

**REPORT ON
FACULTY SATISFACTION
SURVEY
2082-2083**



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EXECUTIVE SUMMARY

King's College conducts the Faculty Satisfaction Survey annually to obtain systematic feedback from faculty members and assess their experiences within the institution. The survey is coordinated by the Internal Quality Assurance Cell (IQAC) as part of the College's quality assurance and continuous improvement process. It provides an opportunity to review faculty perceptions of academic, administrative, and institutional practices and to identify areas that require continued attention and improvement.

The survey covers key aspects of the faculty experience, including teaching and learning support, academic leadership and communication, professional development, faculty engagement and participation, administrative support, institutional policies and practices, campus facilities, resources, and the overall working environment. The information generated through the survey provides evidence for assessing the effectiveness of existing institutional systems and the extent to which they support faculty members in performing their academic responsibilities.

The Faculty Satisfaction Survey 2082–2083 was conducted to assess the current level of faculty satisfaction, identify institutional strengths, and determine areas where additional support or improvement may be required. Data were collected through a structured questionnaire administered electronically. In addition to quantitative responses, the survey included open-ended questions that enabled faculty members to provide specific comments, concerns, and suggestions.

The findings indicate that faculty members generally have positive perceptions of the academic environment and institutional support provided by the College. Positive feedback was observed in areas related to teaching and learning, institutional guidance, faculty engagement, and the working environment. These findings reflect several existing practices that contribute to a supportive environment for faculty members and provide a basis for further strengthening institutional quality.

At the same time, the survey results highlight areas requiring continued attention. These include opportunities for professional development, communication and coordination, access to academic and technological resources, and the responsiveness of institutional support mechanisms. Addressing these areas can contribute to improving faculty experiences and strengthening the effectiveness of academic and administrative systems. The qualitative feedback further complements the survey findings by providing detailed perspectives on faculty experiences and expectations. Faculty suggestions and concerns offer practical guidance for identifying priority areas and developing appropriate improvement measures. These responses are particularly useful for understanding issues that may not be fully reflected through quantitative responses alone.

Faculty Satisfaction Survey 2082–2083 provides important evidence for the College’s quality enhancement efforts. The findings can be used to inform institutional planning and targeted actions in areas such as teaching–learning support, professional development, communication, resources, infrastructure, and faculty support.

INTRODUCTION

King's College is a private higher education institution located in Babarmahal, Kathmandu, Nepal. The College was established in 2003 as an A-Level institution and expanded its academic offerings in 2009 with the introduction of higher-level programs, including the Bachelor of Business Administration (BBA) and Master of Business Administration (MBA). At present, the College offers a range of academic programs, including BBA, BSIT, BSCS, MBA, and MSAI. Its academic approach places emphasis on experiential learning, global exposure, entrepreneurship, innovation, and community engagement, with the aim of developing practical competencies and skills relevant to the changing professional environment.

King's College is affiliated with Westcliff University, California, and the programs offered under this affiliation are approved by the Ministry of Education, Government of Nepal. In 2025, the College received accreditation from the University Grants Commission (UGC) of Nepal, further strengthening its institutional standing within the higher education sector.

The College has also established various centers and initiatives to support academic development, research, professional growth, entrepreneurship, innovation, and student and faculty engagement. These include the Center for Research and Development (CERAD), Innovation Kitchen, Finance and Investment Hub, Center for Innovative Pedagogy and Learning (CIPL), and Center for Social and Emotional Learning. Finance and Investment Hub, General Services and Logistics Department, Innovation Kitchen, Partnership, Collaboration and Career Services, Professional Development and Career Services, Student Engagement Team, Center for Innovative Pedagogy and Learning (CIPL), Center for Social Emotional Learning (CSEL), Center for Research and Development (CERAD), Learning and Writing Center, Office of Safe and Respectable Learning (OSRL), Communiversity, People and Culture, Academic Programs and Student Support, Marketing, Account and Finance, Alumni Engagement. These institutional initiatives provide platforms for research, professional development, innovative teaching practices, entrepreneurial activities, and continuous learning.

