

2025 Faculty Survey

Prepared by
Office of Institutional Research & Assessment

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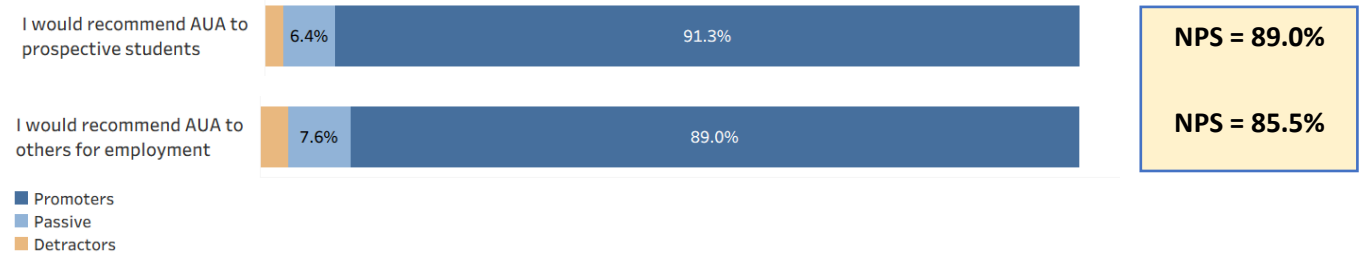
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Highlights of Survey Findings

Response Rate: 56.6%

Net Promoters Score (NPS): I would recommend AUA to:¹



96.4% of faculty members reported **strongly agree/agree** that the interactions between their students and them are characterized by mutual respect.

87.3% of faculty members reported **strongly agree/agree** that AUA delivers quality academic programming which address the needs of Armenia and the region.

49.1% of adjunct faculty members and **81.5%** of full-time faculty members reported that they would prefer to spend more time on research and scholarly work activities.

Top 3 things faculty likes most about AUA.

- ❖ Students – **45%**
 - Quality of students, Students engagements
 - Student potential / curiosity
- ❖ Academic Freedom & Teaching Flexibility – **25%**
 - Academic freedom / freedom in teaching
 - Flexibility in course design
 - Innovative teaching methods
- ❖ Colleagues & Environment – **20%**
 - Supportive environment
 - Good colleagues
 - Friendly atmosphere

¹ Promoters: responses of strongly agree/agree; Passive: neither agree nor disagree; Detractor: strongly disagree/disagree. Net Promoter Score (NPS) is the difference between the percentage of promoters and detractors.

Methodology

Instrument Design and Timeline

The American University of Armenia (AUA) conducted *2025 AUA Faculty Survey* from October 31, 2025 to November 14, 2025. The survey was carried out by the university's Office of Institutional Research and Assessment (OIRA).

The objectives of the survey were to gather information from faculty about their academic workload and activities, education goals and teaching, satisfaction with AUA, the work environment and services, decision-making and communication at AUA, as well as to identify areas of possible improvements.

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 31, 2025)
- Three reminder emails were sent from the Provost (November 4, 10, and 13, 2025)

Demographic data were collected for analytics purposes.

Sample, Procedures, Response Rate

The survey was sent to 320 faculty members. A total of 181 (56.6%) out of 320 faculty participated in the survey.

To test the representativeness of the sample with regard to gender, faculty time status (full- or part-time), and citizenship status, one-sample chi-square tests were conducted. According to the test results, there are no statistically significant differences between the observed and expected distributions, indicating that the sample is representative of the corresponding population by gender ($\chi^2 = 0.000$, $p = 1.000$), time status ($\chi^2 = 0.000$, $p = 1.000$), and citizenship status ($\chi^2 = 0.000$, $p = 1.000$).

Faculty distributions of time status, sex and citizenship in population and sample are presented in the tables below.²

Time citizeStatus	Population	Proportion in population	Sample	Proportion in sample
Full time	83	25.9%	65	36.3%
Part time	237	74.1%	114	63.7%

Sex	Population	Proportion in population	Sample	Proportion in sample
Male	187	58.4%	100	59.5%
Female	133	41.6%	68	40.5%

Citizenship	Population	Proportion in population	Sample	Proportion in sample
RoA	252	78.8%	134	81.7%
Non-RoA	68	21.3%	30	18.3%

² Tests are run on a number of faculty who have indicated their sex, citizenship, and employment status.

