

New Mexico State University

Aggie Leadership Training Academy

INSTITUTIONAL CORE VALUES FOR NEW MEXICO STATE UNIVERSITY



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New Mexico State University

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Introduction & Background

New Mexico (NM) was still a territory in 1888. In 1889, the NM Territorial Legislature authorized the creation of an agricultural college and experiment station in or near Las Cruces; the institution was designated as the land grant college for NM under the Morrill Act and was named the NM College of Agriculture and Mechanic Arts. In 1890, the Las Cruces College merged with the NM College of Agriculture and Mechanic Arts and by 1960, the school’s name was changed to New Mexico State University (NMSU).

NMSU is a Hispanic-serving, multicultural, Native American-serving institution with a population of more than 26,700 students. Students are located all over the state at the main campus in Las Cruces, four community college campuses, and 57 other locations, including cooperative extension offices located in all 33 New Mexico counties, 3 tribal cooperative extension offices, 13 agriculture experiment stations, and a satellite learning center in Albuquerque. NMSU offers associates, bachelors’, masters’ and doctoral degree programs in a variety of disciplines. In addition, various specialty program certificates, distance education programs and non-credit programs are also offered.

Inception of the Aggie Leadership Training Academy (ALTA)

In 2008-09, the NMSU Center for Learning and Professional Development began exploring the idea of developing an internal leadership training program for NMSU employees. The development and implementation of the program was delayed for several years for a variety of reasons such as budget challenges and changes in leadership. In 2014, to support succession planning initiatives, with the approval and support of the NMSU Chancellor, Garrey Carruthers, Executive Vice President and Provost, Daniel Howard, and Associate Vice President and Deputy Provost, Greg Fant, a task force comprised of faculty and professional staff from various NMSU departments (Table 1) was assembled and charged with creating the Aggie Leadership Training Academy (ALTA).

Table 1 ALTA Task Force Members	
Dr. Norma Grijalva, Chair Information & Communication Technologies	Mr. Glen Haubold Facilities and Services
Ms. Teresa Burgin Center for Learning & Professional Development	Dr. Bruce Huhmann Marketing Department
Mr. David Brockmeyer Center for Learning & Professional Development	Ms. Norice Lee NMSU Library
Dr. Thomas Dormody Dept. of Agricultural and Extension Education	Dr. Andrew Peña Human Resources Services
Ms. Jennifer Gabel Center for Learning & Professional Development	

During monthly planning meetings, the task force assembled the core program curriculum, recruited guest speakers and developed the idea for the final ALTA group project. Candidate selection criteria and an application process were also developed during the planning meetings.

An ALTA program web site, <http://training.nmsu.edu/leadership/alta/>, was established that described the ALTA program, candidate eligibility requirements, expected program goals and outcomes, session topics and a program syllabus. This site was linked to a second web site, <http://training.nmsu.edu/leadership/alta/alta-application-instructions/> that included program application instructions and application submission deadlines.

In July 2015, the ALTA program was officially unveiled to the NMSU community through mass emails to employees and other NMSU communication venues. The application period was open for approximately one month during which time completed applications were collected and task force members reviewed them before making their final selections. In early August 2015, notifications were sent out to employees that had been selected to participate in the program. Initially the task force selected 20 employees from the list of available applicants; however, over the course of the program 2 people dropped out. The remaining 18 people constitute the inaugural ALTA program cohort.

The initial cohort was composed of exempt staff employees with at least 1 direct report with representation from a cross-section of the NMSU system including:

- Main campus (Las Cruces),
- Branch campuses including Alamogordo, Carlsbad, and Dona Ana Community Colleges, and
- New Mexico Department of Agriculture (NMDA).

The ALTA is described on the program web site, <https://training.nmsu.edu/leadership/alta/>, as:

“...a unique opportunity for discovering your personal leadership capacities to support the University’s strategic priorities and diversity goals. ALTA is an initiative where participants engage monthly in a sustained dialogue within a learning community. The setting is safe and respectful, yet challenging. Those selected for the program will develop their leadership capacities to effectively interact with members of our university community and build open, dynamic, and respectful working and learning environments for all...”

