



UNIVERSITY OF BAHRAIN

FACULTY SURVEY REPORT

2018/2019

The Quality Assurance and Accreditation Center (QAAC)

QAAC was established at the University of Bahrain to ensure and enhance the academic standards of teaching and learning across the University. Since 1999, the University has operated a Continuous Quality Improvement (CQI) approach to quality assurance and accreditation. In 2009, the QAAC was established to play a key role in the development, monitoring and reporting across the University. The QAAC implements a holistic, systematic evidence-based quality assurance and accreditation approach covering: Institutional quality assurance and accreditation, academic programs and related institutional aspects in order to provide the students with the best possible academic programs and services to learn and excel. Additionally, the Center operates a number of independent surveys and evaluation systems to provide valuable and essential information for improvement and development.

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INTRODUCTION

QAAC implements a holistic, systematic evidence-based quality assurance and accreditation system. The Center operates a number of independent surveys and evaluation systems to provide valuable and essential information for improvement and development. In addition to collecting information about faculty satisfaction rates, the information provided in this report is action planned accordingly as part of the continuous quality improvement approach the University implements to pursue excellence.

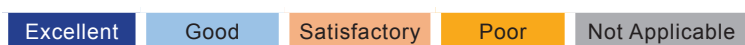
The University is considered largest in the Kingdom of Bahrain with respect to all aspects of provisions, including: number of students, area, number of programs, faculty and staff members, amongst other factors. At the time of the survey there were 800+ faculty members teaching in the undergraduate and postgraduate programs offered by the University. The University is privileged to include these distinguished faculty members specializing in almost all disciplines. The Transformation Plan 2016 – 2021 focuses in many aspects on the development of human capital, and as a result the University has prioritized the professional development of its faculty members, upskilling the research capabilities, improving teaching and scholarship activities and methodologies.

The Faculty Survey is implemented annually during the second semester to collect feedback from faculty members to evaluate their satisfaction of services, Faculty work, teaching, research, and professional development. The Faculty Survey aims to gather the views of Faculty of the University of Bahrain about their workplace. It sheds light on employee satisfaction related to all services and support provided on campus as well as on aspects of human resources management. This survey offers the University of Bahrain guidelines to track employees' needs and expectations and to enhance the services provided to them.

The survey measured the satisfaction of faculty members of the following:

- Facilities, Services, and Support
- Faculty Work, Teaching, and Research
- Professional Development

Each of the survey was evaluated by one of the following



220 faculty members participated in the survey out of 871 total faculty members of the university as shown in Table (1). Majority of the participants have worked at the University for 10 or more years, whereas 104 worked for less than 10 years. Majority of the participants were full-time faculty members.

Table (1) faculty members participated in the survey

	Male	Female	Total
Bahraini	57	61	118
Non-Bahrain	60	42	102
Total	117	103	220

OVERALL RESULTS

The survey measured the satisfaction of faculty members of the following: The University is considered one of the largest universities in the Kingdom of Bahrain and region. The Salmaniya campus hosts the College of Health Sciences, while the College of Engineering is located at Isa Town Campus, and the rest of the colleges are located at Sakhir Campus.

It can be observed in Table 2 that in general the faculty members overall satisfaction rate was: “Good”. “Excellent” and “Good” satisfaction rating can be observed in all items across all entities of the University. The highest satisfaction rates were from the following:

- Bahrain Teachers College
- College of Science
- College of Law
- College of Information Technology

