

FHSU Values Survey 2022



Conducted for
University Values Committee

April 2022



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Mission:
To Facilitate Effective Public Policy Decision-Making

The staff of the Docking Institute of Public Affairs and its University Center for Survey Research are dedicated to serving the people of Kansas and surrounding states.

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Executive Summary

All respondents were grouped into one of the six mutually exclusive subcategories for this report: campus students, online students, faculty serving more than 5 years at FHSU, faculty serving 5 or fewer years, staff serving more than 5 years at FHSU, and staff serving 5 or fewer years. From the online survey of 569 FHSU students and 193 faculty and staff between February 28, 2022, and March 31, 2022, the Docking Institute finds the following.

FHSU is Enacting the Value:

- All six respondent categories rate the extent to which FHSU is enacting the core aspirational (knowledge & scholarship, innovation & entrepreneurship, and global engagement) values higher than the midpoint (5.0) of the metric (0-10). That pattern holds for the aspirational values of community and of diversity & inclusion. On the aspirational value of integrity and transparency the mean score for faculty of more than 5 years at FHSU is 5.0, and it is below the mid-point of the metric among staff of more than 5 years at a mean of 4.6.
- Online students have the highest ratings on the extent to which FHSU is enacting its values, and campus students offer the second (or are tied for second) highest rating on four of the six: knowledge & scholarship, community, diversity & inclusion, and integrity & transparency. Campus students are still relatively high on the remaining values: innovation & entrepreneurship and global engagement.
- Staff of 5 or fewer years with FHSU tend to show the third highest ratings, and they are second highest on two values: innovation and entrepreneurship and global engagement. Staff of more than 5 years tend to rate most values similarly to those of 5 or fewer years, with the exceptions of community and integrity & transparency, on which the longer serving staff have a full point lower mean score.
- Faculty tend to exhibit the lowest ratings on most values (but are still at the midpoint of the metric – 5.0 -- or higher on all values), and there is little difference between faculty of 5 or fewer years and the longer serving faculty.

FHSU is Genuinely/Authentically Engaging the Value:

- All six respondent categories rate the extent to which FHSU is genuinely/authentically engaging all values higher than the midpoint (5.0) of the metric.
- Online students have the highest ratings on the extent to which FHSU is genuinely/authentically engaging its values, and campus students offer the second highest rating on the three aspirational values: community, diversity & inclusion, and integrity & transparency. Campus students are also relatively high in their ratings of the core values: knowledge & scholarship, innovation & entrepreneurship, and global engagement.

- Staff of 5 or fewer years with FHSU are second highest on the three core values: knowledge & scholarship, innovation & entrepreneurship, and global engagement. Staff of more than 5 years tend to rate most values similarly to those of 5 or fewer years, with the exceptions of community and integrity & transparency, on which the longer serving staff have about a full point lower mean score.
- Faculty tend to exhibit the lowest ratings on most values (but are still at the midpoint of the metric – 5.0 -- or higher on all values). There is little difference between faculty of 5 or fewer years and the longer serving faculty, with the exception of integrity & transparency, on which the longer serving faculty have a full point lower mean score.

Importance of FHSU Having the Value Among Its Guiding Institutional Values:

- All six respondent categories rate very high the importance of each value for inclusion in the set of FHSU's institutional guiding values, with a mean score among every category of respondents on every value greater than 7.0 on the 0 - 10 metric.
- Online students tend to hold or share highest mean importance score on all values.
- Faculty of more than 5 years have the highest score on integrity & transparency, and score second on knowledge & scholarship and community. The longer-term faculty have a higher mean score than faculty of 5 or fewer years on each of the six values, and the mean among longer-term faculty is almost a full point higher on community than faculty of 5 or fewer years with FHSU.
- Staff of 5 or fewer years with FHSU tend to score importance of the values higher than longer-term staff, with only the integrity & transparency not fitting the pattern.

FHSU Values Awareness and Familiarity Levels:

- Almost three-fourths of faculty report being aware of the values prior to taking this survey, and just under two-thirds of staff report being aware. Only a little more than a third of students indicate being aware of the values. Differences among the faculty and the staff by time worked at FHSU (more than 5 years compared to 5 years or fewer) are negligible, as is the difference between online and campus students.
- Those indicating awareness of the values prior to the survey were asked a follow-up question about their level of familiarity with the set of values. Faculty of more than 5 years and staff of more than 5 years indicate the highest levels of familiarity with a combined percentage of "very familiar" and "familiar" at about 69% and 59%, respectively. Students indicate the lowest levels of familiarity with the FHSU values.

Research Objectives and Methods

On behalf of FHSU President Dr. Tisa Mason, the FHSU University Values Committee asked the Docking Institute of Public Affairs (Institute) to design and conduct an online survey of FHSU students, faculty, and staff about their experience with and perceptions of FHSU's core and aspirational values. These values were articulated in 2018 during a strategic planning initiative involving all internal stakeholder groups and facilitated by an external consultant. In 2018, values identified as “core” were considered to be reflective of the FHSU experience at that time, while “aspirational” values were considered to be those for which FHSU is aiming with time and intentional activity. These FHSU core and aspirational values were endorsed then by Faculty Senate, Staff Senate, Student Government Association, President’s Cabinet, and the Foundation Board.

Information objectives and questionnaire items were co-created by Institute staff and members of the University Values Committee (Committee). The final questionnaire is provided as Appendix 2. The survey is part of a year-long, multi-method environmental scan of how students, faculty, and staff perceive and engage with FHSU’s values. The survey was designed for consistency with lines of inquiry that guided focus group research among students, faculty, and staff in 2021.

Primary research objectives were to measure:

- the extent to which students, faculty, and staff perceive FHSU to be enacting each core and aspirational value
- the extent to which students, faculty, and staff perceive FHSU to be intent on realizing the value, to really “mean it”
- the extent to which students, faculty, and staff consider each value to be an important guiding value for FHSU
- awareness and familiarity with the set of values prior to being surveyed

From the lists of students, faculty, and staff, the Institute removed only members of the Committee and members of the Institute staff from the invitation. The list of faculty as of February 2022 was provided by FHSU Human Resources. All full-time, part-time, adjuncts, and China faculty were invited by email to participate in the survey. FHSU-HR also provided the list of staff as of February 2022. This resulted in a total of 1,280 faculty and staff invited to participate. The Institute asked the FHSU Office of Institutional Effectiveness and Quality Improvement for a list of all students taking at least one credit-hour in the spring 2022 semester (China partnership students pursuing dual degrees in China were excluded) and requested that any FHSU faculty or staff member taking course credit in S22 be excluded from the list (since faculty or staff would be invited from the lists provided by HR). A total of 9,542 students were invited to participate.

Optional entry into a drawing for one of fifty \$20 Amazon.com eGift cards was provided as a participation incentive. The online survey ran from February 28, 2022, to March 31, 2022. Two waves of email invitations were issued, one before FHSU’s spring break and one after. A total of 10,822 were invited, and 769 usable responses were received (six omitted for answering none of the topical questions nor demographics),

yielding an overall response rate of 7.1% (769/10,822). The response rate among students was 6.0%, and the response rate among faculty and staff was 15%.

Appendix 1 is a demographic profile of respondents.

The Institute also agreed to conduct summary data analysis and provide the Committee with a brief technical report of descriptive results primarily via color graphs/charts. As explained to invitees in the survey consent document, the Institute is also providing only anonymized survey data to the Committee for its own additional uses.