The cohort met monthly between September 2015 and May 2016. Each session included some type of facilitated group dialog, selected readings, guest speakers and exercises designed to develop cohort members’ leadership skills (Appendix A). The ALTA leadership team, which consulted, mentored and facilitated the sessions over the course of the program included:

- Dr. Thomas Dormody,
- Dr. Yu-Feng Lee,
- Mr. David Brockmeyer,
- Ms. Teresa Burgin, and
- Ms. Jennifer Gabel.

Final ALTA Group Project - Defining Institutional Core Values for NMSU

In January 2016 the final group project, developing and defining a set of Institutional Core Values (ICVs) for NMSU, was introduced to the cohort.

Values have been defined as “*enduring beliefs about how things should be accomplished*” (Kouzes and Posner, 2012a). Organizations that have a clearly defined set of institutional core values (ICVs) benefit by:

- Instilling a greater sense of pride and loyalty,
- Promoting ethical behavior,
- Fostering productivity, and
- Encouraging the formation of high functioning teams (Kouzes & Posner, 2002).

Core values define the culture of an institution. While the mission and vision of an organization may change over time, ICVs remain constant and sustainable over the long term. This is why it is important for NMSU, as an organization, to clearly define and promote its own set ICVs which will:

- Empower employees and students,
- Motivate faculty, staff, and students,
- Cultivate a system-wide caring community, and
- Provide guidance for fulfilling the mission and vision of NMSU.

The value of ICVs has been recognized by the majority of NMSU peer institutions. Peer institutions are similar to NMSU either geographically, demographically and/or academically and are frequently used as benchmarks for evaluating various institutional performance indicators. The review of the web sites of 24 peer institutions identified by both the Rocky Mountain Business Officers and the Office of Institutional Analysis revealed that 20 out of 24 of them have defined and published their own set of ICVs (Table 2). Only four peer institutions, University of New Mexico, University of Texas at El Paso, Washington State University and Weber State University, did not have readily available ICVs published on their primary web site.

Table 2	
New Mexico State University Peer Institutions	
<i>Office of Institutional Analysis Peer Institution List</i>	<i>Rocky Mountain Business Officers Peer Institution List</i>
<i>Institutions Included on Both Lists</i>	
Colorado State University	Colorado State University
Montana State University	Montana State University
Oregon State University	Oregon State University
University of Arizona	University of Arizona
University of Idaho	University of Idaho
**University of New Mexico	**University of New Mexico
**University of Texas at El Paso	**University of Texas at El Paso
University of Wyoming	University of Wyoming

Utah State University	Utah State University
**Washington State University	**Washington State University
<i>Institutions Unique to Only One List</i>	
Texas Tech University	Arizona State University
Iowa State University	Boise State University
Kansas State University	Northern Arizona University
Oklahoma State University	University of Colorado Boulder
University of Nevada-Reno	University of Montana
	University of North Carolina Charlotte
	University of Oregon
	University of Utah
	**Weber State University

**No ICVs found on the institution’s main web site.

Methodology

Site Setting

This study represented a cross section of the NMSU system including participation from:

- New Mexico Department of Agriculture (NMDA),
- NMSU Alamogordo,
- NMSU Carlsbad,
- NMSU Dona Ana,
- NMSU Grants, and
- NMSU Las Cruces.

Study Instruments

ICV Profiles and Stakeholder Surveys

- 1) After reviewing several seminal texts on leadership values, Dr. Tom Dormody selected the value list found in *The Leadership Challenge Workbook* (Kouzes & Posner, 2012b) to use as the initial set of 52 ICVs for this study (Appendix B). The questionnaire also included a spot where participants could write in up to two values not included in the list.
- 2) As an introduction to the Kouzes and Posner Values Questionnaire (K&P Questionnaire), each ALTA team member initially completed the questionnaire to determine their personal values. Team members selected their top 7 personal values from the list of 52. The results of the individual personal values surveys were compiled and a personal values profile for the group was developed.
- 3) The 18 ALTA team members completed the K&P Questionnaire a second time to determine individual top 7 ICVs for NMSU. The individual results were compiled and a frequency count used to identify the top 7 ICVs for the group. Ultimately, 8 ICVs were chosen to be included in the group values profile because of a four-way tie for fifth place. These data

were later used to represent the “Exempt Staff” cohort in the larger values survey discussed below.