	Overall	Bahrain Teachers College	College of Applied Studies	College of Arts	College of Business Administration	College of Engineering	College of Health Sciences	College of Information Technology	College of Law	College of Science	English Language Centre
IT Support	3.6	4.3	4.1	3.8	3.6	2.7	3.5	3.9	3.5	3.6	3.9
e-learning	3.6	4.0	3.8	3.7	3.8	2.7	3.0	3.9	3.5	3.6	3.8
Internet and Wireless	3.7	4.5	3.9	3.9	4.0	3.5	4.3	4.4	4.0	4.4	3.7
Timetables and teaching load	3.6	4.0	3.5	3.8	3.7	3.1	3.4	3.5	4.0	3.9	3.7
Facilities	3.6	4.0	3.6	3.5	3.6	3.2	3.4	3.6	4.5	3.6	3.7
Security and Safety	3.6	4.0	3.8	3.7	3.8	2.7	3.0	3.9	3.5	3.6	3.8
Administrative support within the department and college	3.6	4.0	3.5	3.8	3.7	3.1	3.4	3.5	4.0	3.9	3.7
Research Funding and Support	3.6	4.0	3.8	3.7	3.8	2.7	3.0	3.9	3.5	3.6	3.8
Committee work	3.6	4.0	3.5	3.8	3.7	3.1	3.4	3.5	4.0	3.9	3.7
News, announcements, and social media	3.7	4.0	3.6	3.5	3.6	3.2	3.4	3.6	4.5	3.6	3.7
Other administrative support provided by the University	3.7	4.5	4.1	4.1	4.3	3.8	4.3	4.2	4.5	4.2	4.1
Food and restaurant	3.7	4.0	3.5	3.8	3.7	3.1	3.4	3.5	4.0	3.9	3.7
Program Plan and Courses	3.7	4.0	3.8	3.7	3.8	2.7	3.0	3.9	3.5	3.6	3.8
Other administrative tasks	3.7	4.0	3.5	3.8	3.7	3.1	3.4	3.5	4.0	3.9	3.7
Campus Maintenance	3.8	4.5	3.9	3.9	4.0	3.5	4.3	4.4	4.0	4.4	3.7
Parking	4.1	4.0	3.6	3.5	3.6	3.2	3.4	3.6	4.5	3.6	3.7
Library	4.1	4.0	3.8	3.7	3.8	2.7	3.0	3.9	3.5	3.6	3.8
Program Intended Learning Outcomes	4.1	4.0	3.5	3.8	3.7	3.1	3.4	3.5	4.0	3.9	3.7
Topics of professional development	3.6	4.5	3.9	3.9	4.0	3.5	4.3	4.4	4.0	4.4	3.7
Number of professional development	4.1	4.5	3.9	3.9	4.0	3.5	4.3	4.4	4.0	4.4	3.7
Timing of professional development	4.2	4.5	4.1	4.1	4.3	3.8	4.3	4.2	4.5	4.2	4.1
Social activities	4.2	4.0	3.6	3.5	3.6	3.2	3.4	3.6	4.5	3.6	3.7
Overall	3.8	4.1	3.7	3.8	3.8	3.1	3.6	3.9	4.0	3.9	3.8

Excellent Good Satisfactory Poor Not Applicable

FACILITIES, SERVICES, AND SUPPORT

The University is considered the largest higher education institution in the Kingdom of Bahrain. Each program is supported by well-equipped classrooms and laboratories. In addition to the Central Library in Sakhair there are 6 specialized libraries. There is a good number of administrative staff members within the college and in administrative entities of the University, whose role is significantly important to support the teaching, learning, students support, and research. All campuses are completely interconnected to the Internet, and the Internet bandwidth is over 1Gbps – one of the fastest bandwidth in the country. In addition to general computer laboratories, the University include specialized research and teaching laboratories. Many of the administrative and academic services, operations and processes have been digitalized, and the Information Technology Centre of the University is continuously updating and improving them.

Figure (1) illustrate the overall satisfaction rate for the items listed under this category. The overall satisfaction of this category is “Good”. The library, parking and social activities received “Excellent” satisfaction rating, while the rest of the items under this category received “Good”.