Description

Upon completion of the on-line survey, data was analyzed in SPSS (Statistical Package for the Social Sciences). Descriptive analysis includes statistical analysis such as frequencies, cross-tabulations, calculation of mean values for categorical variables with Likert scale type response options.

Independent samples t-tests, one-way ANOVA, and two-way ANOVA were conducted to examine differences across faculty groups by sex, faculty time status, and citizenship. The t-test results indicated no statistically significant differences by sex across the analyzed variables. However, statistically significant differences were identified between full-time and adjunct faculty in their preferences regarding time allocation to research and scholarly work, as well as university service activities. Additionally, significant differences were observed between Armenian citizens and non-citizens in perceptions related to faculty engagement in student development and opportunities for interaction outside the classroom.

The one-way ANOVA results further revealed substantial differences across groups in multiple dimensions, including time allocation preferences, contribution to student skills and learning outcomes, teaching experience, institutional environment, job satisfaction, and communication processes. These findings suggest systematic variation in perceptions and experiences across faculty groups, particularly by time status. The two-way ANOVA analysis confirmed a significant main effect of time status on preferences related to research and service activities, while no significant interaction effects with sex were found. This indicates that differences between full-time and adjunct faculty are consistent across gender groups.

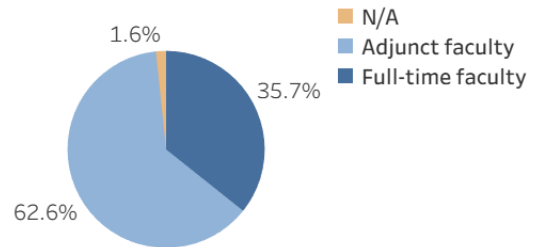
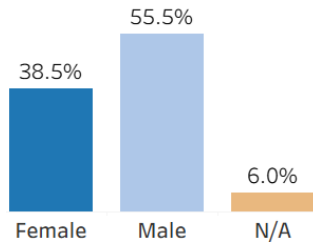
The report consists of six main parts: demographics, academic workload and activities, education goals and teaching, satisfaction with AUA, the work environment and services, decision-making and communication at AUA, and appendices.

For statements that have a Not Applicable (N/A), Don't know or Can't say responses option, the mean values are calculated without including Not Applicable, Don't know and Can't say responses. The numbering of the responses in the appendices corresponds to the numbering in the survey questionnaire.

Graphical Summary

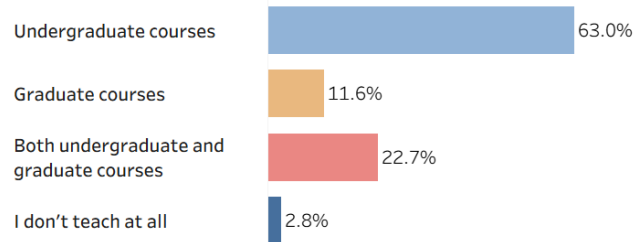
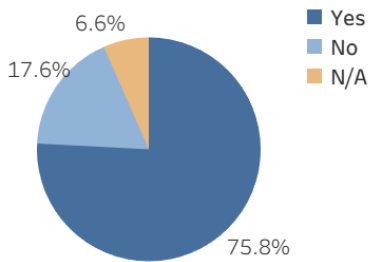
Demographics

The sample size of 2025 Faculty survey includes **101 male, 70 female and 11** faculty members who have not mention their sex. The proportion of male and female faculty is approximately the same for full-time and part-time employment.