Prior to rating the extent to which FHSU is enacting the value, a list of core and aspirational values along with FHSU's definition of each was provided to the respondent. This description of each value immediately preceded the rating metric, allowing the respondent to easily refer back to the description as needed:

Core Values

Knowledge and Scholarship -- Knowledge transforms the human experience. We value inquiry, discovery, and the dissemination of knowledge that leads to intellectual, social, and economic advancements.

Innovation and Entrepreneurship -- We think big. We solve problems. We seek and confront challenges and embrace strategic risks that turn great ideas into exceptional pathways.

Global Engagement -- We transcend geographic and cultural boundaries. We build partnerships and opportunities that connect our students to the world.

Aspirational Values

Community -- We are responsible to one another and for one another. We support our students, faculty, staff, and alumni as we build a better world, starting with our local community, region, and state, and continuing beyond geographic boundaries.

Diversity and Inclusion -- Everyone matters. We celebrate difference and foster dignity, understanding, respect, and opportunity for all.

Integrity and Transparency -- We do what is right. Our decisions are thoughtful, ethical, visible, and inclusive. Decisions reflect input from multiple perspectives.

FHSU is Enacting the Value

Figure 1 charts mean score on extent to which FHSU is enacting the three core and three aspirational values. All respondents were grouped into one of the six mutually exclusive subcategories in the chart. The number of survey respondents in each category is also specified in the legend. Analyzing the mean score for six categories of respondents allows for both comparison among respondent categories on each value, as well as comparison of each respective category across the different values.

Figure 1 shows that all six respondent categories rate the extent to which FHSU is enacting the core aspirational (knowledge & scholarship, innovation & entrepreneurship, and global engagement) values higher than the midpoint (5.0) of the metric (0-10). That pattern holds for the aspirational values of community and of diversity & inclusion. On the aspirational value of integrity and transparency the mean score for faculty of more than 5 years at FHSU is 5.0, and it is below the mid-point of the metric among staff of more than 5 years at a mean of 4.6.

Online students have the highest ratings on the extent to which FHSU is enacting its values, and campus students offer the second (or are tied for second) highest rating on four of the six: knowledge & scholarship, community, diversity & inclusion, and integrity & transparency. Campus students are still relatively high on the remaining values: innovation & entrepreneurship and global engagement.

Staff of 5 or fewer years with FHSU tend to show the third highest ratings, and they are second highest on two values: innovation and entrepreneurship and global engagement. Staff of more than 5 years tend to rate most values similarly to those of 5 or fewer years, with the exceptions of community and integrity & transparency, on which the longer serving staff have a full point lower mean score.

Faculty tend to exhibit the lowest ratings on most values (but are still at the midpoint of the metric – 5.0 -- or higher on all values), and there is little difference between faculty of 5 or fewer years and the longer serving faculty.

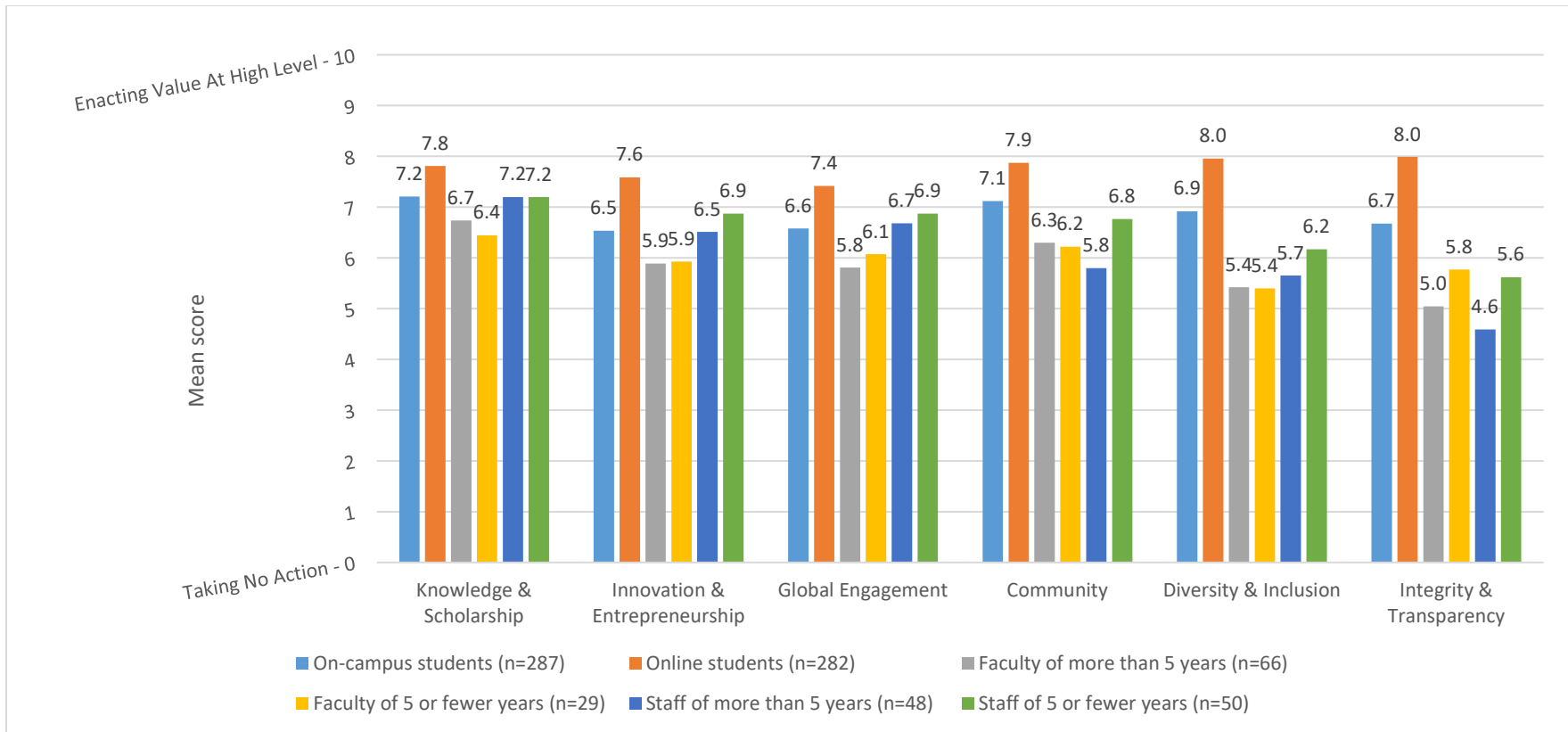


Figure 1. Mean score on extent to which FHSU is enacting the value

FHSU is Genuinely/Authentically Engaging the Value

Figure 2 charts mean score on extent to which FHSU is genuinely/authentically engaging the three core and three aspirational values. All respondents were grouped into one of the six mutually exclusive subcategories in the chart. The number of survey respondents in each category is also specified in the legend. Analyzing the mean score for six categories of respondents allows for both comparison among respondent categories on each value, as well as comparison of each respective category across the different values.

Figure 2 shows that all six respondent categories rate the extent to which FHSU is genuinely/authentically engaging all values higher than the midpoint (5.0) of the metric.

Online students have the highest ratings on the extent to which FHSU is genuinely/authentically engaging its values, and campus students offer the second highest rating on the three aspirational values: community, diversity & inclusion, and integrity & transparency. Campus students are also relatively high in their ratings of the core values: knowledge & scholarship, innovation & entrepreneurship, and global engagement.

Staff of 5 or fewer years with FHSU are second highest on the three core values: knowledge & scholarship, innovation & entrepreneurship, and global engagement. Staff of more than 5 years tend to rate most values similarly to those of 5 or fewer years, with the exceptions of community and integrity & transparency, on which the longer serving staff have about a full point lower mean score.

