

2025-2026 ACADEMIC STAFF SATISFACTION SURVEY REPORT

Response rate: 8 instructors completed the survey.

Scale interpretation: 1 = Strongly Agree, 5 = Strongly Disagree. Lower scores therefore indicate more positive perceptions.

PART I

SUMMARY

The survey results reveal a mixed picture. Instructors reported positive perceptions regarding collegiality, collaboration among teaching staff, and several aspects of the academic program. However, concerns emerged in three areas: communication and transparency within the administration, workload distribution and opportunities for academic work, and the quality of cleaning and technological resources. The written comments reinforce these findings and provide detailed examples of instructors' experiences. Overall section review is visualized in Figure 1 and Table 1.

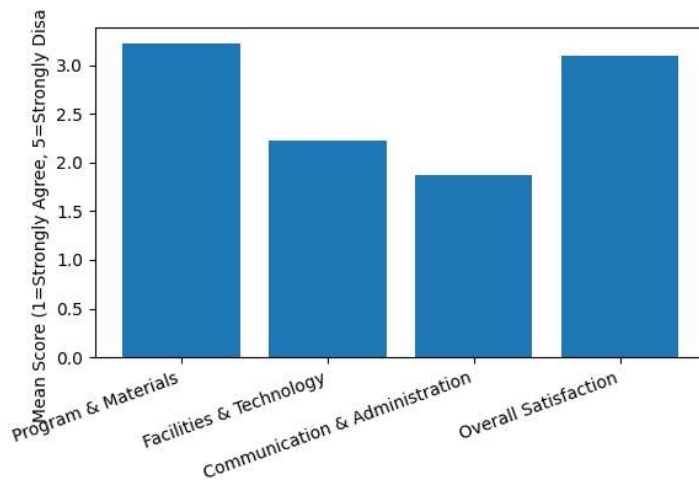


Figure 1. Section Overview

Section	Mean Score
Program & Materials	3.23
Facilities & Technology	2.23
Communication & Administration	1.88
Overall Satisfaction	3.10

Table 1. Section Figures

Additionally, Figure 2 presents a horizontal bar chart illustrating the mean scores for all twenty items in the survey on a scale from 1.0 to 5.0. It visually segments the data using color-coded indicators, mapping areas of high compliance and team strength in green alongside critical infrastructure and administrative vulnerabilities highlighted in red.

