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Values Survey Analysis November 2019

SUMMARY REPORT

August 2019

Mission: Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), educates and empowers students to lead their communities and change the world.

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Executive Summary

The Values Survey is a document that motivates and enables community engagement of Lincoln University, according to the strategic plan. The Values Survey demonstrates to the community of how their efforts and contributions maximize the impact of civic involvement. Each respondent participated in this survey to pursue an agreed purpose that is consistent with the strategic plan. The Values Survey is consistent with the strategic plan, which serves as an engagement of an ongoing process that is relevant for the current challenges and environment of Lincoln University.

Introduction

Values guide choices and actions. As aligned in theme 1 of the strategic plan, Lincoln University, “[uses] an inclusive process, [and develops] a values statement for the University that describes values in behavioral terms” (Strategic Themes, 2019). The University’s values should reflect what we as a University collectively believes about how the services we provide should be delivered. We say in our promotional materials “More than books and buildings, Lincoln University operates like a family. Students, alumni, faculty, and staff become an extended family...extended over a lifetime...with a deep and enduring interest in the success of every person who comes to Lincoln.”

The proposed values statement was developed based on concepts suggested by faculty and staff as part of the Fall 2018 Faculty/Staff Institute. Borrowed from the work of former Lincoln University President and renowned anthropologist, Niara Sudarkasa; the values survey is based on the traditional values of African American families. A draft of the Values Statement was reviewed by the Lincoln University Strategic Planning Council at its February 2019 meeting and modified based on the group’s feedback. These values are now being shared with the entire community to solicit advice about how best to ensure that these values are reflected in our work. The proposed core values, Respect, Responsibility, and Results should reflect how we work together as an extended family to achieve our vision and mission.

For each section, pertaining to respect, responsibility, and results, the Office of Institutional Effectiveness, Research, and Planning had gathered themes based on answers that respondents provided in the values survey.

Values Statement 1: Respect

To consider every member of the community worthy of high regard.

To demonstrate respect:

- ❖ We acknowledge the humanity and dignity of all members of the community in our daily interactions with each other – we are polite and kind;
- ❖ We actively listen to each other and seek to understand and appreciate diverse perspectives;
- ❖ We show consideration and appreciation for the time, talent and resources of others as we plan and execute our work; and
- ❖ We honor our traditions and champion the Lincoln Legacy.

Commitment

Themes for Commitment are demonstrated as:

1. Respect

Respondents indicated they want to respect other's opinions. Additionally, respondents mentioned to treat individuals at Lincoln University the way they want to be treated.

2. Listen

Respondents expressed for individuals at Lincoln University to actively listen to other people's ideas.

3. Responsivity

Respondents indicated for individuals at Lincoln University to follow through on projects, tasks, and responding to e-mails and phone calls.

4. Honesty

Respondents mentioned that individuals at Lincoln University should be able to work and operate with integrity.

Expectation of colleagues

Themes for expectation of colleagues are demonstrated as:

1. Communicate

Respondents mentioned the importance for colleagues to communicate effectively with individuals and their work at Lincoln University.

2. Acknowledgement

Respondents indicated the importance of colleagues recognizing other individuals' strengths and capabilities.

3. Respect

Respondents mentioned that their peers should respect them when they present specific ideas, along with valuing their individual opinions.

4. Appreciativeness

Respondents expressed for peers to display consideration towards deadlines and certain time constraints for their work.

Expectation of leadership

Themes for expectation of leadership are demonstrated as:

1. Guide

Respondents elaborated about how they needed clearer directions, and being led by example from their leaders.

2. Communicate

Respondents expect from their leaders about how to address issues proactively, along with operating with integrity that affects decision making.

3. Be Professional

Respondents mentioned there should be no bullying and issues of performance should be conducted in a private matter. Additionally, respondents indicated that those in positions of authority can show respect by treating individuals as adults.

Students' expectations from faculty

Themes for students' expectations from faculty are demonstrated as:

1. Teach

Respondents explained the importance of students expecting faculty to teach and helping students become prepared for the future beyond Lincoln University. Respondents also mentioned that students should expect faculty to make them more educated while enrolled at Lincoln.

2. Help

Respondents indicated that students should expect faculty to have an open-door policy. Additionally, respondents mentioned that students should expect faculty to display care and provide guidance for them when necessary.