As part of its institutional quality assurance and continuous improvement practices, King's College conducts an annual Faculty Satisfaction Survey under the coordination of the Internal Quality Assurance Cell (IQAC). The survey provides a structured mechanism for obtaining faculty feedback on academic and institutional practices. It covers key areas such as teaching-learning and academic support, academic leadership and communication, professional development, institutional policies and practices, administrative support, faculty engagement, and academic and infrastructural resources.

Faculty feedback obtained through the survey serves as an important source of evidence for assessing the effectiveness of institutional systems and support mechanisms. It provides insights into how effectively policies, leadership practices, academic resources, and administrative services facilitate faculty members in carrying out their teaching, research, and other professional responsibilities. The survey also helps identify institutional strengths as well as areas requiring further attention, particularly in relation to communication, professional development, teaching and learning support, infrastructure, resources, and faculty participation.

The Faculty Satisfaction Survey 2082–2083 is therefore positioned within the College's broader quality assurance and institutional improvement framework. The findings provide evidence to support institutional planning, strengthen faculty support systems, and identify areas for targeted improvement. Incorporating faculty perspectives into institutional decision-making contributes to a more responsive and collaborative working environment while supporting improvements in teaching and learning, professional development, and academic engagement. The survey consequently serves as an important mechanism for reinforcing King's College's commitment to quality enhancement and continued institutional development.

OBJECTIVES OF THE STUDY

King's College conducts the Faculty Satisfaction Survey as a systematic mechanism for obtaining feedback from faculty members regarding their experiences, expectations, needs, and concerns. The survey provides an evidence-based means of assessing faculty perceptions of academic and institutional practices and identifying areas that may require

further attention. It covers key aspects of the faculty experience, including teaching–learning support, academic leadership and communication, professional development opportunities, administrative services, institutional policies and practices, and the availability of academic and infrastructural resources.

Following its QAA accreditation in 2025, King’s College continues to focus on maintaining and strengthening its standards of academic and institutional quality. Within this context, the Faculty Satisfaction Survey serves as an important component of the College’s quality enhancement process by incorporating the perspectives of faculty members into institutional assessment and planning. As key contributors to teaching, learning, research, student development, and other institutional activities, faculty members provide valuable insights into the effectiveness of existing systems and support mechanisms.

The survey findings enable the College to recognize areas of institutional strength while also identifying aspects where additional support, resources, or improvement may be required. The feedback therefore provides a basis for informed institutional planning and targeted quality enhancement initiatives. King’s College aims to promote a supportive, collaborative, and enabling academic environment that contributes to faculty development and institutional quality by responding to faculty perspectives and incorporating their feedback into improvement processes.

The main objectives of the Faculty Satisfaction Survey are:

1. To understand faculty needs, experiences, and expectations to strengthen teaching–learning support, professional development, and institutional services.
2. To assess faculty satisfaction levels and identify the institution’s key strengths and areas requiring improvement.
3. To support institutional quality enhancement and strategic decision-making through systematic evidence from faculty perspectives.
4. To recommend actionable measures to the College management for strengthening academic support, leadership and communication, faculty development, institutional resources, and the overall faculty experience.

METHODOLOGY

The Faculty Satisfaction Survey adopted a descriptive research design to assess faculty members' perceptions, experiences, and levels of satisfaction across key academic and institutional areas. The design was appropriate for obtaining a structured assessment of the existing faculty experience and identifying areas of strength and those requiring further institutional attention.

Data were collected using a structured questionnaire developed around major dimensions of faculty experience. The questionnaire covered teaching-learning and academic support, academic leadership and communication, professional development, institutional policies and practices, administrative support, faculty engagement, and campus facilities and resources. The instrument included both close-ended rating-scale questions and an open-ended section to allow faculty members to provide additional comments, concerns, and suggestions.

The questionnaire was administered electronically through Google Forms to facilitate convenient participation. The survey was circulated among faculty members representing different academic and institutional responsibilities within the College. A total of 79 faculty members participated in the survey, and their responses constituted the dataset for the analysis.