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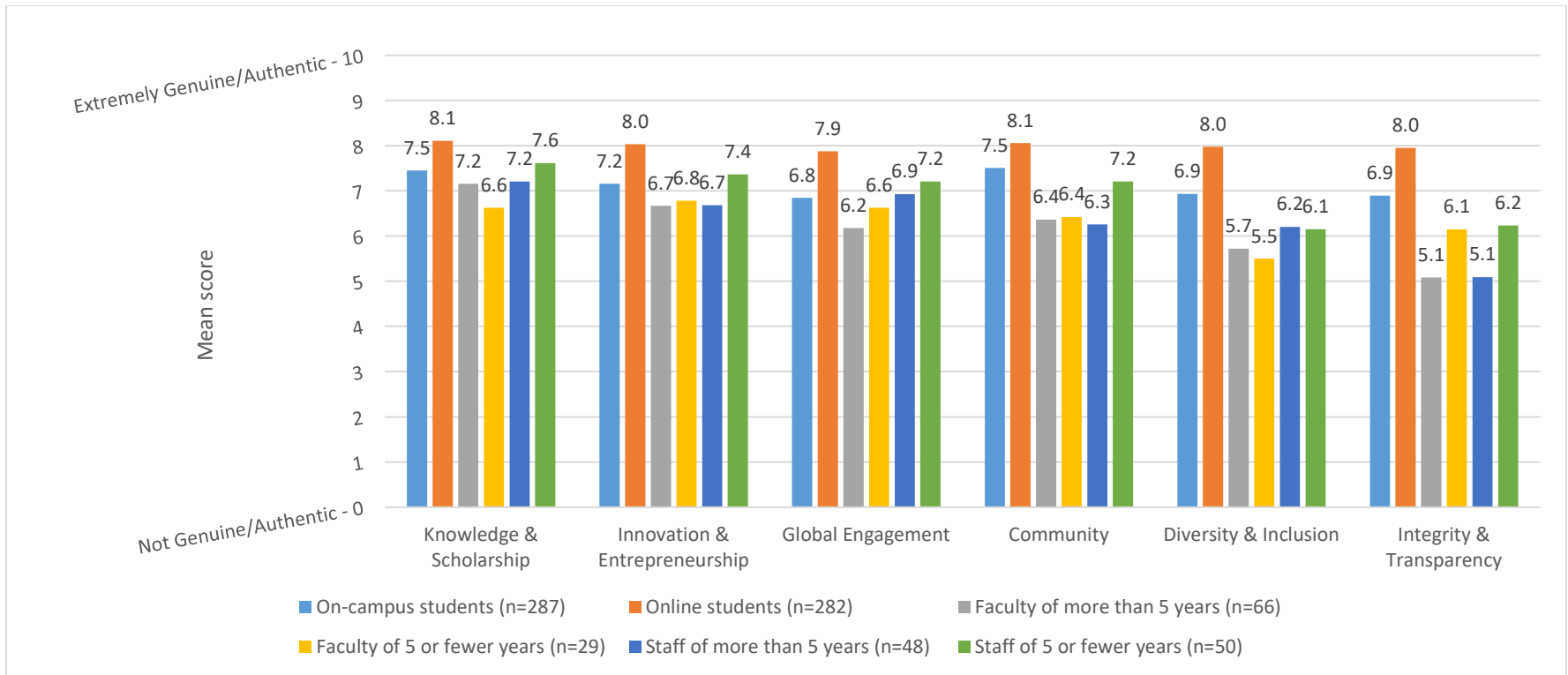


Figure 2. Mean score on extent to which FHSU is genuinely/authentically engaging the value

Importance of FHSU Having the Value Among Its Guiding Institutional Values

Figure 3 charts mean score on rating of importance that FHSU have each value among its guiding set of institutional values. All respondents were grouped into one of the six mutually exclusive subcategories in the chart. The number of survey respondents in each category is also specified in the legend. Analyzing the mean score for six categories of respondents allows for both comparison among respondent categories on each value, as well as comparison of each respective category across the different values.

Figure 3 shows that all six respondent categories rate very high the importance of each value for inclusion in the set of FHSU's institutional guiding values, with a mean score among every category of respondents on every value greater than 7.0 on the 0 - 10 metric.

Online students tend to hold or share highest mean importance score on all values.

Faculty of more than 5 years have the highest score on integrity & transparency, and score second on knowledge & scholarship and community. The longer-term faculty have a higher mean score than faculty of 5 or fewer years on each of the six values, and the mean among longer-term faculty is almost a full point higher on community than faculty of 5 or fewer years with FHSU.

Staff of 5 or fewer years with FHSU tend to score importance of the values higher than longer-term staff, with only the integrity & transparency not fitting the pattern.

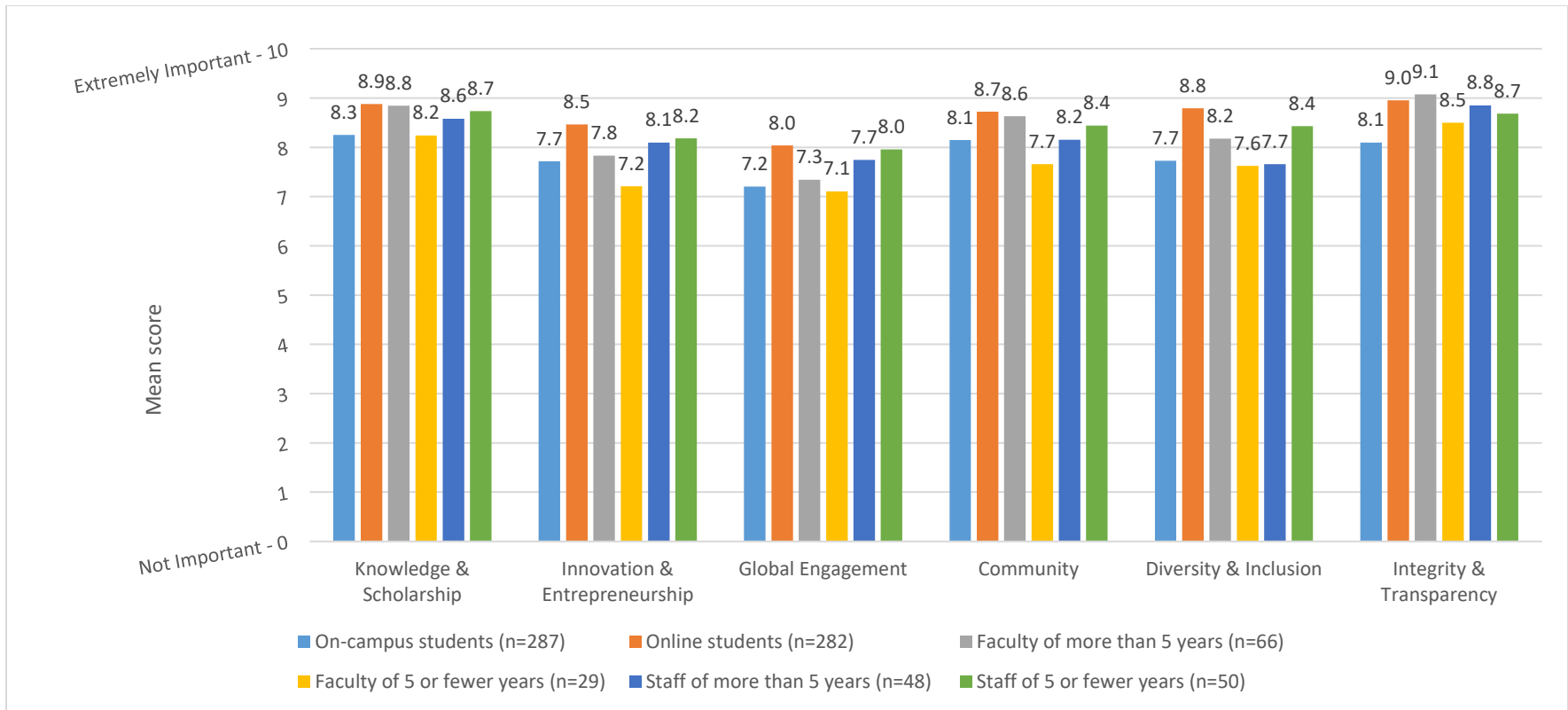


Figure 3. Mean score on importance of the value's inclusion among set of FHSU's guiding values

