Horizon University
FACULTY SATISFACTION INVENTORY

2016	Number of Responses: 13

Selected Highlights

The following statements reflect a sample of some of the important information contained in the Faculty Satisfaction Inventory results. There is more to be gleaned from a careful review of the survey results.

➢ Demographics:
- o 85% of the faculty are male, 15% female
- o 15% of the faculty over 60 years, 8% under 30, and 46% between the ages of 51-60.
- o 100% are Caucasian

➢ 54% of the faculty have been teaching for only 1 year, with 15% 2-4 years, 23% 5-9, and 8% 10-15.

➢ 0% identified themselves as full time faculty, 92% adjunct, and 8% other.

➢ 62% indicated that they teach between 1-2 courses in a year, 15% 3-4 courses in a year, with 23% indicating 5-6.

➢ 17% indicated that they teach primarily on-campus, with 83% primarily online.

Satisfaction scores related to Faculty Support

Highest Scores:

Satisfaction Item	Score *
Availability of Faculty Handbook information	5.8
Administrative support	5.5

Lowest Scores:

Satisfaction Item	Score *
Interaction with other faculty	4.4
IT support	4.8
Communication of campus events and activities	4.8
Faculty Meetings/Professional Development	5.0
Availability of the Department Dean or other supervisor	5.2
Available office space to meet with students	5.3

* Reported on a 6-point scale

Satisfaction scores related to Teaching Support and Professional Development

Highest Scores:

Satisfaction Item	Score *
Participation and Support in the curriculum development and review process	5.2
Classroom environment	5.2
Access to scholarly materials (library and information resources)	5.1

Lowest Scores:

Satisfaction Item	Score *
Availability of seminars and events to improving teaching	4.2
Faculty development as teachers	4.2
The current faculty evaluation system helps improve teaching performance	4.7
The current faculty evaluation system contributes to the improvement of courses	4.7
Classroom technological resources	4.7
Participation and Support in the assessment of student learning outcomes	4.9

The Top Areas Identified for Faculty Development:

Areas of Faculty Development	%
Course design and learning objectives	67%
Online teaching and learning	56%
Effective use of available technology	44%
Incorporating collaborative learning techniques	33%

Satisfaction scores related to Library Services and Facilities

Highest Scores:

Satisfaction Item	Score *
Availability of consultation and collaboration for faculty research	4.9
Library facilities that offer an environment conducive for learning and study	4.9

Lowest Scores:

Satisfaction Item	Score *
Faculty are appropriately involved in the development of library and other learning resources	4.3
The library collection (both print and online) provides adequate materials for faculty research.	4.4
The library collection (both print and online) adequately supports course curriculum and content	4.5
The library collection (both print and online) adequately demonstrates strength in the institutions theological distinctives	4.6
Availability of consultation and collaboration when developing class assignments that require information literacy skills	4.8

* Reported on a 6-point scale

Faculty Utilization of Library

- 9% of faculty seek collaboration with librarians to develop/enhance student assignments on a regular basis.

- 0% of faculty seek collaboration with librarians to develop/enhance personal research on a regular basis.

Summary and Recommendations

The following statements reflect a sample of initial observations and recommendations to be considered by the relevant departments. Additional feedback and suggestions for implementation and best practices will be offered upon request.

A. 23% indicated that they teach between 5-6 courses in a year, with 0% teaching seven or more courses in an academic year. This demonstrates a very low percentage of full-time qualified faculty teaching 10-14 courses per year.

B. Address the areas of Course design and learning objectives and Online teaching and learning in faculty meetings and professional development.

C. Review ways to improve faculty access to scholarly materials (library and information resources), the availability of seminars and events to improving teaching effectiveness.

D. Review ways to improve and encourage faculty use of library learning and resource services.