The quantitative responses were analyzed using descriptive statistical techniques. The findings were organized and presented through tables, charts, and average satisfaction scores to provide a clear representation of faculty perceptions across the surveyed dimensions. The analysis facilitated the identification of response patterns and highlighted areas demonstrating stronger satisfaction as well as aspects requiring further attention.

The qualitative responses from the open-ended questions were reviewed alongside the quantitative findings to provide additional context to faculty perceptions and concerns. The combined findings were used to identify key areas for institutional improvement and to formulate recommendations related to academic support, professional development, communication, institutional resources, and the broader faculty experience.

FINDINGS AND ANALYSIS

The findings section of this report presents the results of the Faculty Satisfaction Survey 2082–2083, reflecting the perceptions and experiences shared by 79 faculty respondents, comprising both full-time and part-time faculty members at King’s College. The analysis provides an overview of faculty satisfaction across key academic, institutional, and professional dimensions and establishes the basis for identifying areas of strength and opportunities for further improvement.

The analysis is organized around five key dimensions identified in the survey. The first dimension, Teaching–Learning & Academic Support, examines faculty perceptions of institutional policies and guidance, curriculum innovation, continuous improvement in teaching and learning practices, and clarity regarding learning outcomes and role expectations. The second dimension, Academic Leadership & Communication, assesses the openness and transparency of institutional communication, faculty freedom to express concerns and opinions, and the extent to which academic leadership communicates expectations and seeks faculty input.

The third dimension, Infrastructure & Learning Resources, focuses on the adequacy and maintenance of classroom and laboratory facilities, IT and technical support, departmental administrative assistance, library and learning resources, and the usefulness of the course management system (GAP) in supporting teaching and learning. The fourth dimension, Institutional Environment & Well-being, examines the quality and timeliness of financial services, campus safety and security, and the extent to which the institution promotes a welcoming, inclusive, and fair work environment. The fifth dimension, Research & Professional Development, assesses the availability of research opportunities and support systems, as well as institutional encouragement and opportunities for personal and professional development.

These five dimensions comprise 17 survey items, providing a structured assessment of faculty experiences across teaching and academic support, leadership and communication, institutional resources, workplace environment, research, and

professional development. The findings help identify the areas in which faculty members report positive experiences as well as aspects where additional institutional attention may be beneficial.

Based on responses from 79 full-time and part-time faculty members, the survey employed a 5-point Likert scale, ranging from Strongly Disagree to Strongly Agree, to assess faculty perceptions across the 17 items. The responses were analyzed using descriptive statistics, including response distributions and average satisfaction scores, to present an overall picture of faculty perceptions across the five dimensions.