- 4) The values survey (Appendix B) was extended to include other NMSU stakeholders by having each team member collect survey data from 5 additional, specific, NMSU stakeholder groups using the K&P Questionnaire. The extended cohorts surveyed were:
 - 1) Students (full-time),
 - 2) Non-Exempt Staff,
 - 3) Faculty,
 - 4) Administrators, and
 - 5) External Stakeholders.

The “External Stakeholder” group could include NMSU alumni, donors or participants in, or recipients of, a NMSU-driven program. As noted above, the ALTA cohort data were added to the extended survey data and represented the “Exempt Staff”. This increased the number of NMSU stakeholder groups surveyed to six.

- 7) After the initial extended survey was completed, team leaders decided it was important to increase the representation of the Student cohort. Each team member collected survey data from one additional student, which increased the Student cohort sample size from 17 to 35.
- 8) All data from the extended survey were compiled and the top 7 ICVs for each stakeholder group were identified using frequency analysis. (See Table 5 for a listing of all the decision rules followed to select or exclude values).

Text-based Discourse Analysis

- 1) Dr. Yu-Feng Lee and Dr. Dormody concluded that existing key strategic documents already within the NMSU system should also be reviewed to identify any core values that may be listed within them. Dr. Lee, an expert in organizational values, reviewed and extracted values data from the following documents:
 - NMSU Vision 2020 and
 - Strategic planning documents from four NMSU community Colleges including Alamogordo, Carlsbad, Dona Ana and Grants.

These data were added to the larger values data set.

- 2) A review of strategic planning documents at peer institutions was also conducted and these data were cross-referenced and compared to the potential ICVs identified from stakeholder surveys and NMSU document review. A listing of the peer institution information is included in Table 1 in the Introduction section.

Through an iterative process lasting several months, frequency analyses of compiled data and extensive ALTA group discussions were used to identify both a set of 20 potential ICVs for further study and a core set of 8 ICVs for immediate consideration.

Results

ALTA Cohort

The top 8 core values for NMSU as defined by the 18 members of the ALTA cohort are shown in Table 3. Each participant selected 7 values from a list of 52. Frequency counts are shown in parentheses. These results also represent the “Exempt Staff” stakeholder group in the NMSU stakeholder extended survey discussed below.

Table 3 ALTA Cohort Group Top ICVs for New Mexico State University		
Achievement (13)	Honesty / Integrity (7)	Service (7)
Communication (7)	Innovation (8)	Teamwork (7)
Diversity (13)	Quality (11)	

Extended Stakeholder Surveys

When the frequency count data from the extended survey of the other 5 NMSU stakeholder groups were analyzed using decision rules b-g listed under Table 5, the list of top ICVs for NMSU grew to 16 (Table 4).

Table 4 New Mexico State University Stakeholders Top 16 ICVs		
Achievement	Honesty / Integrity	Service
Communication	Innovation	Teamwork
Diversity	Quality	Growth
Productivity	Trust	Dependability
Equity / Fairness*	Respect	Open-mindedness
Discovery		

*named as “Equality” on the list of 52 values.

One student survey had “Discovery” as a write-in value. Even though this value was a write-in on a single survey the group felt it was important to include it in the NMSU ICV list.

“Discovery” is the central theme and guiding principle for NMSU and considerable time and effort have been invested in promoting this principle. A number of other write-in values were dismissed as potential ICVs because the group felt they either overlapped with other values or were not as central or important to NMSU as other values.

NMSU Document Review

As mentioned above, Dr. Lee reviewed key NMSU strategic planning documents and extracted core values cited in the documents. She found 31 core values cited in these documents, 26 of which were already included in the original list of 52 values. Five additional core values found in the documents, Community, Opportunity, Leadership, Stewardship and Excellence were added to the list for consideration as ICVs.

