Name: Wayne T. Driscoll, Ed.D.

Report ID: 34 Direct and 34 Rollup

Unit Name: Fischler School of Education and Human Services/Faculty

These are the engagement items on which we will focus:

Goal Category: Q7 Opinions Count

Area of Opportunity:

At work, my opinions seem to count.

This is what we will do to drive increased faculty engagement on this item:

A feedback loop process and communication forum process will be designed and implemented (with possible enhancements such as: an electronic suggestion box, a blog-like format, or a discussion board) to capture, archive, and respond to faculty/adjunct faculty opinions, ideas, recommendations, and suggestions.

A committee selection process will be designed and implemented to ensure that every faculty and adjunct faculty member has an equitable opportunity to participate as a member of several committees during the academic year.

This is what success will look like:

Success will be measured by the overall increase in utilization of the newly implemented feedback loop and communication forum by faculty and adjunct faculty. Increased communication and an enhanced level of respect between stakeholders including: faculty and adjunct faculty, faculty/adjunct faculty and administration/management, and faculty/adjunct faculty and students, will result following the acknowledgement and timely response to opinions, ideas, recommendations, and suggestions.

The new committee selection process will ensure balanced representation of faculty and adjunct faculty based upon: degree program levels, content area and skill set expertise. Every faculty and adjunct faculty member will have an opportunity to serve as an active member of a committee over the course of the academic year and all will have an equal opportunity to be selected from the wide-array of committee assignments available each academic year.

This is how we will know we are making a difference:

As measured and monitored by the amount of monitored usage of the feedback loop and communication forum, the faculty and adjunct faculty will utilize these implemented structures as their primary source for expressing their opinions and receiving timely feedback, as well as, progress or action updates.

As evidenced by the amount of “service” declarations (on the individual Faculty Load Matrix submitted by faculty members and the updated resume references submitted by the adjunct faculty members) every faculty and adjunct faculty member will serve on at least one committee during the academic year.

This is when we will review our progress:

Action plans will be reviewed at least twice prior to the start of the fall semester (July 2009) to determine the progress toward the implementation of the planned strategies.
Progress toward increasing the Q7 top box score will be measured upon receipt and analysis of the data from the October/November 2009, Gallup Engagement Survey.

Progress toward achieving the Q7 goal (Opinions Count) will be reviewed and discussed three times per year at the Faculty Retreat.
2009 FACULTY/STAFF/ADMINISTRATION

FACULTY ENGAGEMENT COMMITMENT PLAN

Name: Wayne T. Driscoll, Ed.D.

Report ID: 34 Direct and 34 Rollup

Unit Name: Fischler School of Education and Human Services/Faculty

These are the engagement items on which we will focus:

Goal Category: Q12 Learn and Grow

Area of Strength:
This last year, I have had opportunities at work to learn and grow.

This is what we will do to drive increased faculty engagement on this item:

An Ad Hoc Faculty/Adjunct Faculty Advisory Committee nominated and elected by the faculty and adjunct faculty, will be established. Faculty and adjunct faculty will elect this committee, and will convene to develop an agenda for the Tri-annual Faculty Retreat and assist with the design, implementation, and dissemination of a faculty/adjunct faculty “needs assessment”. The “needs assessment” document will identify opportunities for faculty/adjunct faculty to learn and grow (i.e. through conference presentations, professional development opportunities, conference travel options, research collaboration, course and syllabi development, by clearly defining FSEHS research and scholarship activities, identification and selection of Faculty Retreat speakers, and ongoing lecture series). The “needs assessment’ will be conducted and disseminated online in concert with a redesigned Faculty and Adjunct Faculty Webpage. It will provide contact information for the members of the Ad Hoc Committee, post the Ad Hoc Committee agenda and minutes, and establish a communication mechanism (i.e. electronic suggestion box).

This is what success will look like:
Growing and learning opportunities will reflect what the faculty and adjunct faculty “needs assessment” has identified as areas of interest and relevance. All faculty and adjunct faculty members will routinely utilize the Faculty and Adjunct Faculty Webpage as their primary resource to access timely relevant information and useful resources. The posted Faculty and Adjunct Faculty Ad Hoc Committee meeting agendas, minutes, and actions items will be primary source for status updates. As a result of these actions, enhanced levels of faculty and adjunct faculty engagement and participation in the Tri-annual Faculty Retreats will be exhibited.

This is how we will know we are making a difference:
More relevant, satisfactory, and timely growing and learning opportunities will be initiated as evidenced by increased faculty and adjunct faculty reporting (formal and anecdotal). The input and recommendations of the faculty and adjunct faculty, relative to interests and needs, will be reflected in the agenda and minutes of the Faculty and Adjunct Faculty Ad Hoc Committee (committee members will be elected and will meet by May 1, 2009). There will be increased use of the Faculty and Adjunct Faculty Webpage (redesigned web pages with enhancements will be implemented by the August, 2009) as evidenced by the amount of “hits” on the web pages. Feedback from the Tri-annual Faculty Retreats, postings of the final agenda, and pertinent information related to the speaker(s) will be aligned with the needs and interests of the faculty and adjunct faculty; all materials will be posted and archived on the Faculty and Adjunct Faculty Webpage.

