
  - Assistant Professor: 2
  - Senior Instructor II: 4
  - Senior Instructor: 1
  - Instructor: 1
  - Other: 1

- **SSE**
  - Professor: 27
  - Professor of Practice: 2
  - Associate Professor: 15
  - Associate Professor of Practice: 1
  - Assistant Professor: 4
  - Senior Instructor II: 1
  - Senior Instructor: 1
  - Instructor: 1
  - Other: 2

- **Other**
  - Professor: 5
  - Associate Professor: 2
  - Assistant Professor: 3
  - Senior Instructor II: 1
  - Senior Instructor: 1
  - Instructor: 1
  - Other: 1
What is your tenure status?

- Tenured: 2009 - 30.0%, 2012 - 25.1%
- Tenure track, but not yet tenured: 2009 - 26.0%, 2012 - 30.1%
- Not on tenure track: 2009 - 44.10%, 2012 - 44.8%
What is the highest degree you have earned?

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>2009</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>64.3%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>0.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>D.B.A.</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>J.D., M.D. or other professional degree</td>
<td>1.3%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Master's (M.A./M.S./M.B.A., etc.)</td>
<td>33.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Bachelor's (B.A./B.S., etc.)</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
Faculty by Gender

48.1% Male
51.9% Female
What is your annual salary (without benefits) from AUC?

- Less than $30,000: 7.2%
- $30,000 - $39,999: 17.0%
- $40,000 - $49,999: 17.8%
- $50,000 - $59,999: 24.2%
- $60,000 - $69,999: 15.5%
- $70,000 - $79,999: 10.2%
- $80,000 - $89,999: 3.0%
- $90,000 or above: 4.9%
Faculty Salary by School

- Business
- GAPP
- HUSS
- SSE
- Other

Salary Ranges:
- Less than $30,000
- $30,000 - $39,999
- $40,000 - $49,999
- $50,000 - $59,999
- $60,000 - $69,999
- $70,000 - $79,999
- $80,000 - $89,999
- $90,000 or above
OVERALL SATISFACTION
2009:
83% of respondents “satisfied” or “very satisfied”

2012:
86% of respondents “satisfied” or “very satisfied”
Overall Faculty Job Satisfaction at AUC by School

- Business: 80.8%
- GAPP: 100.0%
- HUSS: 91.4%
- SSE: 100.0%
- Other: 100.0%
RECRUITMENT AND RETENTION
The following are adequate to help me meet my teaching and research responsibilities:

<table>
<thead>
<tr>
<th>Factor</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Combined Agree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Space</td>
<td>84.1%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Library Resources</td>
<td>83.5%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Clerical/Secretarial Support</td>
<td>81.4%</td>
<td>77.3%</td>
</tr>
<tr>
<td><strong>Bottom Combined Agree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal funding for bridge support between external grants</td>
<td>18.0%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Assistance in study design and data analysis</td>
<td>21.8%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Assistance in proposal writing and preparation of grant budgets</td>
<td>39.2%</td>
<td>23.2%</td>
</tr>
</tbody>
</table>
The following are adequate to help me meet my teaching and research responsibilities:

- Recruitment and Retention combined 'strongly agree' and 'agree':
  - Dept chair support: 74.9% (2009), 74.2% (2012)
  - Clerical/secretarial support: 77.3% (2009), 81.4% (2012)
  - Lab equipment and supplies: 39.2% (2009), 45.4% (2012)
  - Internet, ICT: 77.2% (2009), 76.0% (2012)
  - Library Resources: 83.5% (2012)
The following are adequate to help me meet my teaching and research responsibilities:
If you joined AUC within the past five years, how satisfied were you with the following aspects of your recruitment process?

![Recruitment and Retention chart]

- Interactions with dept chair/unit head: 52.8% (2009), 43.6% (2012)
- Interactions with search committee: 36.4% (2009), 30.3% (2012)
- Interactions with NYC Office: 25.5% (2009), 15.0% (2012)
- Relocation arrangements: 24.3% (2009), 21.7% (2012)
- Assistance with spousal relocation: 12.0% (2009), 8.0% (2012)
- Orientation to the local community: 27.7% (2009), 21.4% (2012)
- Orientation for new faculty: 35.1% (2009), 31.2% (2012)
How did each of the following affect your decision to join AUC?