The group began the process of modifying the value list including combining similar values. During group discussions the following decisions were made:

- 1) Creativity was added as an ICV.
- 2) Family, Happiness, Harmony, Health, and Spiritual Faith were combined into a Balance in Life value which is cited in McFarland, Senn, and Childress (1994) as one their “winning shared values in a healthy culture”. Balance in life is a particularly important value to millennials. Research has shown that this group is willing to give up job promotions and salary, relocate, or even quit their jobs in order to have a better work/life balance (Twaronite, 2015). To attract and retain millennials as students or employees, it is important to recognize this and demonstrate that, as an institution, we have an understanding of their need for balance in life. For these reasons the group felt it was important to include “Balance of Life” as a core value despite its relatively low frequency counts in the categories we used to make up this master value.
- 3) Cohesiveness and Loyalty were combined with Teamwork and both were removed from the list as separate values.
- 4) Courage and Flexibility were combined with Open-Mindedness and removed as from the list as separate values.
- 5) Community was added as an ICV.

Peer Institution Review

As noted in the Introduction and Methodology sections, the group reviewed the primary web sites of 24 peer institutions for published ICVs. Twenty out of 24 of the peer institutions had published ICVs. Peer institution ICVs were compiled and compared to the proposed NMSU ICVs. A total of 44 unique ICVs were extracted from the peer institution data of which 27 matched a value on the original list of 52 while 17 did not. Overall, the peer institutions matched up very well with the proposed top 20 and top 8 NMSU ICV lists (Tables 5, 6, and 7). The peer institution ICV profile included all of the top 8 proposed NMSU ICVs and 13 of the top 20 NMSU ICVs. Based on meeting decision rules for being in the top 7 for both peer institution groups, the value “Accountability” was added to the list of the top 20 NMSU ICVs.

The most important finding during this portion of the study was that 20 out of 24 of NMSU’s peer institutions have published ICVs on their web sites. The value of ICVs has clearly been recognized by the majority of NMSU peer institutions and NMSU should join their ranks and reap the benefits of having a unique set of ICVs.

Process for Narrowing Down the ICV List

After all the data from the surveys, NMSU document review and peer institution reviews were collected and compiled, the team met to narrow the list down to the top 20 candidate ICVs for NMSU. At the end of the discussion, the 20 values listed in Tables 5 and 6 were chosen. The team grouped Honesty and Integrity together as well as Equity and Fairness because of their similarities.

The values of Diversity and Respect each received a high frequency count and were present in NMSU documents, documents from our peer institutions, and were individually selected for the top 7 by 5 out of 6 survey groups. The cohort felt that Respect, as a universal concept, should be a foundation for Diversity and decided to group them together in the list of 8 ICVs (Table 7), but allow them to remain separate in the list of top 20 candidate ICVs (Tables 5 and 6).

Table 5 lists the top 20 ICVs and identifies how each was selected. By reviewing the table, the reader can see the number of decision rules each value met for inclusion in the list.

**Table 5
Breakdown of the Decision Rules Used for Choosing the Top 20 ICVs**

The ALTA Cohort	Decision Rules Met	Extended Stakeholder Surveys	Decision Rules Met	NMSU Documents, Peer Institutions, and Consensus	Decision Rules Met
**Achievement	a,b,c,d,e,f,g,h	Growth	c,g,h	Creativity	m
**Communication	a,b,c,d,e,f,g	Productivity	e,h	**Balance in Life	i
**Diversity	a,b,d,e,f,g,k,l,m	Trust	c,d,g,h	Accountability	k,l
**Honesty/ Integrity	a,b,c,d,e,f,g,h,k,l	Dependability	g	Community	h
**Innovation	a,f,g,m	Equity/Fairness	g,h		
**Quality	a,g,k,l,m	**Respect ^a	b,c,d,e,f,g,h,k,l		
**Service	a,d,g,k,l,m	Open-mindedness	g,f		
Teamwork	a,c,e,g,h	Discovery	j		

KEY Decision Rules for Inclusion in the Top 20	
a	ALTA cohort top 7 values
b	Students top 7 values
c	Non-exempt staff top 7 values
d	Faculty top 7 values
e	Administrators top 7 values
f	External stakeholders top 7 values
g	Total from all surveys >25
h	NMSU documents
i	Combined survey categories to get a frequency of 34 followed by group consensus
j	Write-in by one student and our University trademark
k	Peer Institutions top 7 Values
l	Rocky Mountain Business Officers (RMBO) top 7 Values
m	Top 5 most often mentioned in NMSU documents

