



THE AMERICAN UNIVERSITY OF
KURDISTAN
10TH ANNIVERSARY

FACULTY SATISFACTION SURVEY

FALL 2024

OFFICE OF INSTITUTIONAL
EFFECTIVENESS AND PLANNING

TABLE OF CONTENTS

Highlights of the Survey Findings	1
Methodology	2
Respondent Characteristics	3
Faculty Daily Duties.....	5
Faculty Perception of Students	10
Decision Making at AUK	12
Office of Human Resources	15

HIGHLIGHTS OF THE SURVEY FINDINGS

AREAS OF SATISFACTION:

SHARED GOVERNANCE

96% of faculty report that the Faculty Senate is representative of their interests and that there is a strong sense of democratic participation in the decision making process.



88% of faculty report that their contributions and insights on policies, procedures, and decision making are taken into consideration.

64% of faculty report that the academic council is effective in representing faculty interest.

WORK CULTURE

96% of faculty have not experienced discrimination in the workplace.

80% of faculty report the procedures for employee grievances fair.



MOTIVATION & RECOGNITION

96% of faculty report being motivated to do their job at AUK.

Over 80% of faculty members report being satisfied with the recognition and value their work receives at AUK.



STUDENT FEEDBACK/SURVEY

88% of faculty recognize the importance and value of student feedback surveys at the end of each semester.

84% actively use the data collected from these surveys.



AREA FOR IMPROVEMENT:

PROFESSIONAL DEVELOPMENT

96% of faculty report interest in professional development.
28% of faculty report that AUK does not provide useful faculty training and professional development.



JOB STABILITY

56% of faculty do not understand the salary scale at AUK.
40% of faculty do not believe they have work stability/job security.



STUDENT CHEATING & PLAGIARISM

92% of faculty members report that students have a clear understanding of plagiarism.
64% have encountered instances of cheating or plagiarism among students.



FACULTY TEAMWORK

36% of faculty report that they do not believe all faculty are treated fairly.
28% of faculty report a lack of teamwork and cooperation among faculty.



METHODOLOGY

INSTRUMENT DESIGN AND TIMELINE

The American University of Kurdistan (AUK) conducted the 2024 AUK Faculty Satisfaction Survey from October 22, 2024 to November 5, 2024. The survey was carried out by the University's Office of Institutional Effectiveness and Planning (OIEP). The survey consisted of 50 items, including selected-choice items (e.g., Likert-type scales, multiple select, multiple choice) and open-ended response items.

RESEARCH OBJECTIVE

The objective of this research is to examine the factors influencing faculty job satisfaction at AUK. Specifically, the survey aims to identify the key determinants of faculty satisfaction, including perceptions of the workplace environment, professional development opportunities, and compensation. The findings provide a deeper understanding of how these factors contribute to overall job satisfaction and how they affect faculty engagement, retention, and commitment to the institution. Ultimately, the goal is to inform evidence-based strategies for enhancing faculty satisfaction and fostering a positive, inclusive, and supportive academic work environment.

RESPONSE RATE

The survey was sent to 30 full-time faculty members. A total of 25 (83%) of faculty participated in the survey. In seeking a high response rate, the following course of action was taken:

- An email was sent from the Provost highlighting the importance of the survey, requesting participation and providing a direct link to the on-line survey (October 22, 2024).
- Three reminder emails were sent from the Provost, OIEP and College Managers (October 29, 30 and November 4, 2024)

DATA COLLECTION AND ANALYSIS

The survey was administered online via Forms of Microsoft. Invitations were distributed to all full-time faculty at AUK via email, accompanied by a detailed explanation of the survey's purpose and assurances regarding the confidentiality of responses, which were collected entirely anonymously.

To ensure a comprehensive understanding of the survey data, both quantitative and qualitative analyses were employed. However, qualitative analysis was applied only to a limited number of questions. For example, in cases where respondents answered "no" to a yes/no question, They were prompted to provide an explanation.

CHARACTERISTICS OF RESPONDENTS

AGE GROUP

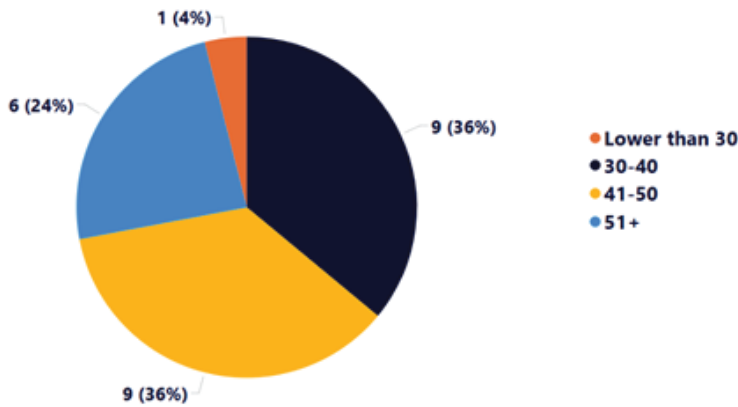


Figure 1: Age group

Figure 1 illustrates the distribution of faculty responses based on age group. The majority of respondents fell into the 30-40 & 41-50 age range, making up 72% of the total faculty surveyed. This group represents the core of the faculty body, likely encompassing many mid-career professionals with established roles. The second largest group, 24%, were faculty aged 51 and above, reflecting a strong presence of senior, more experienced members within the institution.