FHSU Values Awareness and Familiarity Levels

After rating FHSU values on the dimensions above, respondents were asked, “Prior to taking the survey, were you aware that FHSU has this set of core and aspirational values?” Figure 4 shows there are large differences in awareness between the three primary types of respondents – students, faculty, and staff. Almost three-fourths of faculty report being aware of the values, and just under two-thirds of staff report being aware. Only a little more than a third of students indicate being aware of the values. Differences among the faculty and the staff by time worked at FHSU (more than 5 years compared to 5 years or fewer) are negligible, as is the difference between online and campus students.

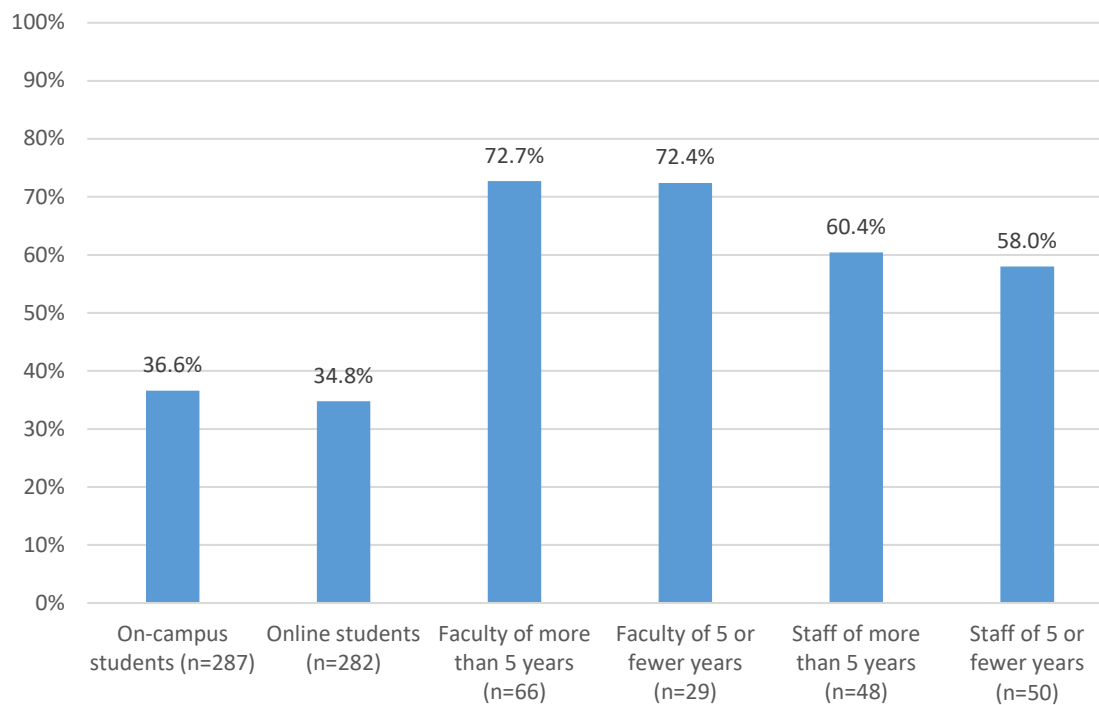


Figure 4. Aware that FHSU has these core and aspirational values prior to this survey

Among those who report being aware that FHSU has these core and aspirational values, Figure 5 shows levels of familiarity with the values. Faculty of more than 5 years and staff of more than 5 years indicate the highest levels of familiarity with a combined percentage of “very familiar” and “familiar” at about 69% and 59%, respectively. Students indicate the lowest levels of familiarity with the FHSU values.

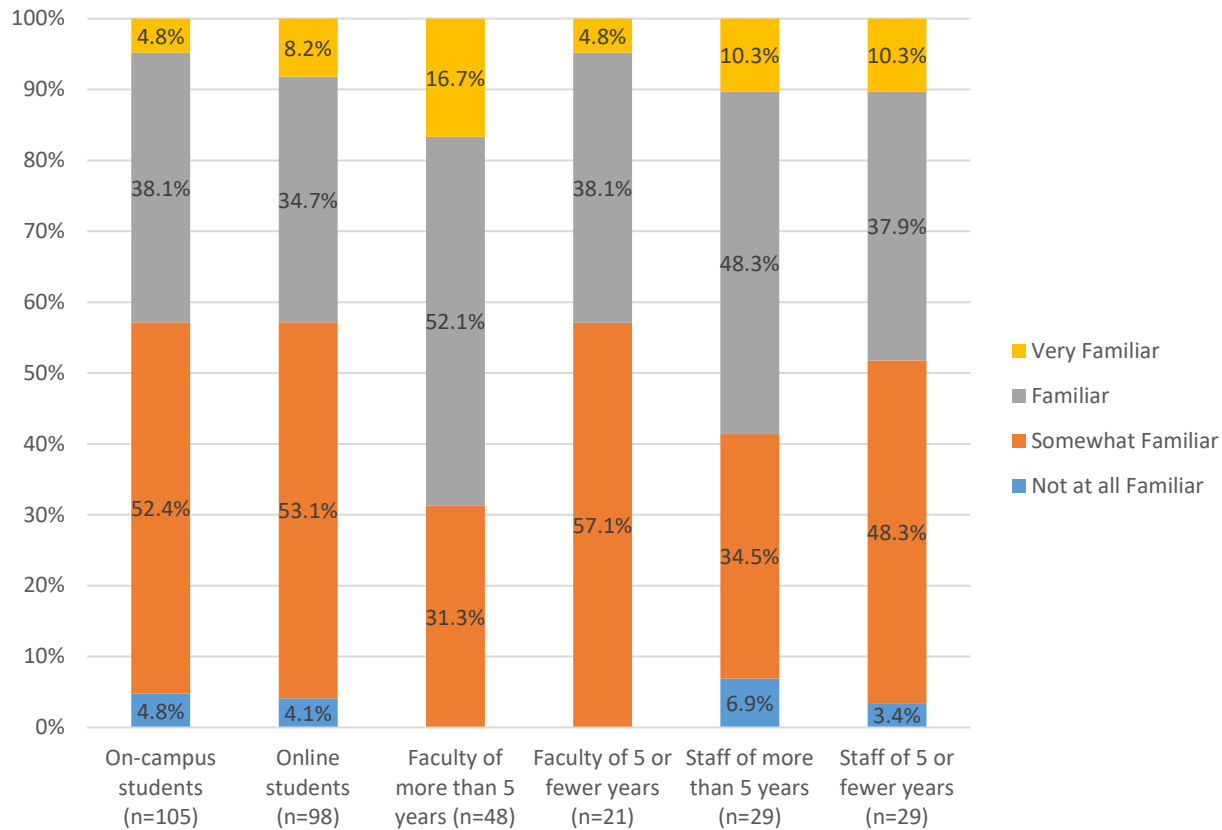


Figure 5. (Among those aware) Level of familiarity with the set of values prior to this survey

Open Comments on Topic of FHSU's Core and Aspirational Values

An open-field survey question located at the end of the topical questions and prior to the sociodemographic questions offered, *"Feel free to share with the University Values Committee any additional comments you have on the topic of FHSU's core and aspirational values."* Verbatim responses appear below in order by students, faculty, and staff.