** Selected as a top 8 ICV for NMSU

^aCombined with Diversity into a single value in final top 8 ICV selection

Table 6 Summary Top 20 New Mexico State University ICVs			
Accountably	Achievement	Balance in Life	Communication
Community	Creativity / Innovation	Dependability	Discovery
Diversity	Equity / Fairness	Growth	Honesty / Integrity
Innovation	Open-mindedness	Productivity	Quality
Respect	Service	Teamwork	Trust

From the list of the top 20 ICVs the team was challenged to narrow the list down further to the top 8 ICVs. Following a vigorous debate the team narrowed the list down to the final 8 ICVs or the “Great Eight” for NMSU (Table 7). The decision rules used for inclusion in the top 20 ICVs are in parentheses in the table. The letters correspond to the Table 5 key.

Table 7 Top 8 ICVs for New Mexico State University	
Achievement (a,b,c,d,e,f,g,h)	Honesty / Integrity (a,b,c,d,e,f,g,h,k,l)
Balance in Life (i)	Innovation (a,f,g,m)
Communication (a,b,c,d,e,f,g)	Quality (a,g,k,l,m)
Diversity (a,b,d,e,f,g,k,l,m) / Respect (b,c,d,e,f,g,h,k,l)	Service (a,d,g,k,l,m)

Finally, one team member, Corey Barela-Eubank, with the support of the ALTA team, crafted a concise values statement, which sums up why adopting these core values are important to NMSU.

Final ALTA Values Statement and NMSU Values List

“At NMSU, our values are important because they become the deeply ingrained principles and fabric that guide our behavior, our decisions, and our actions – these are the values that our internal and external communities expect of themselves when representing NMSU. These are the values that, as a collective community, reflect who we are and when we are at our best in our drive to create a cultural environment that inspires leadership and excellence at every level of the institution.”

- *Achievement*
- *Balance in Life*
- *Communication*
- *Diversity / Respect*
- *Honesty / Integrity*
- *Innovation*
- *Quality*
- *Service*

Recommendations

Based on the research, analysis of data collected, and considerable discussion, the ALTA team developed two recommendations for consideration by NMSU leadership. The ALTA cohort recommends adoption of Option One but both options are detailed below.

Option One

It is the recommendation of the ALTA cohort that NMSU leadership adopt the Values Statement and the eight ICVs developed by the team's analysis of the data. The variety of data that were collected and the research conducted, demonstrate that the Values Statement and eight ICVs truly represent the core values of NMSU. The adoption and implementation of the Values Statement and ICVs will serve to create a common bond among people and foster a culture of community across the NMSU system that will prevail even during difficult times.

Option Two

The second option is to take a more conservative approach and use the top 20 ICVs identified by the ALTA team. The NMSU community could participate in the selection of the final eight ICVs and development of a Values Statement. With this option we recommend developing and deploying an on-line values survey for NMSU faculty, staff, students, and other stakeholders. Once the survey is complete, the data can be analyzed to determine the top ICVs. A Values Statement could then be developed that incorporates the top ICVs chosen by the community.

Regardless of which option is selected, it will take time to implement and incorporate the values into the system. Marketing will be necessary to get community buy-in and fully incorporate the values into the culture of NMSU. The steps to integrate core values include:

- 1) Beginning at the top, the leaders of the institution must set the tone.
- 2) Unfreeze the current culture at NMSU by using team training and practicing widespread inclusivity.
- 3) Revise the old culture at NMSU and reinforce the new culture. Old baggage must be left behind and people must mentor others in the benefits of a new culture.
- 4) The integration process must be monitored to evaluate what is working and change what is not. (McFarland et al., 1994)

A robust marketing campaign will be needed to implement and reap the full benefits from the Values Statement and ICVs. The Values Statement should be incorporated into Vision 2020 under mission and vision. The Values Statement and ICVs could be introduced to new students and employees early in their careers by incorporating them into initial orientation materials. The Values Statement and ICVs should be advertised to faculty, staff, students, and stakeholders through the creative use of:

- A dedicated web site,
- Social media promotions, and
- Strategic placement of ICVs on NMSU promotional materials such as the back of NMSU business cards, T-shirts, posters, flyers, etc.