GOOD

Overall Satisfaction Rate



Figure (1) Facilities, services, and support overall satisfaction rate

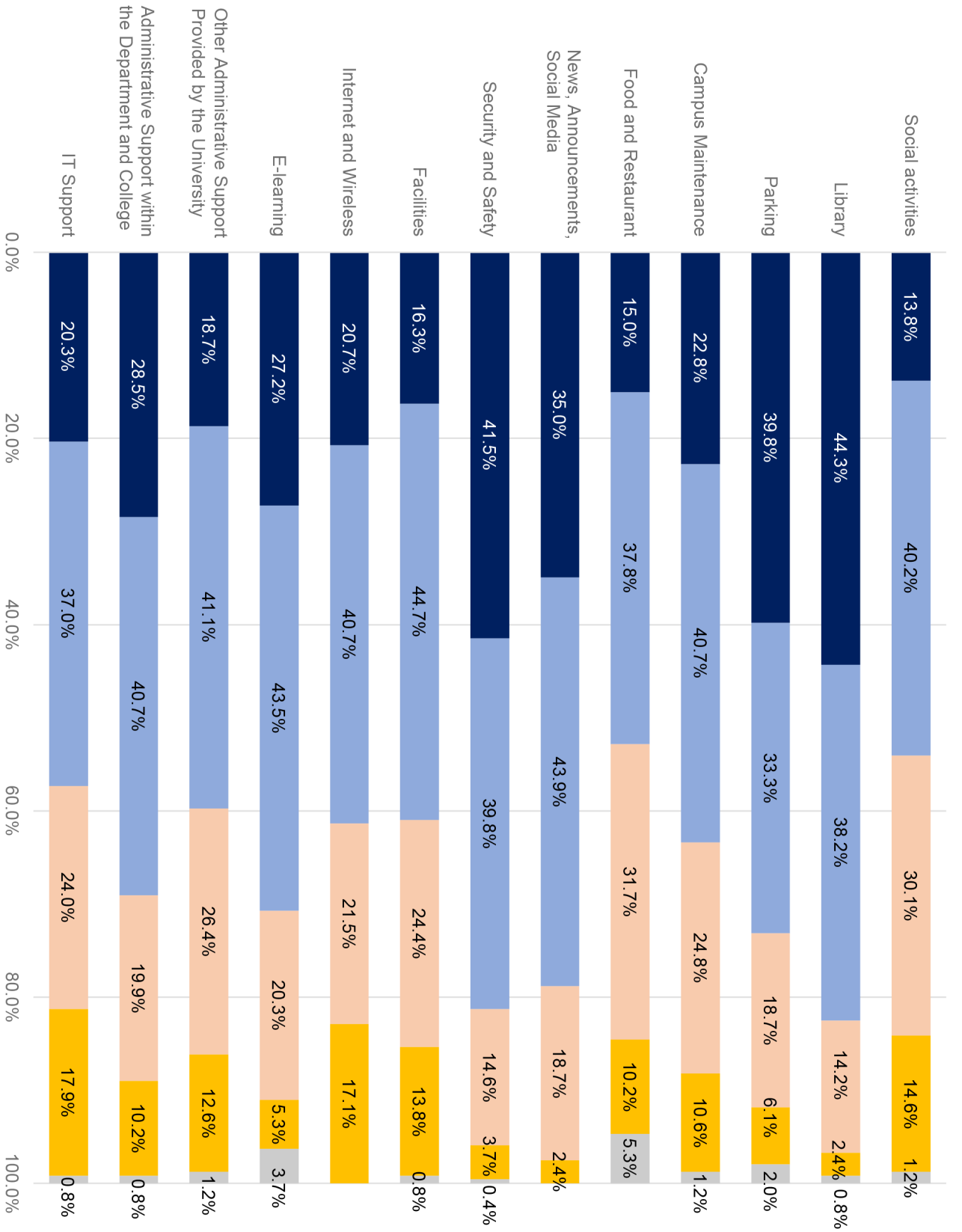


Figure (2) Detailed evaluation of Facilities, services, and support

FACULTY WORK, TEACHING, AND RESEARCH

In addition to teaching and research, faculty members are expected to actively participate in committee and other administrative work of the department, college, and University. The decision-making and operation framework of the University of Bahrain emphasis on collaboration and team-work amongst faculty members.

