



THE AMERICAN UNIVERSITY IN CAIRO

FACULTY RESEARCH SURVEY
SPRING 2008

OFFICE OF INSTITUTIONAL PLANNING, ASSESSMENT, RESEARCH AND TESTING
June 2008

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Acknowledgements

Our thanks to Dr. Robert Ploutz-Snyder, associate professor of medicine and biostatistician at the State University of New York (SUNY), Upstate Medical University, whose Fall 2001 WEB Survey of Faculty Views on Expanding Research/Scholarship and External Funding Opportunities at SUNY Cortland served as inspiration for the development of this survey.

EXECUTIVE SUMMARY

The Faculty Research Survey is designed to seek input from faculty on how the university can increase its level of sponsored activity.

For the purposes of this survey, we define "scholarly work" as the academic pursuit and attainment of knowledge within a specific discipline, and "research" as a form of scholarly work in which specific questions are investigated or explored analytically and/or through testing or other evaluative methods. "External funds" are those monies generated outside of the university (e.g., from USAID and other public and private foundations) while "internal funds" are those provided through the university (e.g., research and conference grants by the Office of the Vice Provost).

Methodology:

In Spring 2008, this survey, developed by the Office of Sponsored Programs in cooperation with the Office of the Vice Provost and Institutional Planning, Assessment, Research and Testing (IPART), was administered online from May 13 to June 7, 2008. Invitations to participate in the confidential survey were sent directly via email from the Provost to the list of all full-time faculty members maintained by the Provost's Office (faculty@aucegypt.edu). Two follow-up emails were sent during the course of the survey to improve the response rate. A total of 127 faculty members, from a total full-time faculty population of 413, responded to the survey, resulting in a response rate of 31%. From this total, 116 faculty members completed the survey, for a completion rate of 91.3%.

Survey questions solicited feedback on incentives and barriers to conducting sponsored research as well as feedback on suggested activities and services that the university could provide to improve faculty interest in and ability to conduct sponsored research. The survey also gathered data on individual faculty members' publication and funding history and provided a space for overall suggestions and comments.

All entries from respondents were tabulated and presented in this report in numerical form, with adherent graphs for easy readability, while narrative and commentary have been left unedited.

Summary of Results:

Faculty members responding to the survey represent a broad cross-section of the faculty population. The distribution of respondents in terms of years spent at AUC is as follows: less than 1 year (11.9%), 1-2 years (17.4%), 3-4 years (17.4%), 5-6 years (14.7%), 7-8 years (6.4%), 9-10 years (6.4%), 11-20 years (16.5%), more than 20 years (9.2%). Twenty-four percent of respondents were from the School of Science and Engineering, 43% from Humanities and Social Sciences, and 25% from Business, Economics, and Communication faculty.

The most frequently cited incentive to engage in scholarly work/research was "my personal commitment to scholarly activity/research." Seventy-four percent of faculty respondents reported that this was a "big factor." Other reasons identified as important are to achieve overall career objectives and to enhance the faculty member's reputation among the community of scholars.

According to the survey, the greatest barrier to conducting research or scholarly work is the lack of time due to teaching load. Eighty-four percent of the faculty indicated that time was a barrier to conducting research. A similar barrier, lack of time due to administrative/committee load, received the second-highest response as a barrier to research. The majority of faculty members responded that the other factors listed were not significant barriers to their research efforts.

Institutionalization of flexible formulae for teaching load, research and service is the major factor affecting external and internal funding, with 83% of faculty members responding that it would be a factor in improving their ability to seek and obtain external funding. Other potential activities and services which would be favored include increased departmental qualified research assistants (67%) and increased funding announcements (69%).

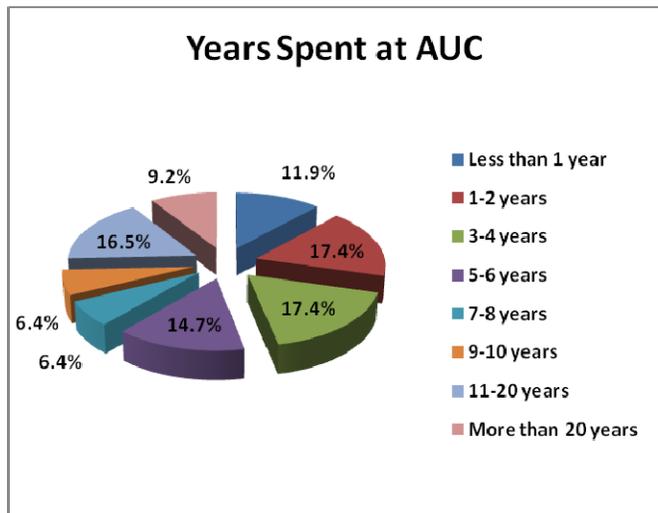
While most faculty responding to the questions regarding publication history reported having at least 1 peer-reviewed journal submission, book, edited book or other publication, the majority reported having submitted no proposals for external funding while at AUC.

Faculty comments and suggestions regarding their ability to conduct research mainly focused on lack of adequate time for research, which might be addressed by reducing administrative and most importantly teaching loads. Other suggestions included having more visiting scholars and more teaching assistants, establishing mentoring systems, enhancing the library's collection, increasing funding opportunities, and flexibility in grant applications and deadlines.

SECTION I: DEMOGRAPHICS

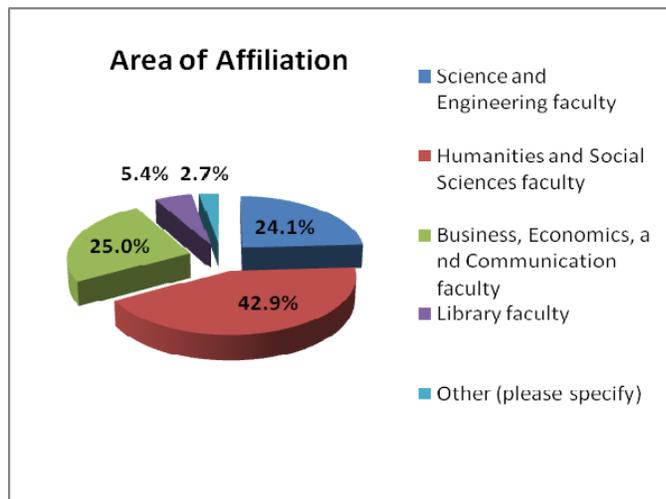
How long have you been at AUC?

Answer Options	Response Percent	Response Count
Less than 1 year	11.9%	13
1-2 years	17.4%	19
3-4 years	17.4%	19
5-6 years	14.7%	16
7-8 years	6.4%	7
9-10 years	6.4%	7
11-20 years	16.5%	18
More than 20 years	9.2%	10
<i>answered question</i>		109
<i>skipped question</i>		18



Please indicate your area of affiliation (check only one, please):

Answer Options	Response Percent	Response Count
Science and Engineering faculty	24.1%	27
Humanities and Social Sciences faculty	42.9%	48
Business, Economics, and Communication faculty	25.0%	28
Library faculty	5.4%	6
Other (please specify)	2.7%	3
<i>answered question</i>		112
<i>skipped question</i>		15



Others (please specify):

Social Research Center

SECTION II: Potential Incentives and Barriers to Research/Scholarly Work

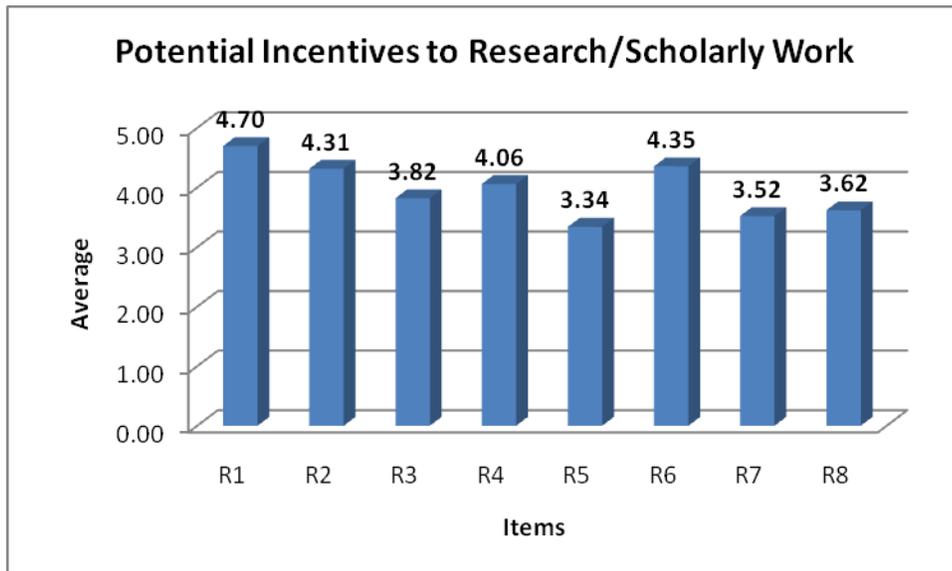
Please indicate the extent to which the incentives listed below are possible factors that influence your motivation to engage in scholarly work/research.