The ALTA team is fully confident that if the NMSU leadership supports this initiative as well as the steps necessary to fully promote and integrate the ICVs and the Values Statement into the University system, the benefits will far outweigh the small cost of implementing this program.

Conclusion

Thank you to the NMSU administration for supporting the ALTA program and considering our recommendations for Institutional Core Values (ICV).

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Appendix A - ALTA Session Topics and Presenters

Session 1: Taking the First Step - September 11, 2015

- Chancellor Carruthers' Vision and View of Leadership
- The History and Development of New Mexico State University
- The Leadership Challenge

Presenters: NMSU Chancellor, Dr. Garrey Carruthers, NMSU Provost, Dr. Dan Howard, NMSU Regent, Mike Cheney, Greg Walke, Ben Woods and Dr. Tom Dormody

Session 2: Establishing Your Foundation - October 9, 2015

- Building Alliances and Caring Communities
- Personal Foundation

Presenters: Dr. Jeanne Gleason, Dr. Barbara Chamberlin, Dr. Tom Dormody

Session 3: Planning for the Future - November 13, 2015

- NMSU Vision 2020 and Strategic Planning
- Leading Change and Developing Others

Presenters: Dr. Dan Howard, Angela Throneberry, Ms. Norice Lee, Dr. Tom Dormody

Session 4: Making Sound Decisions - January 15, 2016

- Ethics, Service, and Community
- Emotional Intelligence, Well-being and Mindfulness workshop

Presenters: Dr. Emilia O'Neill, Dr. Renay Scott, Dr. Monica Torres

Session 5: Communication is the Key - February 12, 2016

- Effective Communication and Team Leadership
- Alternative Dispute Resolution and Conflict Resolution workshop

Presenters: Dr. Bernadette Montoya, Cynthia Olson

Session 6: Organizational Culture and Values - March 11, 2016

- Introduction to Organizational Culture and Values workshop
- Cultural Diversity and Organizational Success

Presenters: Dr. Luis Vasquez, Dr. Yu-Feng Lee, Dr. Tom Dormody

Sessions 7 & 8: Group Project Preparation - April 8, 2016, May 13, 2016

Appendix B – Example Survey Questionnaire and Guidelines for Administering “Clarifying Our Core NMSU Values”

Clarifying Our Core NMSU Values

Adapted from “The Leadership Challenge Workbook” (Kouzes & Posner, 2012b)

Dear **NMSU Student**: Which values are most representative of an outstanding culture at New Mexico State University (NMSU)? Please review this list of some commonly held values. On the blank lines at the end of the list, add any values you think are missing. Then put a check mark (✓) next to the **seven values** that you feel are most important for NMSU and its students, faculty, staff, administrators, and other representatives to model. Just check your top seven.

- | | | |
|--|---|--|
| <input type="checkbox"/> Achievement/Success | <input type="checkbox"/> Dependability | <input type="checkbox"/> Happiness |
| <input type="checkbox"/> Autonomy | <input type="checkbox"/> Discipline | <input type="checkbox"/> Harmony |
| <input type="checkbox"/> Beauty | <input type="checkbox"/> Diversity | <input type="checkbox"/> Health |
| <input type="checkbox"/> Challenge | <input type="checkbox"/> Effectiveness | <input type="checkbox"/> Honesty/Integrity |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Empathy | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Competence | <input type="checkbox"/> Equality | <input type="checkbox"/> Humor |
| <input type="checkbox"/> Competition | <input type="checkbox"/> Family | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Courage | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Innovation |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Friendship | <input type="checkbox"/> Intelligence |
| <input type="checkbox"/> Curiosity | <input type="checkbox"/> Freedom | <input type="checkbox"/> Love/Affection |
| <input type="checkbox"/> Decisiveness | <input type="checkbox"/> Growth | <input type="checkbox"/> Loyalty |
| <input type="checkbox"/> Open-Mindedness | <input type="checkbox"/> Respect | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Patience | <input type="checkbox"/> Risk Taking | <input type="checkbox"/> Trust |
| <input type="checkbox"/> Power | <input type="checkbox"/> Security | <input type="checkbox"/> Truth |
| <input type="checkbox"/> Productivity | <input type="checkbox"/> Service | <input type="checkbox"/> Variety |
| <input type="checkbox"/> Prosperity/Wealth | <input type="checkbox"/> Simplicity | <input type="checkbox"/> Wisdom |
| <input type="checkbox"/> Quality | <input type="checkbox"/> Spirituality/Faith | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Recognition | <input type="checkbox"/> Strength | <input type="checkbox"/> _____ |