Furthermore, faculty members are considered one of the main stakeholders of academic programs. This is particularly important to continuously improve the quality of the programs, courses, and program intended learning outcomes (PILOs). The design and development of learning outcomes, assessment, courses, and programs is initiated and later maintained by the faculty members of the program themselves.

It can be observed in Figure (3) that faculty members are highly satisfied with program intended learning outcomes (PILOs) of their programs as they rated it “Excellent”. The rest of the categories received overall satisfaction rate of “Good”. In Figure (4), despite 57.3% of faculty rated research funding and support as satisfactory or higher, this item received the largest number of “Poor” satisfaction rating.

GOOD

Overall Satisfaction Rate

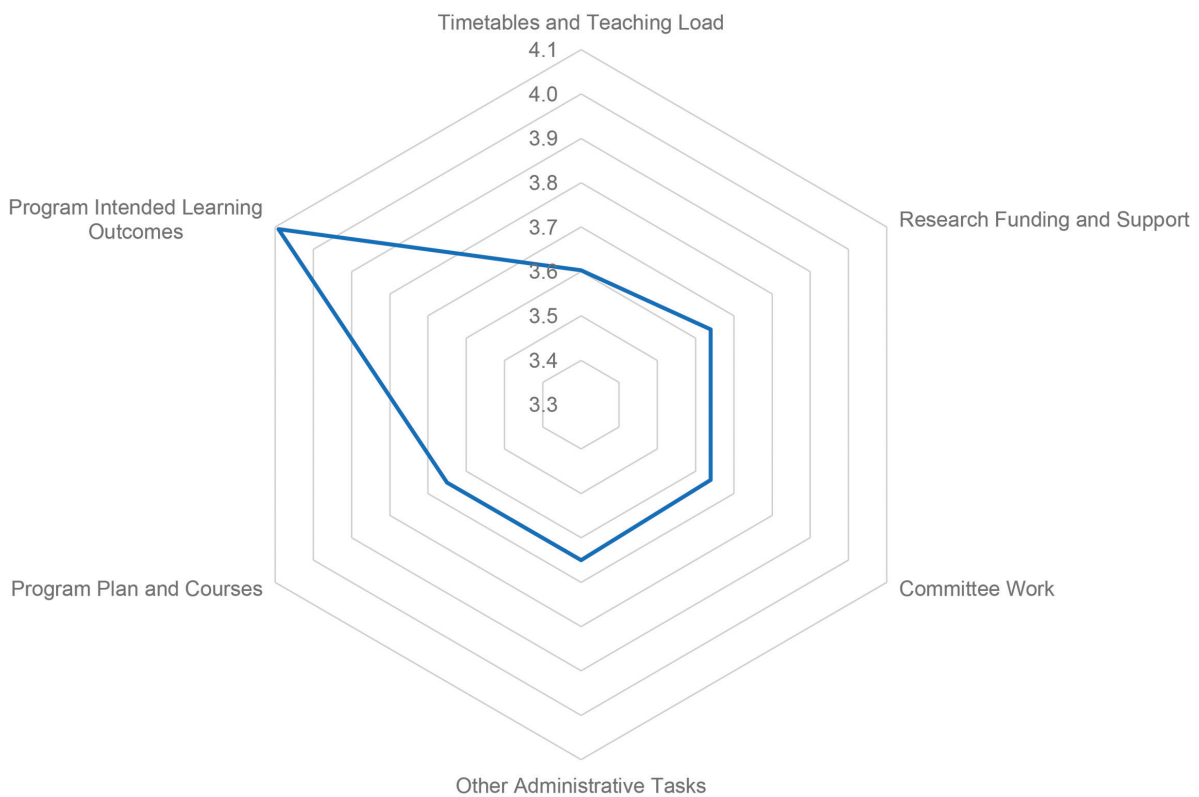


Figure (3) Faculty work, teaching and research overall satisfaction rate

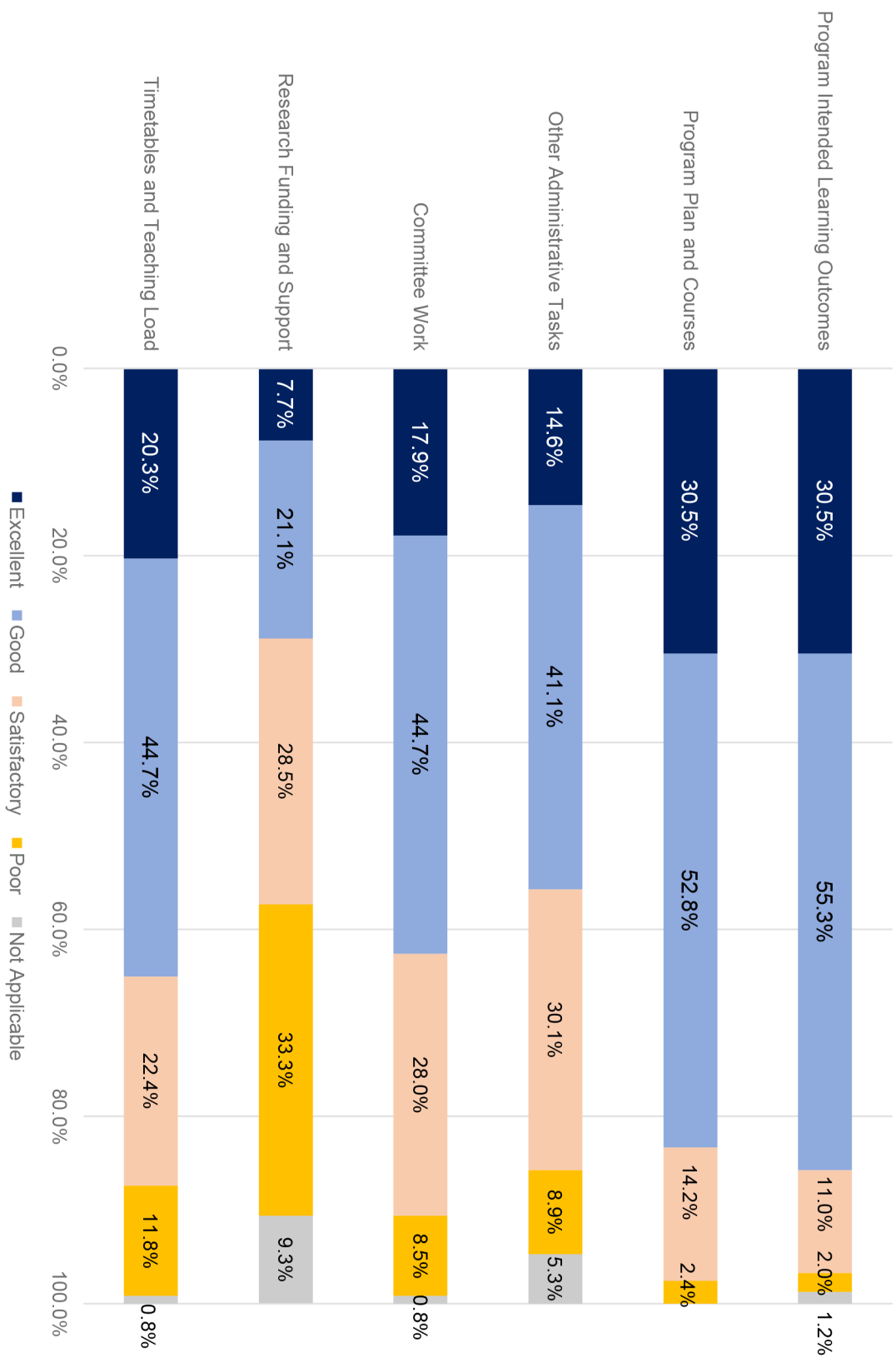


Figure (4) Detailed evaluation of faculty work, teaching and research

PROFESSIONAL DEVELOPMENT

The University of Bahrain focuses on the professional development of its faculty members to be able to effectively and efficiently teach, and research, amongst other academic roles and duties. Various program, workshops, and capacity building events are offered by the Administrative Training Office and Unit for Teaching Excellence and Leadership. As shown in Figures (5) and (6), the faculty members received sufficient opportunities in participating and attending conferences, workshops, symposiums, forums, and professional development.