Recruitment and Retention
Combined 'strong factor' with 'factor'

- Reputation of the unit, department, school, or university
- Location in region
- Employment opportunities for spouse
- Salary
- Benefits (retirement, health, etc.)
- Relocation package
- Research facilities
- Research opportunities
- Profile of students

2009:
- Reputation: 74.0%
- Location: 77.1%
- Employment: 11.6%
- Salary: 61.1%
- Benefits: 50.7%
- Relocation: 44.1%
- Research facilities: 45.3%
- Research opportunities: 47.1%

2012:
- Reputation: 83.3%
- Location: 88.7%
- Employment: 9.8%
- Salary: 65.2%
- Benefits: 53.7%
- Relocation: 41.4%
- Research facilities: 51.0%
- Research opportunities: 45.3%
- Profile of students: 47.1%
How important would the following factors be in your decision whether or not to leave the university?

<table>
<thead>
<tr>
<th>Factor</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Combined Strong Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To earn a higher salary</td>
<td>68.6%</td>
<td>71.0%</td>
</tr>
<tr>
<td>To have more research opportunities</td>
<td>60.9%</td>
<td>57.4%</td>
</tr>
<tr>
<td>To earn additional or expanded benefits</td>
<td>60.4%</td>
<td>61.2%</td>
</tr>
<tr>
<td><strong>Bottom Combined Strong Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To leave academic life</td>
<td>16.0%</td>
<td>14.9%</td>
</tr>
<tr>
<td>To work in a more teaching-oriented university</td>
<td>19.3%</td>
<td>15.6%</td>
</tr>
<tr>
<td>To improve career opportunities for spouse/partner</td>
<td>22.8%</td>
<td>27.1%</td>
</tr>
</tbody>
</table>
How important would the following factors be in your decision whether or not to leave the university?

**Factors in Turnover of Faculty**

5 = A strong factor - 1 = Not a factor at all

- To have a better balance between work and my personal life: 3.36
- To leave academic life: 2.19
- To improve career opportunities for spouse/partner: 2.93
- To work in a more teaching-oriented university: 2.34
- To join a more prestigious institution: 3.34
- To have more research opportunities: 3.45
- To have reduced teaching responsibilities: highlighted
- To meet spouse/children's needs: 3.62
- To have a promotion or additional responsibility or visibility: 3.60
- To earn additional or expanded benefits: 3.65
- To earn a higher salary: 3.83
- To live closer to family or friends: 3.20
- To reduce commute time to work: 3.30
- To return to home country: 3.24
TEACHING, RESEARCH AND SERVICE
How important are the following to you?

Teaching, Research, Service
Combined 'important' with 'essential'

Research: 85.9% (2009), 88.5% (2012)
Graduate Teaching: 94.4% (2009), 79.6% (2012)
Undergraduate Teaching: 79.8% (2012), 79.6% (2009)
Mentoring Colleagues: 60.9% (2009), 91.6% (2012)
Mentoring Students: 74.8% (2009), 72.4% (2012)
Service: 85.9% (2009), 88.5% (2012)
Please indicate how important you feel each of the following learning outcomes is for undergraduate students at AUC:

<table>
<thead>
<tr>
<th>Factors</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Combined “Essential” and “Important” Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient in tools of the discipline</td>
<td>98.1%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Decisions reflect highest standards of ethical conduct and professional behavior</td>
<td>97.3%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Able to apply strong quantitative, analytical, and critical thinking skills to analyze and synthesize complex information to solve problems</td>
<td>96.9%</td>
<td>94.3%</td>
</tr>
<tr>
<td><strong>Bottom Combined “Essential” and “Important” Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to communicate in Arabic</td>
<td>70.9%</td>
<td>66.2%</td>
</tr>
<tr>
<td>Has an aesthetic awareness of the modes of human artistic expression</td>
<td>72.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Functions effectively as a leader</td>
<td>75.6%</td>
<td>74.4%</td>
</tr>
</tbody>
</table>
Please indicate how important you feel each of the following learning outcomes is for undergraduate students at AUC:

- Works both independently and in collaboration with others: 95.0%
- Able to communicate in Arabic: 70.9%
- Able to write and speak effectively in a variety of settings: 96.4%
- Fluent in English: 93.9%
- Understands importance of lifelong learning: 96.1%
- Decisions reflect the highest standards of ethical conduct and professional behavior: 97.3%
- Proficient in tools of research and learning: 95.4%
- Proficient in tools of the discipline: 98.1%
Please indicate how important you feel each of the following learning outcomes is for undergraduate students at AUC:

- Values service to their local community and to broader causes at national and international levels: 91.0%
- Can collaborate effectively in a multicultural context: 93.6%
- Has an aesthetic awareness of the modes of human artistic expression: 72.3%
- Understands international interdependence, cultural diversity, and consideration for values and traditions other than his/her own: 94.2%
- Understands and appreciates Egyptian and Arab culture and heritage: 82.9%
- Able to apply strong quantitative, analytical, and critical thinking skills to analyze and synthesize complex information to solve problems: 96.9%
- Able to use current technologies to access information: 93.8%
- Functions effectively as a leader: 75.6%
Which of the following teaching methods do you use most often in your classes:

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Teaching Methods Used in “All” and “Most” Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Class discussions</td>
<td>87.9%</td>
</tr>
<tr>
<td>Student oral presentations</td>
<td>65.3%</td>
</tr>
<tr>
<td>Real-life problems/case studies</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Bottom Teaching Methods Used in “All” and “Most” Courses</strong></td>
<td></td>
</tr>
<tr>
<td>CLT mid-semester evaluations</td>
<td>63.0%</td>
</tr>
<tr>
<td>Community service as part of coursework</td>
<td>62.9%</td>
</tr>
<tr>
<td>Student-developed assignments, exams, scoring guidelines, etc.</td>
<td>60.4%</td>
</tr>
</tbody>
</table>
Which of the following teaching methods do you use most often in your classes:

- Student-selected topics for course content
- Multiple drafts of written work
- Field studies
- Class discussions
- Group assignments
- Real-life problems/case studies
- Community service as part of coursework
- Reflective writing/journaling/student portfolios
Which of the following teaching methods do you use most often in your classes:

- CLT mid-semester evaluations
- Laboratory/hands-on work
- Grading on a curve
- Student peer evaluations
- Research papers
- Student oral presentations
- Multiple-choice exams
- Student-developed assignments, exams, scoring guidelines, etc.

The chart shows the frequency that faculty report using these methods in all or most courses.
During the past year, have you participated in the following activities at AUC?

**Top “Yes”**
- Placed course materials/assignments on Blackboard: 80.6%
- Assessed learning outcomes in your course: 79.3%
- Developed a new course: 63.29%

**Top “No”**
- Taught a course exclusively on the internet: 84.2%
- Taught a service learning course: 68.2%
- Team-taught a course: 67.9%
During the past year, have you participated in the following activities at AUC?

### Percentage of Faculty Participation in the Following Activities

- **Participated in a teaching enhancement workshop at AUC**
  - 2009: 61.0%
  - 2012: 57.6%

- **Required students to submit assignments to Turnitin.com**
  - 2009: 48.0%
  - 2012: 44.0%

- **Place course materials and assignments on Blackboard**
  - 2009: 73.0%
  - 2012: 80.6%

- **Taught a course exclusively on the internet**
  - 2009: 3.0%
  - 2012: 2.9%

- **Team-taught a course**
  - 2009: 19.8%
  - 2012: 16.7%

- **Taught a service-learning course**
  - 2009: 27.0%
  - 2012: 21.0%

- **Taught an interdisciplinary course**
  - 2009: 42.0%
  - 2012: 35.5%
During the past year, have you participated in the following activities at AUC?