GENDER DIVISION

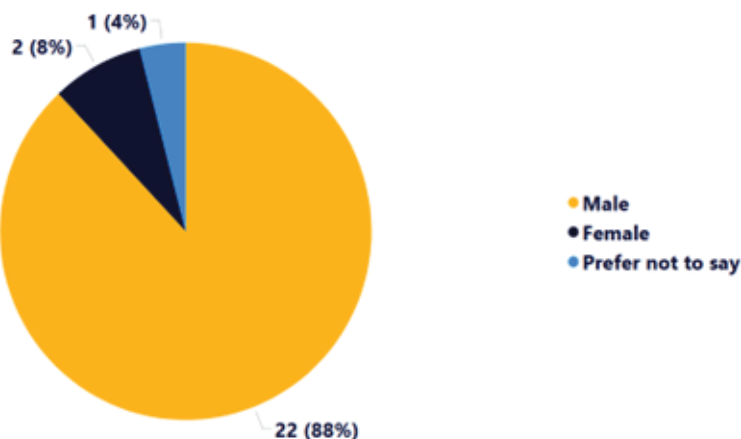


Figure 2: Gender division

Figure 2 displays the gender distribution among faculty members. Male faculty make up the majority, representing 88% of total respondents, Female faculty account for 8%, reflecting a notable but smaller presence within the respondent. A minimal 4% preferred not to disclose, showing limited gender diversity beyond the traditional binary categories.

CHARACTERISTICS OF RESPONDENTS

YEARS OF SERVICE DISTRIBUTION

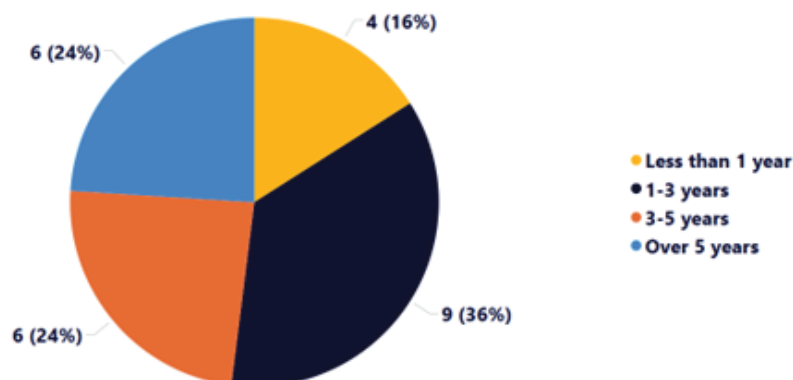


Figure 3: Years of service

Figure 3 displays the distribution of faculty based on their years of service at the institution. The largest group, 36%, have been employed for 1–3 years, indicating a relatively recent wave of hires. This is followed by two equal groups: 24% have been with the institution for 3–5 years, and another 24% for over 5 years, reflecting a balanced mix of mid- and long-term staff.

Notably, 16% of respondents have been employed for less than one year, suggesting ongoing recruitment and institutional growth. Overall, the data shows a workforce with a strong foundation of newer faculty, while still maintaining a solid base of experienced faculty.

FACULTY DAILY DUTIES

FACULTY INTEREST IN PROFESSIONAL DEVELOPMENT AND RESEARCH



Figure 4: Faculty interest in Professional Development and research

This section presents a series of yes/no questions on professional development and research. The chart in Figure 4 illustrates the percentage of "yes" and "no" responses. A large majority (95.83%) expressed interest in faculty professional development, with 88% personally investing in it. Interest in applied research and student involvement in research is also high, with 86.96% for both areas. Additionally, 83.33% showed interest in conducting research, while 78.26% were interested in inter-university or industry research and written research. However, satisfaction with AUK's faculty training and professional development are slightly lower, with 72% finding it useful.

FACULTY DAILY DUTIES

FACULTY INTERACTIONS WITH ACADEMIC AND ADMINISTRATIVE UNITS

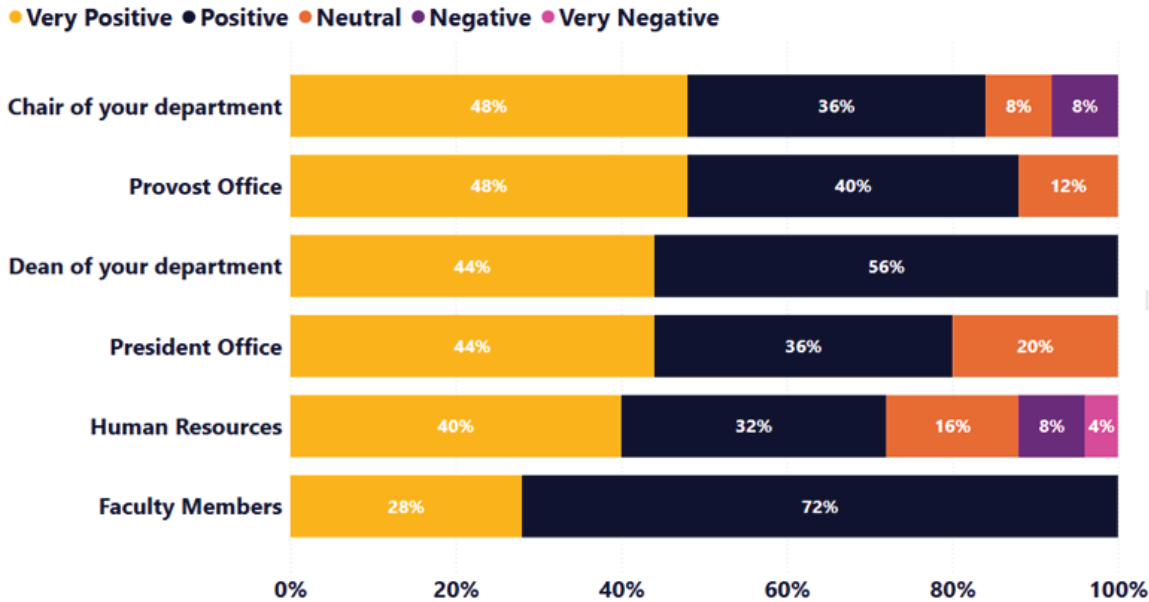


Figure 5: Interactions with academic and administrative units

In response to the question, “How positive or negative are your interactions with the following?” Figure 5 shows faculty interactions with various academic and administrative units. Interactions with the department Chair and the Provost’s Office received the highest ratings, with 48% of respondents describing them as very positive. Human Resources received a mix of feedback: 40% very positive, 32% positive, 8% negative, and 4% very negative. Notably, HR was the only unit to receive very negative ratings.

