AUC Faculty Pre and Post Move

*A closer look at attitude vs. behavior…*

Have the faculty’s practices and patterns of behaviors changed after the move? Have their feelings towards AUC itself changed?
Before AUC’s move to the New Cairo campus, between May and September 2008, a survey was posted online to the AUC faculty. The survey asked the faculty members about their attitudes towards the move from AUC’s Tahrir campus to AUC’s new campus in New Cairo. Ninety members from the AUC faculty responded to the survey, 57 of whom were females, and 33 of whom were males. A total of 61 from the 90 that responded planned to teach in the new campus during the fall 2008 semester. The respondents had been teaching at AUC for an average of 13.7 years.

The majority of faculty that responded to the survey was either Egyptian (42%) or American (34%). For their highest academic degree attained, 53 faculty members had a Doctorate degree, and 36 had a Masters degree. The sample came from various departments with the largest numbers coming from the English Language Institute (n=13), the Arabic Language Institute (n=11), and the SAPE, GWS, and FRMS departments/programs (n=11). The rest were distributed fairly equally among the sciences and other departments like Journalism and Mass Communication, Performing and Visual Arts, Management, and Economics with 3 or 4 faculty members in each.

The survey was reposted online to the AUC faculty after the move to the new campus over the winter of 2009 and the spring of 2010. This allowed us to compare attitudes and behaviors among faculty before and after the move. A fewer number of people (n=51) responded in the follow-up survey compared to those who took the survey before the move. The sample had 25 females and 26 males. A total of 32 faculty members taught during the fall 2008 semester in the new campus, and 12 did not. The distribution across the nationalities was quite different from the pre-move survey sample. In the post-move sample, 29 participants were American, 9 were Egyptian, and the remaining 13 came from a range of other countries. The majority of the sample came from the SAPE, GWS, and FRMS departments (n=9), the English Language Institute (n=8), and Performing and Visual Arts (n=6). Only 2 faculty members came from the science departments like Biology, Chemistry, and Physics. For their highest academic degree attained, 34 participants had a Doctorate degree, 14 had a Masters degree, and 1 faculty member had a Bachelors degree.

The two surveys, the one posted before the move and the one posted after the move differed in some questions, but many were replicated in order to draw comparisons. Among those that were replicated, three series of questions aimed to look at AUC faculty’s sense of
connectedness at different levels, from their interactions with other faculty members to their sense of attachment to AUC to their sense of connection with Egypt through civic engagement.

A one sample t-test was used to compare scores after the move on each of the three series of questionnaires to the average scores reported before the move. *(A t-test is a statistical tool that compares whether the average score between two groups of people differ significantly).*

**Social and Professional Networking: Affiliation with Colleagues**

The first series of questions asked about how often the AUC faculty interact with other faculty within and outside the university. The idea was that maybe with the change of space, changes in socializing would take place as well. It had five questions with each question asking about interaction in a certain area. The first three questions asked the AUC faculty how much they socially interact with faculty from within their departments, with other departments within their schools, and from other AUC schools. The last two questions asked AUC faculty how much they collaborate on projects with faculty from other universities in Egypt, and from universities in other parts of the world. These questions were created by our research team and aimed to obtain a simple straightforward understanding of AUC faculty’s patterns of social interaction.

After the move to the new campus, the AUC faculty reported interacting less with other faculty from within their own departments. Other than that, their patterns of interaction have remained more or less the same. There were no differences in the results of the remaining four questions between before and after the move. In fact, for the question “How much do you collaborate on projects with faculty from other universities in Egypt?”, the results were almost exactly the same in the Tahrir campus and in the New Cairo campus. Although it would be expected that socializing patterns would be connected to the area where they take place, they seemed to stay more or less the same in this situation.

**Attachment and Pride: Affiliation to AUC**

The second series of questions asked about how much members of AUC faculty feel proud to be members of the AUC community and their level of affiliation and attachment to the university. Our research team modified a published measure called the OIQ (Organizational Identification Questionnaire). Initially, the OIQ instrument was composed of 30 items and was used by Tompkins and Cheney in 1983 *(Miller et al., 2000)*. We administered the official short version of this measure which included 12 of the original statements from the full version. Faculty members rated how strongly they agreed with items like “I praise AUC to my friends as being a great university to work at”, “AUC’s image in the community represents me well”, and “I am proud to be an employee of AUC”. Maybe feelings about AUC itself as an institution would have changed for the AUC faculty after the move.
The results were significantly different pre and post move for the extent to which faculty felt a sense of belonging and affiliation to AUC (see Figure 1). Scores before the move ($M = 46.8$) were higher than scores after the move ($M = 39.8$), $t(50) = 3.85$, $p < .001$.