- Collaborated with the local community in teaching or awareness
- Had a guest lecturer in one of your courses
- Assessed learning outcomes in your course
- Developed a new course
- Advised student groups
- Participated in a teaching enhancement workshop outside of AUC
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%

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%
Faculty Service: combined ‘strongly agree’ with ‘agree’

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

- Faculty service to the broader community is valued by my colleagues at AUC
  - 2009: 49.3%
  - 2012: 58.2%

- Faculty service to the broader community is one of the most important contributions that AUC makes to Egypt and the region
  - 2009: 55.5%
  - 2012: 60.0%
How important are the following community linkages for the success of your teaching, research and service?

- Faculty participation in ongoing professional activities in Cairo (meetings of professional associations)
  - 2009: 71.8%
  - 2012: 78.5%
- Faculty engagement in activities with Cairo-based organizations (internships, service learning, etc.)
  - 2009: 64.5%
  - 2012: 72.9%
- Faculty attendance at programs in Cairo (research seminars, conferences, art exhibits, etc.)
  - 2009: 76.1%
  - 2012: 80.9%
- Student engagement in activities with Cairo-based organizations (internships, service learning, etc.)
  - 2009: 66.0%
  - 2012: 75.4%
- Student attendance at programs in Cairo (research seminars, conferences, art exhibits, etc.)
  - 2009: 69.4%
  - 2012: 72.2%
- Guest speakers/lecturers for classes
  - 2009: 65.4%
  - 2012: 72.8%
- Community attendance at AUC events
  - 2009: 56.3%
  - 2012: 64.3%
Percentage of Faculty Who Strongly Agree or Agree to the Below Statements Regarding the Effect of AUC's New Location on 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.
  - 2009: 51.0%
  - 2012: 50.6%

- The administration is providing faculty with the support they need to re-establish these connections.
  - 2009: 23.0%
  - 2012: 23.9%

- The administration recognizes the need to encourage service and linkages with the broader community.
  - 2009: 48.3%
  - 2012: 58.7%

- I find it much harder to combine on-campus and off-campus activities than I did on the old campus.
  - 2009: 67.0%
  - 2012: 61.5%

- I find that I am not participating in as many outside service activities as I did before to move.
  - 2009: 53.1%
  - 2012: 53.1%

- The new location presents significant barriers to these community linkages.
  - 2009: 70.8%
  - 2012: 77.1%
Has the New Campus location affected your teaching or your ability to engage in research or service in any other ways than those mentioned above? combined ‘strongly agree’ with ‘agree’

- Commute is time away from other activities
- Inconvenient location
PROMOTION, TENURE AND REVIEW
Please indicate your level of agreement or disagreement with the following statements regarding the TENURE process:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular reviews are important to help faculty successfully prepare for the tenure process</td>
<td>62.5%</td>
<td>69.7%</td>
</tr>
<tr>
<td>All tenured, full professors should undergo regular performance reviews</td>
<td>58.5%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Teaching effectiveness is judged primarily on student evaluations</td>
<td>46.1%</td>
<td>55.1%</td>
</tr>
<tr>
<td><strong>Bottom “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching effectiveness is valued equally with research in the tenure process</td>
<td>23.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Service expectations for junior faculty are too high and hamper their ability to successfully apply for tenure</td>
<td>29.0%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Tenure decisions are based primarily on performance rather than politics, connections, or demographics</td>
<td>30.1%</td>
<td>24.9%</td>
</tr>
</tbody>
</table>
Percentage of Faculty Who Strongly Agree or Agree with the Following Statements Related to the Tenure Process

- Service expectations for junior faculty are too high and hamper their ability to successfully apply for tenure:
  - 2009: 27.2%
  - 2012: 29.0%

- Service on departmental committees is allocated fairly among all faculty members:
  - 2009: 39.5%
  - 2012: 41.1%

- The standards and criteria (e.g. teaching, research, service) for tenure in my unit are clearly defined:
  - 2009: 30.5%
  - 2012: 32.9%