Frequency of Responses:

Answer Options	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
1. My personal commitment to scholarly activity/research.	0.0% (0)	0.8% (1)	3.2% (4)	21.6% (27)	74.4% (93)
2. To enhance/maintain my reputation among the community of scholars	2.4% (3)	2.4% (3)	5.6% (7)	40.3% (50)	49.2% (61)
3. To provide students with opportunities	10.7% (13)	7.4% (9)	10.7% (13)	32.0% (39)	39.3% (48)
4. To improve the quality of my teaching	8.1% (10)	3.3% (4)	6.5% (8)	39.0% (48)	43.1% (53)
5. To improve favorable decisions for merit increases	21.8% (27)	2.4% (3)	21.8% (27)	28.2% (35)	25.8% (32)
6. To achieve my overall career objectives	3.2% (4)	2.4% (3)	5.6% (7)	33.1% (41)	55.6% (69)
7. It is valued by my department.	13.0% (16)	7.3% (9)	19.5% (24)	35.0% (43)	25.2% (31)
8. It is valued by the School.	12.5% (15)	7.5% (9)	14.2% (17)	37.5% (45)	28.3% (34)
<i>answered question</i>					126
<i>skipped question</i>					1

Average Rating of Responses:

1 = "Not a factor" and 5 = "A big factor"



Other incentives (please specify):

- Connections with donors
Development of professional network and reputation among non-scholars (e.g., ministry staff)
- Influences promotion and tenure decisions in any university
- Advancing knowledge

- Passion for learning
- I do not feel that my research is valued by my department, or by my school. I have never received any recognition for what I have accomplished, even if the projects were supported by grants from AUC. The biggest incentive is my own personal satisfaction from doing research.
- To improve the quality of my department, especially the materials we use
- Momentum from past research
- The lust for knowledge and the satisfaction of communicating it.
- While these are indeed factors. I see absolutely no commitment by the university or the academic units to encourage scholarly work or research. The only reason I conduct research is because I enjoy research, I am well trained and it keeps me marketable and connected with other scholars around the world.
- for my own satisfaction
- For my personal satisfaction
- To satisfy my curiosity, and it is intrinsically rewarding; to build collaborations with colleagues in other parts of the world; to find evidence-based ways to alleviate social concerns
- I follow the "Humboldt principle" good research provides potential for good teaching.
- I wish to take advantage of the unique opportunities offered in this place at this time
- For my very own personal satisfaction
- It is interesting.

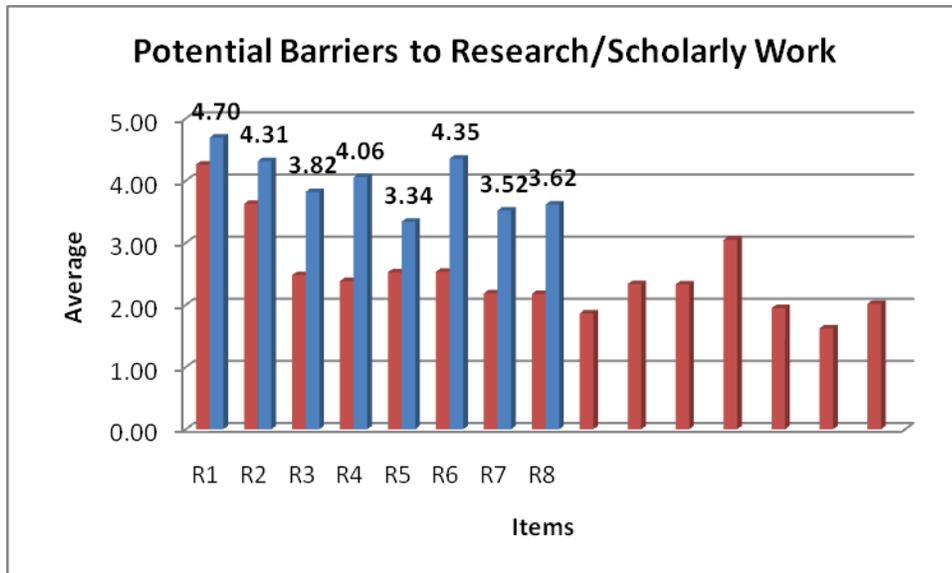
Please indicate to what extent the barriers listed below are possible factors that influence your motivation to engage in scholarly work/research.

Frequency of Responses:

Answer Options	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
1. Not enough time due to teaching load	8.3% (10)	2.5% (3)	5.0% (6)	23.3% (28)	60.8% (73)
2. Not enough time due to administrative (committee) load	15.3% (18)	10.2% (12)	8.5% (10)	28.8% (34)	37.3% (44)
3. Not enough time due to advising load	38.7% (46)	12.6% (15)	19.3% (23)	21.0% (25)	8.4% (10)
4. Too much red-tape within the School	45.3% (53)	6.0% (7)	22.2% (26)	17.9% (21)	8.5% (10)
5. Too much red-tape within the Administration	37.3% (44)	11.0% (13)	22.9% (27)	19.5% (23)	9.3% (11)
6. Inadequate facilities	42.4% (50)	9.3% (11)	11.0% (13)	27.1% (32)	10.2% (12)
7. Inadequate equipment	55.1% (65)	7.6% (9)	11.0% (13)	16.1% (19)	10.2% (12)
8. Is too labor intensive	47.1% (56)	16.0% (19)	16.8% (20)	12.6% (15)	7.6% (9)
9. Not rewarding	64.4% (76)	8.5% (10)	9.3% (11)	11.9% (14)	5.9% (7)
10. Lack of collaboration opportunities in my department	48.7% (58)	10.9% (13)	12.6% (15)	13.4% (16)	14.3% (17)
11. Lack of collaboration opportunities across the School	49.2% (58)	9.3% (11)	11.0% (13)	20.3% (24)	10.2% (12)
12. Inadequate budget for professional travel	28.0% (33)	7.6% (9)	18.6% (22)	22.9% (27)	22.9% (27)
13. Lack of departmental support	62.4% (73)	8.5% (10)	10.3% (12)	9.4% (11)	9.4% (11)
14. Lack of my Dean's support	73.5% (86)	4.3% (5)	12.0% (14)	6.8% (8)	3.4% (4)
15. Lack of Administration support	55.6% (60)	12.0% (13)	14.8% (16)	10.2% (11)	7.4% (8)
<i>answered question</i>					120

Average Rating of Responses:

1 = "Not a factor" and 5 = "A big factor"



Other barriers (please specify):

- Fear of campus
- I believe the main barrier is the teaching load. Given the stresses of life in Egypt and the demanding nature of AUC students it becomes almost impossible to engage in serious research with a full teaching load. This leaves the summer as the only potential time during which any research can be done. With family responsibilities however it is not easy to devote the whole three months to research and ultimately one also needs a vacation to relax and renew their energy before the new semester..So unless AUC makes some allowance for teaching reductions we will find it very hard to be at the same research productivity level as say Cairo University in my discipline.
- It would be good to improve the library holdings (and the library budget)
- The teaching load is a HUGE obstacle against research activities. It delays research, as well as related publication of research material. The primary existing opportunities for research are during the summer and winter sessions. There is also no direct merit award given to faculty to do excellent research. The existing merit system is not financially lucrative enough to encourage people to excel further in research. The primary existing motivation of research is solely promotion and tenure ship. There is also a limitation on the number of mini grants per year (2). We typically use mini grants to support conference registration fees. The maximum value of a mini grant now is set at 500 dollars, less than what most conferences take for registration.
- At least half of my research is in a field outside that of my departmental discipline, and it is difficult to impossible to get support -- financial or otherwise -- for it. I feel that ALL faculty research ultimately benefits AUC in many ways, and faculty shouldn't be confined to doing research only within the narrow confines of a departmental discipline. This also affects receipt of conference grants to present results of my research to wider and international audiences outside AUC.
- time, time, time
- plenty of support just not enough time
- More publications has generally resulted in more negative remarks from senior colleagues who don't publish as much. Faculty culture at AUC still too much like a small college, with too much depending on seniority and social standing within the group. Even received sarcastic remarks about my research from the Provost on several occasions; if the Provost of the University doesn't warmly congratulate faculty research, then who will? This is a generally dysfunctional aspect of faculty culture that must be changed if the University is to improve.