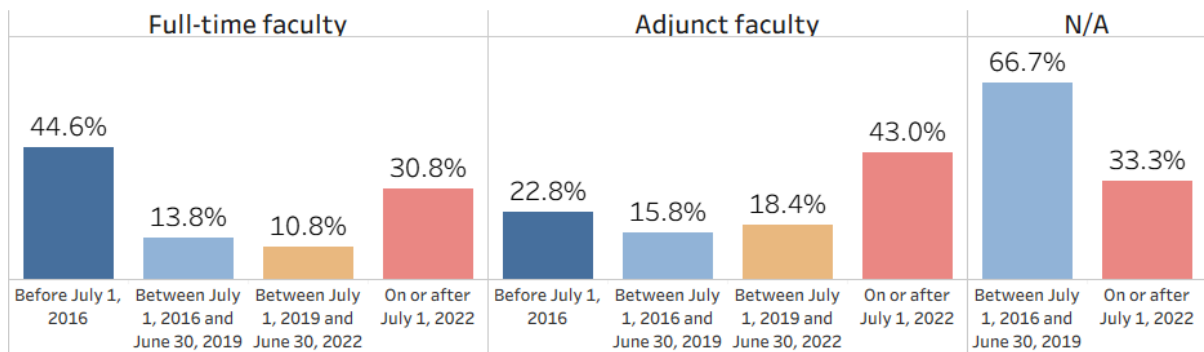


The pie chart indicates that **the vast majority 81%** of Fall 2025 faculty survey respondents were Republic of Armenia (RoA) citizens.

63% of faculty reported that when the survey was conducted they were teaching only undergraduate courses and **approximately 23%** of faculty was teaching both undergraduate and graduate courses.



Approximately 55% of full-time faculty were employed on or after July 1, 2016 and **almost 77%** of adjunct faculty were employed on or after July 1, 2016.

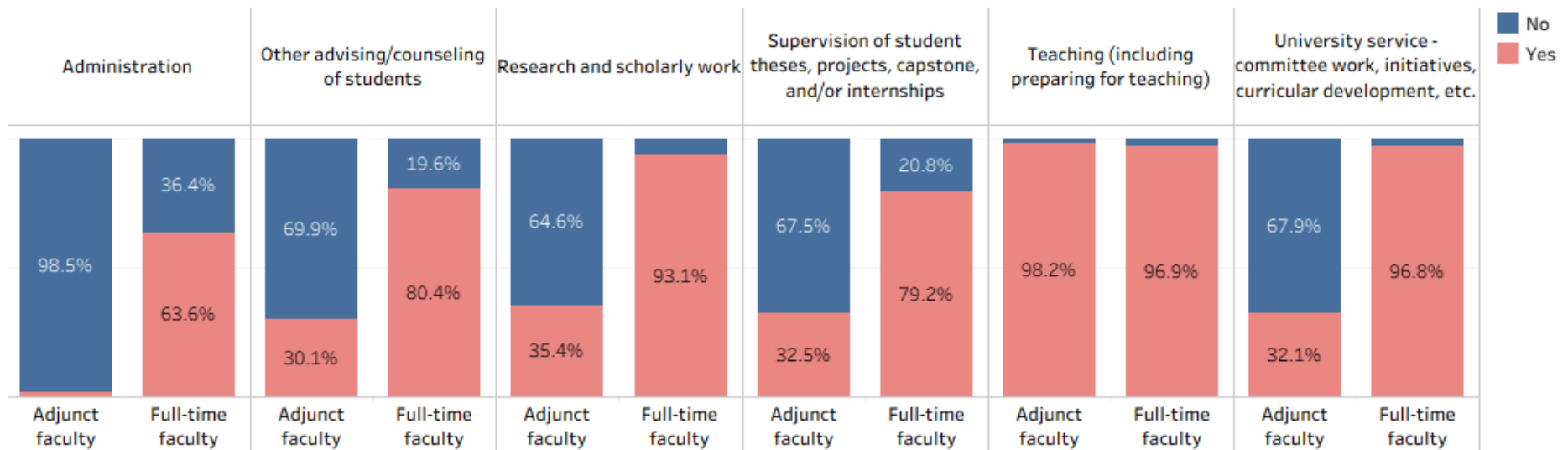


Academic Workload and Activities

This subsection presents faculty involvement in several activities. Additionally, it shows whether the faculty would prefer to spend more, less or the same amount of time on each of the activities.