Overall, the survey highlights a strong trend of positive interactions across most units. However, compared to the spring 2022 survey, “very positive” ratings for the department chair and dean remain relatively the same, from 71% to 70%, respectively.

FACULTY DAILY DUTIES

JOB SATISFACTION AND TEACHING LOAD

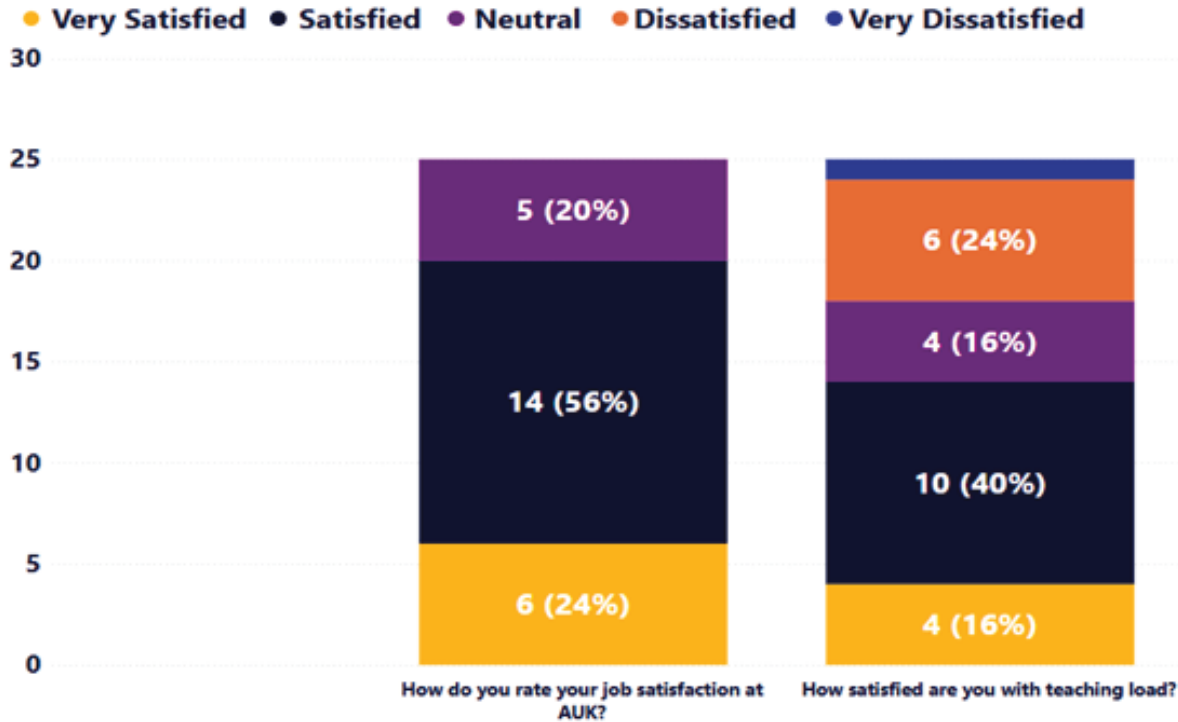


Figure 6: Job satisfaction and Teaching load

The survey results on job satisfaction and teaching load at AUK indicate a generally positive outlook among faculty. Comparing these findings with the 2022 faculty satisfaction survey reveals differences in perception. The current survey shows 24% very satisfied, 40% satisfied, 16% neutral, and 24% dissatisfied with teaching load, whereas the 2022 survey indicated 6.8% strongly agreeing and 31% agreeing that their workload was excessive, with 41.7% neutral, 13.7% disagreeing, and 6.8% strongly disagreeing. This contrast suggests that while many faculty members are satisfied, concerns about excessive teaching loads persist, warranting further review and potential adjustments.

FACULTY DAILY DUTIES

TEAMWORK AND COOPERATION AMONGST FACULTY

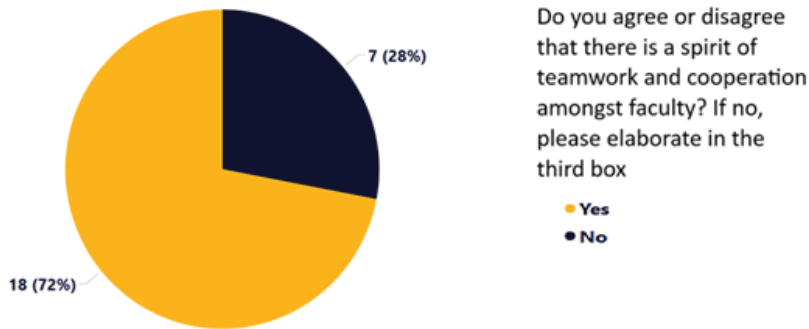


Figure 7: Teamwork and cooperation amongst faculty

Figure 7 illustrates faculty perceptions of teamwork and cooperation. A significant majority—72% of faculty respondents—indicated that there is effective teamwork and cooperation among faculty members.

In contrast, the remaining 28% expressed concerns, with consistent themes emerging in their responses. Some cited issues included a lack of collaboration between departments and colleges especially in research, absence of a collegial culture, and a lack of accountability or consequences for missed deadlines.