- Office of Sponsored Programs needs complete restructuring and retraining on how to make life bearable for researchers. Their current existence is a complete disincentive to take external grants that require their management.
- In terms of administration support for research, the internal conference and research grant system was better administered (less red-tape, more logical decisions) in the past couple of years
- Lack of data and/or inadequate data that render my efforts in many cases futile. I would spend months building a mathematical model and once I start inserting the data, it would make absolutely no sense due to fabricated data.
- It is one thing to say that we encourage research, it is a totally other thing to remove the incredible barriers that exist to conducting scholarly work. In my department, there are very few people who understand the meaning of research. Applying for funding to present papers is absolutely unprofessional since those that are evaluation your research are your colleagues that are competing with you for the same funding! The teaching is way too much for someone who truly wants to conduct scholarly work. I am teaching 3 courses for a total of 115 students and this includes a graduate course! I am overworked, burnt out and exhausted. What a waste of my talent, training and capabilities! It is truly sad. There should be some positions that are research positions and others that are teaching positions. The research positions should have a more manageable teaching load if we want to encourage those that can do research to do it. Also, there are those that are incapable of doing research. It makes no sense to force them to do research. They should carry a heavier teaching load instead of publishing worthless and irrelevant research.
- lack of academic stimulation
- Inadequate funding, within my academic field of interest due to location of AUC (i.e., funding is hard to come by in Egypt). 2. Inadequate funding at AUC (policies and procedures are not clear and the process - particularly the unreasonable deadlines which preclude the majority of the conferences and projects I'd like to engage in - seems so riddled with hassles). 3. Inadequate mentorship for junior faculty.
- I made sure during many years that AUC has an outstanding professional philosophy library. The support for this has been reasonable.
- Don't really have a department or a community of scholars in the subject
- The University is NOT providing for faculty enough time and finance to undertake serious research. The emphasis is on teaching and heavy administration
- Basically, getting enough time off to work seriously on any project.

Section III: Potential Activities and Services That Might Facilitate the Submission and Administration of Grants

Please indicate to what extent the services listed below are possible factors that would assist you personally in your efforts or interest in applying for external funding (the first set of questions) AND internal funding (the second set of questions).

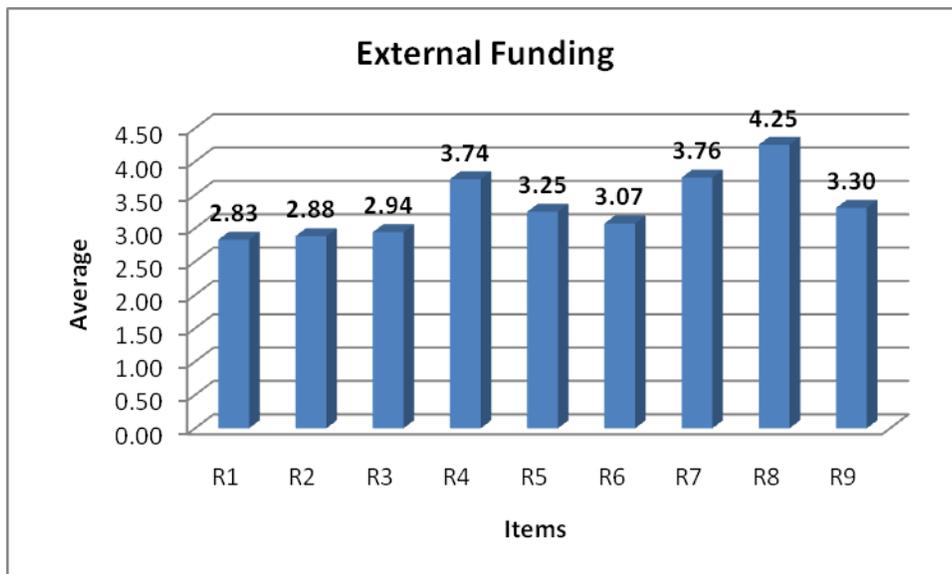
External Funding:

Frequency of Responses:

Answer Options	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
1. Additional proposal writing workshops	31.0% (36)	8.6% (10)	21.6% (25)	24.1% (28)	14.7% (17)
2. Availability of faculty mentors in my department	33.1% (39)	5.1% (6)	21.2% (25)	22.0% (26)	18.6% (22)
3. Increased departmental secretarial support for proposal submissions	27.4% (32)	8.5% (10)	19.7% (23)	31.6% (37)	12.8% (15)
4. Increased departmental qualified research assistants	12.0% (14)	7.7% (9)	13.7% (16)	28.2% (33)	38.5% (45)
5. Increased departmental teaching assistants	22.9% (27)	5.1% (6)	20.3% (24)	28.0% (33)	23.7% (28)
6. Redistribution of indirect costs recovered among department/school/university	22.8% (26)	1.8% (2)	37.7% (43)	21.1% (24)	16.7% (19)
7. Increased funding opportunity announcements	10.3% (12)	6.9% (8)	13.8% (16)	34.5% (40)	34.5% (40)
8. Institutionalization of flexible formulae for teaching load, research, and service	3.5% (4)	5.2% (6)	8.7% (10)	27.8% (32)	54.8% (63)
9. Improved financial system (SAP)	18.8% (21)	3.6% (4)	32.1% (36)	19.6% (22)	25.9% (29)
<i>answered question</i>					119
<i>skipped question</i>					8

Average Rating of Responses:

1 = "Not a factor" and 5 = "A big factor"



Other assisting factors (please specify):

- Would be helpful to have some assistance in developing joint approaches to possible major funders, e.g., Ford, CIDA [Canadian International Development Agency]
- I've attended Sponsored Programs proposal workshops in past and found them fairly worthless.
- phd program!!! A phd program would greatly improve my ability to conduct research and acquire external funding. However, this would only be true if i had access to good phd students.
- WE do not have teaching assistants
- Proposal writing workshops that are specific - e.g. an intensive workshop on formulating the budget; an intensive workshop on searching for regional/local donors.
Also, workshops that are customized to schools/departments - not all research is funded from the same sources. An RFP alert system/service that is customized to a specific system.
- Giving opportunities not based on years of experience at AUC and seniority at AUC only but based on professional experience and qualifications obtained from any part of the world as long as it is relevant to the field.
- There is very little external funding available for the areas in which I do research. AUC could help by lobbying funding organizations to widen the scope of the disciplines in which they offer funding.
- SAP¹ is an "improvement"? It has harmed my life on several occasions, and has often been used as an excuse for mistakes by administrators.
I think simply letting faculty know that we can do better in obtaining external grants will be a spur for many to look into the matter more closely. The issue had never occurred to me until I heard a top AUC official offhandedly remark that our faculty is not good in this area. He was right. I'd just never thought of it before.
- If AUC is serious about bootstrapping a culture of faculty seeking external funding, it should reward external grants by giving faculty release time. I know that PI's can include release time in their external grant applications, but the 110% formula used to compute the indirect cost of faculty release time is often prohibitively high. Also, the NSF-Egypt Joint Fund doesn't allow faculty release time as a budget item. If you would adopt a policy (for a limited period of 5 years or so) of: bring in to AUC any external grant and we will give you a one-course teaching load reduction, I would make obtaining an external grant my top priority. Also, some institutions have a policy where some percentage of the indirect cost recovered goes directly as an added payment to the PI.
- Improved financial system is always good. But a real researches find his "calling" (Weber's Beruf) in his spirit. Research has something to do with a persons individual calling and inspiration. Money is really secondary, it helps, of course, but is not the primary cause for non-research.
- Not enough assistants and the system of employing these is mediocre. Once they are hired, they disappear and search for other jobs and no longer work for research.
- A better support system to help highlight opportunities for grants that we can apply for. Also, NEH and NSF has its problems in terms of letting us apply as we are outside the US

¹ SAP is an integrated business applications software.