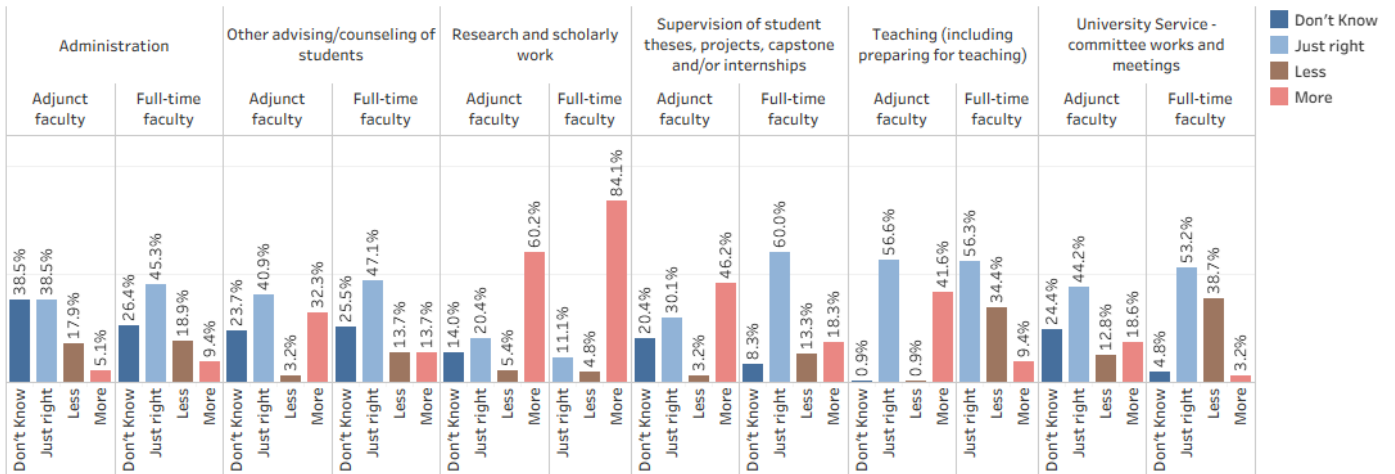
Approximately 98% of faculty were involved in teaching (including preparing for teaching). Approximately **93%** of full-time faculty participated in research and scholarly work, compared with **35%** of adjunct faculty. **Approximately 97%** of full-time faculty were involved in university service/committee work and meetings. On the other hand, about **32%** of adjunct faculty were involved in university service/committee work and meetings.

In Fall 2025, which of the following are you involved with AUA?



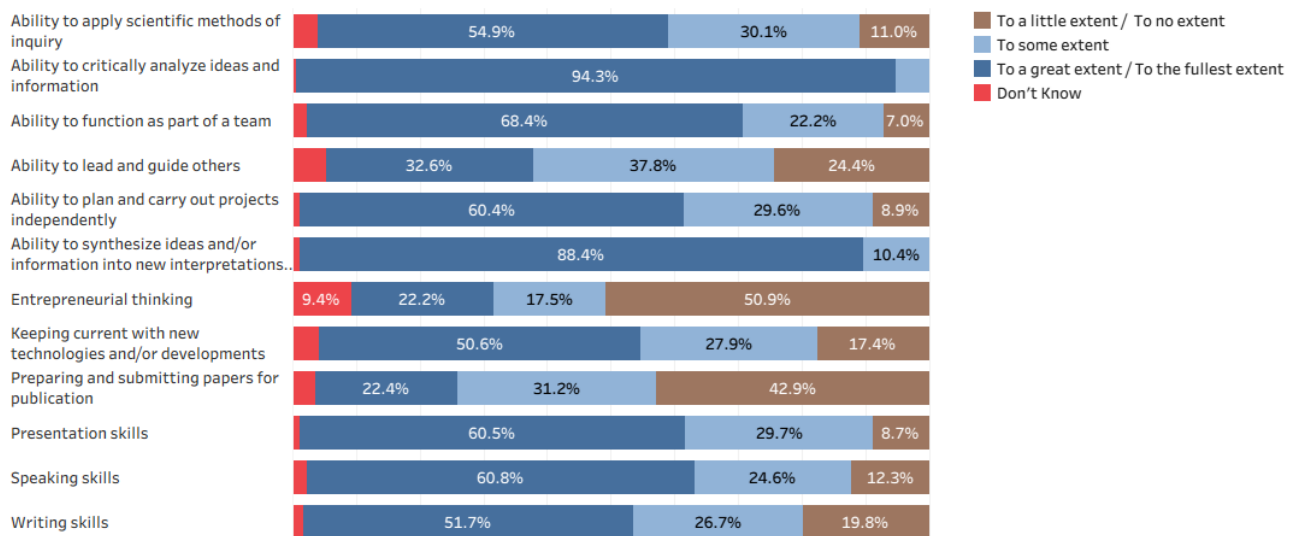
The bar chart below indicates that approximately **56% of full-time faculty** and approximately **57% of adjunct faculty** thought that the time they spent on **teaching (including preparing for teaching)** was **just right**. Additionally, 46% of adjunct faculty reported that they would prefer to spend more time on **supervising of student master’s theses and/or projects**. For the **research and scholarly work** activities, **approximately 60% and 84%** of adjunct and full-time faculty correspondingly thought that they would prefer to spend more time. Almost **19% of full-time faculty** and **18% of adjunct faculty** would prefer to spend less time on administration.