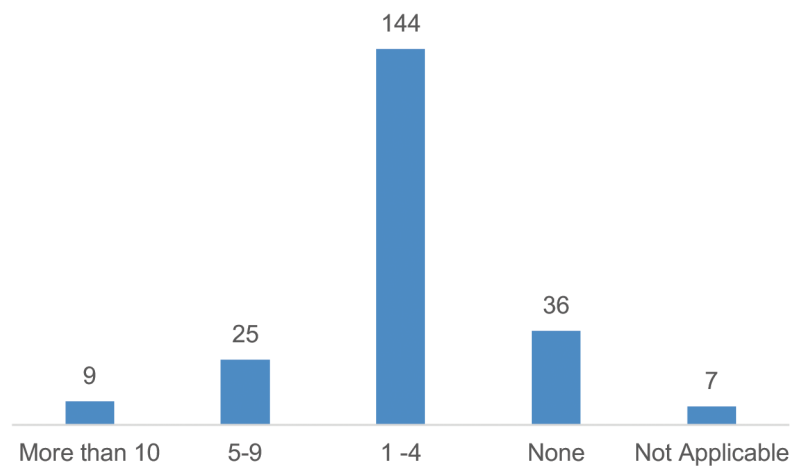


Figure (5) The number of professional development opportunities offered by the University that you have attended in 2018

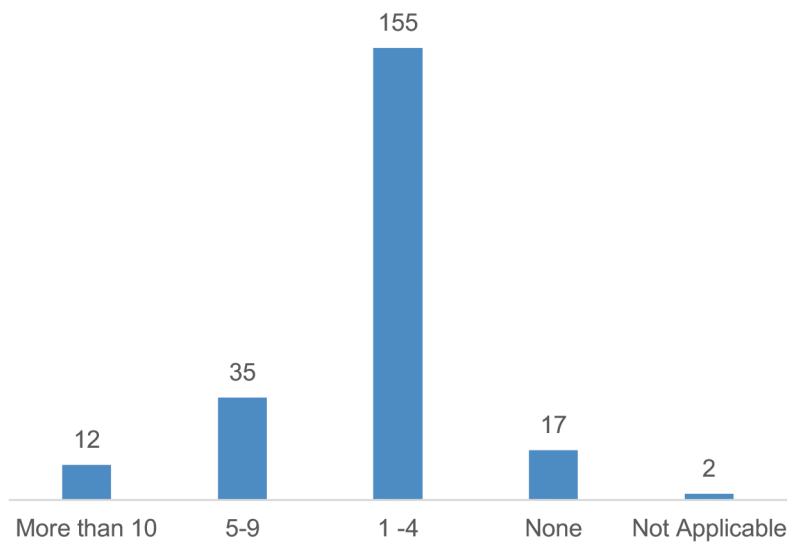


Figure (6) The number of conferences, workshops, symposiums, forums, etc., that you have attended in 2018

EXCELLENT

Overall Satisfaction Rate

80%

attended one or more professional development activities

91%

Attended at least a conference

Faculty members rated this category as “Excellent”. Particularly, timing and topics of professional development received high satisfaction rates.