Internal Funding:

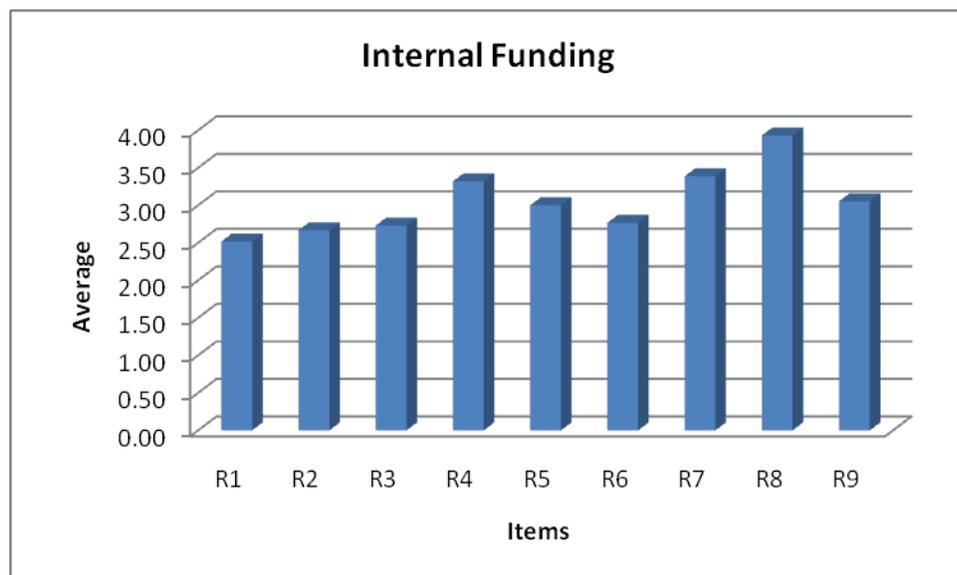
For internal funding (conference, research grants, etc. from the Office of the Vice Provost)

Frequency of Responses:

Answer Options	Not a factor	Somewhat a factor	Neutral	A factor	A big factor	
1. Additional proposal writing workshops	43.1% (50)	4.3% (5)	20.7% (24)	21.6% (25)	10.3% (12)	
2. Availability of faculty mentors in my department	39.3% (46)	5.1% (6)	20.5% (24)	19.7% (23)	15.4% (18)	
3. Increased departmental secretarial support for proposal submissions	36.5% (42)	7.8% (9)	18.3% (21)	20.9% (24)	16.5% (19)	
4. Increased departmental qualified research assistants	25.0% (29)	6.0% (7)	12.9% (15)	24.1% (28)	31.9% (37)	
5. Increased departmental qualified teaching assistants	29.6% (34)	8.7% (10)	18.3% (21)	19.1% (22)	24.3% (28)	
6. Redistribution of indirect costs recovered among department/school/university	34.2% (38)	3.6% (4)	27.9% (31)	19.8% (22)	14.4% (16)	
7. Increased funding opportunity announcements	21.1% (24)	6.1% (7)	13.2% (15)	32.5% (37)	27.2% (31)	
8. Institutionalization of flexible formulae for teaching load, research, and service	12.2% (14)	5.2% (6)	8.7% (10)	25.2% (29)	48.7% (56)	
9. Improved financial system (SAP)	29.5% (33)	2.7% (3)	25.9% (29)	17.0% (19)	25.0% (28)	
					<i>answered question</i>	117
					<i>skipped question</i>	10

Average Rating of Responses:

1 = "Not a factor" and 5 = "A big factor"



Other assisting factors (please specify):

- Simplify application process
- Internal grants are a frustrating joke. Basically treated as an entitlement up to 2.5K, with any and all getting grant of some sort, and then forget it. Particularly frustrating to see the kind of crap that gets support, while

deserving scholars have no shot at funding once \$2,500 amount reached. The Office of Vice Provost was much more reasonable and understanding under Farag. Recent support of grad student research, travel, and grants is admirable, but I can think of numerous barely literate MA students who have received funding in excess of what faculty get from grants to attend conferences that are a farce.

- From experience, one cannot really rely on teaching assistants to the expected level. They have to be properly compensated so that they can be dedicated more to assisting us in teaching. Otherwise, they look for external jobs along with what they do on campus. The same goes for research assistants.
- Having access to good graduate masters or phd students.
- Non time-bound system for grants-application. Why can't people apply for grants at any time and get a response? Applying for a grant that covers a period several months ahead sometimes limits opportunities. Very often you hear about a great conference after a grants application period, yet the conference call for papers is still open and you wish to apply. Sometimes you decide you need a teaching enhancement grant for the semester you're teaching. These are opportunities that are constrained by the 'periodic' process of grants-application.

Also, the grant statement and report process should be simplified. Sometimes if you have multiple projects in process, and you apply for a number of proposals within the same academic year, the grant application process takes almost the same time as writing for publication. Simplification is not equivalent to a relaxation of standards. You can maintain rigor and simplify process at the same time.

- The biggest help internally would be recognition by AUC that a faculty member may be doing research and attending conferences etc. outside the confines of their own particular departmental discipline. Thinking outside the box in support of research is what is needed.
 - Internal funding seems to work pretty well. The only problem I've seen is with the completely arbitrary rankings given within and between various Departments. The 1-5 scale is too filled with opportunities for fudging and vague guesses. I would propose replacing it with something much simpler: rating the applications in each category as either "does not meet expectations," "meets expectations," or "exceeds expectations," or something along those lines. At the moment I'm seeing people get "5"'s for research record who don't remotely deserve it, merely because their friends in the Department don't want to harm their chances.
 - higher amounts available in per diems, etc.
 - Every application for a research grant or conference grant should get the benefit of a doubt. Sometimes it's a failure, but sometimes great intellectual benefits for everyone involved. Research is not a business proposal, its inspiration, a good idea, a searching for truth (this is a little old fashioned, but still, I think, very relevant).
 - FLEXIBLE, ROLLING DEADLINES! I was invited to present at 3 well-publicized, respectable conferences this year, all of which had call for papers/conference announcements issued AFTER the grant deadline. Similarly, I came across a wonderful opportunity to collaborate on a research project with someone in the UAE but I had to decline as the grant timeline had passed. These deadlines prevent us from researching timely, sudden social issues that require immediate data collection such as responses to social or natural events (mini-grants are an excellent resource but can not support a larger project).
- 2) More specific instructions on completing the proposal form, with perhaps examples.
- 3) More flexibility in the types of grants available. Not every discipline has research events or conferences that follow the format requested.
- Increased opportunities for interdisciplinary projects

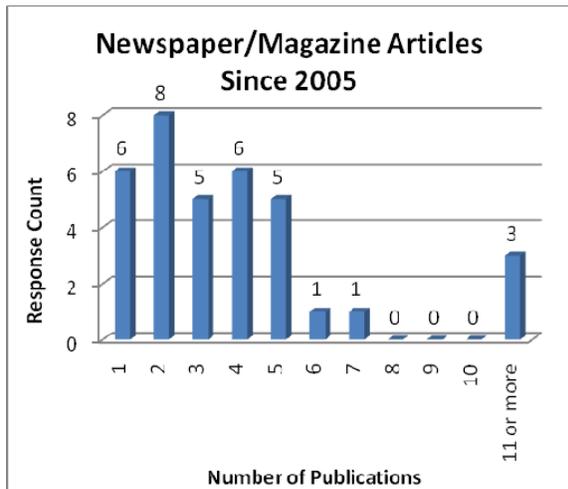
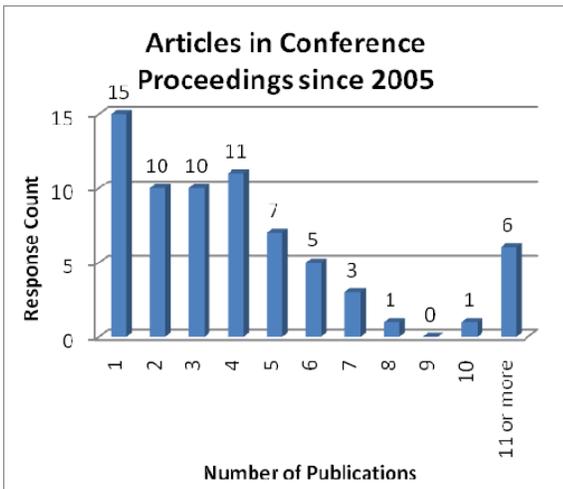
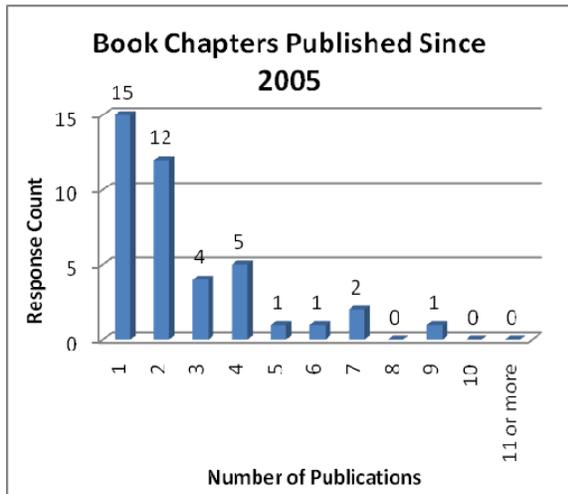
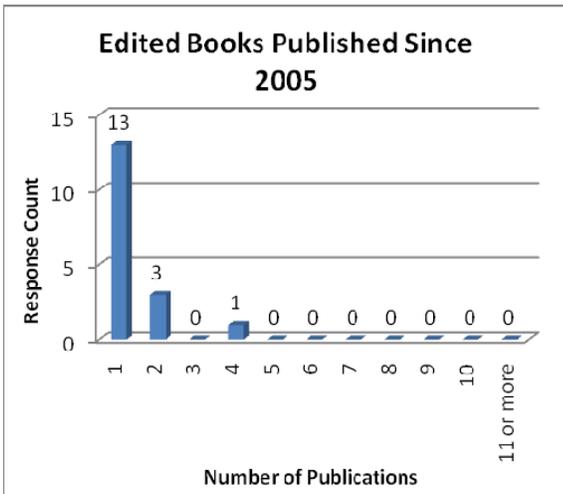
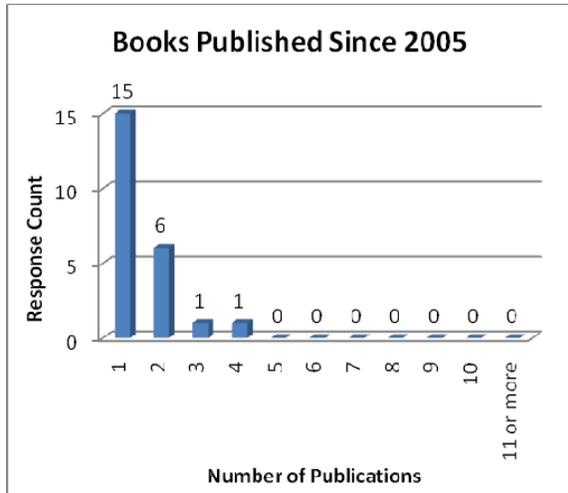
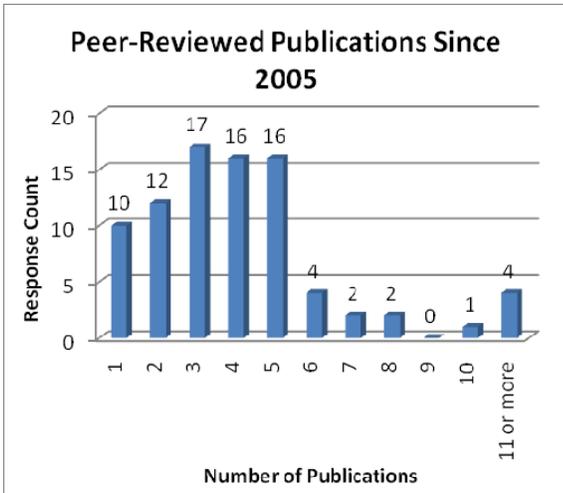
Section IV: Publication History

