

While respondents said that rhetoric about the importance of research is increasing, particularly at the large federal– level institutions, their observations suggest that actual research activity is neither advanced nor widespread. Others acknowledged the lack of security but felt that sudden termination was not likely if one was a good teacher and avoided "serious problems." Throughout all the stories, however, was a constant recognition that one's position was temporary, completely dependent on administrative decisions, and susceptible to termination at any time. Such lack of security undermines commitment to the institution and instructors' willingness to take risks. Regarding extrinsic rewards, the expatriates often reported that, while compensation may not be the sole or primary driver for the decision to teach in the UAE, it is generally sufficient and, in some cases, perceived to be somewhat higher than they would expect if employed in their home country. Faculty responses indicated that salaries vary across institutions (with remuneration patterns higher in the larger federal institutions) and reflect market factors across specific fields. Instructors said they often can increase their salary by teaching courses in the summer or taking on various administrative tasks. In addition to basic salary, expatriates also reported receiving 1 month of bonus salary each year. Several specific features of compensation, as explained by the respondents, are noteworthy. The tax–free status of salaries is attractive. Salary level, however, relates to national origin of the faculty member. Typically, Emiratis receive the highest levels of compensation, English–speaking expatriates are next in compensation level, and non–Emirati Arabs and other expatriates receive the lowest levels. Specific salary formulas are not transparent, though, with faculty members reporting being uncertain how salaries are set. The expatriates also reported that, beyond salary, the additional compensation benefits are also attractive. While details vary by institution, they explained that benefits generally include on–campus housing arrangements or a housing allowance, as well as a furniture allowance (which must be reimbursed to the institution if the instructor leaves prior to the end of the contract). They also receive annual vacation allowances, specific health care or cafeteria– style benefits from which they select among several choices, one trip home each year for all family members, sabbatical support (with specific arrangements varying across institutions), some support to attend at least one conference (although amounts vary considerably across institutions) and return airfare. No retirement funds are provided, however. An educational allowance for children is typically offered, but this benefit varies in form across institutions and in some universities has become less attractive in recent years (e.g., insufficient funds to support the education for the number of children they have, a promised arrangement that changed in substance from what was originally offered during the recruitment period, or an overall shift in institutional policy in recent years away from education allowances). In addition to extrinsic rewards that are considered by most faculty members inter– viewed as attractive or at least sufficient, faculty members also identified appealing intrinsic factors. High on the list for most respondents was the opportunity to travel, coupled with the lure of living in a different culture and opportunities to interact with diverse and interesting colleagues. Faculty members also enjoy the quality of living in the UAE, mentioning the safe and secure environment, good weather, and attractive university facilities and grounds. Many also find working with their students to be intrinsically, rewarding, "interesting," "challenging," and "rewarding." Both administrators and faculty members acknowledged that involvement in institutional governance is not a strong tradition in UAE higher education institutions, with

cultural traditions typically favoring "top-down," non-transparent decision making by leaders rather than more democratic or inclusive processes. In most of the institutions where respondents work, faculty representative governance bodies do not exist, although shortly before the study, a university staff association had been established at one of the HCT institutions. One instructor stated: "There's a sense that things just come down Executive decisions are made with very little faculty input. These issues include lack of mentoring to foster research skills, inadequate scientific laboratories and equipment to enable high-level technical work, few graduate students to assist with research, insufficient funding for ..conference travel, and difficulty accessing international journals and publications