- The tenure process in my school is clearly defined:
  - 2009: 33.8%
  - 2012: 34.9%

- The tenure process in my unit/department is clearly defined:
  - 2009: 36.0%
  - 2012: 38.4%
Percentage of Faculty Who Strongly Agree or Agree with the Following Statements Related to the Tenure Process

- Tenure decisions depend heavily on the feedback from outside reviewers
  - 2009: 30.1%
  - 2012: 31.9%

- Teaching effectiveness is valued equally with research in the tenure process
  - 2009: 25.0%
  - 2012: 23.3%

- Teaching effectiveness is judged primarily on student evaluations
  - 2009: 55.1%
  - 2012: 46.1%

- High student evaluations are needed to get tenure
  - 2009: 35.9%
  - 2012: 37.0%

- Tenure decisions depend on an equitable balance of teaching, research and service
  - 2009: 26.0%
  - 2012: 31.5%

- Tenure decisions are based primarily on performance rather than politics, connections, or demographics
  - 2009: 24.9%
  - 2012: 30.1%
Percentage of Faculty Who Strongly Agree or Agree with the Following Statements Related to the Tenure Process

- Tenured, full professors continue post-tenure to contribute to research, teaching, and service at pre-tenure levels
  - 2009: 43.8%
  - 2012: 43.1%

- All tenured, full professors should undergo regular performance reviews
  - 2009: 59.5%
  - 2012: 58.5%

- Regular reviews are important to help faculty successfully prepare for the tenure process
  - 2009: 67.9%
  - 2012: 62.5%

- Collegiality should be a factor in the tenure process
  - 2009: 44.8%
  - 2012: 43.3%

- In order to get tenure, it is necessary to get along with the “right” people
  - 2009: 33.8%
  - 2012: 33.0%

- In order to get tenure, I must show that I have done my share of committee work and service to the department and university
  - 2009: 39.9%
  - 2012: 43.0%
Please indicate your level of agreement or disagreement with the following statements regarding the annual merit review and promotion process:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In order to get salary increases and promotion, I must do my share of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>committee work and service to the department and university</td>
<td>59.0%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Teaching effectiveness is judged primarily on student evaluations</td>
<td>51.5%</td>
<td>57.1%</td>
</tr>
<tr>
<td><strong>Bottom “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In order to get a salary increase or promotion, it is necessary to know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and get along with the “right” people</td>
<td>20.0%</td>
<td>24.1%</td>
</tr>
<tr>
<td>The annual merit review process results in a more product and more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>effective faculty</td>
<td>26.7%</td>
<td>24.9%</td>
</tr>
</tbody>
</table>
Percentage of Faculty Who Strongly Agree or Agree with the Following Statements about the Annual Merit Review and Promotion Process

- In order to get a salary increase or promotion, it is necessary to know and get along with the “right” people
  - 2009: 24.1%
  - 2012: 20.0%

- Salary increase and promotion decisions are based primarily on performance rather than politics, connections, or demographics
  - 2009: 41.0%
  - 2012: 48.4%

- The standards and criteria (e.g. teaching, research, service) for salary increases and promotion in my unit are clearly defined
  - 2009: 32.0%
  - 2012: 32.1%

- The annual merit review process in my school is clearly defined
  - 2009: 31.7%
  - 2012: 35.0%

- The annual merit review process in my unit/department is clearly defined
  - 2009: 35.6%
  - 2012: 41.3%
Percentage of Faculty Who Strongly Agree or Agree with the Following Statements about the Annual Merit Review and Promotion Process

1. Teaching effectiveness is valued equally with research in the merit review process
   - 2009: 27.3%
   - 2012: 34.5%

2. Teaching effectiveness is judged primarily on student evaluations
   - 2009: 57.1%
   - 2012: 51.1%

3. High student evaluations are needed to get salary increases and promotions
   - 2009: 42.9%
   - 2012: 40.6%

4. Salary increase and promotion decisions depend primarily on the quantity of published research/creative work
   - 2009: 30.3%
   - 2012: 29.0%
Percentage of Faculty Who Strongly Agree or Agree with the Following Statements about the Annual Merit Review and Promotion Process