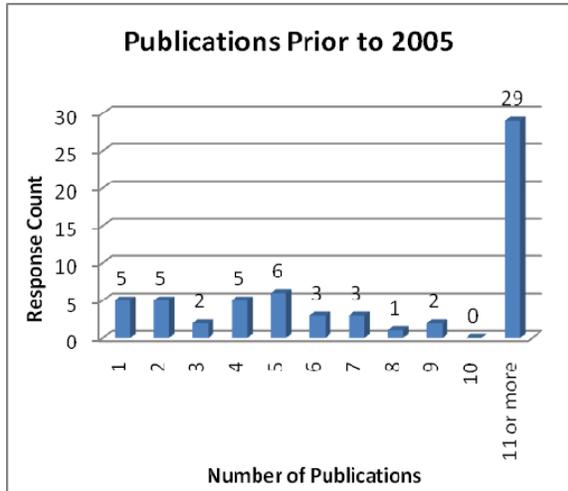
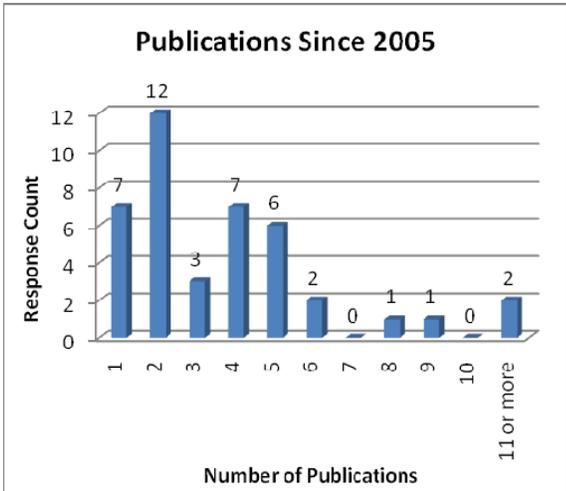
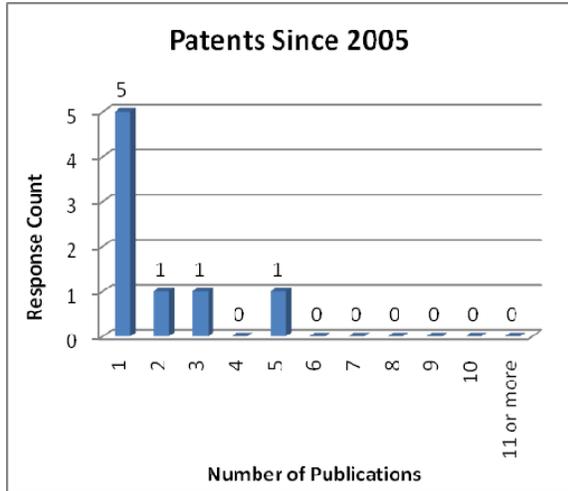
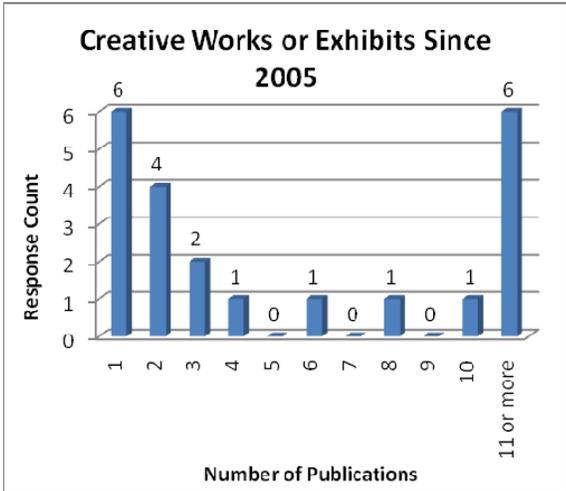
Please answer the following items to best reflect your publication history:

Frequency of Responses:

	1	2	3	4	5	6	7	8	9	10	11 or more
1. How many peer-reviewed publications (e.g., journal articles) have you had since 2005?	11.9% (10)	14.3% (12)	20.2% (17)	19.0% (16)	19.0% (16)	4.8% (4)	2.4% (2)	2.4% (2)	0.0% (0)	1.2% (1)	4.8% (4)
2. How many books have you published since 2005?	65.2% (15)	26.1% (6)	4.3% (1)	4.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
3. How many edited books have you published since 2005?	76.5% (13)	17.6% (3)	0.0% (0)	5.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
4. How many book chapters have you published since 2005?	36.6% (15)	29.3% (12)	9.8% (4)	12.2% (5)	2.4% (1)	2.4% (1)	4.9% (2)	0.0% (0)	2.4% (1)	0.0% (0)	0.0% (0)
5. How many articles in conference proceedings have you had since 2005?	21.7% (15)	14.5% (10)	14.5% (10)	15.9% (11)	10.1% (7)	7.2% (5)	4.3% (3)	1.4% (1)	0.0% (0)	1.4% (1)	8.7% (6)
6. How many newspaper or magazine articles have you had since 2005?	17.1% (6)	22.9% (8)	14.3% (5)	17.1% (6)	14.3% (5)	2.9% (1)	2.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	8.6% (3)
7. How many creative works or exhibits have you had since 2005?	27.3% (6)	18.2% (4)	9.1% (2)	4.5% (1)	0.0% (0)	4.5% (1)	0.0% (0)	4.5% (1)	0.0% (0)	4.5% (1)	27.3% (6)
8. How many patents have you had since 2005?	62.5% (5)	12.5% (1)	12.5% (1)	0.0% (0)	12.5% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
9. How many other publications (exclusive of conference proceedings and abstracts) have you had since 2005?	17.1% (7)	29.3% (12)	7.3% (3)	17.1% (7)	14.6% (6)	4.9% (2)	0.0% (0)	2.4% (1)	2.4% (1)	0.0% (0)	4.9% (2)
10. How many other publications (exclusive of conference proceedings and abstracts) have you had PRIOR to 2005?	8.2% (5)	8.2% (5)	3.3% (2)	8.2% (5)	9.8% (6)	4.9% (3)	4.9% (3)	1.6% (1)	3.3% (2)	0.0% (0)	47.5% (29)
<i>answered question</i>											104
<i>skipped question</i>											23