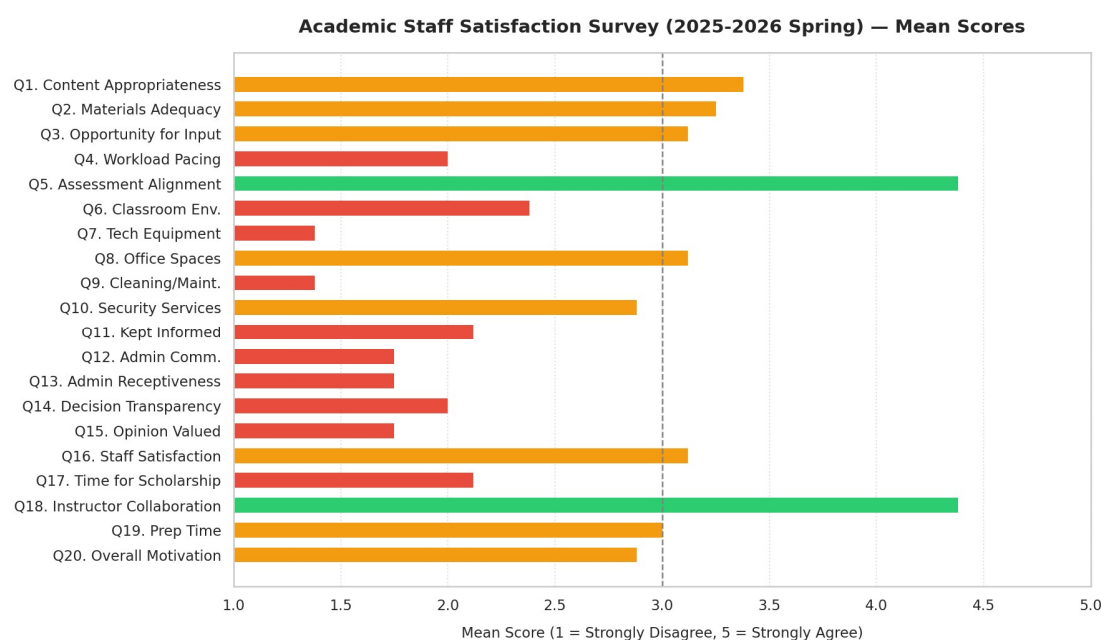


Figure 2: Mean Scores Across Survey Items

PART II

SECTION A: PROGRAM AND TEACHING MATERIALS

Feedback regarding the curriculum and assessment framework was generally positive. Assessment practices received some of the most favorable ratings. However, opportunities for staff input into curriculum, materials, and assessment decisions were rated less positively.

As can be seen in Table 2, the overall mean score for this section was 3.23.

Item-Level Results

Survey Question Item	Mean	Median	Min	Max
Q1. The program and the course content are appropriate for achieving the intended learning outcomes.	3.38	3.5	1	5

Q2. The teaching materials used in the program adequately support student learning.	3.25	3.0	1	5
Q3. I have adequate opportunities to provide input regarding curriculum, materials, and assessment practices.	3.12	3.5	1	5
Q4. The pacing and workload of the courses are appropriate and evenly distributed.	2.00	1.5	1	4
Q5. Assessment practices are aligned with course objectives and learning outcomes.	4.38	5.0	2	5

Table 2. Section A

Summary of Written Comments

Comments focused on workload distribution, curriculum implementation, materials, and assessment procedures. Some instructors highlighted the need for greater consistency and opportunities for input.

Verbatim Comments

- One area that could benefit from further consideration is the distribution of workload among staff. At times, teaching hours and additional responsibilities appeared to be unevenly allocated, resulting in significantly different workloads for some instructors. A more balanced and transparent approach to workload distribution would contribute positively to staff well-being, motivation, and overall effectiveness.

SECTION B: FACILITIES AND WORKING ENVIRONMENT

The strongest concerns in this section related to cleaning and hygiene standards as well as classroom technology. Comments indicate that these issues have been raised previously and are perceived as ongoing concerns.

Table 3 summarizes the item level values.

Survey Question Item	Mean	Median	Min	Max
Q6. Classrooms provide an appropriate environment for effective teaching and learning.	2.38	2.0	1	5

Q7. Classroom equipment and technological resources available to instructors (computers, projectors, audio systems, printers, internet access, software, etc.) are adequate and function reliably to meet instructional needs.	1.38	1.0	1	3
Q8. Office facilities and working spaces adequately support my professional responsibilities.	3.12	3.5	1	5
Q9. Cleaning and maintenance services are satisfactory.	1.38	1.0	1	4
Q10. Security services are satisfactory.	2.88	3.0	1	5

Table 3. Section B

Summary of Comments

Instructors reported dissatisfaction with the cleanliness of shared facilities, particularly toilets. Concerns were also expressed regarding maintenance standards and the reliability of classroom technology.

Verbatim Comments

Hygiene is atrocious. The toilets, despite multiple reports to the management team, have gone unnoticed and unattended. It is ridiculous to have to report this regularly and even worse to see nothing change. Basic hygiene is what is request and isn't fulfilled. Students and staff are using a facility that is overwhelmed with the situation. The equipment used to clean (minimal) absolutely reek. Hopefully it will be address after a year of complaints

One of the most pressing issues is the level of cleanliness and hygiene in shared spaces, including toilets, classrooms, and offices. This has been a recurring concern and deserves more consistent attention. Improving cleaning standards should be a priority, as it directly affects staff comfort, health, and the overall quality of the working environment.

Another area for improvement is classroom technology. More reliable and better-maintained equipment would support effective teaching and help minimize disruptions during lessons.

SECTION C: COMMUNICATION AND ADMINISTRATION

This section produced some of the least positive results in the survey and should be considered a priority area for improvement. It presents the most critical systemic vulnerabilities. Faculty responses indicate widespread dissatisfaction regarding information dissemination symmetry, administrative transparency, and the fundamental validation of staff feedback. Although a few respondents reported positive experiences,

both the ratings and written comments indicate concerns regarding transparency, timeliness of communication, staff consultation, and responsiveness to feedback.