- The annual merit review process results in a more productive and more effective faculty: 24.9% (2009), 26.7% (2012)
- The annual merit review process provides me with valuable feedback for faculty development: 23.4% (2009), 27.5% (2012)
- The processes and criteria for salary increases and promotion are applied fairly and consistently: 29.2% (2009), 35.3% (2012)
- In order to get salary increases and promotion, I must do my share of committee work and service to the department and university: 55.4% (2009), 59.0% (2012)
FACULTY INPUT INTO GOVERNANCE
Please indicate your level of agreement or disagreement with the following statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have input into departmental/unit curriculum decisions</td>
<td>72.3%</td>
<td>68.5%</td>
</tr>
<tr>
<td>My department values junior/untenured faculty members’ input in decision-making</td>
<td>55.1%</td>
<td>56.4%</td>
</tr>
<tr>
<td><strong>Bottom “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The university administration is transparent in sharing information about its policies and decision-making processes</td>
<td>23.8%</td>
<td>13.4%</td>
</tr>
<tr>
<td>My views are satisfactorily represented through the Senate</td>
<td>29.0%</td>
<td>27.9%</td>
</tr>
</tbody>
</table>
Faculty Input into Governance combined 'agree' with 'strongly agree'

- I have input into resource allocation in my unit/department: 34.8% (2009), 34.7% (2012)
- I have input into determining teaching schedules in my unit/department: 49.0% (2009), 52.8% (2012)
- I have input into hiring decisions in my unit/department: 46.1% (2009), 46.0% (2012)
- I have input into selecting unit heads/department chairs: 50.0% (2009), 42.8% (2012)
- I have input into department/unit curriculum decisions: 68.5% (2009), 72.3% (2012)
Faculty Input into Governance
combined 'agree' with 'strongly agree'

- My views are satisfactorily represented through the Senate
  - 2009: 27.9%
  - 2012: 29.0%

- The Senate plays an important role in decision-making at the university
  - 2009: 35.8%
  - 2012: 39.9%

- The university administration is transparent in sharing information about its policies and decision-making processes
  - 2009: 13.4%
  - 2012: 23.8%

- The President seeks out and values faculty input in decision-making
  - 2009: 20.1%
  - 2012: 37.7%

- The Provost seeks out and values faculty input in decision-making
  - 2009: 42.0%
  - 2012: 45.3%

- The Dean of my School seeks out and values faculty input in decision-making
  - 2009: 41.6%
  - 2012: 58.9%

- My department values junior/tenured faculty members' input in decision-making
  - 2009: 56.4%
  - 2012: 55.1%
How satisfied are you with the following aspects of the AUC campus infrastructure and services?

Top Combined Satisfied in 2012
- Safety of work environment – 81.9%
- Faculty Lounge – 79.5%
- Security – 76.0%

Bottom Combined Satisfied in 2012
- Daycare Services -- 10.9%
- Medicare medical insurance -- 14.8%
- Accommodation for disabilities -- 19.7%
Faculty Satisfaction with Campus Infrastructure and Services combined 'very satisfied' with 'satisfied'

<table>
<thead>
<tr>
<th>Service</th>
<th>2009</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food outlets and dining facilities</td>
<td>32.0%</td>
<td>42.6%</td>
</tr>
<tr>
<td>Clinic and other medical services</td>
<td>64.0%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Daycare services</td>
<td>36.0%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Parking</td>
<td>35.0%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Bus service</td>
<td>59.0%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Athletic facilities</td>
<td>50.0%</td>
<td>48.4%</td>
</tr>
</tbody>
</table>
Faculty Satisfaction with Campus Infrastructure and Services combined 'very satisfied' with 'satisfied'