Response Count:





Section V: Funding History

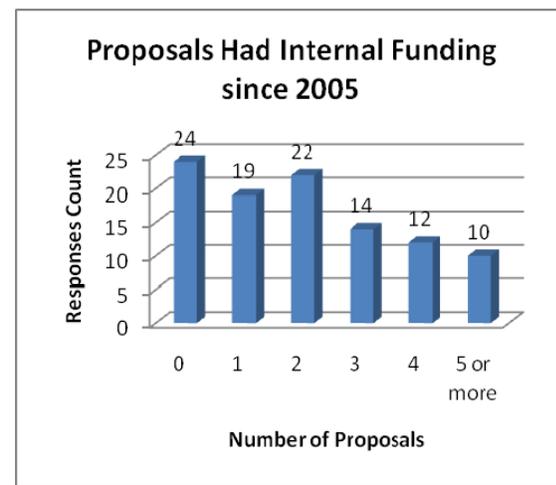
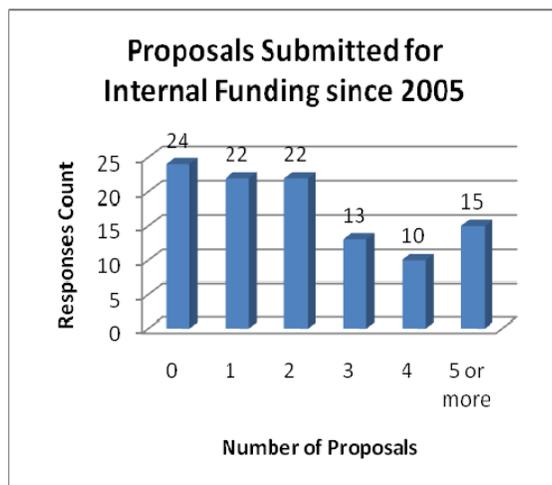
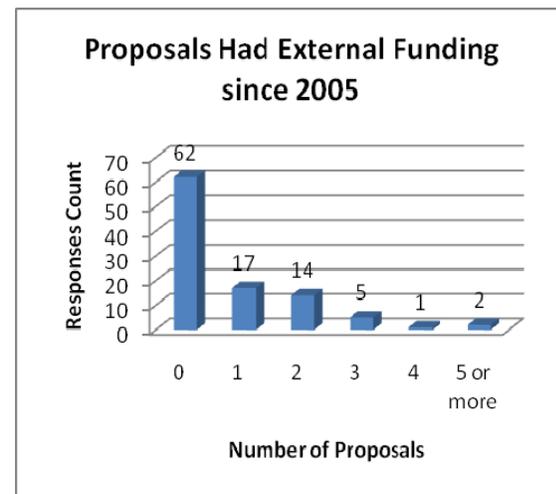
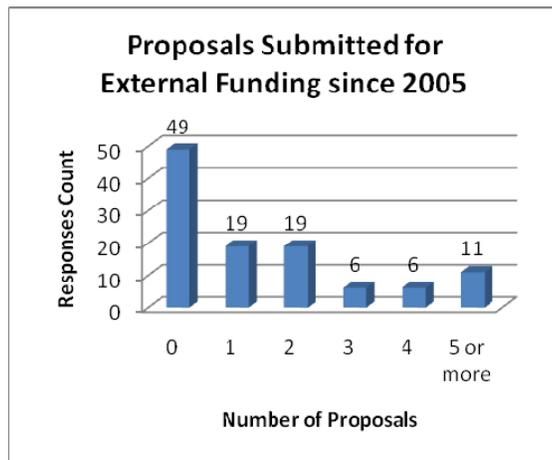
Please indicate the number of proposals that you have submitted for funding (first set of questions) and have had funded (second set of questions) in the following categories:

While at AUC and since 2005, how many proposals have you...

Frequency of Responses:

Answer Options	0	1	2	3	4	5 or more
Submitted for external funding?	44.5% (49)	17.3% (19)	17.3% (19)	5.5% (6)	5.5% (6)	10.0% (11)
Had externally funded?	61.4% (62)	16.8% (17)	13.9% (14)	5.0% (5)	1.0% (1)	2.0% (2)
Submitted for internal funding?	22.6% (24)	20.8% (22)	20.8% (22)	12.3% (13)	9.4% (10)	14.2% (15)
Had internally funded?	23.8% (24)	18.8% (19)	21.8% (22)	13.9% (14)	11.9% (12)	9.9% (10)
<i>answered question</i>						112
<i>skipped question</i>						15

Response Count:

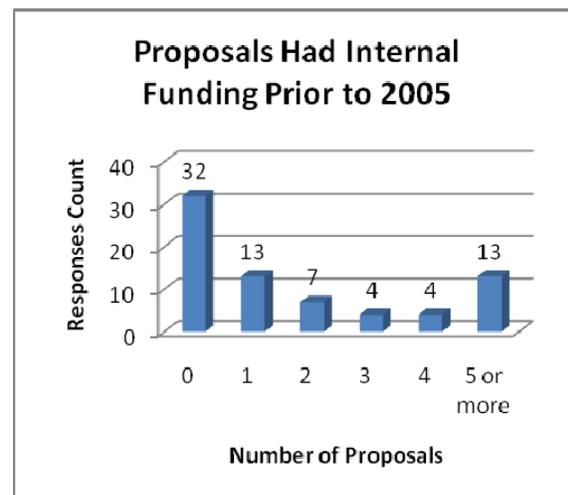
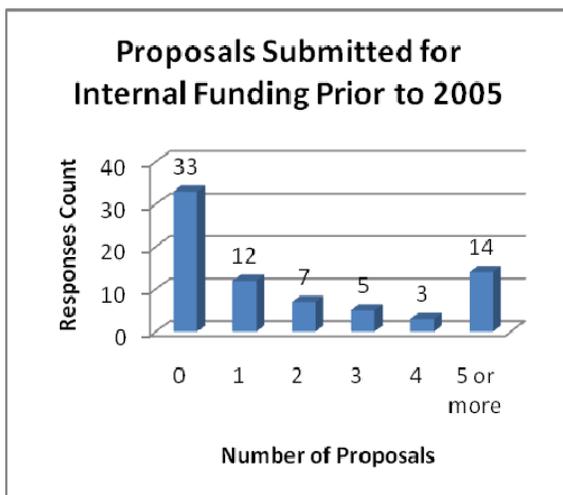
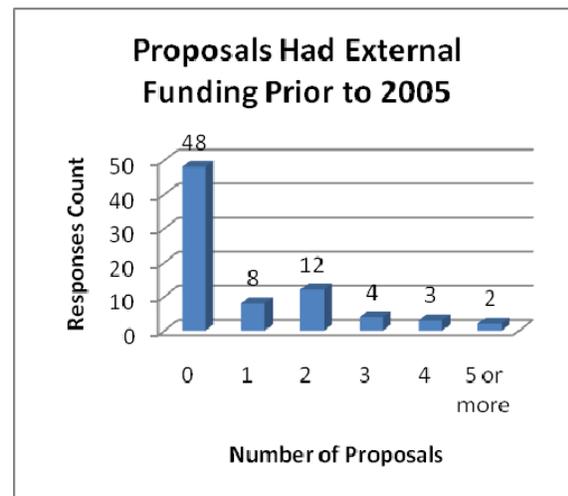
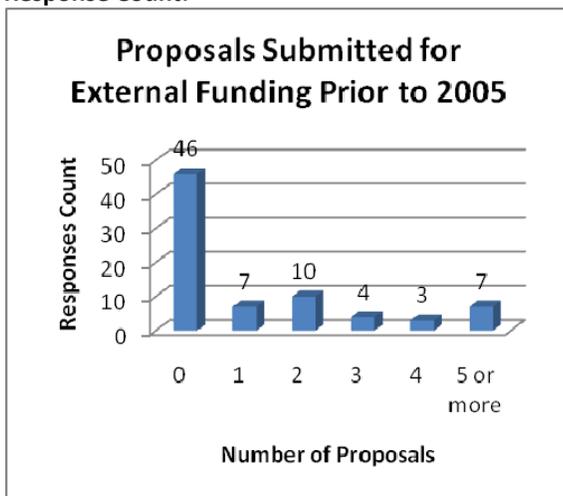


While at AUC and BEFORE 2005, how many proposals have you...