DISCRIMINATION AT WORKPLACE

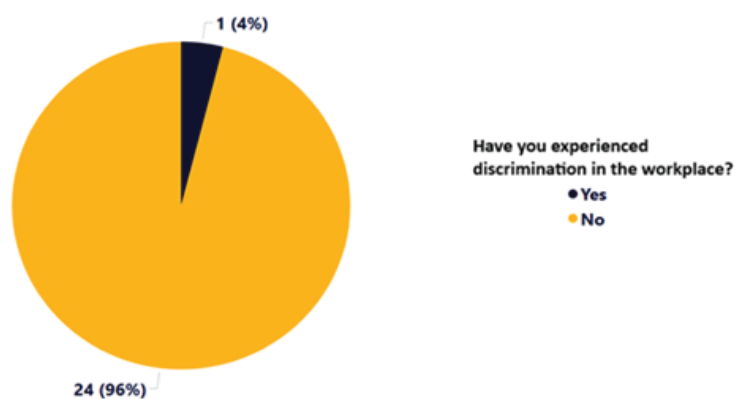


Figure 8: Discrimination at work place

In response to the yes/no question, “Have you experienced discrimination in the workplace?” Comparing this to a similar question from the spring 2022 survey, where 10.4% agreed that discrimination exists, 86.2% disagreed, and 3.4% had no opinion, the results suggest a decline in perceived workplace discrimination over time.

FACULTY DAILY DUTIES

STUDENTS FEEDBACK SURVEY

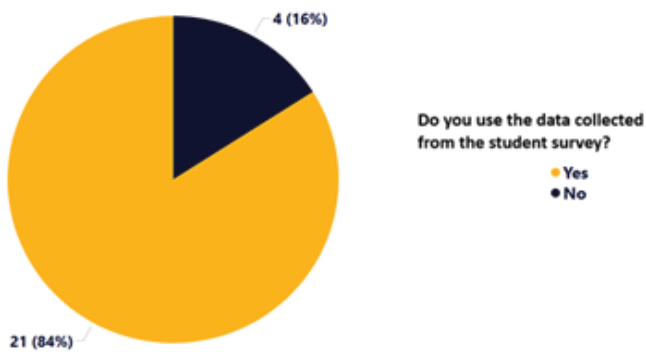


Figure 9: Students Feedback Survey Data Usage

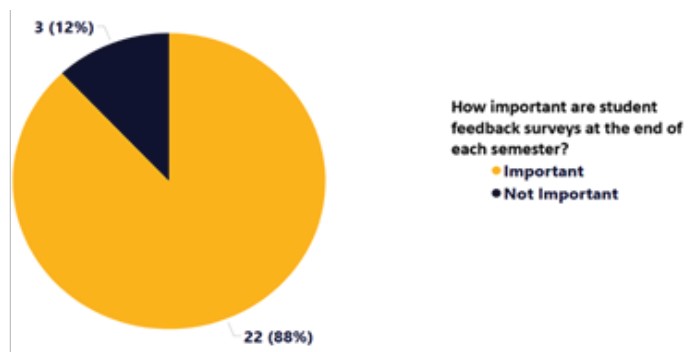


Figure 10: Importance of Students Feedback Survey

Figure 9 shows that a significant majority of faculty members (84%) utilize the data collected from student surveys, suggesting that the feedback is considered valuable and is likely used to inform teaching practices, course improvements, and other academic decisions. The smaller percentage (16%) of faculty who do not use the data may indicate a need for further encouragement or support in understanding the benefits and applications of student feedback.

Figure 10 shows that a significant majority of faculty members (88%) consider student feedback surveys to be important, highlighting the value placed on student input for improving teaching practices and course content. The small percentage (12%) of respondents who view these surveys as not important suggests that while most faculty recognize the significance of student feedback, there may be a few who are less convinced of its impact. Overall, the chart reflects a strong endorsement of the importance of student feedback in the academic environment.

