2008 FACULTY/STAFF/ADMINISTRATION

STUDENT ENGAGEMENT COMMITMENT PLAN

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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, 2008, 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.