STUDENT COMMENTS:

- After spending 4+ years at FHSU virtually I feel very included and that there is a direct intention to foster community both among on-campus students and virtual. However, I think the format could use work. For example, I think departments could do better at fostering community among virtual cohorts. I am in graduate-level nursing. It would be nice to be able to communicate with other cohorts. I realize they want to limit this due to academic dishonesty. It's a shame it needs to be that way because there is so much we can learn from each other. They have implemented check and connect zoom meetings which are wonderful so I know everyone is trying. Long story short, it's obvious that community is a core value and you are taking steps to foster this value. Good job.
- All universities claim to value the same vapid and conventional things, and implement them in the same basic ways. It's impossible to take seriously as anything more than marketing.
- As a fully online student, I find it very hard to really connect with FHSU, so I am mostly indifferent to anything to do with the school
- Being a rural community-based university in a homogenous town, I do not think FHSU thinks globally nor fosters diversity. At least I have not noticed this at all in my educational experience so far.
- Education Department needs revamping. It's taken me 7 years at my own pace. Most of the teachers are very good. The department needs help. It's disorganized. The entire program needs updating. The department was very strong when I started
- FHSU could be much more honest with its student body.
- FHSU has seemingly struggled desperately to connect with students and make students feel valued as members of a community and not numbers on a spreadsheet.
- FHSU has some excellent professors that demonstrate these values. I'm an online student and although there are ways to become more involved, I haven't had the time to do so.

- FHSU needs to set higher value to inclusivity and diversity. It is sad to see trans and POC students not having a space and not receiving transparency about the value FHSU holds to their community.
- FHSU should ameliorate their core and aspirational value to be more sensitive to racial attacks and should strive to amend any previous occurrences with equal treatment and justice, no matter the perpetrator(s).
- from what I have seen, most of my professors seem really out of touch with reality, like they haven't upgraded their instruction or plans for YEARS. Also, most are not very approachable. It's hard to see any value.
- Great
- I am a 100% online student who is out of state. I think that is part of the reason I do not have much interaction with the community part of the values. For inclusion, I see things are open, but unsure of how much we reach out to include those who are different. Online that does not matter as much, because people only see who you share online. I do not always feel there is a reach for inclusiveness, but also have never felt unwelcome or excluded because of my age, religion, or any other factor.
- I am a strictly online student so I can't speak to many items such as community engagement.
- I am an online student. Although we attend this school online it does not feel like we attend the school. There is not much to engagement for online students. It is hard to know what you intentions are as university when we have not been totally immersed.
- I am very impressed with how seriously FHSU takes diversity and inclusion. Student events reflect a variety of student populations and culture/diversity/inclusion have been an integral part of the majority of courses that I have taken.
- I believe Community to be one of, if not the most, important value that the campus can have. Communication and continued support for students is vital to strong programs. I feel that FHSU talks big about being a "community" and a "family", but I have found it extremely difficult to get answers outside of my specific program contacts. In other words, my professors and advisor are excellent. Each of the responds to me in a very timely manner with very helpful responses, even at times when I don't expect promptness (i.e. on breaks or on weekends). However, I find myself completely unable to get assistance on simple non-academic questions when I call or email non-academic offices on campus. For example, I have been attempting to contact Fiscal Services with a simple question about my loan amount since the semester began, two months ago. Repeated phone calls and emails go unanswered, and there is no voicemail inbox set up to leave a message. It's been very, very frustrating, and I find myself in similar positions with several main offices. All that to say I know FHSU wants to value Community. However, the personal communication issues I have consistently run into with multiple campus departments reveal a large disconnect between the intentions of the value and the actual execution of the value in practice.
- I believe that FHSU has a good set of core values and they follow them fairly closely.

- I can't speak for all departments here at FHSU; however, I interact with student engagement quite a bit and I say that they promote these values in everything they do. Prior to this I didn't know these were a thing; however, looking back at it now I'm able to see these values shining through everything they do for us students here on campus.
- I did not know anything about FHSU's core and aspirational values. It would be nice to share these values with students and show how FHSU is trying to fulfill those values. Furthermore, if FHSU can show the progress of fulfilling those values, that would be great.
- I enjoy the daily emails and the communication that occurs through emails. I feel Fort Hays does a nice job of getting information out that way.
- I feel as though FHSU has improved it's community outreach recently with increased internships and hosting local community organization on campus.
- I feel Fort Hays values their student better than most universities and also make their students' success and safety their top priority. However, there's always room for improvement, especially when it comes to core values.
- I feel like the use of the word knowledge is too low a level of thinking. I appreciate it is coupled with scholarship though.
- I feel that a vast majority of the time FHSU does not live up to their core and aspirational values. Being a student on campus we are able to see things happening but the university boards and committees do not care for our input on the topics. They instead do these surveys that likely aren't even read.
- I feel that FHSU's core and aspirational values are on the right track. As always they could be improved, by talking about them more with student workers or by talking about it more in the classrooms. Our students are the future, and the committee needs to make it a priority to show our students that the core and aspirational values are important at FHSU.
- I feel the teachers do not consider people with disabilities. Personally speaking. I also have noticed teachers that are teaching under grad courses are using grad school material.
- I realize my survey probably doesn't help very much. I am an online student and I do not utilize FHSU for any other reason. If something is not directly tied to my courses then I do not pursue anything. I have my school paid by the military so I do not pursue scholarships or anything like that. I do know that anything I have needed help with in the past FHSU has been very beneficial. I also receive lots of emails that probably contain some of the information that was asked about, but I do not read any of the unless they are from my instructors. I'm here for school and nothing else.

- I started as an online master's degree student this past January, 2022, so I don't believe I have enough experience with FHSU yet to make any truly insightful comments about the values I am seeing exhibited. Online learning is completely different than taking all of one's courses on campus AND living in Hays. I think it's a positive step that the university is looking to see how well it "lives" its values, however!
- I think that sometimes the work that the faculty gives could be replaced with collaboration. I understand wanting to cover a lot of information, but sometimes the quality of education is sub par because of the sheer amount of information being delivered
- I would like to see more genuineness with Inclusion and transparency. The culture is extremely inauthentic and a facade.
- I would like to see the university, rather than just Student Engagement, take action regarding Diversity and Inclusion.
- I'm not sure I knew they were stated in this specific way, but FHSU has continuously discussed these sets of values for decades.
- I'm proud to be apart of FHSU, but as an online student I've had to seek out a lot of resources on my own. I also feel like some ideals held by professor are standing in the way of progress.
- In my opinion, there is a real disconnect between these core and aspirational values and the integration of them to the student body that studies virtually. I have struggled as a graduate student to feel any sense of empathy or connection to advisors or professors in terms of understanding what I am choosing for a program (out of many possible options) or solving problems when they arise (such as illness during a semester). There doesn't seem to be any flexibility for busy working professionals, which I would think both the core and aspirational values would encompass. I am not speaking of a value system that has "no values." I am saying that there should be a system that can be counted upon. We enroll in a class blindly, never knowing if it will require 8 hours per week or 18 hours per week. Professors do not intend to provide information other than the syllabus and posted materials--which are quite often posted days after a course begins. Our "counselors" are so overloaded that it feels as if it's an imposition to contact them, and when we do, they don't really provide valuable information anyway.
- It is difficult to succeed in diversity and inclusion when there are predominantly white people in this location so there is definitely some grace that needs to be had. However, no matter the amount of opportunities to learn about this topic, only the people that already know about this or have been trained about this or care deeply about it will attend. The people these kinds of trainings need to teach and benefit are people who are racist and not willing to learn. No change will be made unless everyone takes this seriously and the people who care are doing life with people who don't. Relationships need to be formed in order for other peoples' minds to grow and change.