This is when we will review our progress:
Progress toward increasing the Q12 (Learn and Grow) top box score will be measured upon receipt and analysis of the data from the October/November 2009, Gallup Engagement Survey.

Progress toward achieving the Q12 goal (Learn and Grow) will be reviewed and discussed three times per year at the Faculty Retreat. Additionally, faculty and adjunct faculty will be asked to complete an evaluation at the conclusion of each faculty retreat.

Annually, a “needs assessment” covering growing and learning opportunities will be conducted with the faculty and adjunct faculty.
Name: Wayne T. Driscoll, Ed.D.

Report ID: FSEHS Student Total

Unit Name: Fischler School of Education and Human Services/Faculty

These are the engagement items on which we will focus:

Goal Category: A7 Confidence

Area of Opportunity: NSU always delivers on what they promise.

This is what we will do to drive increased student engagement on this item:

Faculty and adjunct faculty will adhere to the clearly stated and defined goals, expectations, and assignment submission deadlines. In addition, faculty and adjunct faculty will adhere to the rubrics, grading scales, learning outcomes, and courseware requirements included in the approved and published syllabi and course outlines.

Faculty and adjunct faculty will provide students with the services and resources for which they are responsible and clearly stated and defined in the FSEHS Catalog, in marketing and recruitment materials, and on the NSU/FSEHS websites.

Faculty and adjunct faculty will deliver consistent and accurate information to students as published in the NSU/FSEHS Policies and Procedures and in the FSEHS Catalog.

This is what success will look like:

Students, faculty, and adjunct faculty will have a clear and mutual understanding of expectations relative to the academic programs and to course offerings delivered by our academic institution. Ultimately, this clear and mutual understanding will contribute to student satisfaction and success.

All students will be exposed to a unique and consistent experience throughout the duration of their coursework and academic program preparation. All students will be able to complete their coursework and academic program preparation within the timeframes stated or implied in the published program outlines, marketing material, and FSEHS Catalog.

This is how we know we are making a difference:

There will be an increase in student participation in the Course Evaluation process and more favorable responses relative to the “delivery of promises” on the Course Evaluation tool. Faculty and adjunct faculty members will report a measurable reduction in student complaints expressed by phone and/or email communication.

The Office of Student Services will report increases in the level of student retention in our programs and the Office of Student Judicial Affairs will report a reduction in the number of student grievances (i.e. grade appeals) submitted. The percentage of fully engaged students, as measured by the A7 (Confidence) goal included in the Gallup Engagement Survey, will increase.

This is when we will review our progress:
Progress toward increasing the A7 (Confidence) top box score will be measured upon receipt and analysis of the data from the October/November 2009, Gallup Engagement Survey.

At the conclusion of each semester, course evaluation will be reviewed and analyzed by faculty and adjunct faculty to determine the level of increased references to the issues surrounding the delivery of promises (Confidence).

Bi-annually, the Office of Student Judicial Affairs will provide the data related to the frequency and amount of student grievances filed.

Progress toward achieving the A7 goal (Confidence) will be reviewed and discussed three times per year at the Faculty Retreat.
Name: Wayne T. Driscoll, Ed.D.

Report ID: FSEHS Student Total

Unit Name: Fischler School of Education and Human Services/Faculty

These are the engagement items on which we will focus:

Goal Category: A3 Pride

Area of Strength:
NSU always treats me with respect.

This is what we will do to drive increased student engagement on this item:

Faculty and adjunct faculty will design a professor/student communication protocol and professor/student compact which defines roles, responsibilities, expectations, and behaviors reflective of the FSEHS’s philosophy of mutual respect and shared values which exist within our entrepreneurial environment.

All newly hired and present faculty and adjunct faculty will engage in an orientation and training addressing the professor/student communication protocol and professor/student compact. All students will receive the same orientation and training.

All faculty and adjunct faculty will participate in customer service training customized for students and stakeholders within our academic institution.

This is what success will look like:

Students will receive responses to phone messages directed to faculty and adjunct faculty within 48 hours and receive responses to their email messages to faculty and adjunct faculty within 24 hours.

The implemented professor/student compact will be readily available and inserted into every syllabi, course outline, student handbook, and in the FSEHS Catalog.

This is how we will know we are making a difference:

There will be a reduction in student grievances submitted to the Office of Student Judicial Affairs. The Office of Student Services will report increases in the level of student retention in the FSEHS programs. More references to respect, equity, and fair treatment will be expressed by students in the Course Evaluations submitted at the conclusion of each term or semester. There will be an increase in student participation in the Course Evaluation process. Faculty and adjunct faculty will report a reduction in the number of student complaints.

This is when we will review our progress:

Progress toward increasing the A3 (Pride) top box score will be measured upon receipt and analysis of the data from the October/November 2009, Gallup Engagement Survey.

At the conclusion of each semester, course evaluations will be reviewed and analyzed to determine the level of increased comments related to issues of respect, equity, and fair treatment (Pride).
Progress toward achieving the A3 goal (Pride) will be reviewed and discussed three times per year at the Faculty Retreat.