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# Medical Teaching Institution BACHA KHAN MEDICAL COLLEGE MARDAN



Associate Prof. Dr. Chaman Gul  
Director QEC

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## “Faculty Survey Report 2025”

### Executive Summary

The Quality Enhancement Cell (QEC) at Bacha Khan Medical College, MTI Mardan, conducted a comprehensive Faculty Survey in 2025 to evaluate teaching effectiveness, institutional support, and faculty satisfaction. A total of 88 faculty members across multiple departments participated, representing all major disciplines and designations from Demonstrators to Professors. The survey revealed generally positive perceptions of departmental environments and collegiality but highlighted significant dissatisfaction regarding promotion clarity, salary structure, and job security.

Key findings include:

- Overall departmental environment received the highest average rating (4.19/5).
- Faculty–student interaction also rated high (4.16/5).
- Administrative support (4.06/5) and cooperation among colleagues (4.05/5) were strong areas.
- Lowest satisfaction was with clarity of promotion processes (2.55/5) and job security (2.89/5).
- 55% of faculty attended development workshops in the past year, while 47% lacked mentoring opportunities.

The results underscore a motivated teaching community constrained by administrative challenges and limited career growth pathways.

### Introduction

#### Background

Faculty surveys form an integral part of institutional quality assurance processes. The QEC of BKMC routinely gathers structured feedback to ensure alignment with the Higher Education Commission (HEC) standards and to promote continuous improvement in teaching, research, and administration.

## Objectives

The primary objectives of the 2025 Faculty Survey were to:

- Assess faculty satisfaction regarding teaching resources, support, and working environment.
- Evaluate perceptions about promotion, compensation, and institutional transparency.
- Identify areas for faculty development and administrative reform.

## Importance

Understanding faculty perspectives provides valuable insight into institutional strengths and gaps. Evidence-based actions drawn from these surveys enhance both academic quality and workplace satisfaction.

## Methodology

A structured questionnaire was administered to all faculty members of BKMC through Google Forms. It included Likert-scale questions (1–5 rating), categorical responses, and open-ended items for qualitative feedback. Data collection was carried out from September to November 2025, ensuring anonymity and confidentiality.

## Results and Findings

A total of 88 faculty members participated. Major departments represented included Physiology (11.4%), Biochemistry (10.2%), Forensic Medicine (9.1%), Anatomy (9.1%), and Community Medicine (8.0%).

Designations included Demonstrators (40.9%), Assistant Professors (39.8%), Associate Professors (11.4%), and Professors (8.0%). Regarding teaching experience, 33% had over 10 years, 31.8% had 6–10 years, 20.5% had 1–5 years, and 14.8% had less than one year.

### Key Ratings (Average Scores on 1–5 Scale)

- Availability of teaching resources: 3.66
- Effectiveness of current teaching methods: 3.43
- Interaction with students: 4.16
- Involvement in research/teaching/community service: 3.50
- Intellectual stimulation from work: 3.51
- Cooperation from colleagues: 4.05
- Administrative support: 4.06

- Clarity of promotion process: 2.55 (lowest)
- Career progression prospects: 2.97
- Work–life balance: 3.24
- Overall departmental environment: 4.19 (highest)
- Salary and compensation: 2.97
- Job security: 2.89

### **Categorical Insights**

- Administrative support for innovative teaching averaged 3.47, indicating moderate satisfaction.
- Teaching methods used: Lectures (76%), small group discussions (45%), clinical teaching (26%), problem-based learning (19%), and online teaching (3%).
- Time for preparation of teaching sessions averaged 4.11, showing most faculty felt adequately prepared.
- Mentoring availability: 53% Yes, 47% No.
- Participation in faculty development workshops (past year): 55% Yes, 45% No.

### **Qualitative Themes from Suggestions**

Out of 88 respondents, 45 (51%) provided written suggestions. Thematic analysis revealed the following recurring priorities:

- Career Progression and Job Security (40%): Calls for transparent promotion policies, regularization of contracts, and stability under MTI framework.
- Faculty Development and Training (30%): Requests for continuous workshops on research, teaching methods, and access to national/international conferences.
- Compensation and Incentives (25%): Desire for performance-based rewards and improved salaries.
- Workload and Work–Life Balance (20%): Appeals for reduced administrative and hospital burden.
- Other Suggestions (15%): Improved administrative coordination, research grants, and fair performance evaluations.

### **Analysis and Interpretation**

Faculty displayed strong engagement in teaching and collegial relationships, indicating a healthy academic culture. However, dissatisfaction regarding promotion clarity and job security emerged as critical issues. Basic science departments showed relatively better scores for environment and cooperation, while clinical departments rated lower on work–life balance and promotion satisfaction.

Faculty with over 10 years' experience expressed frustration over stagnation and unclear promotion pathways. Newer faculty reported optimism but concern about job regularization. This

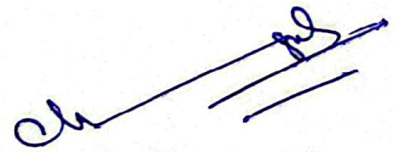
highlights a divide between early-career enthusiasm and senior faculty disillusionment.

## Recommendations

1. **Establish Transparent Promotion Policies:** Clear criteria aligned with HEC/KMU standards.
2. **Enhance Job Security:** Transition contractual staff to permanent roles where possible.
3. **Invest in Faculty Development:** Organize quarterly workshops and mentorship programs.
4. **Support Research and Innovation:** Provide research grants, time allocations, and incentives.
5. **Improve Compensation and Recognition:** Introduce performance-based allowances and faculty awards.
6. **Encourage Interactive Teaching:** Strengthen training in PBL, simulation-based, and clinical teaching.
7. **Monitor Administrative Responsiveness:** Conduct periodic reviews to ensure timely decisions and feedback.

## Conclusion

The 2025 QEC Faculty Survey at BKMC reflects a committed and academically vibrant faculty body striving to uphold teaching excellence despite challenges in promotion transparency, job security, and compensation. Implementing the above recommendations will enhance motivation, faculty retention, and institutional quality.



Dr. Chaman Gul

Associate Professor

Director QEC,

BKMC (MTI) Mardan