FACULTY PERCEPTION OF STUDENTS

STUDENT CHEATING AND PLAGIARISM

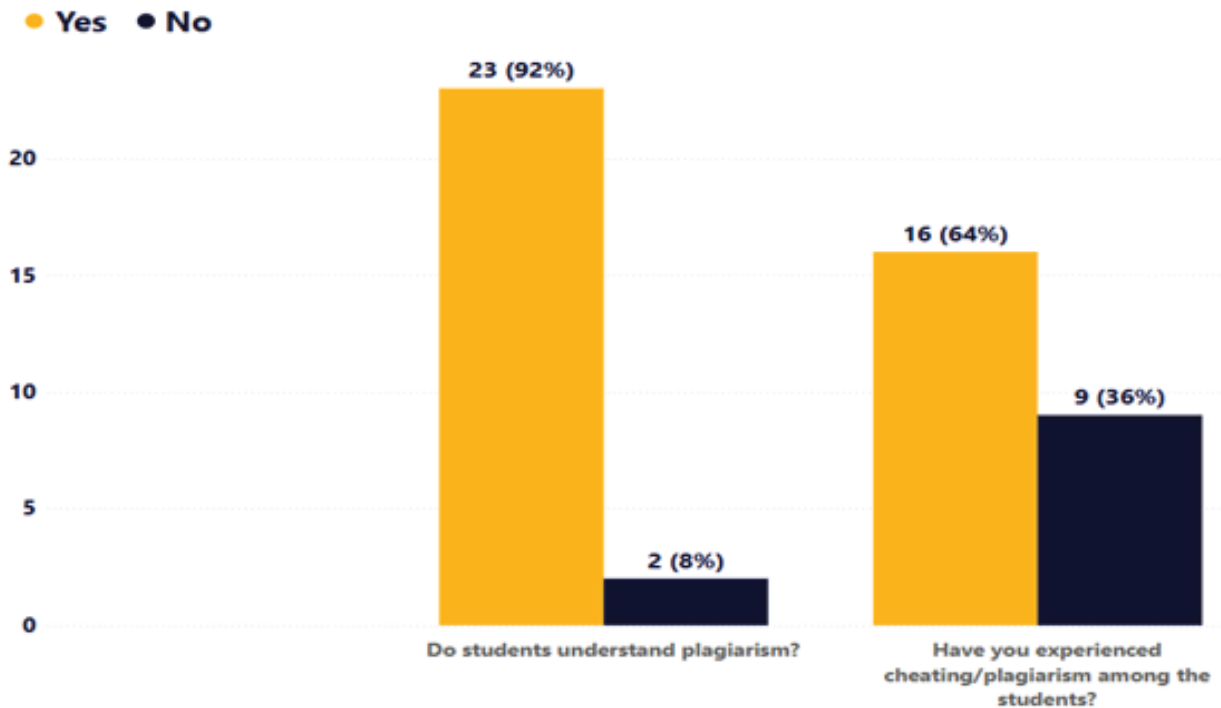


Figure 11: Faculty response on cheating and plagiarism

Figure 11 presents responses to two questions regarding students' understanding of plagiarism and experiences with cheating/plagiarism among students. A significant majority of faculty members (92%) believe that students understand what constitutes plagiarism. However, despite this understanding, 64% of faculty members have experienced instances of cheating or plagiarism among students. This suggests that while awareness of plagiarism is high, it does not necessarily prevent academic dishonesty. This discrepancy could reflect several underlying dynamics. While students may understand the basic concept of plagiarism, they may not fully recognize how emerging tools—particularly generative AI—fit into academic integrity policies.

FACULTY PERCEPTION OF STUDENTS

STUDENT SKILLS & PREPAREDNESS

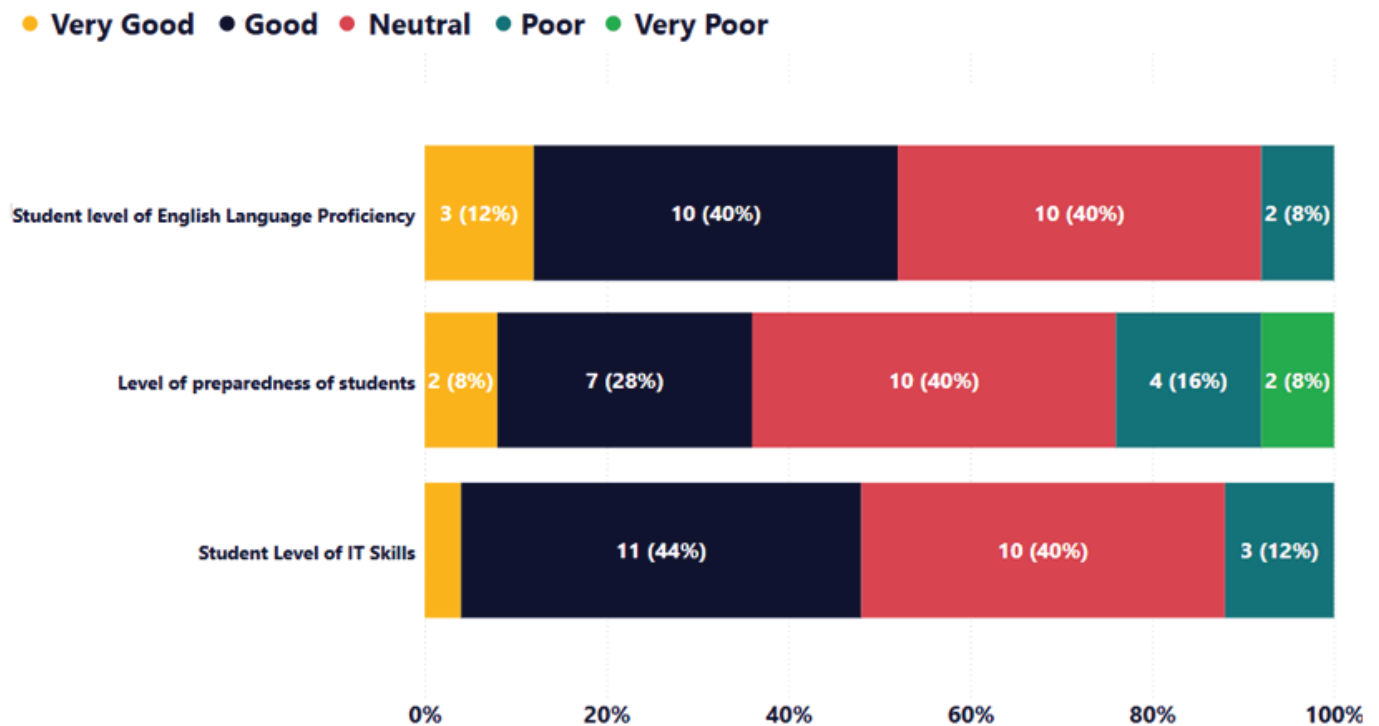


Figure 12: Students skills and preparedness

Figure 12 shows faculty perceptions of students' skills and preparedness. The high number of variability and the frequency of neutral responses regarding student skills and preparedness could suggest that many students enter courses with uneven foundational skills, making it difficult for faculty to assess preparedness consistently. This inconsistency could also stem from disparities in students' prior educational experiences at the high school level.