3. Be professional

Respondents elaborated that students should expect faculty to treat students as adults and not treat them as children.

4. Communicate

Respondents indicated that students should expect faculty to explain the expectations of the course, along with the purpose of assignments for students to complete.

Students' expectations from staff

Themes from students' expectations from staff are demonstrated as:

1. Help

Respondents mentioned that students should expect staff to provide assistance and be a resource for them.

2. Be Professional

Respondents indicated that students should expect staff to exhibit customer service, and treat students as clients.

3. Listen

Respondents explained that students should expect staff to listen and help students in whatever way possible. Additionally, respondents mentioned that students should expect staff to understand the problems and issues they are going through.

4. To Lead

Respondents indicated that students should expect staff to act as mentors for students, to lead by example, and help the students grow.

Faculty and Staff expectations from students

Themes from faculty and staff expectations from students are demonstrated as:

1. Respect

Respondents indicated that faculty and staff should expect students to display respect to their peers, respect them as adults, and not use profanity.

2. Accountable

Respondents mentioned that faculty and staff should expect students to be accountable for their actions. To add on, respondents mentioned that faculty and staff should expect students to come prepared to class and/or meetings.

3. Be Professional

Respondents explained that faculty and staff should expect students to act professionally during their interactions with them.

4. Punctual

Respondents mentioned that students should be on time for class.

Values Statement 2: Responsibility

Quality or state of being responsible: able and willing to answer for one's conduct and obligations (trustworthy); able and willing to choose for oneself between right and wrong (accountable).

To demonstrate responsibility:

- ❖ We act with integrity and are guided by sound ethical practices in our personal and professional lives to serve as a positive example for our community;
- ❖ We understand, accept and perform our obligations to our students, our colleagues and the broader community;
- ❖ When things do not go as planned, we look for ways to improve- we do not point fingers or make excuses;
- ❖ We exercise restraint and consider the long-term future of the university in making decisions;
- ❖ We have high expectations and standards for ourselves, our students, our colleagues and the University. We, therefore, challenge each other to achieve excellence.
- ❖ We embrace the principle of reciprocity- giving back to others in gratitude for that which has been given to us; and
- ❖ We steward the University's resources with care to ensure sustainability for future generations.

Commitment

Themes for commitment are demonstrated as:

1. Collaborate

In order to demonstrate our commitment to the values of responsibility, we must commit to ask questions, and focus on problem-solving rather than finger pointing.

2. Influence

With support, we can learn from past mistakes and work together to reach our common goal.

Expectation of colleagues

Themes for expectation of colleagues are demonstrated as:

1. Influence

From our colleagues, we expect to be positively influenced by encouraging one another and providing constructive criticism.

2. Eminence

Create an environment of support and inclusiveness which will stimulate positive collaboration across the team.

Expectation of leadership

Themes for expectation of leadership are demonstrated as:

1. Accountable

Setting clear and defined goals for teams as well as individually; this demonstrates that our leaders accept responsibility for Lincoln University's success.

2. Explicate

In addition to working in accordance with the strategic plan, provide the necessary resources to complete tasks.

3. Empower

Leaders should encourage and empower staff, while having the ability to acknowledge and address concerns.

Students' expectations from faculty

Themes for students' expectations from faculty are demonstrated as:

1. Support

Students should expect faculty to be empathetic and demonstrate empathy beyond assignments, while making subject matters relevant.

2. Model

Students expect faculty to be a positive role model and support the process for higher learning.

3. Evolve

For faculty to promote the learning environment, educators should evolve and stay current in their role in order to prepare students for life after college.

Students' expectations from staff

Themes from students' expectations from staff are demonstrated as:

1. Conscientiousness

Students expect staff to be supportive and caring for a student who wants to succeed.

2. Ambition

Staff should create opportunities for growth, enhance the co-curricular experience by following up on their questions in a timely manner.

3. Accountable

Students expect staff to demonstrate in a professional manner even when the student may not use their best judgement or acknowledge the good works.

Faculty and Staff expectations from students

Themes from faculty and staff expectations from students are demonstrated as:

1. Progress

Faculty and staff expect students to take advantage of various learning opportunities provided, take ownership of their actions, and are respectful.

2. Demonstrate

Faculty and staff expect students to carry the Lincoln Legacy throughout all encounters; this includes designing the trajectory of their futures, and asking for guidance.

