Survey Results: Expectations  
(N=63)

How clear, consistent, coherent, and explicit are expectations for *students* at FSU (responses from students)?

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Comment:
- *I think students are not being challenged enough to where they can discover their own limits and capabilities.*
How clear, consistent, coherent, and explicit are expectations for *faculty* at FSU (responses from faculty)?

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Comments:
- The faculty handbook is rarely discussed and referenced.
- A significant amount of variability exists across campus. Some things are "tradition" rather than explicit policy.
- As long as we get our grades in and check off all the boxes there really isn't a set of values that the administration asks the faculty to fulfill.
- It depends on what the topic is, some expectations are verbally given or are established in tradition but not in writing.
- There are no expectations for Faculty.

How clear, consistent, coherent, and explicit are expectations for *staff* at FSU (responses from staff)?

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Comments:
- This varies on department, I feel some staff have clear expectations and other departments don't.
- Although I think we have expectations, I'm not sure they are clear, consistent, or coherent.
- New employee "onboarding" followed by annual internal professional develop could help to clarify and strengthen overarching expectations (e.g., we are here for the students; how our roles contribute to student success; etc.). Additionally, individual departments should set specific expectations. I imagine that some departments do this very well while others may not. An annual all-staff meeting/professional development opportunity might help to strengthen the culture of professionalism and student-centered service on campus.
- I feel that many times staff are under-valued and expectations are not given to us specifically.
- My job was learn as you go, and be ready to change tomorrow. There are general expectations, then there are the ever changing focus on different activities/programs/people being emphasized/promoted.
- My manager & director are very good at communicating.
- I think we do a relatively good job, depending on the department. I'd like to see more training on how to go "above and beyond" to help with retention.
83% of faculty think that a "typical" student spends 5 hours a week or less studying, but only 18% of students reported spending 5 hours a week or less studying. 61% of faculty think a "typical" student spends more than 15 hours a week working off campus, but only 42% of students reported spending more than 15 hours a week working off campus. 47% of faculty think a "typical" student spends more than 15 hours a week relaxing and socializing, but only 24% of students reported spending more than 15 hours a week relaxing and socializing. Please give ONE possible explanation for the above discrepancies. [Note: Data are from the 2016 National Survey of Student Engagement and Faculty Survey of Student Engagement, administered to FSU first-year and fourth-year students.]

Responses from STUDENTS:
- It might come down to relationships. Maybe faculty members are not relating to students enough. Hence, faculty members are not clear of student habits.
- I think faculty EXPECT students to spend countless hours outside of class studying and doing homework, but in reality, students are just as busy taking care of their families and other personal issues and can’t always drop everything to study for a test or assignment. Students are only human too and I think faculty fail to realize that sometimes.
- Students have different priorities than faculty might expect.
- Students may very easily lose track of time and not realize how much time they are studying or relaxing.
- Lack of communication between student and teacher outside of class.

Responses from FACULTY:
- Different conceptualizations of typical between faculty and students.
- It is easy to overlook the outside commitments our students have. A large majority of our students have to work to help pay the bills, take care of children and/or family members, or have other significant time commitments. Assumptions are easy to make without talking with students to discover their habits and time management.
- Possible communication gaps between faculty and students. Students may report “working” as the reason assignments/tests, etc., are late or not complete but in actuality they may not be working. The students who are working may not have filled this out. And I think all people have a hard time quantifying time spent socializing and we probably grossly underestimate that number.
- The nature of the questions. What do the students consider studying...How many hours are the students actually working... do they have kids... are we talking residential or the large number of commuter students...
- Faculty are thinking about the extreme cases, and giving them more weight than they actually deserve.
- We tend to recognize the extremes. Those students stressed with jobs or those who do not put forth the effort are the ones who come to our minds when we think about our students and why they are not successful.
- The expectations are not reinforced. We might begin with spelling out the expectations at the First-year Convocation, perhaps through the Academic Pledge, and reinforcing those in each department and class.
- Is this faculty and students here at FSU? Where do these numbers come from? How were they gathered? In what context? It is hard to give explanations given the way the information was presented above...
[Note: Data are from the 2016 National Survey of Student Engagement and Faculty Survey of Student Engagement, administered to FSU first-year and fourth-year students.]
• The lack of "real" communication between students and faculty. 42% is a pretty high number for working off campus for more than 15 hours a week. I wouldn’t say “only”.
• I think it is the human condition to generalize from the worst case to the whole population. The only way to combat this is to have meaningful relationships with your students in regards to their individual challenges.
• Lack of communication.
• Students vary a lot. Some have time to study and put in the time that faculty ask ("good" student), others do not ("not as good student"). For example, observing math students, a faculty member notices that those that do the homework do well on test, even after telling students this, some students still do not do the homework.
• This could be an incorrect assumption of faculty, or students may be over reporting.
• I imagine the truth is somewhere in the middle. When we were doing these surveys? Mid-term and final studying would ramp up the numbers for students, no?
• Students may not view certain activities they spend time on as "relaxing;" however, they are not fully devoted to studying at those times. Such as listening to music while studying. How effective is the studying? Are they retaining the information? Minimize the distractions that occur with studying and they may study less "hours" but more efficiently and effectively.
• We see the world through a very selective, very personal lens.
• Faculty may not have a full understanding of their students' lives outside of class, which speaks again to the importance of fostering relationships on campus. It also seems possible that students are not accurately estimating the time they spend in these weekly activities. (I don't know how accurate my estimates for similar weekly activities would be without me actually keeping track of each hour of my time.)
• Faculty do not lay out their expectations for class. Students treat college like high school.