FACULTY VIEWS ON UNIVERSITY POLICY APPLICATION

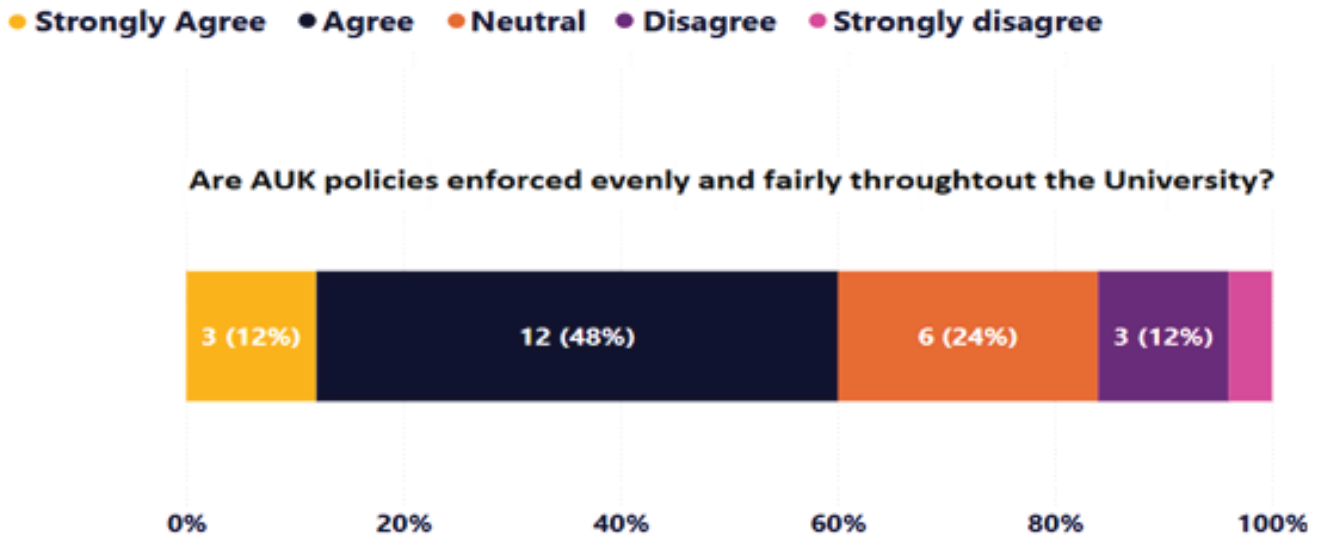


Figure 13: University policy application

Figure 13 shows that the majority (48%) agree that policies are enforced evenly and fairly throughout the university, with 12% strongly agreeing. The presence of neutral responses may suggest that some faculty are not fully aware of how institutional policies are applied. Overall, while the data indicates a generally positive perception of fairness in policy enforcement, it also underscores the importance of improving communication and transparency around institutional policies and procedures.

DECISION MAKING AT AUK

FAIRNESS AT AUK (UNIVERSITY, COLLEGE AND DEPARTMENTAL LEVEL)

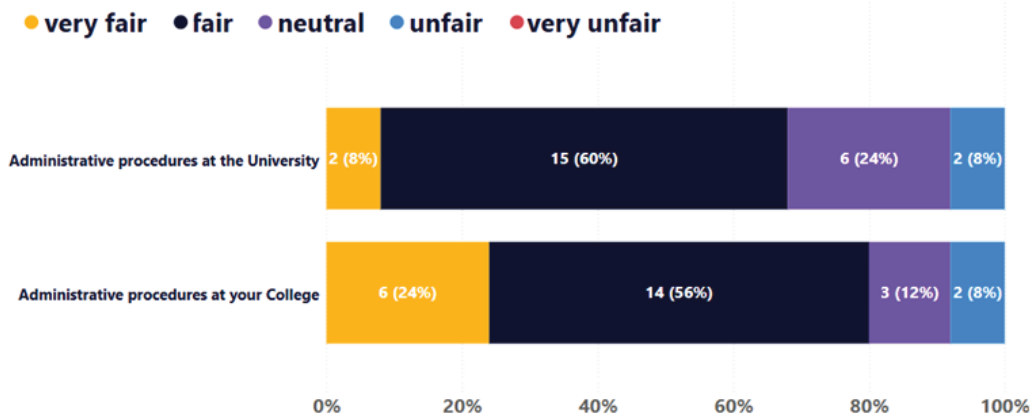


Figure 14: Administrative Bodies

Figure 14 presents responses to two questions regarding fairness at the institution. For "Administrative procedures at the University," 60% of respondents found them fair, 8% very fair, 24% neutral, and 8% found them unfair. Similarly, for "Administrative procedures at your college," 56% found them fair, 24% very fair, 12% neutral, and 8% found them unfair. The increase in "neutral" (12%) could indicate less direct interaction or awareness of these procedures at the college level.

ACADEMIC COUNCIL AND FACULTY SENATE

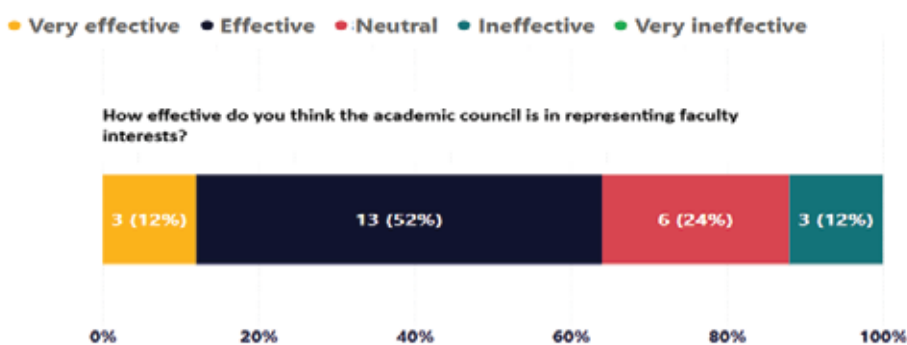


Figure 15: University policy application

Figure 15 shows that overall, the data suggests that most faculty members view the academic council positively, with a majority considering it effective in representing their interests. However, the presence of neutral and ineffective ratings indicates that there is still room for improvement in how the academic council addresses faculty concerns and the gap in the communication between academic council and faculty can also be seen in figure 14.