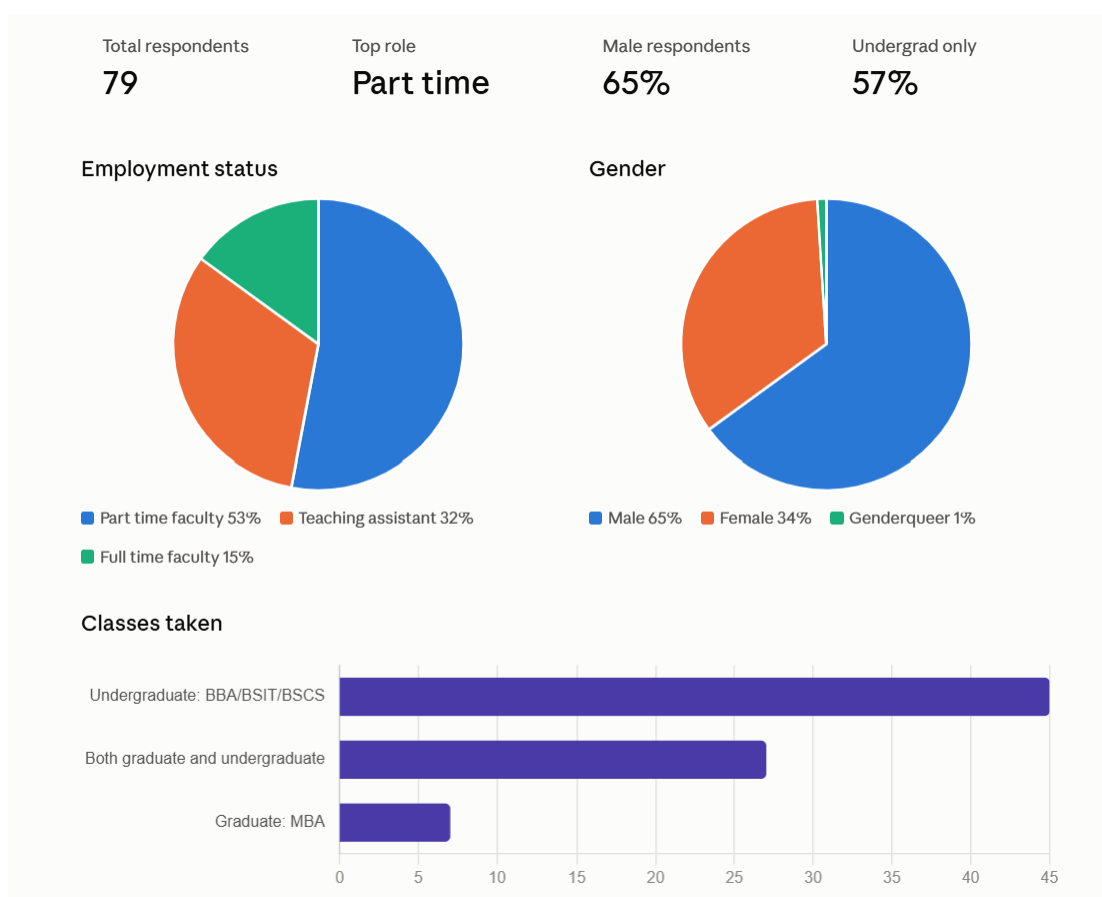
S.N.	Dimension	No. of Items	Survey Items
1	Teaching–Learning & Academic Support	4	1. Institutional documents and policies adequately guide my teaching responsibilities. 2. Curriculum innovation is encouraged and institutionally supported. 3. Continuous development of teaching and learning practices is supported by the institution. 4. I have a clear understanding of the learning outcomes and expectations associated with my role.
2	Academic Leadership & Communication	3	1. I feel free to openly express my concerns and opinions without fear of repercussion. 2. The administration communicates openly and transparently about important institutional matters. 3. The Program Lead clearly communicates expectations and actively seeks faculty input in academic matters.
3	Infrastructure & Learning Resources	5	1. Classroom and laboratory facilities, including audio-visual systems, are adequate and well maintained.

			2. The availability and quality of IT and technical support services are adequate. 3. Department-level clerical and administrative support is adequate. 4. Library services and learning resources (journals, databases, e-resources) adequately support my teaching and research. 5. The course management system (GAP) is useful and supports effective teaching and learning.
4	Institutional Environment & Well-being	3	1. The Office of Finance provides timely and quality services. 2. The institution takes reasonable steps to ensure a safe and secure campus environment. 3. The institution actively promotes a welcoming, inclusive, and fair work environment for all employees.
5	Research & Professional Development	2	1. Adequate research opportunities and support systems are available to faculty members. 2. Opportunities for personal and professional development are available and encouraged by the institution.
Total		17 Items	4 + 3 + 5 + 3 + 2 = 17 items

RESPONDENT DEMOGRAPHICS

The Faculty Satisfaction Survey comprised 79 valid respondents representing different employment statuses, genders, and teaching responsibilities at King's College. In terms of employment status, part-time faculty constituted the largest group with 42 respondents (53%), followed by Teaching Assistants with 25 (32%) and full-time faculty with 12 (15%). The