Would you prefer to spend more/less time on each of the following



Education goals and teaching

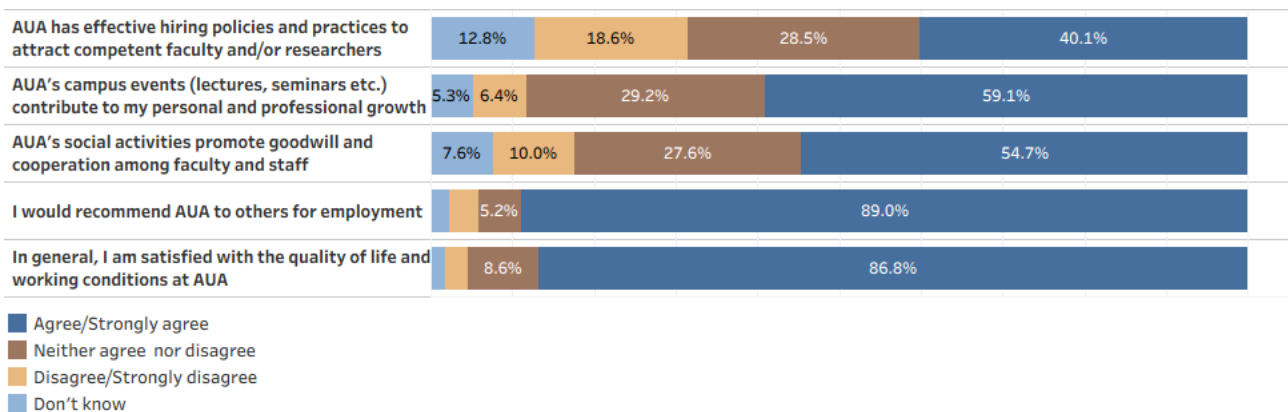
The charts below show the level of faculty contribution to students’ development in several skills, abilities, and student learning outcomes. Approximately **51%** of faculty members reported that their work contributes **to a great extent / to the fullest extent** to keeping current with new technologies and/or developments. Almost **94%** of faculty members reported that their work contributes **very to a great extent / to the fullest extent** to the ability to critically analyze ideas and information. Almost **24%** of faculty members reported that their work contributes **to a little extent or to no extent** to the ability to lead and guide others.



Satisfaction with AUA, the work environment and services

This section presents the faculty’s level of satisfaction with the work environment, services at AUA, and other aspects of their work. A vast majority of faculty members reported positive perceptions regarding their experience at AUA. Almost **87%** of respondents **agree/strongly agree** that they are satisfied with the quality of life and working conditions at AUA, while nearly **89%** stated that they would recommend AUA to others for employment.

In addition, approximately **59%** of faculty members **agree/strongly agree** that AUA’s campus events (lectures, seminars, etc.) contribute to their personal and professional growth, and around **55%** reported that AUA’s social activities promote goodwill and cooperation among faculty and staff. However, perceptions regarding AUA’s hiring policies and practices were comparatively more moderate, with nearly **53%** of respondents **agreeing/strongly agreeing** that AUA has effective hiring policies and practices to attract competent faculty and/or researchers.