DECISION MAKING AT AUK

ACADEMIC COUNCIL AND FACULTY SENATE

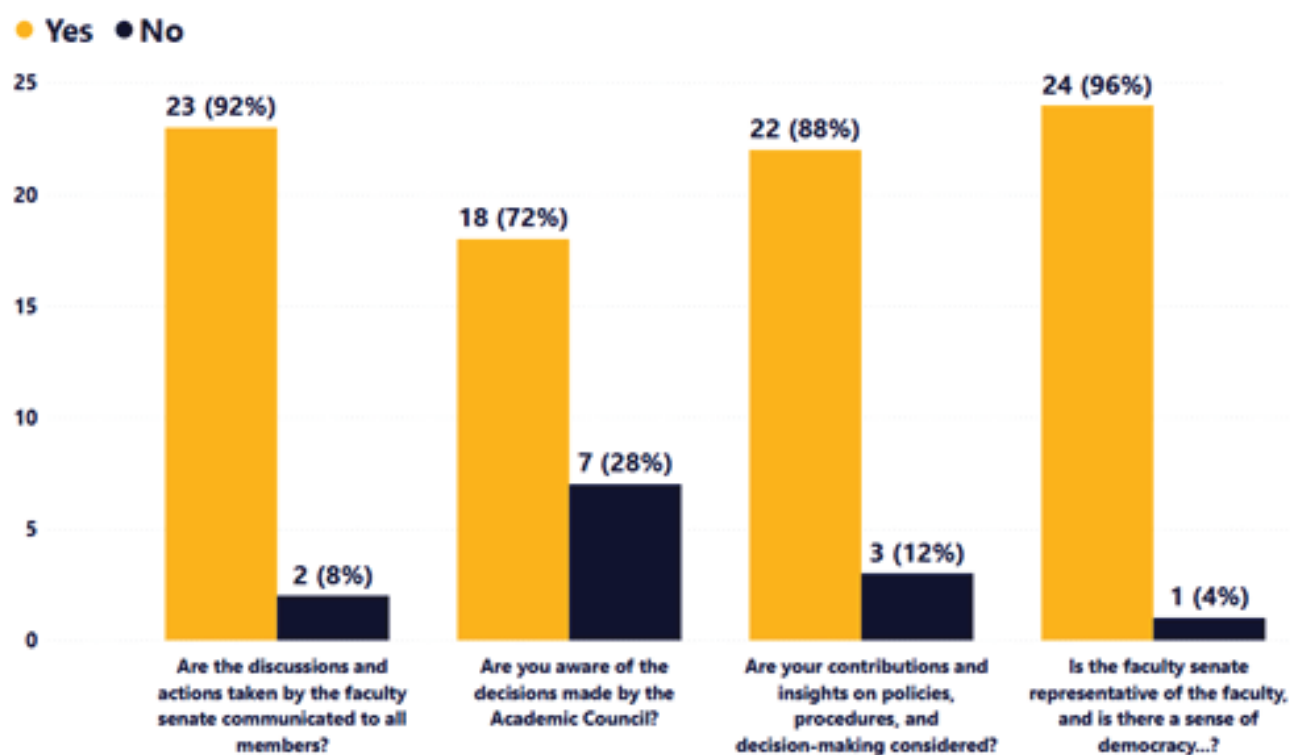


Figure 16: Faculty senate and academic council

Figure 16 shows survey responses to four questions regarding the Faculty Senate and Academic Council. The survey results indicate a high level of satisfaction with the Faculty Senate's communication and representation. A significant majority of respondents feel that discussions and actions are well-communicated, their contributions are considered, and the Faculty Senate is representative and democratic. This reflects positively on the Faculty Senate's role in fostering inclusive dialogue and shared governance. However, to strengthen institutional cohesion and trust, it is essential to bridge the communication gap with the Academic Council. Ensuring all faculty are kept informed and engaged with council decisions will enhance overall perceptions of fairness and collaborative governance.

FACULTY INTENT TO STAY AT AUK IN THE NEXT YEAR

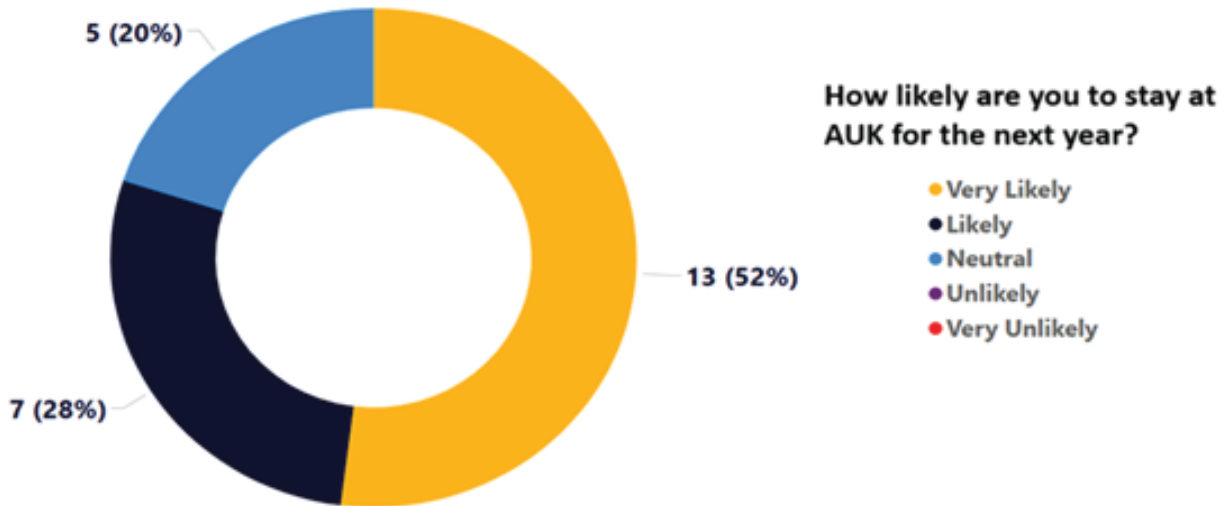


Figure 17: Staying at AUK for the Next Year.