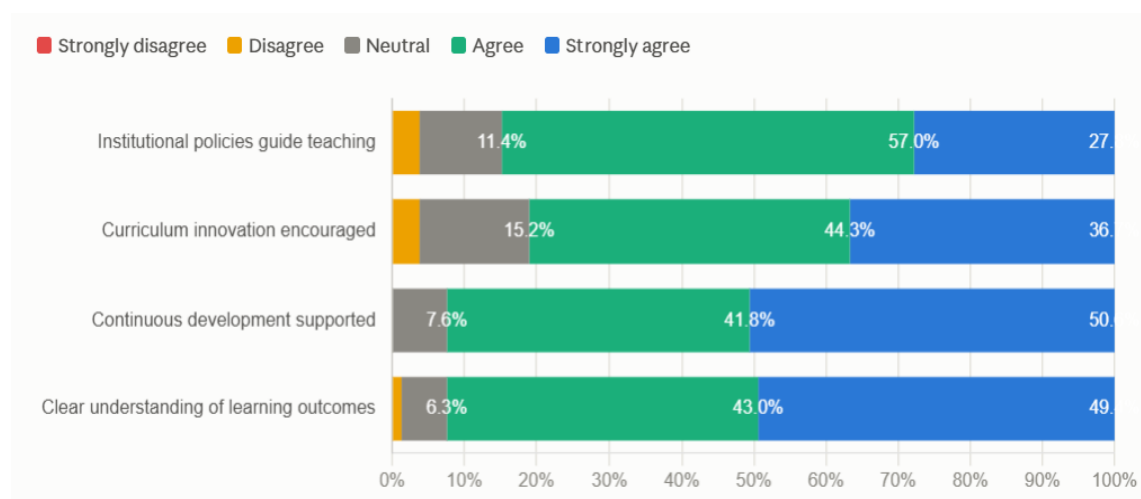
gender distribution shows that 51 respondents (65%) were male, 27 (34%) were female, and 1 (1%) identified as genderqueer. Regarding teaching responsibilities, 45 respondents (57%) taught undergraduate programs (BBA, BSIT, and BSCS), 27 (34%) taught at both undergraduate and graduate levels, and 7 (9%) taught graduate-level MBA classes only. Thus, the respondent profile reflects a diverse faculty composition, with a relatively higher representation of part-time faculty and faculty primarily engaged in undergraduate teaching, providing important contextual information for interpreting the subsequent faculty satisfaction findings.



Teaching–Learning & Academic Support

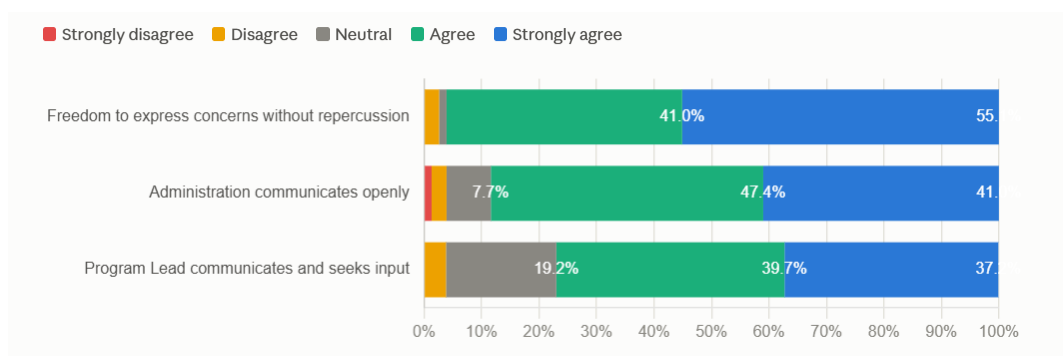
The findings on Teaching–Learning and Academic Support indicate a generally positive perception among the 79 faculty respondents. The majority agreed or strongly agreed that institutional policies adequately guide their teaching responsibilities, with 84.8% expressing agreement. Similarly, 81.0% agreed that curriculum innovation is encouraged and

institutionally supported, although this item recorded comparatively higher neutral and disagreement responses, indicating some scope for further strengthening institutional support for curriculum innovation. The strongest response was observed for the statement that continuous development of teaching and learning practices is supported by the institution, with 92.4% of respondents agreeing or strongly agreeing and no disagreement reported. Faculty also expressed a high level of clarity regarding learning outcomes and role expectations, with 92.4% agreeing or strongly agreeing. The findings suggest that faculty members perceive the College as providing strong support for teaching and learning, particularly in continuous improvement and clarity of academic responsibilities, while curriculum innovation emerges as a relative area for further attention and enhancement.