3. Effort

Students should always communicate their needs, show up to class, show effort, and demonstrate best practices in communication, negotiation and behavior.

Value Statement 3: Results

Beneficial or tangible effect (fruit): something obtained by calculation or investigation (outcome)

To achieve results:

- ❖ We seek to develop genuine positive and caring relationships with students, colleagues and members of the extended community;
- ❖ We share information broadly, remain curious about the world around us, and encourage new ideas and approaches to complex problems;
- ❖ We commit to continuous personal/professional development and learning to ensure that we remain relevant;
- ❖ We are mindful of and seek to mitigate our personal biases that might hinder our collective progress; and
- ❖ We actively look for opportunities to collaborate with others and to leverage financial, physical and human resources to the best advantage for the University.

Commitment

Themes for commitment are demonstrated as:

1. Communicate

Respondents indicated that they wanted to be informed of any changes that are occurring.

2. Be efficient

Respondents elaborated about giving your best effort, along with putting in a full day's worth of work.

3. Adaptable

Respondents had spoken about gathering and seeking new opportunities, and moving with the cheese.

4. Strategic

Respondents had mentioned about using data to make informed changes and continuing to achieve results.

5. Honesty

Respondents explained about operating with integrity in order to achieve results.

Expectations from Colleagues

Themes for expectation of colleagues are demonstrated as:

1. Communicate

Respondents mentioned the importance of discussing any problems that may be occurring in a department, along with providing constructive criticism to other individuals.

2. Motivate

Respondents indicated about providing encouragement, empathy, and energy towards other individuals.

3. To Lead

Respondents mentioned about contributing as a team player, along with working together as a team to figure out challenges.

4. Strategic

Respondents elaborated about using the data to make informed decisions and assessing what is and is not working inside and outside of their unit.

Expectations from leaders:

Themes for expectation of leadership are demonstrated as:

1. Communicate

Respondents mentioned about being informed of any changes that are occurring, along with giving clear directions. To add on, respondents mentioned about leaders and those in positions of authority needing to exercise transparency.

2. To Lead

Respondents indicated about those in positions of authority can help lead by example and utilize staff that displays their skills and talents.

3. Strategic

Respondents elaborated about those in positions of authority can show their commitment to achieving results by setting realistic goals. To add on, respondents mentioned about closing the loop and continuing to strive for improvement.

Students' expectations from faculty

Themes for students' expectations from faculty are demonstrated as:

1. Accountable

Respondents explained the importance of students expecting faculty to be available for students, along with having an open-door policy.

2. To Lead

Respondents indicated that students should expect faculty to lead by example.

3. Help

Respondents elaborated that students should expect faculty to help students with the goal of graduating, and guiding students with their career goals

4. Prepared

Respondents indicated that students should expect faculty to prepare students for the future, and having students apply their knowledge into their careers. Respondents also mentioned that faculty should help students with becoming educated while studying at Lincoln.

Students' expectations from staff

Themes from students' expectations from staff are demonstrated as:

1. Accountable

Respondents elaborated how students should expect staff to have an open door policy, and be able to provide assistance when needed.

2. To Help

Respondents indicated how staff should provide guidance to students, support students through graduation, and assist students with reaching their goals.

3. Support

Respondents mentioned that staff should empower students to do the best they can. Additionally, respondents indicated that staff should let students know that they have their backs.

Faculty and staff expectations from students

Themes from faculty and staff expectations from students are demonstrated as:

1. Respect

Respondents indicated how respect between faculty, staff, and students needs to be mutual. Additionally, other respondents mentioned that students need to respect the Lincoln University community and follow the rules.

2. Trust

Respondents elaborated of how students should trust the wisdom of faculty and staff.

3. Resourceful

Respondents mentioned that students should ask for help from faculty and staff when needed.

4. Success

Faculty and staff should expect to students to strive for greatness, to learn, liberate, and lead, and have students do their best for their own dreams.

Recommendations

The overall themes between respect, responsibility and results included the following: For respect, the themes are to be professional and collaborate; for responsibility, the themes are accountability and support; for results the themes are to lead and be strategic. Based on these big themes from the values survey, there are some recommendations that could be implemented to make Lincoln University a more inclusive teaching, learning, and working environment for faculty, staff and students.