Frequency of Responses:

Answer Options	0	1	2	3	4	5 or more
Submitted for external funding?	59.7% (46)	9.1% (7)	13.0% (10)	5.2% (4)	3.9% (3)	9.1% (7)
Had externally funded?	62.3% (48)	10.4% (8)	15.6% (12)	5.2% (4)	3.9% (3)	2.6% (2)
Submitted for internal funding?	44.6% (33)	16.2% (12)	9.5% (7)	6.8% (5)	4.1% (3)	18.9% (14)
Had internally funded?	43.8% (32)	17.8% (13)	9.6% (7)	5.5% (4)	5.5% (4)	17.8% (13)
<i>answered question</i>						81
<i>skipped question</i>						46

Response Count:



SECTION VI: COMMENTS AND SUGGESTIONS

Please provide us with any useful comments or suggestions regarding increasing your interest in pursuing and successfully conducting scholarly work/research and AUC's ability to attract external funding.

- More release time
- Would be helpful to have more visiting scholars, including doctoral candidates, to encourage joint research and also to have our own research conferences to encourage us to write papers, esp. for those of us who benefit from deadlines
- Provide us with research assistants and more grant writing mentoring or workshops
- More time, less teaching is the most important factor
- I believe that this survey will not be sufficient to explain all what needs to be explained. There needs to be a fair equation for our role as faculty. We have un-competitive packages and salaries, high teaching and service load, high research expectations and minimal research support. I would be happy to talk about this in further detail.
- Reduce teaching load!
- All I need is more time. Unless I have a lighter teaching load I will not be able to produce the quality of work that I had done prior to taking this job.
- Teaching and administration load is unrealistic for some research activities. Very poor and unenthusiastic technical staff (lab supervisors) and faculty are the ones doing their work which takes time from our schedule.
- Reduce overhead
- Less teaching load to faculty who do good research. A better merit system to encourage research.
- I think it is important to increase the library holdings and decrease the teaching loads if research for a major project such as a new book is underway
- First, the university has to transform itself from a college type institution into a "university" type institution and present itself as a body that values research. To do so, teaching loads should decrease, put more weight on research output to retain quality faculties, and lessen from the influence of tenured faculties (who do not have any research history) on the evaluation of new faculties. To do so, a proper judgment of research output should be put in place, like the ranking of journal articles and their qualities. That is something completely missing at AUC (a magazine report in a daily press is not a publication!).
- Assessing research output should focus more on quality rather than quantity. Research in the Arabic language should be encouraged to better link A.U.C. with the Egyptian community. Team research should be encouraged; especially multi-disciplinary
- Reduce teaching load to two courses per semester. Increase TA stipend so as to attract and keep high caliber TAs (ones we can rely on). Increase conference grants to cover full cost so that faculty member doesn't have to bear the cost himself/herself. I realize this may not be financially possible at AUC but this is what is needed to conduct quality research in my field
- A low teaching load like 3 courses per year. Unrestricted start up funds of around 50-100 K. A PHD program. Faculty mentors with active research programs. A higher salary.
- American Funding agencies usually consider Egyptian AUC faculty not eligible for funding.
- The research output of faculty is negatively impacted by the heavy teaching load, inefficient teaching schedules, limited supporting infrastructure in terms of facilities, software and research assistants. Moreover, financial support for conferences is sometimes less than 50% of the cost of attending that conference. So, often times a faculty member has to support her/his conference from his own private funds, which could be discouraging.

- Mentoring system. More collaboration between faculty members in the department. Workshops for discussing research ideas and thesis. Considering a project format for creative work based on theory. Giving equal opportunities and not constricting participation by years of service at AUC only
- The first need is more time away from teaching duties to develop and conduct research projects. The second need is a more supportive atmosphere in the department and among colleagues for doing research, and some degree of recognition within the AUC community (especially within my own department) for successfully completed projects, conference presentations, and publications, even if they are in fields outside the limits of the departmental discipline. Applications for external funding are extremely time-consuming to prepare, and time away from teaching and other duties within the university is needed to even begin to develop a project for external funding, and then to actually locate a source and complete the application. Since the lead time is often two years or more til funding would actually be received, faculty on one and two year contracts have no particular incentive to make the effort, since they are not sure of remaining at the university. In my department in particular, there is not an atmosphere of encouragement or appreciation for conducting research -- in fact, the opposite. Thus I think the culture of at least part of the university community needs to be changed towards a greater research orientation, with the understanding also that the results of any kind of research will inform and enhance teaching. There should be more time freed up for faculty to develop and seek funding for projects, as well as to conduct and write up the results of research for conference presentations and publications. AUC has some good research series which are internationally known, but aside from these, I don't think it has much of an international reputation for research. This is also in part due to the fact that there is such a great turnover in the faculty, especially at lower ranks where some of the most active and innovative research is often carried out. The recent moves to develop more of a research culture among undergraduates are a good step. A similar effort should be made for faculty -- and perhaps staff as well. With a better research culture and more appreciation and support for the research efforts and results at AUC, the university will gain more of an international reputation for research, which will in turn enhance its ability to attract external funding, especially in the humanities and non-development-oriented research in the social sciences. The university shouldn't have a narrow research focus related to local and regional issues -- important and worthy as these are -- but recognize that research in other fields is also worthwhile. A faculty member who is active in research is more intellectually aware and alert, and this in turn makes that faculty member a better teacher, even if not directly teaching what s/he is researching. Most important is reducing the teaching load to allow more time to develop and conduct research projects.
- Make teaching load 2 courses per semester for research-producing faculty, and 4 courses per semester for those who don't do research.
- Need more student/assistant help on a daily in-office basis.
- Lowering the AUC quota on the fund. Better workforce at OSP (hire other people!). More funding for grants esp. teaching/research combination grants. Thanks you!
- Release time to do research is crucial. We can bring the funds and carry out excellent research but we need time.
- I am continually frustrated at the pathetic compensation for research assistants. To pay my Masters students 10LE an hour is an insult!! They can easily make 60-100LE an hour as English teachers. When they do agree, they sometimes then complain that they can't do the hours as they have other work to do and the pay is low. I also need help in asking for external funding. My field is rather specialized and not much money is available for educational research, nor is there much support in Egypt. Gatekeepers in Egypt mean that most work has to be done in non-traditional settings. I am so busy working on my classes and committees, that I rarely have time to chase down sources of funds.
- Getting funding is the main concern when embarking on research
- Internally, the culture needs to change. There is no reason for my publications or anyone else's to receive needling remarks from senior colleagues and the Provost. (Once I was mocked by my Department Chair for advertising one of my upcoming lectures on my office door, and there have been a number of similar

incidents.) The current Dean of HUSS [School of Humanities and Social Sciences] has been supportive, as have a handful of (mostly younger) colleagues. But older colleagues at AUC often seem to resent and belittle the work of relative newcomers. In general, AUC has not traditionally been an easy place for new faculty. Lots of low-level age group hazing still goes on, and many newcomers face a nearly hopeless tenure situation to begin with. As for external funding, I think encouraging the faculty to look into it may work wonders. Over the years, I know I've personally looked too little in that direction, thinking that maybe my work wasn't mainstream enough to interest funding agencies. But a prominent workshop or two with some encouraging remarks on the possibility of attaining such funds may inspire new efforts by many.

- Set up an efficient system of managing external funds that is not so petty and bureaucratic.
- Hiring an accountant at SSE to OSP [Office of Sponsored Programs] will facilitate the progress of the funded project and will ease the job of the PI
- I believe that junior faculty should be always encouraged to make strides towards publications. It is unacceptable to deny grants to someone who already has a distinguished publication record
- Need more time!!
- Enhancing library collections, both print and online
- It is important when evaluating research contributions that AUC's doesn't adopt a naive counting system, where (as happened in this survey) the focus is on the NUMBER of journal and conference publications. The result is that a large number of faculty at AUC publish exclusively in low-rent conference and unknown journals. There are many faculty at AUC who have never published a paper at a decent venue (except perhaps when they were graduate students) who receive conference grants and so forth. In most disciplines, not all journals are equal and not all conferences are equal. Part of the culture that when acquires when one becomes active in a research community is to be able to recognize the standards of that community. Many faculty at AUC have not been research-active in many years. To come and start to push them to give you scholarly research in order to obtain salary steps and other benefits, if you are not careful, you will encourage them to generate pseudo-research. Instead of trying to push 100% of the faculty to become research active, instead, given AUC's resources, it would make more sense to recognize the 10% of faculty who are capable of world-class research and treat them like royalty (i.e. support them with additional resources, and with pats on the back).
- If you want us to publish relevant and rigorous research, then you must support those of us who are capable and interested by providing us with the time to do so. This can easily be accomplished through variable teaching loads instead of the one size fits all. Thanks for conducting the survey. It shows interest in understanding why the barriers and constraints at AUC for conducting quality research.
- A list/board for conference announcements and joint-research opportunities would be wonderful.
- team research has better chances to attract external funding and interest of the researchers
- The basic financing is travel and lodging. Since I have friends in Europe who help me out with lodging, without, administrative paperwork, and a home in the US, my research has always been financed "privately", either by me or old academic friends.
- The difficulty with external funding is that the larger grant funders in my field in the U.S. do not want to fund projects outside the US, and those that do require that the institution requesting money be disadvantaged. Thus, we seem to fall in a black hole. I'd like to see a grant office that aggressively pursues and develops relationships with grant funders and helps link faculty with those resources. The 3/3 course load simply makes it impossible to engage in the research program necessary to make AUC a world-class institution. This is the first time in over 5 years that I have not been able to make any progress on my research and publications. AUC needs to reflect on its priorities and what kinds of resources are offered.