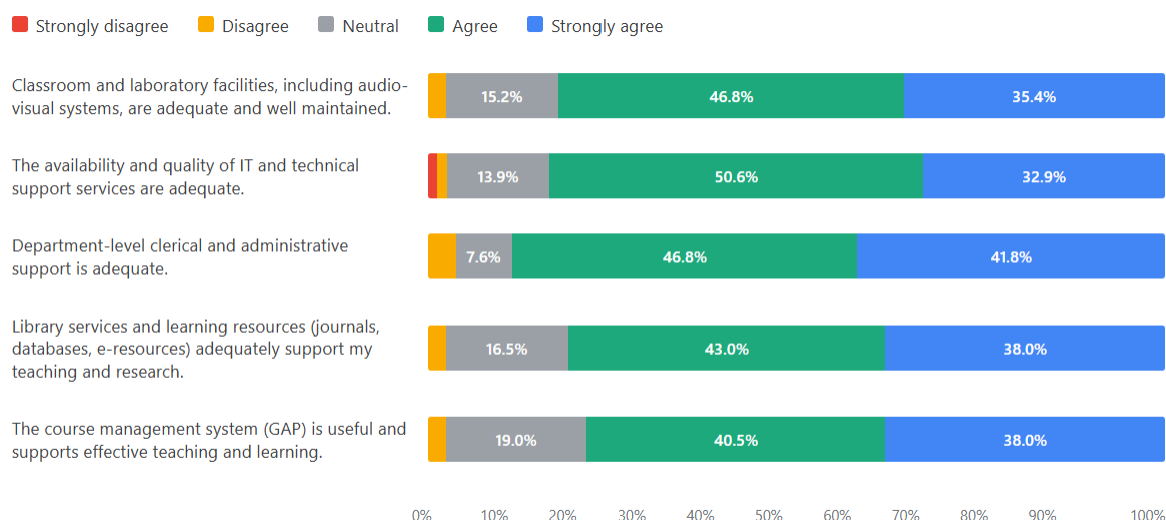
Academic Leadership & Communication

The chart indicates a strongly positive perception of communication within the organization. A very high proportion of respondents (96.1%) agree or strongly agree that they can express concerns without repercussions, suggesting that employees generally feel safe speaking openly. Similarly, 88.4% believe that the administration communicates openly. While the Program Lead also receives a positive rating, with 76.9% agreeing or strongly agreeing that they communicate and seek input, the higher neutral response (19.2%) indicates an opportunity to further strengthen communication and employee involvement in decision-making. The findings suggest a healthy culture of openness, with the greatest opportunity for improvement being greater engagement and input from the Program Lead.