Approximately **85%** of faculty members **agree/strongly agree** that faculty in their college/school are interested in the professional development of their students. More than half of the respondents (**55%**) also reported that there are many opportunities outside the classroom for interaction between students and faculty. In addition, around **51%** of faculty members **agree/strongly agree** that senior faculty provide support to junior faculty members in classroom teaching and curriculum development. Perceptions regarding institutional support were comparatively more moderate, with about **44%** of respondents indicating that AUA provides adequate support for faculty development and only **30%** agreeing that AUA provides adequate opportunities for faculty promotion.

	Agree/Strongly agree	Neither agree nor disagree	Disagree/Strongly disagree	Don't Know
AUA provides adequate opportunities for faculty promotion	29.6%	33.0%	19.6%	17.9%
AUA provides adequate support for faculty development	44.1%	34.6%	14.0%	7.3%
Faculty members in my College are interested in the professional development of their students	84.5%	7.2%	2.8%	5.5%
Senior Faculty provide help to junior faculty members in classroom teaching and curriculum development	51.4%	23.5%	12.8%	12.3%
There are many opportunities outside the classroom for interaction between students and faculty	54.7%	24.0%	17.3%	3.9%

The table below shows satisfaction rate with the career in general and current position at AUA. **Approximately 82% members reported very satisfied/satisfied** with their current position at AUA.

AUA position satisfaction		Overall career satisfaction	
Satisfied/Very satisfied	82.4%	Satisfied/Very satisfied	84.3%
Neither satisfied nor dissatisfied	13.2%	Neither satisfied nor dissatisfied	14.0%
Dissatisfied/Very dissatisfied	4.4%	Dissatisfied/Very dissatisfied	1.7%

In general, how satisfied you are with the following aspects of your work and work environment at AUA?

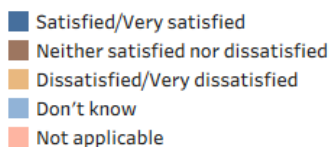
The bar chart below presents faculty satisfaction levels regarding compensation, benefits, work environment, and professional relationships at AUA, comparing full-time and adjunct faculty members. Overall, both groups reported high levels of satisfaction across most categories. Approximately **67%** of adjunct faculty members and **60%** of full-time faculty members reported being **satisfied/very satisfied** with compensation/salary at AUA. Satisfaction with job security was also relatively similar between the two groups, with **53%** of adjunct faculty members and **48%** of full-time faculty members indicating positive satisfaction levels.

The highest satisfaction levels were observed in relation to the freedom to determine course content, where almost all respondents reported being **satisfied/very satisfied (98%** of full-time and **94%** of adjunct faculty members). Faculty members also expressed strong satisfaction with workplace safety, professional relationships with deans/program chairs, and teaching workload. In contrast, satisfaction with health and other benefits was comparatively lower, particularly among adjunct faculty members, where a considerable proportion reported dissatisfaction or indicated that the category was not applicable to them.

Faculty members also reported positive perceptions regarding institutional support services at AUA. Support from administrative staff was evaluated highly by both groups, with approximately **83%** of full-time faculty members and **87%** of adjunct faculty members reporting being **satisfied/very satisfied** with the support they receive. In addition, satisfaction levels with technology services were also strong, reported by nearly **64%** of full-time faculty members and **72%** of adjunct faculty members. Library services received some of the highest satisfaction ratings overall, with approximately **81%** of full-time faculty members and **83%** of adjunct faculty members indicating that they were **satisfied/very satisfied** with the library services provided by AUA.

Satisfaction levels regarding academic and workplace resources were also generally positive among both full-time and adjunct faculty members. More than half of respondents reported being **satisfied/very satisfied** with classroom size, class cap (size), office space, computers, and communication services. Adjunct faculty members reported comparatively higher satisfaction with facility services (**75%**), communication services (**74%**), and library resources (**75%**). In addition, the majority of respondents expressed positive satisfaction with professional relationships with colleagues and upper administration, while satisfaction with professional relationships with research center leadership was comparatively lower among both groups.