- The safety of your work environment: 81.9% (2009), 81.9% (2012)
- The comfort of your work environment: 58.0% (2009), 58.0% (2012)
- Security: 63.0% (2009), 76.0% (2012)
- Faculty Lounge: 82.0% (2009), 79.5% (2012)
- Travel Office: 73.0% (2009)
- Cleanliness of campus facilities: 60.6% (2009)
- Fidelity retirement funds: 47.0% (2009)
Faculty Satisfaction with Campus Infrastructure and Services combined 'very satisfied' with 'satisfied'

- Vanguard retirement funds: 47.0% in 2009, 36.2% in 2012
- Van Breda medical insurance: 55.0% in 2009, 48.2% in 2012
- Medicare medical insurance: 34.0% in 2009, 14.8% in 2012
- Faculty housing: 68.0% in 2009, 29.2% in 2012
- AUC Bookstore: 70.0% in 2009, 63.8% in 2012
- Accommodation for disabilities: 24.0% in 2009, 19.7% in 2012
### Indicate your agreement with the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel valued by other members of my unit</td>
<td>82.6%</td>
<td>80.2%</td>
</tr>
<tr>
<td>Text messages and emails from Public Safety and the Emergency Management Team are helpful and informative</td>
<td>81.1%</td>
<td>-</td>
</tr>
<tr>
<td>Office space is distributed fairly in my unit/department</td>
<td>78.9%</td>
<td>83.0%</td>
</tr>
<tr>
<td><strong>Bottom “Combined Agree”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel pressured to change my research/create work priorities to fit with the priorities or culture of the unit</td>
<td>18.4%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Faculty members are rewarded for their efforts to improve teaching</td>
<td>50.0%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Faculty members in my department/unit welcome opportunities to co-author papers or conduct joint research</td>
<td>51.8%</td>
<td>47.3%</td>
</tr>
</tbody>
</table>
Percentage of Faculty Who Strongly Agree or Agree to the Following Statements Related to the Work Environment

- Faculty members in my department/unit welcome opportunities to co-author papers or conduct joint research: 47.3% (2009) vs 51.8% (2012)
- Faculty members in my department/unit are collegial and work well together: 71.8% (2009) vs 69.6% (2012)
- Faculty members are rewarded for efforts to improve teaching: 38.8% (2009) vs 50.0% (2012)
- There is respect in my department/unit for diverse ideas and beliefs: 66.0% (2009) vs 74.2% (2012)
- My department/unit does a good job of mentoring junior faculty: 51.5% (2009) vs 56.5% (2012)
- I feel valued by other members of my unit: 80.2% (2009) vs 82.6% (2012)
Percentage of Faculty Who Strongly Agree or Agree to the Following Statements Related to the Work Environment

- Text messages and emails from Public Safety and the Emergency Management Team are helpful and informative
  - 2009: 81.1%
  - 2012: 81.1%

- Support services in my unit are distributed fairly
  - 2009: 68.1%
  - 2012: 68.7%

- Office space is distributed fairly in my unit/department
  - 2009: 83.0%
  - 2012: 78.9%

- I would feel comfortable discussing problems with my department/unit head without fear of negative repercussions
  - 2009: 65.2%
  - 2012: 61.8%

- I feel pressured to change my research/creative work priorities to fit with the priorities or culture of the unit
  - 2009: 19.0%
  - 2012: 18.8%
**To what extent have the following been causes of stress to you during the last two years?**

<table>
<thead>
<tr>
<th>Cause</th>
<th>2012</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Combined “To a large degree” and “Somewhat”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The commute to work</td>
<td>71.9%</td>
<td>-</td>
</tr>
<tr>
<td>Political changes in Egypt</td>
<td>69.7%</td>
<td>-</td>
</tr>
<tr>
<td>Administrative procedures and bureaucracy</td>
<td>65.3%</td>
<td>60.7%</td>
</tr>
<tr>
<td><strong>Bottom Combined “To a large degree” and “Somewhat”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child care</td>
<td>10.0%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Lack of understanding in the department/unit for family responsibilities</td>
<td>12.1%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Adjusting to cultural differences</td>
<td>14.1%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>
Percentage of Faculty Who Believe (To a Large Degree/Somewhat) that the Following Factors Have Been Sources of Stress During the Last Two Years