Figure 1

<table>
<thead>
<tr>
<th>Average score on OIQ</th>
<th>Pre-Move</th>
<th>Post-Move</th>
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<tbody>
<tr>
<td></td>
<td>46</td>
<td>39</td>
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**Civic Engagement: Affiliation with Cairo Community & Engagement in AUC**

Another group of questions asked faculty about their civic engagement in Egypt. This group of questions was developed by our research team and asked the AUC faculty about how much they were involved in community service activities, how much they offered reduced cost or pro-bono services within their field of expertise, how much they required students to engage in community service activities, etc… After the move from the Tahrir campus which was right in the midst of the Egyptian society, some people wondered if civic engagement would change as a result of a loss of touch with the Egyptian culture.

The series of questions asking about patterns of civic engagement among the AUC faculty only differed in one aspect. AUC faculty in the post-move sample reported offering their students less community service opportunities after the move. However, the faculty members themselves engage in about the same amount of community service activities after the move. Similarly, offering reduced cost services in their areas of expertise also has not changed for the AUC faculty. They also still include about the same number of field trips and site visits in classes. As far as their engagement with AUC, the AUC faculty members still attend about the
same number of AUC lectures, events, and concerts; their engagement with AUC itself hasn’t really changed.

Table 1: Civic Engagement: Affiliation with Cairo Community and Engagement with AUC

<table>
<thead>
<tr>
<th>Item</th>
<th>Pre Move (Downtown Campus)</th>
<th>Post Move (New Cairo Campus)</th>
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<tbody>
<tr>
<td>1. Number of courses including field trips or site visits during the most recent two semesters</td>
<td>1.09</td>
<td>0.84</td>
</tr>
<tr>
<td>2. Number of courses requiring/offering students to engage in at least 15 hours of community based learning during the most recent two semesters</td>
<td>0.86</td>
<td>0.40</td>
</tr>
<tr>
<td>3. Number of times a month you attend lectures, concerts, or other events at AUC</td>
<td>1.94</td>
<td>1.96</td>
</tr>
<tr>
<td>4. Number of hours a month you are personally engaged in community service activities</td>
<td>4.91</td>
<td>5.70</td>
</tr>
<tr>
<td>5. Number of hours a month you offer reduced cost services in your field of expertise to clients who can’t afford to pay</td>
<td>4.14</td>
<td>5.62</td>
</tr>
</tbody>
</table>

Conclusion

We have examined AUC faculty’s sense of connectedness at different levels, from their interactions with other faculty members to their sense of attachment to AUC to their sense of connection with AUC and the Cairo community through their behaviors.

Even though the AUC campus moved to an entirely new location, the AUC faculty only changed in one aspect of social and professional networking: their interaction with faculty from within their department was reduced. Maybe this is because a large portion of our sample consisted of faculty from the ALI and ELI departments who used to work in cubicles in the Downtown Campus and didn’t have separate offices. It is possible that the cubicles made it easier, maybe even mandatory for them to interact on a more regular basis with one another.

We’ve also seen how the AUC faculty’s feelings of attachment to AUC and pride for being part of the AUC community used to be higher before the move to the new campus. Maybe because people were so attached to the old campus in Tahrir, they didn’t feel as connected to AUC itself as an institution after the move. Last but certainly not least, we’ve seen how AUC faculty’s affiliation with the Cairo community and engagement within AUC has basically stayed the same except for their offering of community based learning courses which decreased after the move.
Of course there are some limitations to this research. First, our sample sizes are relatively small, and it is difficult to make generalizations or conclusions about all AUC faculty, especially those from departments that were not well represented in the samples. Second, although we used the same methods to recruit survey respondents in both samples, the people that answered the survey before the move are not the same people that answered the survey after the move so making direct comparisons between the results before and after the move should be interpreted with caution.

It seems like after the move, behavior of the AUC faculty, like patterns of professional networking and civic engagement, haven’t changed very much. Attitudes on the other hand, like feelings of pride and affiliation, have significantly changed. It is recommended that similar research be conducted in a few years to see if the attitudes of faculty towards being a member of the AUC community will change and reach the level that was reported in the Downtown campus.