Survey Question Item	Mean	Median	Min	Max
Q11. I am kept adequately informed about developments, decisions, and activities within the department.	2.12	2.0	1	4
Q12. Communication between the administration and instructors is effective.	1.75	1.0	1	4
Q13. The administration is receptive to instructors' suggestions and feedback.	1.75	1.0	1	4
Q14. Decisions affecting instructors are communicated in a timely and transparent manner.	2.00	1.0	1	4
Q15. I feel that my opinions are valued when decisions related to teaching and departmental practices are made.	1.75	1.0	1	4

Table 4. Section C

Summary of Comments: Communication & Administration

Respondents highlighted concerns about inconsistent communication, limited transparency in decision-making processes, short notice for tasks and projects, and a perception that staff feedback is not always adequately considered. Several comments suggested that more structured communication channels and earlier dissemination of information would improve trust and efficiency.

Verbatim Comments

My biggest concern that I also mentioned in last year feedback was the ineffective communication and transparency. I feel that the level of miscommunication, or the rejection of communication, has escalated. Problems voiced are received with little to no consideration. As a team members, I feel uncomfortable with sharing a problem or issue I have with any subject. We are given projects, tasks, request that need to be completed within a week with no particular urgency to the week flow. It is demoralizing to work with such chaotic pre and post task consequences

Communication and administrative processes could be further strengthened through greater transparency, consistency, and timely information sharing. There were occasions when decisions, expectations, or updates were not communicated as clearly or as early as they could have been, which sometimes created uncertainty. More structured

communication channels and increased opportunities for staff input could contribute to a more collaborative and efficient working environment.

SECTION D: OVERALL SATISFACTION

Overall satisfaction was moderate. The most positive result in the entire survey was the statement regarding collaboration and mutual support among instructors. At the same time, responses indicate concerns regarding workload and the availability of time for academic and scholarly activities.

As can be observed in Table 5, a noticeable division exists between strong peer-to-peer alignment and professional stress. Faculty members are driven by deep internal collaboration, but hindered by lack of scholarly research time.

Survey Question Item	Mean	Median	Min	Max
Q16. I am satisfied with my experience as a member of the academic staff in this department.	3.12	3.5	1	5
Q17. My workload and departmental responsibilities allow me sufficient time to participate in academic and scholarly activities.	2.12	2.0	1	5
Q18. There is a spirit of collaboration and mutual support among instructors.	4.38	5.0	3	5
Q19. I am given adequate time to prepare for my teaching responsibilities before the start of each academic term.	3.00	3.5	1	4
Q20. Overall, I feel motivated to continue working in this department.	2.88	3.0	1	5

Table 5. Section D

Summary of Comments

A consistent theme was that the supportive relationships among instructors help offset some of the challenges associated with workload and administrative processes. Respondents identified collegiality as one of the department's major strengths.

Verbatim Comments

With the support of my team members and valuing student feedback, I am motivated to work in my department.

Despite challenges such as uneven workload distribution and increasing responsibilities, the strong sense of collaboration and mutual support among the teaching staff remains one of the department's greatest strengths. The collegial atmosphere and willingness of instructors to support one another make many of these challenges more manageable and contribute significantly to a positive working environment.

PART III

4. Recommendations for Continuous Improvement

Based on the strong teamwork and successful assessment practices already in place within the department, several positive steps can be taken to improve the working environment:

- **Improvement of Hygiene and Cleaning Services:** Cleaning procedures can be immediately stepped up by maintenance teams to ensure that shared faculty spaces and restrooms are kept clean, sanitary, and comfortable.
- **Better Communication and Transparency:** Regular communication channels can be set up to share administrative updates earlier and welcome faculty feedback on departmental choices.
- **Fairer Workload Balance:** Clear guidelines can be introduced to share projects, teaching hours, and admin duties evenly so that instructors have enough time for research and academic study.
- **Updated Classroom Technology:** IT teams can work to update classroom equipment so that lessons can be taught smoothly without technical disruptions.
- **Continued Support for Teamwork:** The excellent culture of collaboration among teachers can be actively protected and supported, as it is seen as the department's greatest strength.