- Adjusting to cultural differences: 19.4% (2009), 14.1% (2012)
- Personal financial concerns: 60.3% (2009), 60.3% (2012)
- Tenure/promotion/merit review process: 51.2% (2009), 50.2% (2012)
- Keeping up with the latest instructional technology: 45.7% (2009), 35.1% (2012)
- Keeping up with the latest developments in your field: 52.9% (2009), 35.3% (2012)
- Teaching load: 60.6% (2009), 60.6% (2012)
- Administrative procedures and bureaucracy: 65.3% (2009), 60.7% (2012)
- Politics in the department/unit: 50.2% (2009), 42.7% (2012)
- Committee work or other university service: 63.3% (2009), 54.4% (2012)
- Research or publishing demands: 63.9% (2009), 58.8% (2012)
Percentage of Faculty Who Believe (To a Large Degree/Somewhat) that the Following Factors Have Been Sources of Stress During the Last Two Years

- Managing work-life balance: 56.0% (2009), 53.9% (2012)
- Care of aging parents: 23.3% (2009), 26.8% (2012)
- Child care: 11.9% (2009), 10.0% (2012)
- Medical problems: 13.4% (2009), 17.3% (2012)
- Lack of support for improvements in teaching effectiveness or curriculum: 18.5% (2009), 18.7% (2012)
- Lack of understanding in the department/unit for family responsibilities: 8.4% (2009), 12.1% (2012)
- Discrimination or harassment: 10.0% (2009), 16.3% (2012)
- The commute to work: 71.9%
- Concern for my personal safety or the safety of my family: 56.3%
- Political changes in Egypt: 69.7%
Percentage of Faculty Who Strongly Agree or Agree with the Following Statements Regarding their Salary

- I must take on outside teaching/consulting to make ends meet
  - 2009: 21.8%
  - 2012: 19.3%

- I must take on additional teaching workload at AUC to make ends meet
  - 2009: 31.4%
  - 2012: 23.9%

- My salary increases have kept up with inflation
  - 2009: 14.6%
  - 2012: 27.3%

- I am satisfied with my salary and benefits package
  - 2009: 33.7%
  - 2012: 41.8%

- My salary and benefits package is fair in comparison with my peers at AUC
  - 2009: 30.0%
  - 2012: 28.6%

- My salary and benefits package is fair in comparison to universities in the US
  - 2009: 19.6%
  - 2012: 23.2%

- My salary and benefits package is fair in comparison to other universities in Egypt
  - 2009: 70.4%
  - 2012: 74.7%
During the past two years, have you engaged in paid consulting outside of AUC?

- Yes: 30.5%
- No: 69.5%

During the past two years, have you engaged in paid teaching activities outside of AUC?

- Yes: 11.1%
- No: 88.9%
### Percentage of Faculty Who Heard Faculty Members Harass or Make Negative Statements About Others (Students, Faculty, Administrators)

<table>
<thead>
<tr>
<th>Category</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research area</td>
<td>86.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Theoretical or methodological orientation</td>
<td>86.5%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Dress, head covering, or other personal appearance</td>
<td>85.4%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Disability</td>
<td>98.8%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>93.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Parental status</td>
<td>98.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Marital status</td>
<td>95.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Nationality</td>
<td>88.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Gender</td>
<td>89.1%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Political orientation</td>
<td>87.4%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Level of religious observance</td>
<td>89.8%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Religion</td>
<td>88.7%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Race</td>
<td>95.1%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
• Colleagues and departmental support
• Collegiality
• Support and respect for faculty
• Teaching and interaction with students
• Location in Cairo
• Environment and atmosphere
• Campus and facilities
What would you most like to change about AUC?

- Local vs. foreign faculty inequity
- Commute, remoteness of New Campus
- Evaluation process
- Workload (esp. teaching load)
- Administrative bureaucracy and lack of transparency