Class cap (size)	Full time	23.0%	21.3%	55.7%	
	Adjunct faculty	20.0%	70.0%		
Classroom size	Full time	19.4%	16.1%	64.5%	
	Adjunct faculty	11.8%	19.1%	67.3%	
Communication services	Full time	13.1%	16.4%	67.2%	
	Adjunct faculty	11.9%	74.3%		
Compensation/salary	Full time	11.3%	29.0%	59.7%	
	Adjunct faculty	25.2%	66.7%		
Computers	Full time	18.0%	18.0%	60.7%	
	Adjunct faculty	8.3%	20.2%	64.2%	
Facility services	Full time	13.1%	27.9%	55.7%	
	Adjunct faculty	13.6%	74.5%		
Food services	Full time	25.8%	16.1%	56.5%	
	Adjunct faculty	15.5%	66.4%		
Freedom to determine course content	Full time	98.4%			
	Adjunct faculty	94.4%			
Health and other benefits	Full time	14.8%	24.6%	59.0%	
	Adjunct faculty	33.3%	12.0%	36.1%	15.7%
Job security	Full time	19.4%	25.8%	48.4%	
	Adjunct faculty	8.3%	13.9%	24.1%	52.8%
Library resources	Full time	16.1%	19.4%	59.7%	
	Adjunct faculty	13.6%	74.5%		
Library services	Full time	11.3%	80.6%		
	Adjunct faculty	8.2%	82.7%		
Office space	Full time	24.2%	14.5%	61.3%	
	Adjunct faculty	25.0%	20.4%	50.9%	
Professional relationships with deans/program chairs	Full time	88.7%			
	Adjunct faculty	14.4%	83.8%		
Professional relationships with other colleagues	Full time	17.7%	79.0%		
	Adjunct faculty	12.8%	84.4%		
Professional relationships with research center leadership	Full time	19.7%	11.5%	24.6%	41.0%
	Adjunct faculty	20.9%	9.1%	33.6%	30.9%
Professional relationships with upper administration	Full time	16.1%	9.7%	69.4%	
	Adjunct faculty	9.0%	29.7%	55.0%	
Safety in the workplace	Full time	88.7%			
	Adjunct faculty	93.6%			
Support from administrative staff	Full time	11.7%	83.3%		
	Adjunct faculty	9.2%	87.2%		
Teaching workload	Full time	11.3%	21.0%	67.7%	
	Adjunct faculty	10.8%	85.6%		
Technology services	Full time	11.5%	23.0%	63.9%	
	Adjunct faculty	15.5%	71.8%		



Decision-Making and Communication at AUA

The agreement level with statements reflecting communication and decision-making at AUA, and awareness about mentioned statements are presented in the charts below.

According to the bar charts presented below, more than 46% of adjunct and 25% of full-time faculty agreed or strongly agreed with the statement “**In general the decision-making process at AUA is clear to me**”.

Approximately 27% of full-time faculty members **disagreed or strongly disagreed** that **AUA policies are enforced evenly throughout of the institution**.

Almost **60% of full-time faculty** members and **63% of adjunct faculty** members reported being **strongly agree/agree** that they **have opportunities to provide input into decisions related to their work**.

Please indicate to what extent you agree/disagree with the following statements reflecting communication and decision-making at AUA

		Agree/ Strongly agree	Neither agree nor disagree	Disagree/ Strongly disagree	Don't Know
AUA policies are enforced evenly throughout the institution	Full-time	33.3%	25.4%	27.0%	14.3%
	Adjunct faculty	61.8%	18.2%	3.6%	16.4%
Decisions related to my job are communicated to me in a timely manner	Full-time	54.0%	31.7%	14.3%	
	Adjunct faculty	71.2%	16.2%	9.9%	2.7%
I have opportunities to provide input into decisions related to my work	Full-time	60.3%	25.4%	12.7%	1.6%
	Adjunct faculty	63.1%	19.8%	9.0%	8.1%
In general, the decision-making process at AUA is clear to me	Full-time	25.4%	49.2%	25.4%	
	Adjunct faculty	46.4%	28.6%	17.0%	8.0%