Responses from STAFF:
• Faculty expectations do not align with the reality of the amount of time students study or socialize. Faculty also feel that students are socializing instead of studying.
• There is a disconnect between the type of students we have in reality and the stereotypes and expectations we have of our students. Getting these two ideals of student "types" closer to together would serve our institution well.
• Perhaps we are thinking in terms of our own personal experience rather than speaking to the students themselves about what their actual experiences are, and that leads to these incorrect ideas.
• Employees have not created the necessary relationships with the students to get an overall picture of their lives.
• Faculty have higher expectations than what is reality. It's great that they have these expectations, and it would be wonderful if students met these.
• If student performance in class is average or sub-par (low quiz and test scores, no or minimal participation, etc.), the faculty members may attribute that performance to students not being prepared for the class. They further think that is due to the students not studying or doing homework, and then the faculty member figures that the students are either working many hours off campus or relaxing and socializing instead of doing the necessary work.
• Perhaps we as faculty and staff do not have high enough expectations for what are students are able to give to their educational pursuits.
Many students do not realize that they should be studying more. They get caught up in their personal freedom. Instructors hope that their students are studying more. Students who study more are the ones that studied all through High School. They are self-motivated. We need to motivate the students more/teach them that in order to make it through college they need to focus on their studies more than their social lives.

I would like to know how many students and faculty participated in the survey. I think that we all make presumptions about each other (students, faculty, staff) that aren’t always true. We do a lot for our students, but we don’t always ask them what they really need; we presume to know what they need.

Social media plays a big part in distracting students from their studies.

I think this goes back to how much time faculty spend with the students in their department, especially the advisors. Faculty on this campus is known to have 5 hours for office time and the rest is by appointment. Some faculty on this campus are not responsive to emails or phone calls.

Communication...lack of follow up between advisors and advisees.

Faculty are not in tune with our true student population.

I’m not a faculty member so I don’t know where this thought is coming from. I will say that the faculty expectations seem a bit off, but I also deal with a number of high achieving students on a regular basis. The problem here could be that a few really terrible students are hurting the perception of all students.

It is more memorable when students tell us they are working 15+ hours, we notice slackers more than those who put in time (and perhaps assume that if they studied more, grades would be better), and we hear about parties, but not from those who stay home.

Faculty may perceive that their students are studying less, while working off-campus and socializing more, because of the students’ performance in the classroom where they may appear to be unprepared at times. On the other hand, students may tend to overestimate the amount of time studying and underestimate the amount of time socializing in their survey responses because, in reality, they KNOW they should be studying more (or at least that they are EXPECTED to study more!).

Faculty tend to underestimate what their students are capable of while students tend to overestimate what they do.

I think there is a major disconnect between faculty, staff and students. While they are here for the education and it is important to many students, it is not their #1 priority like the faculty assume. They are here to socialize, get away from mom & dad, party (even though we like to ignore that). I think if we had real conversations with students we could better tap into what they are needing/wanting from their college experience. Expectations are null if they are not shared with both sides of the coin.

Faculty make the assumption that the students put their education last.

Not just at FSU - there is a disconnect between faculty and students. Enough with the platitudes about faculty/student relationships, most faculty are not engaged.

The faculty may believe some of these things because of a lack of participation/performance from students in their classroom.

What faculty would like students to do, is not what students are actually doing.

College has changed a lot since most employees were undergrads, so we may be thinking of our own experiences and assuming today’s students are more similar than they are.

The actual results are probably somewhere in between the students’ and teachers’ opinions. Teachers, for example, are going to expect students are spending more time outside the classroom while students are going to be less reluctant to admit to how much time they actually spend relaxing.
The chapter on "Expectations Matter" presents several examples and ideas for setting, clarifying, and reinforcing expectations. Please rate the following strategies and initiatives on how helpful they could be in fulfilling our mission of "educating, enriching, and engaging students to achieve personal and professional success."

1. "24-Hour Response Guarantee" for maintenance service in the residence halls (and perhaps other services to students).
2. Focused recruiting to re-enroll students who have left the university in good standing within the past couple years.
3. Registering for classes for the full academic year rather than one semester at a time.
4. Institution-wide peer mentoring program for first-year students.
5. Summer bridge program.
6. Summer online orientation program.
7. Extend campus visitation program for prospective students to include overnight visits, community tours, and meetings with students to learn about expectations (similar to Gonzaga’s GEL program).
8. Prominently display a student-centered philosophy statement in every campus office.
9. Embed the student creed in various contexts (e.g., First-Year experiences, Admissions/Orientation activities, classrooms, residence halls, a "Falcon Creed Day," etc.).