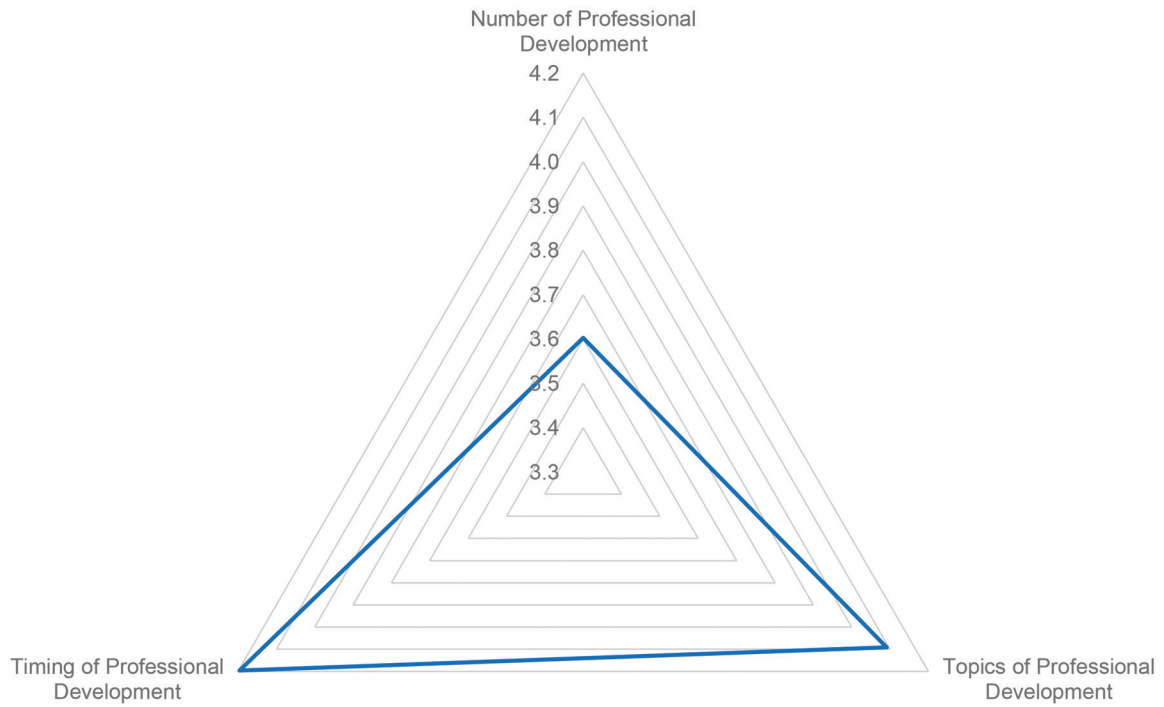


Figure (7) Professional development overall satisfaction rate

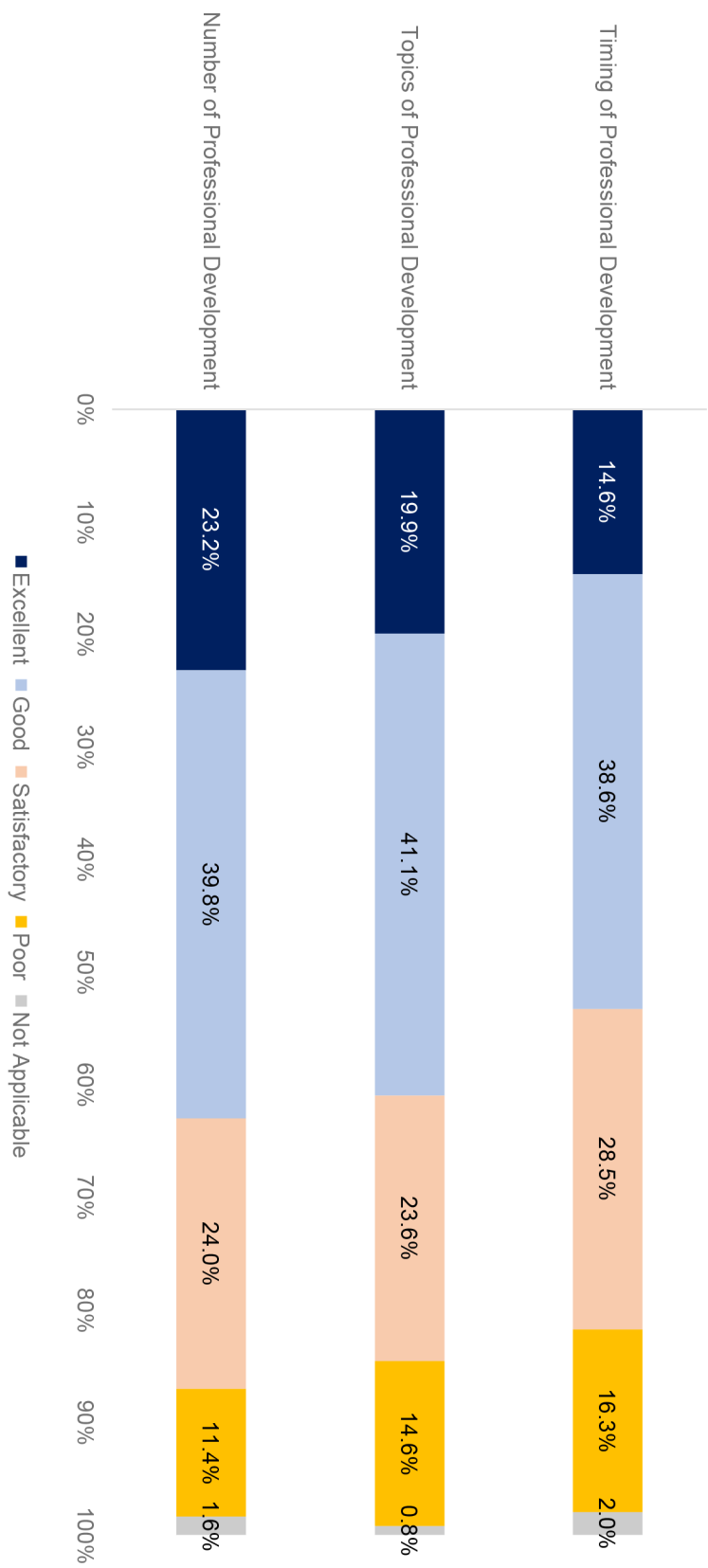


Figure (8) Detailed evaluation of professional development

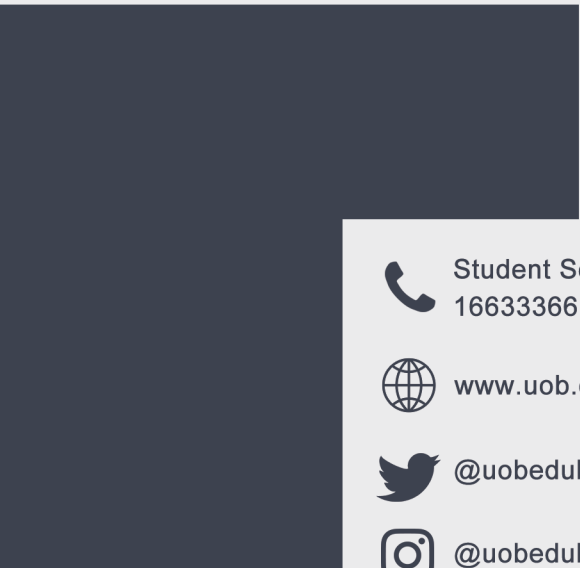
KEY FINDINGS


The overall rate of satisfaction of Faculty in the three main categories of this survey was as follows:

Facilities, Services, and Support	Good
Faculty Work, Teaching, and Research	Good
Professional Development	Excellent


Continue the University efforts to establish an advance environment to sustain the achievements of faculty in all aspects of teaching and learning, research, administrative tasks, amongst other roles and duties.


Improve the awareness of faculty members of available research support and services and funding opportunities.
Re-engineer the processes related to purchasing, maintenance, and technical support to become more prompt and efficient.



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