- More interdisciplinary communication (i.e. across schools and departments) to promote collaboration and encourage the creation of creative project. The creation of a journal club or meet-your-colleagues to become more aware of university wide work and interests
- Less teaching, less administrative work, qualified teaching assistants, funding opportunities
- Research is undervalued in our university. It is a great struggle to manage to publish and teach. I think that this situation also negatively affects teaching itself
- Team work and availability of equipment
- A flexible teaching load and less administration. Better facilities in terms of people who know what is out there for us to apply to, and help in making those applications.
- Better teaching schedules. Higher level teaching and research assistants. Improved and flexible availability of facilities and software. Computerized student records for advising
- We would have more time for scholarly work if we did not have to spend so much time doing the Annual Faculty Report and the justification for double increment, etc. We should scrap the whole merit pay plan.

APPENDIX I: SURVEY INSTRUMENT

The screenshot shows a web browser window with the address bar displaying "http://www.surveymonkey.com - [SURVEY PREVIEW MODE] - Mozilla Firefox". The browser's menu bar includes "File", "Edit", "View", "History", "Bookmarks", "Tools", and "Help". The page title is "1. A Survey of Faculty Views on Expanding Research/Scholarly Work and External Funding Opportunities", and there is a link to "Exit this survey".

AUC is seeking input from faculty to find ways to increase its level of sponsored activity. This survey, developed by the Office of Sponsored Programs in cooperation with the Office of the Vice Provost and IPART, is designed to aid us in gathering information to assess incentives for and obstacles to writing proposals and seeking grants.

For the purposes of this survey, we define "scholarly work" as the academic pursuit and attainment of knowledge within a specific discipline, and "research" as a form of scholarly work in which specific questions are investigated or explored analytically and/or through testing or other evaluative methods. "External funds" are those monies generated outside of the university (e.g., from USAID and other public and private foundations) while "internal funds" are those provided through the university (e.g., research and conference grants by the Office of the Vice Provost).

Please take a few moments to complete the survey. It should not take more than 15 minutes. All responses are anonymous to ensure confidentiality.

Click "Next" to start the survey.

Done

1. Please indicate to what extent the incentives listed below are possible factors that influence your motivation to engage in scholarly work/research.

	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
My personal commitment to scholarly activity/research.	<input type="radio"/>				
To enhance/maintain my reputation among the community of scholars	<input type="radio"/>				
To provide students with opportunities	<input type="radio"/>				
To improve the quality of my teaching	<input type="radio"/>				
To improve favorable decisions for merit increases	<input type="radio"/>				
To achieve my overall career objectives	<input type="radio"/>				
It is valued by my department.	<input type="radio"/>				
It is valued by the School.	<input type="radio"/>				
Other incentives (please specify)	<input type="text"/>				

[Prev](#) [Next](#)

2. Please indicate to what extent the barriers listed below are possible factors that influence your motivation to engage in scholarly work/research.

	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
Not enough time due to teaching load	<input type="radio"/>				
Not enough time due to administrative (committee) load	<input type="radio"/>				
Not enough time due to advising load	<input type="radio"/>				
Too much red-tape within the School	<input type="radio"/>				
Too much red-tape within the Administration	<input type="radio"/>				
Inadequate facilities	<input type="radio"/>				
Inadequate equipment	<input type="radio"/>				
Is too labor intensive	<input type="radio"/>				
Not rewarding	<input type="radio"/>				
Lack of collaboration opportunities in my department	<input type="radio"/>				
Lack of collaboration opportunities across the School	<input type="radio"/>				
Inadequate budget for professional travel	<input type="radio"/>				
Lack of departmental support	<input type="radio"/>				
Lack of my Dean's support	<input type="radio"/>				
Lack of Administration support	<input type="radio"/>				
Other barriers (please specify)	<input type="text"/>				

4. Potential Activities and Services to Increase the Submission and Administration of Grants Exit this survey

Please indicate to what extent the services listed below are possible factors that would assist you personally in your efforts or interest in applying for external funding (the first set of questions) AND internal funding (the second set of questions).

3. For external funding:

	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
Additional proposal writing workshops	<input type="radio"/>				
Availability of faculty mentors in my department	<input type="radio"/>				
Increased departmental secretarial support for proposal submissions	<input type="radio"/>				
Increased departmental qualified research assistants	<input type="radio"/>				
Increased departmental teaching assistants	<input type="radio"/>				
Redistribution of indirect costs recovered among department/school/university	<input type="radio"/>				
Increased funding opportunity announcements	<input type="radio"/>				
Institutionalization of flexible formulae for teaching load, research, and service	<input type="radio"/>				
Improved financial system (SAP)	<input type="radio"/>				

Other assisting factors (please specify)

4. For internal funding (conference, research grants, etc. from the Office of the Vice Provost):

	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
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Done

4. For internal funding (conference, research grants, etc. from the Office of the Vice Provost):

	Not a factor	Somewhat a factor	Neutral	A factor	A big factor
Additional proposal writing workshops	<input type="radio"/>				
Availability of faculty mentors in my department	<input type="radio"/>				
Increased departmental secretarial support for proposal submissions	<input type="radio"/>				
Increased departmental qualified research assistants	<input type="radio"/>				
Increased departmental qualified teaching assistants	<input type="radio"/>				
Redistribution of indirect costs recovered among department/school/university	<input type="radio"/>				
Increased funding opportunity announcements	<input type="radio"/>				
Institutionalization of flexible formulae for teaching load, research, and service	<input type="radio"/>				
Improved financial system (SAP)	<input type="radio"/>				

Other assisting factors (please specify)

Done

5. Please answer the following items to best reflect your publication history:

	1	2	3	4	5	6	7	8	9	10	11 or more
How many peer-reviewed publications (e.g., journal articles) have you had since 2005?	<input type="radio"/>										
How many books have you published since 2005?	<input type="radio"/>										
How many edited books have you published since 2005?	<input type="radio"/>										
How many book chapters have you published since 2005?	<input type="radio"/>										
How many articles in conference proceedings have you had since 2005?	<input type="radio"/>										
How many newspaper or magazine articles have you had since 2005?	<input type="radio"/>										
How many creative works or exhibits have you had since 2005?	<input type="radio"/>										
How many patents have you had since 2005?	<input type="radio"/>										
How many other publications (exclusive of conference proceedings and abstracts) have you had since 2005?	<input type="radio"/>										
How many other publications (exclusive of conference proceedings and abstracts) have you had PRIOR to 2005?	<input type="radio"/>										

[Prev](#) [Next](#)

Please indicate the number of proposals that you have submitted for funding (first set of questions) and have had funded (second set of questions) in the following categories:

6. While at AUC and since 2005, how many proposals have you:

	0	1	2	3	4	5 or more
Submitted for external funding?	<input type="radio"/>					
Had externally funded?	<input type="radio"/>					
Submitted for internal funding?	<input type="radio"/>					
Had internally funded?	<input type="radio"/>					

7. While at AUC and BEFORE 2005, how many proposals have you:

	0	1	2	3	4	5 or more
Submitted for external funding?	<input type="radio"/>					
Had externally funded?	<input type="radio"/>					
Submitted for internal funding?	<input type="radio"/>					
Had internally funded?	<input type="radio"/>					

[Prev](#) [Next](#)

Almost finished!

8. How long have you been at AUC?

9. Please indicate your area of affiliation (check only one, please):

- Science and Engineering faculty
- Humanities and Social Sciences faculty
- Business, Economics, and Communication faculty
- Library faculty
- Other (please specify)

10. Please provide us with any useful comments or suggestions regarding increasing your interest in pursuing and successfully conducting scholarly work/research and AUC's ability to attract external funding.