- I've been here since the time in which Mirta Martin was president at FHSU, after all the controversy surrounding her I feel that the upper management of FHSU has been less open and I have very little understanding or knowledge about any decisions they make. It all seems to be made behind closed doors and isn't easily accessible by the student body.
- Knowledge and Scholarship - People go to FHSU because it's cheap, not because they will get a better education/have a higher social status. Though teachers are knowledgeable in their field. Innovation - although I've seen more growth in this area in the last year than the previous 4 combined the goal is to help students, not to build buildings. Global Engagement - If we didn't have sister colleges in Asia we'd suck in this department. Community - The only way an institution can do this is by forcing individuals who normally wouldn't work together to work together in some way. And while I have been forced to work with teachers I haven't been forced to work with students in a helpful, non grade threatening way. Diversity and inclusion - This definition changes depending on political position. Do it's hard to me to interpret FHSU's vision of what this should be. Integrity and Transparency - it's a college institution, if it has integrity or transparency it would be missing out on thousands of dollars each year. Although I've taken every greedy interpretation of FHSU's values possible, I do this to remind you that it's the institution's job to take care of the students, not the student's job to take care of the institution. How many Colleges are there in America where students are happier when they leave than when they first enrolled, not happy because they finally get to leave a jail of a school, but happier because there's no other place like it in the world and they felt honored by being able to attend such a place. Even if it's not the highest tier of schooling.
- Natural geographic lack of diversity and forward thinking
- Needs more mental health outreach
- Never allow these values to be decorative pieces to make the place look nice. In other words, live them out. Overall, I think FHSU does well with its cards, especially with the lack of resources often provided to regional colleges.
- Opportunity at this school is decent, however, inclusion is a value and a big part of acknowledging diversity on campus, and actual inclusion is severely lacking for minority students on campus. As a trans student on campus who is involved in advocacy for members of the LGBTQIA+ community, black community, and disabled community populations, pockets of inclusion in small spaces are evident, however, FHSU claims to be diverse and inclusive without integrating or actually including communities like these within the majority of FHSU's main main forums, opportunities, and events. I have, however, come to notice that there are some opportunities for us to speak and have a platform or spot to contribute, but there is still the issue that we face when being the speakers on these platforms about being the only representatives of a small group who are advocating for ourselves and doing all of the work to raise ourselves up. Most of us are exhausted with the amount of work ahead of us in order to get to where our peers are, who represent the majority student population. We need university-wide education on issues of diverse populations and understanding of true allyship for the minority communities at Fort Hays in order to truly be able to feel included and feel seen here at FHSU.

- Since innovation is part of FHSU's core values, funded opportunities for graduate-level research would promote this value. As graduate students are often working adults, innovation will be limited unless the university can compensate the adult student's time outside of the classroom. It is not enough to offer small stipends for research materials and incidentals. Advanced research, innovation, and scholarship requires time and effort that needs to be compensated commensurate with the individual's academic level, skills, and experiences. Competitive research institutions have fully-funded opportunities which incentivize ongoing independent student research, innovative ideas, and institutional advancement. In addition, as a first-year graduate student, I have noticed that the reading materials in my classes thus far are not reflective of the range of diversity in leadership. There are legions of peer-reviewed and highly regarded accounts of leadership in business, philanthropy, government and other sectors from women, people of color, young entrepreneurs, and others who have had limited voice in the class readings thus far. Though my experience at FHSU has been so far only two classes, I was surprised to see such a homogenous group of accounts in our readings. In accordance with the FHSU's values and to further DEI principles, I would suggest conducting an evaluation of current classroom literature, and modify where needed, to ensure that prescribed readings are reflective of our diverse workforce and student body.
- Sometimes it feels like FHSU is more focused on making it a great experience for a minority of the student instead of just making it a good experience for all of the students.
- The biggest benefits from a university would be education and networking, making friends and connections and such. If a school is not properly teaching students to prepare them for what they intend to encounter in life, then they have failed.
- The biggest hurdle for me as a Virtual Student is feeling like I am part of the Community. I feel tremendously disengaged, especially when there is not a big effort being made to include Virtual Students.
- The Campus Security is ruining this college with bogus tickets even though I have a parking permit and am parking in the proper spaces! I get a ticket for having an air freshener! This college is ruining its image with it's trash Campus Security... They should be protecting us not charging us money for no reason.. Get it together!
- The idea that Fort Hays "aspires" to be ethical, transparent, etc is a concern. I believe these should be "core values. "
- The main concern I have is that sometimes FHSU focuses too much on inclusion and diversity that some get overlooked and overshadowed. In terms of scholarships, the alumni and foundation focuses on minority groups, sports, and western Kansas so much that those of us on the border of Kansas who are not playing sports or in greek life have little to no scholarship opportunities and the ones we almost qualify for are directed towards western Kansas.
- The online community is generally left to think on their own. When there are concerns or directions, it can be difficult to obtain the proper guidance without feeling less than able to perform. I have yet to meet the educators in person. My advisor is not fully engaged

unless there is an outstanding problem. I feel that due to my age, I am either not taken seriously or that I will not complete the curriculum.

- The only reason I ever put anything less than a 5 is because I am an online student and I feel very left out of a lot of things. Scholarships were not available to me, professions take 3x as long, and events aren't as accessible - all because I am an online student. I just want to see online students prioritized more like in-person students are.
- The questions are worded extremely similar making it hard to really understand what you are asking. The last question asked. On the value of FHSU is an abstract term that is hard to define and the survey does not give any reference points .
- The university has this list of values and that's great for posters and advertisements, but in the day to day of a students life, these values are not present at all. These values are mentioned when a student first attends the university and at the graduation ceremony and never again. There needs to be more an effort to instill these values into the student population because at the moment, the number of students who share and believe these values is miniscule at best. Students and faculty in leadership positions need to make an active effort to spread and strengthen these values because they are important, good values to have, yet the student population does not practice them, nor does the faculty. Genuinely ask yourself, who ever it is that reads this, how many college students care about doing the right thing? How many care about integrity? You're answer likely identified what I think a key problem is.
- The values which received a rating of 7 or less were rated as such due to the choice of words used to describe those particular values. Some of them did not convey the message that I believe they may have intended.
- They do not care period and they have shown it through their actions.
- This is one of the most racist and non-diverse campuses I have been to. The only diversity I have seen so far is the black basketball and football players, and the chines students who come from our sister school to check out America. They never leave their dorm rooms though so I only see them, rarely, in some classes.
- this school has caused me so never trust another school out of the state of texas again. I was lied to, they did not explain everything the way they should have. I told them about my brain injury almost 9 months ago and told them i needed to be registered for my classes and be able to navigate the online system. I sent all my credentials to your accomadations dept and jennifer whatever her name is, never returned a message until 3 months after school started and she is rude. Along with my so called academic advisor, that i didnt even know about until dec 29th, never even called me on the first day of school. _when my appt for academic advising was, and that was the earliest she could see me, even though i had been talking to the school for a year, and they knew what i needed,). So thats just the beginning, i still dont have my accomadations, and your school doesnt care about the students or if they understand everything about your ridiculous system that i couldnt even het into forever, i am still so confused aboutbyour online system and i cant get anyhelp. Your

school is the worst and i have left messages with the kansas City Board of Regents to fill them in on your deceptive trade practices, and i will be giving a review to where everyone will know how detrimental this school is and how you took away my excitement to learn new things away from me. NO ONE HAS HELPED ME! I have a braib injury from an attack in 2009, i was beat unrecognizeable, my neurologist said i would not be normal ever again. I already had a learning disability and my parents have paid specilists alot of money to help with that. But the brain injury was a blessing in disgiuse because i wanted to learn, i knew nothing, i couldnt remember history, math spanish, or anything really from school. I went back to college in 2013 and worked my tail off, i made all A's a few B's and 2 C's. I QANT TO LEARN AND YOUR COLLEGE HAS SCREWED ME OVER! I cant even understand your workday, blackboard or even h