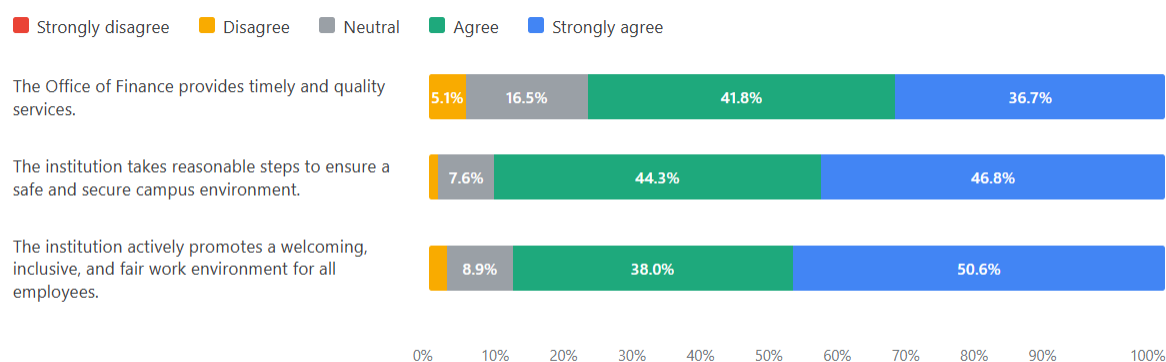
Infrastructure & Learning Resources

The survey results from 79 respondents indicate an positive perception of infrastructure and learning resources. Across all five areas, approximately 78.5%–88.6% of respondents agreed or strongly agreed that the available facilities, support services, and learning resources are adequate. Clerical/administrative support received the strongest rating (88.6% positive), while classroom and laboratory facilities, IT support, and library resources also received consistently favorable responses. The GAP course management system received the lowest positive rating (78.5%) and the highest neutral response (19%), suggesting greater uncertainty or room for improvement in this area. The actual disagreement was minimal, indicating that neutral responses, rather than dissatisfaction, represent the main area for improvement.



Institutional Environment & Well-being

The survey results indicate that respondents have a positive perception of the institution's services and work environment. The institution's efforts to ensure a safe and secure campus received strong support, with 91.1% of respondents agreeing or strongly agreeing. Similarly, 88.6% viewed the work environment as welcoming, inclusive, and fair, with 50.6% strongly agreeing. The Office of Finance received a positive rating from 78.5% of respondents, although it had a comparatively higher neutral and disagreement response. This suggests that finance services may benefit from further improvement, particularly in timeliness and service quality.



Research & Professional Development

The survey results indicate a positive perception of research and professional development opportunities. About 79.7% of respondents agreed or strongly agreed that adequate research opportunities and support are provided for faculty. Similarly, 84.8% agreed or strongly agreed that personal and professional development opportunities are encouraged. The relatively low levels of disagreement (3.8% for both statements) suggest that respondents are generally satisfied, although there is still some room to strengthen research support and development opportunities.

Strongly disagree Disagree Neutral Agree Strongly agree

Adequate research opportunities and support systems are available to faculty members.



Opportunities for personal and professional development are available and encouraged by the institution.



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

KEY STRENGTHS

Based on the survey findings, King's College demonstrates clear strengths in the following areas:

Strong Support for Teaching and Academic Responsibilities: 92.4% of faculty members agreed or strongly agreed that the College supports continuous improvement in teaching and learning practices. The same percentage reported a clear understanding of learning outcomes and their academic roles and expectations, indicating strong institutional support and clarity in academic responsibilities.

Open, Safe, and Inclusive Work Environment: Communication and workplace culture received strong ratings. 96.1% of respondents indicated that they can raise concerns without fear of repercussions, while 88.4% agreed that the administration communicates openly. Similarly, 88.6% perceived the work environment as welcoming, inclusive, and fair, reflecting a positive institutional culture.

Safe Campus and Effective Institutional Support: 91.1% of faculty members affirmed that the College provides a safe and secure campus environment. Satisfaction with classroom and laboratory facilities, IT support, library resources, and clerical and administrative services ranged from 78.5% to 88.6%, indicating generally positive perceptions of campus facilities and support services.

Support for Faculty Development and Research: 84.8% of respondents agreed or strongly agreed that personal and professional development opportunities are encouraged, with only 3.8% expressing disagreement. Similarly, 79.7% reported that adequate research opportunities and support are available, indicating a positive foundation for faculty professional and academic development.

Positive Institutional Affiliation and Belonging: The quantitative findings are supported by qualitative feedback expressing positive perceptions of the College's culture, vision, and opportunities for professional and institutional growth. This suggests a positive sense of belonging and association among faculty members.

KEY AREAS OF IMPROVEMENT

Based on the survey findings, King's College shows areas where faculty and TA feedback points to a need for further attention:

TA and Part-Time Faculty Compensation

Compensation emerged as the most frequently reported concern in the open-ended responses, appearing independently in at least eight submissions. Faculty and TAs called for remuneration adjustments in line with government pay scales, particularly in view of the substantial time required for weekly assignment grading beyond scheduled contact hours. Part-time faculty also highlighted the need for periodic compensation reviews and more structured professional development opportunities.