Guidelines to the ALTA Cohort for Administering the Survey

Who to Survey

1. Don't utilize anyone from your unit (you're representing your unit)
2. For your group members who have a NMSU unit affiliation (e.g., an office like “Employee Health Services” or academic department like “Biology”), utilize no more than one representative per unit. If you know it, list each stakeholder's NMSU unit affiliation in the spaces below.
3. Stakeholder representations
 - a. One current, full-time NMSU student
 - b. One current, non-exempt, and non-supervisory NMSU staff member
 - c. One current, full-time NMSU faculty member

- d. One current, full-time NMSU administrator
- e. One external NMSU stakeholder [e.g., alumnus or alumna, donor, or participant in/recipient of NMSU mission-driven programming (teaching, research, Extension or outreach, and/or service programming)].

Administering “Clarifying Our Core NMSU Values”

1. Let the people you approach to be in your group know they can be part of a NMSU focus group to help clarify the most important values for NMSU to represent.
2. Make sure they know that their participation is completely voluntary and completely anonymous (no names will be utilized anywhere or at any time and results will be combined by stakeholder group).
3. Read the “Clarifying Our Core NMSU Values” directions with the participant. Check for understanding. Check once again if the person is willing to volunteer to participate.
4. Provide a pencil or pen if necessary. Stay with the participant, but sit away from them while they complete the exercise.
5. Have them slip their completed “Clarifying Our Core NMSU Values” into a labeled manila envelope.
6. Drop off your surveys and the list of NMSU unit affiliations below in their labeled manila folder to Jennifer Gabel in Academic Research B, Room 101B or scan the surveys and e-mail them to Jennifer at jgabel@nmsu.edu by Friday, February 26. **Please don’t send them by inter-office mail.**

Appendix C – ALTA Cohort

ALTA Cohort 2016		
NAME	TITLE	NMSU DEPARTMENT
Roseanne Bensley	Associate Director, Career Services	Student Affairs and Enrollment Management – Career Services
Mark Blachford	Supervisor, Plant Operations	FS Operations and Utilities
Diana Campos	CC Director, Financial Aid, MD	CACC Counsel and Student Services Center
Melissa Chavira	Director, Web Communications	Web and Digital Communications
Olga Conter	Manager, Enterprise Application Administration	ICT Enterprise Information Systems
Roy (Dustin) Cox	Division Director, NMDA	NMDA Dairy Bureau and Laboratory
Corey Barela-Eubank	Manager, Systems Administration	CACC Carlsbad CC
Vickie Galindo	CC Director, Community Education Custom Training LG	DACC Community Education Program
Carol Hicks	Director, TRIO Student Support Services Program	Student Affairs and Enrollment Management – Student Success Center
Sharon Jenkins	CC Director, Library Services, MD	ALCC Library
Anthony Marquez	Manager, Unit Systems/Tech Support	New Mexico Department of Agriculture
Valeria Olsson	Business Manager, I	University Financial Aid and Scholarship Services
Lora Ross	Director, Adult Basic Education	DACC Adult Basic Education Division
Abel Sanchez	Director, Computer Support	Research IT Support
David Schoep	Manager, Radiation Safety	Environmental Health & Safety
Virginia Tucker	Associate Director, Financial Aid	University Financial Aid and Scholarship Services
Jason White	Director, Golf Course	Golf Course
Rene Yoder	Director, Benefit Services	Human Resource Services, Benefit Services