- This survey is taken from the view of some staff members tainting my beliefs. I hated to rate the way I did; however, some classes and staff members were wonderful and others needs support and training on how to treat others with dignity and respect valuing their individual differences.
- This university appears to cater to technical learning less than academics/scholarship. Along with this, other students, staff, and even faculty acknowledge this and less emphasis is placed on academic learning overall (disappointing)
- To explain why I scored knowledge and scholarship so low, I'm in my first semester at FHSU as a graduate student, and I'm in a group of students online who are in a discord channel, and there are quite a few professors at FHSU that make me wonder how they're still teaching. They could definitely use some guidance in the scholarship of teaching and learning.
- You have no core values beyond you monetary values. This bullshit survey doesn't change that.

FACULTY COMMENTS:

- As I do not work in Hays, I was unsure of some of the responses. However, I am convinced that FHSU is a leader in education in the global arena.
- “We do what is right.” “Responsible to one another” “Face challenges head on” While in some circumstances these are exemplified, those that do exemplify it are overshadowed by those that do not. Some colleagues do embody this in full but several in tenured roles and several in management roles (at all levels) do not. Yes we have a JEDI team but it’s not fully practiced. It’s not truly embodied and valued by the majority. Challenges involving handling the care of people are ignored. Doing what is right is not done when it is the hard thing to do. (Not talking about monetary decisions) These are not new issues. It is great we have this survey because these problems are really effecting curriculum in many departments which directly impacts students. Few do well at collaborating with others inter-and intra departmentally. This Lack of collaboration is hindering FHSU growth and the static environment is effecting students.

- As I indicated, the intent is there, the results are far from satisfactory. There are zero participation opportunities offered for online and overseas faculty on committees..
- As the next page requests my faculty affiliation, I decline to answer.
- Bear in mind that the reverberations from the pandemic probably affects my thoughts on progress in some areas such as community and global engagement. I also think the university tries to be transparent and has made major gains in this area in my time at FHSU -- however, it's always a challenge for administrators.
- Frankly, the words and the actions don't match. The words are certainly inspirational and aspirational. Actions at the highest level, however, demonstrate the the dollar is far more important than the person.
- I am familiar with the core and aspirational values; however, I have seen very little implementation for students or faculty on campus. Unfortunately, all students' voices & opinions are not welcome in all classes on campus.
- I think a lot more could be done for global engagement especially considering that FHSU has global partnerships and numerous international students. I think inviting faculty who have taught abroad for multiple years to come and present to students at Hays would be a start.
- I think it is very hard to answer these questions.
- I think we just need to keep our standards high (scholarship). There seems to be a mindset here that "if you can't make it in a difficult major, we can find an alternate path, give you a piece of paper with a degree on it that means very little in terms of job opportunities, etc. We don't want to give the impression that we are just a diploma mill. I am biased because I'm in the math department, but my feeling is that if a student cannot pass our most basic 100 level class College algebra or something equivalent to it, do they really deserve a degree? Our math majors are expected to pass writing, speech, etc., why should other majors not have to pass a course in quantitative reasoning? There is scuttle from the business college that they may not require calc methods when the new gen ed program goes through. Why not? If it was important enough to require before the CORE kicks in, and there is now LESS hours required for "gen ed" than before, why would it still not be included? (because it's a hard class, and this gets back to my initial point of keeping standards high) We added Physics I as a requirement a few years ago to our major program.....yes it made it tougher for some to get through, but as a department we decided it was the right thing to do so it happened. Thanks for reading my rant; I hope my point is considered.
- I understand that enrollment declines are necessitating scrutiny of university expenditure, and that means we have to re-think the viability of commitments as we have known them in the past. My encouragement is that the values themselves be strengthened in their embeddedness in FHSU strategies and plans for the future, even if the extent of those commitments are not able to be funded as they

have been in the past. If funding becomes scaled down, I would hope that the university commit itself to finding new ways to explore and deploy the values themselves.

- The biggest issue is that transparency, integrity, and shared governance is severely lacking although often talked about as being a key value. This value is not even close to being achieved although the way our executive leadership talks, they believe it is happening. It is not.
- The central administration continues to make extremely poor decisions about the day-to-day running of the university, ranging from switching to centralized advising, continuing to use Workday (and allowing it to drive policy), and the gradual expansion of the number of administrators, while reducing tenure track positions. The administration appears to have no idea what it is doing most of the time, yet continues to ask faculty and staff to do more. All of the talk of diversity and globalization seems insincere, given the lack of diversity among faculty and administrators. Everything seems disorganized and scattered, with the administration being quick to jump on the bandwagon of the latest trendy fad. Faculty morale seems at an all time low, with many faculty actively seeking employment elsewhere.
- The institutional culture at FHSU does not seriously prize scholarship among its faculty or academic rigor among its students. It provides no meaningful time for faculty to develop scholarship. (See the relative paucity of scholarly monographs and articles among faculty.) For most disciplines, time is the single most important support that can be offered to researchers, and faculty are asked to teach 4 (or more classes) to unprepared students who need serious support. Furthermore, service obligations take any remaining time. Pursuing scholarship at FHSU requires that faculty steal time from their families, their classroom duties, or necessary time for well-being. This leads, of course, to faculty who are not teaching current materials or aware of contemporary research trends and methodologies. Additionally, FHSU's top three values are, in this order, enrollment numbers, enrollment numbers, enrollment numbers. This has led to admitting students who we know are not prepared to succeed in college and who often drop out after accruing significant debt. This seems unethical, and faculty feel significant pressure to pass/"retain" students who are not performing well. Never once have I heard FHSU leadership mention concerns about grade inflation or the quality of the education offered, despite the facts that As and Bs are the most common grades and that faculty worry tremendously, but perhaps too privately, about the academic culture here. These two issues have led to an entrenched culture of academic mediocrity. This, in my view, is FHSU's most serious issue because it diminishes the value of a FHSU degree. If scholarship, knowledge, and real education matter to FHSU, these matters need to be addressed seriously.
- The key to my happiness as a stakeholder in an organization is relative to the extent the organization's actions meet the stated mission and values. FHSU has consistently lived the stated mission from when I was a student, to the time I've served a faculty (a span of 20 years). I am so proud to be a continuous part of this organization.