Figure 17 shows the likelihood of faculty members staying at AUK for the next year. The largest segment, representing 52% of respondents (13 individuals), indicates that they are "Very Likely" to stay. The second-largest segment, 28% of respondents (7 individuals), indicates they are "Likely" to stay. The remaining 20% of respondents (5 individuals) are "Neutral" about their likelihood of staying. There are no responses in the "Unlikely" or "Very Unlikely" categories. Overall, the data suggests a strong commitment among faculty members to remain at AUK, with a significant majority expressing a high likelihood of staying for the next year. This positive outlook reflects faculty satisfaction and stability within the institution.

FACULTY MOTIVATION, RECOGNITION AND PERFORMANCE APPRAISALS

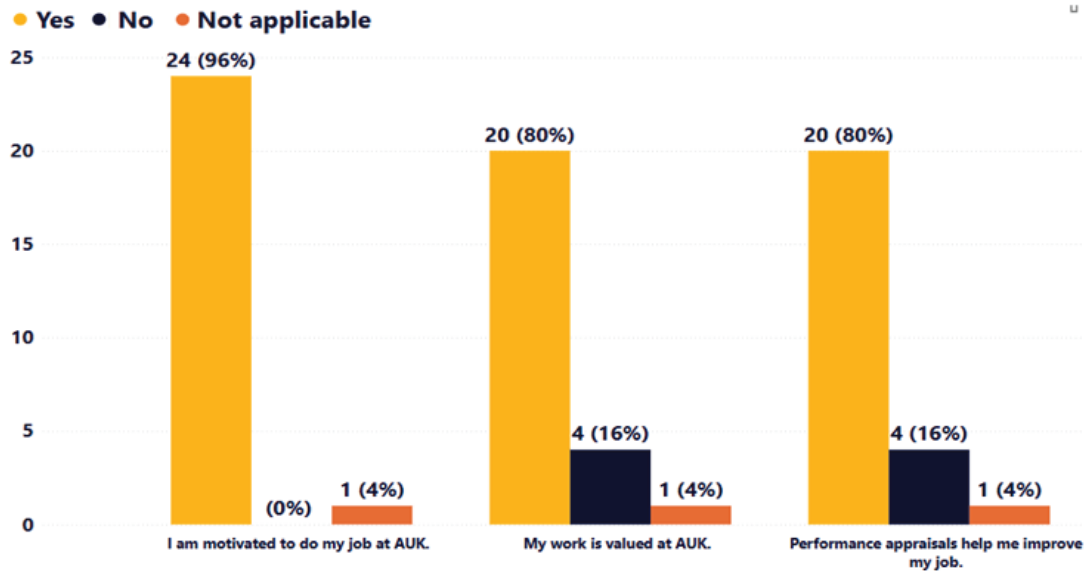


Figure 18: Faculty Motivation, Recognition and Performance appraisals

Figure 18 shows a high level of job motivation among faculty members at AUK, with 96% of respondents feeling motivated. Additionally, 80% of respondents believe their work is valued at AUK, while 16% do not share this sentiment. Similarly, 80% of respondents find performance appraisals helpful in improving their job performance, with 16% disagreeing.

The majority of faculty agree that performance appraisals support their job improvement. However, several respondents noted that they have not received formal appraisals, even after multiple years at the university. Most faculty members agree that their work is valued and that their contributions to policies and decision-making are considered. However, a few responses highlight concerns about lack of recognition, limited appreciation from management, and a feeling of being heard only in formal roles like the Senate. Some also noted that while contributions are valued within their departments, this may not extend to the broader university level.

OFFICE OF HUMAN RESOURCES

FACULTY PERCEPTION OF ROLE CLARITY, JOB SECURITY AND COMPENSATION



Figure 19: Role clarity, job security and compensation

Figure 19 shows faculty perceptions regarding several aspects of employment at AUK, including the fairness of employee grievance procedures, faculty treatment, accuracy of job descriptions, sense of job stability, and understanding of the salary scale. For the question “Are the procedures for employee grievances fair?”, 80% of respondents considered the procedures fair, while 20% did not. Across all questions (except grievances), about one-third of respondents express negative views, a stable pattern worth further exploration.

A strong majority, 72% believe their job description accurately reflects their responsibilities, suggesting clear role expectations for most faculty members. However, 28% reported misalignment, indicating room for improvement in role communication and clarity.

OFFICE OF HUMAN RESOURCES

FACULTY PERCEPTION OF ROLE CLARITY, JOB SECURITY AND COMPENSATION

When asked if "Do you agree or disagree that all faculty are treated fairly at AUK? If no, please elaborate in the third box," 64% agreed, and 36% disagreed. In the quantitative findings, 36% of faculty indicated that not all faculty members are treated equally. The most frequently mentioned concerns included disparities in resource allocation, varying levels of recognition and access to professional development opportunities, a perception that AUK is not faculty-centered, and a belief that local administrators receive preferential treatment. Faculty have limited exposure to or involvement with college-specific processes, possibly due to decentralization or communication gaps. Regarding job stability, 60% of respondents feel secure in their positions, while 40% do not, reflecting a significant portion of the faculty who may feel uncertain about their future at the institution. This could impact long-term engagement and retention if not addressed.

When asked about the salary scale, only 44% of faculty reported a clear understanding, while 56% indicated confusion or lack of awareness. This suggests a need for more transparent communication around compensation structures, which could enhance trust and job satisfaction across the board.



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