Values Statement 1: Respect

Two of the biggest themes gathered and analyzed from respect were, communicate and be professional. Managers and heads of departments can incorporate communication by explaining the importance of effectively communicating with others inside and outside of their department. This can include having good email etiquette and collaborating to other individuals at Lincoln University of what they want or need help with. Faculty, staff, and students can communicate with each other in class or in one-on-ones of what their expectations are, so they gain respect for each another. This can include a faculty member communicating the purpose of their course to students, or a student communicating to a staff member of why they would like to meet.

For be professional, managers and heads of departments can explain to their coworkers about the importance of acting professional to other individuals at Lincoln University so they can have respect for one another. Faculty and staff can be professional to students by treating them as adults, and not as children, so students can gain respect towards them. Students can gain respect from faculty and staff by acting in an appropriate matter when students need to meet with them for assistance.

Values Statement 2: Responsibility

In order to achieve the Values of Responsibility, seek efforts for awareness-raising for prospective initiatives and clearly define goals. Recommendations for faculty would be to continually seek how to continue and expand the dialogue and activities to enhance an all-encompassing environment. Students should observe how education and activities can be correlated to future life experiences. Colleagues should motivate progressive relationship and work towards an effective rapport by instituting objectives.

Values Statement 3: Results

Identifiable themes gathered for results were to lead and be strategic. To lead, managers can implement this for their department for leading by example and showcasing their leadership to gain achievable results for their division. Additionally, managers can elaborate to their department about the importance of being a team player and incorporating the importance of utilizing others in their department for assistance. Faculty

and staff can be leaders to students, by providing examples in class or through one-on-one's with students about their expectations to achieving results.

For strategic, departments can communicate with each other about using data to make better informed decisions for their department. Also, departments can assess and evaluate about what is and is not working in their department to better achieve results. Similarly, faculty and staff can be strategic to students about ways they can improve in the classroom based on their grades, along with ways to enhance their overall experience at Lincoln University.

Other Recommendations

Departments could give additional presentations and workshops based on the big themes found in the values survey for respect, responsibility, and results. The Human Resources Department could present workshops to staff, the Center for Excellence in Teaching and Learning could present workshops to faculty, and the Deans of Students could give workshops to students. By having these workshops and presentations, this will make Lincoln University a more welcoming environment for faculty, staff and students.

Overall, by providing these recommendations based on the overall themes from respect, responsibility and results, this can help Lincoln University to become a more welcoming and all-encompassing campus where faculty, staff, and students can feel appreciated amongst each other.

Appendix

Survey Instrument Used for Values Survey

For each element of the Values Statement, respondents' response reflects the expectations of them and other members of the community to help create a culture of student success. For each section Respect, Responsibility and Result, each values statement responds to the questions listed below.

A. Respect

1. What do we expect from ourselves as members of this community? What must we do to demonstrate our commitment to the value of respect?
2. What do we expect from our peers? What do we want or need from our colleagues to demonstrate their respect for us and our work?
3. What do we expect from our leaders? How can those in positions of authority show respect for us and our work?
4. What should students expect from faculty to demonstrate respect for them?
5. What should students expect from staff to demonstrate respect for them?
6. What should faculty and staff expect from students to demonstrate respect?

B. Responsibility

1. What should faculty and staff expect from students to demonstrate responsibility for their success?
2. What do we expect from our colleagues? What do we want or need from our colleagues to show that they accept responsibility for our collective success?
3. What do we expect from our leaders? How can those in positions of authority demonstrate that they accept responsibility for LU's success?
4. What should students expect from faculty to demonstrate responsibility for their success?
5. What should students expect from staff to demonstrate responsibility for their success?
6. What do we expect from ourselves as members of this community? What might we do to demonstrate our commitment to the values of responsibility?

C. Results

1. What do we expect from ourselves as members of this community? What might we do to demonstrate our commitment to achieving results?
2. What do we expect from our colleagues? What do we want or need from our colleagues to show their commitment to achieving results?
3. What do we expect from our leaders? How can those in positions of authority show their commitment to achieving results?

4. What should students expect from faculty to demonstrate their commitment to achieving results?
5. What should faculty and staff expect from students to demonstrate their commitment to achieving results?
6. What should students expect from staff to demonstrate their commitment to achieving results?