Curriculum Localization, Pacing, and Depth

Curriculum innovation received the lowest rating within the Teaching–Learning domain, with 81.0% agreement. Qualitative responses provide context for this relatively weaker assessment, with faculty identifying concerns regarding course pacing, the basic nature of some syllabi, and insufficient localization of content to the Nepalese context. Feedback also indicated a need for structural revision of MBA course content and greater emphasis on practical, hands-on assignments to complement theory-based learning.

Classroom Infrastructure and Technology

Infrastructure and Learning Resources received favorable ratings, ranging from 78.5% to 88.6%. However, the GAP course management system recorded the lowest rating at 78.5%, along with the highest neutral response of 19% among the infrastructure-related items. Qualitative feedback identified duplication in attendance tracking between GAP and spreadsheets, inadequate guidance for new users, and the need for improvements to classroom projectors, and Wi-Fi reliability.

Assessment Methods and Academic Integrity Procedures

Assessment practices and academic integrity procedures were not directly measured through the quantitative survey; however, qualitative feedback identified several areas requiring clarification. Respondents suggested reducing reliance on GAP-submitted homework and incorporating more offline-based assessment methods. Concerns were also raised regarding the absence of a clearly defined institutional process for handling academic integrity appeals, particularly in cases involving AI-detection flags, where students currently approach individual faculty members rather than a designated institutional channel.

CONCLUSION AND RECOMMENDATIONS

The Faculty Satisfaction Survey 2082–2083 presents an overall positive picture of faculty experiences at King’s College, with 79 valid respondents providing favorable feedback across academic support, leadership and communication, infrastructure and resources, institutional environment, and research and professional development. The findings indicate that the College has established a generally supportive academic and professional environment, with faculty satisfaction characterized more by positive perceptions than significant dissatisfaction.

Teaching–Learning & Academic Support emerged as a major strength, particularly in support for continuous improvement and clarity regarding learning outcomes and role expectations, both receiving 92.4% positive responses. Infrastructure, learning resources, and the institutional work environment were also positively rated, with departmental administrative support, campus safety, and a welcoming and inclusive work environment receiving strong responses. Research and professional development were viewed positively as well, with 79.7% acknowledging adequate research opportunities and 84.8% recognizing encouragement for personal and professional development.

The findings suggest that the College has a strong institutional foundation with clear opportunities for further improvement. Key priorities include strengthening curriculum innovation, enhancing the GAP course management system, improving the timeliness and quality of financial services, and expanding research and professional development opportunities. Continued attention to faculty feedback, transparent communication, academic innovation, and targeted institutional support will help further strengthen faculty engagement, satisfaction, and institutional effectiveness.

Recommendations

Curriculum, course structure, and teaching practices: Faculty emphasized the need to revise and better align course content, particularly MBA courses, with learning outcomes,

available teaching time, practical requirements, and Nepal's local context. Greater emphasis on practical, project-based, and locally relevant learning, along with more flexible course delivery and improved assessment and grading practices, would further strengthen teaching and learning.

Communication, coordination, and academic systems: Clearer and more consistent communication among administration, academic departments, faculty, and TAs is needed regarding roles, responsibilities, student concerns, grading, course expectations, and decision-making. The GAP system also requires improvement in usability, technical support, orientation, and reduction of duplicated processes such as attendance reporting.

Faculty and TA support and professional development: Respondents identified the need for stronger onboarding and orientation, clearer documentation of responsibilities, equitable workload distribution, timely communication, and greater inclusion of part-time faculty. Reviewing TA compensation and expanding faculty training, workshops, research support, publication opportunities, and career-development pathways would further strengthen faculty engagement.

Infrastructure, technology, and learning resources: Improvements are needed in classroom facilities, including classroom size, projectors, smart screens, whiteboards, Wi-Fi, and other technical equipment. Expanding access to books and digital learning resources would also support more effective teaching and learning.

Student management and institutional effectiveness: Faculty suggested strengthening student enrollment and prerequisite-course management, attendance and discipline systems, student engagement, and academic commitment. At the institutional level, clearer strategic planning, stronger coordination across programs and departments, and greater attention to quality and long-term development were also identified as areas for improvement.