- The last value 'we do what is right' gets low ratings owing to poor pay and under-valuing of adjunct faculty as well as FHSU Online students being underserved and undervalued. I've been a PT, then FT FHSU Online instructor for 21 years now and have seen very little change for online adjuncts who have and do allow for FHSU to meet the Global value and Diversity/Inclusion value, but have not had a 'raise' in pay since 2012. I've tried to raise awareness of this 'using' of adjuncts throughout the years, but nothing has changed. This is not ethical and so reveals where FHSU lacks 'integrity' and does not truly meet those 3 Values listed above. I would welcome a dialogue with the Values Committee ... tjreilley@fhsu.edu
- The values are important and essential. Unfortunately, the ELT have failed to use them and place them in action. Innovation is almost missing and transparency is unappreciated. Faculty are not permitted to visit with the president or provost and communication is garbled and minimal. No one knows how to access the university's strategic planning resources or possibilities. Bring back the old strategic planning process.
- The video FHSU plays at Student Recognition Programs (SRPs) shows an interview of a person of color which is great! However, I think it would be helpful to include POC who are not in athletics. It sends the message that POC only attend because they are on a scholarship for sports. I think it would also be relevant to change our vernacular at the SRPs that doesn't assume student's gender. We have many students who identify as non-binary. We can no longer tell parents/guardians that we will take care of their sons and daughters at FHSU. This is not welcoming to all students. Our president wished everyone a Merry Christmas at graduation. I loved the sentiment, but we are not acknowledging other religions and beliefs by saying this. Happy holidays might have been a better choice. I knew a student who was a mathematics major. This student told me they were frequently asked by faculty if they were a foreign language major. They found it offensive because it sent the message that Hispanic people were not intelligent enough to be in mathematics. I think we can do better educating our faculty on matters related to diversity. If this is a value we hold, we should make diversity training mandatory.
- This university pays only lip service to DEI. The office exists only as a means to check a box on a survey and provides no meaningful engagement or change. Faculty efforts to increase DEI initiatives at the university level are often stymied by this office out of fear of what will be said. This creates a toxic environment resistant to change. If we are to make a more inclusive campus then we have to be willing to make uncomfortable changes.
- When economic and social times are good, it is a luxury to contemplate what are the "values" of FHSU. Unfortunately, we've entered into a period of economic and social upheaval which requires the institution to understand its fundamental purpose: to engage students, deliver knowledge to them, and equip those students to think independently. Look around campus. We have fewer on-campus students, and the ones who remain are very reluctant to engage inside or outside the classroom. Faculty have become disengaged from the physical campus. (I understand that at least a department within, if not the entire college, the College of Education is attempting to write a "remote work policy." Really? This is an outrage!) The Values Committee better look around the campus and get a read on the real situation on the ground.

STAFF COMMENTS:

- Diversity and inclusion need to be made a priority. Students have made it very clear that they've been discriminated against on campus and little has been done to resolve the issue.
- Even though fhsu has fairly good benefits, the pay is highly unsatisfactory. Most staff members like custodial, maintenance, and so on have to have 2nd jobs to make it other wise they will go broke. The expression over worked and under paid is not just an expression, getting rid of jobs and not raising pay are main reasons people are leaving. Not feeling appreciated, doubling work loads, I could go on but choose not to.
- Everyone is drowning in Workday with little to no support
- FHSU is just worried about money and not core values. There is no understanding or respect from the vice presidents and up. I feel like I am working for a corporation and not a learning institute.
- FHSU is less transparent than other Regent's universities. For example, you cannot get the budget online and if you request it are told you must travel to Hays (which is absurd and possible unlawful). The university has archaic employee management practices and is not open to working with staff to achieve working arrangements that might be beneficial to all. One would think that a university which is so remotely located would carry some of its traditions of innovation into the workplace.
- FHSU talks about diversity and inclusion; however, action RARELY match the amount of words. It just seems like a good buzz word. The understanding seems to be focused on a very small area and not diversity or inclusivity for all. Just whoever is deemed "important" at the moment.
- I am new to FHSU staff, but have been involved in various ways with FHSU over the past nearly 50 years since I was a student here. It is important that FHSU never sit on it's past successes, otherwise those successes will become stale. Always look forward. Go Tigers!
- I believe at the root FHSU believes they are doing a good job of integrating the values into all that we do. However, I believe we are inauthentic and lacking in truly embodying and helping our students to embody these values.
- I believe the values in place are of the utmost importance for FHSU at this time. I also believe leadership is intentionally pursuing excellence and cares for staff, students and the well-being of the FHSU family. However, I believe our aggressive pursuit of strengthening and/or pursuing systems to support or reflect these values, coupled with the pandemic, has overwhelmed and suffocated

several departments. A more systemic approach to implementation, stronger communication at the department level, and allowing more time for staff to get accustomed to changes would be highly beneficial.

- I believe we talk the talk on integrity and transparency but it is not present. We have hiring practices for open positions that some must go through the process and others bypass the system. We are overworking staff with no overtime pay because we won't put staff in critical positions. More pay would be nice but my pay wouldn't be bad if I wasn't doing the work of 3 people and I don't see the Workday implementation reducing that load.
- I feel like Fort Hays does not value its employees, especially the staff. We are understaffed expected to perform more work for no compensation while we see new administration positions and we are told we have no money for raises.
- It's my perception that we seem to be struggling with integrity and transparency over the past couple of years as a university, but even more so, within the college I work within. The communication flow is such that people feel their voices are not heard and that problems are not effectively addressed because the "chain of command" is very strict and it is not functioning within my college. Communication is not traveling up and down the chain of command. I often find myself attending meetings with my counterparts across campus and discover there are many things being discussed and information being disseminated within their respective colleges on campus, and I have received no such communication within my college. It feels like I am completely in the dark quite a bit of the time. I've also personally witnessed incidents of dishonesty with the highest level of leadership in the particular college I work within. I hear that others in my college feel the same when they share their experiences with me. This has led to a drastic decline in moral within our college, and has also bred feelings of discontent and distrust in leadership. Many people I've spoken with do not feel valued and appreciated and feel they are simply "cogs in a wheel." It's very disheartening to see good people who have worked for FHSU for a long time, who are committed, valuable caring individuals treated this way. I honestly feel we are going to start losing some of our very good employees if something does not change soon. I hope that the core value of integrity and transparency can be re-examined for ways to ensure the university and in particular, high levels of leadership, are striving to lead in ways that show an honest commitment to those values, so that we don't start losing people who I see as the "heart" of our university faculty/staff. With regards to our aspirational values, we say that we value and respect people, that we support each other, that everyone matters, but some of the things
- The pursuit of diversity and inclusion at the cost of all other pursuits can be quite dangerous and I'm not sure everyone fully understands that risk. The elimination/reduction of merit or performance standards should never be the basis for inclusion/diversity objectives.
- We can do better on diversity and inclusion as well as global awareness. Transparency is important to develop community.
- We don't have any intention of being innovative here - we follow the trends and what others are doing. There seems to be a fear of doing anything innovative because we might fail. We may fail, but we also won't be great if we don't try.

- We have the potential to be highly innovative, but we are not. The fear of upset is overwhelming any innovation we have. The intention for diversity and inclusion is there, but the programs are inadequate and under supported. Everyone knows the younger people flee the area as soon as they can, as do many highly talented and committed faculty and staff. This isn't sustainable for a rich future of Tiger family. This won't change until we brace for some pushback and start acting like it's 2022 and that we ARE progressive, diverse, welcoming, and doing our best for those who aren't otherwise supported in our geographical bubble. We could/should be an oasis, not more of the same. We're trying, but let's try louder.

Appendix 1: Demographics of Survey Respondents

Q10 Primary Status at FHSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Student	569	74.0	74.5	74.5
	2 Faculty	97	12.6	12.7	87.2
	3 Staff	98	12.7	12.8	100.0
	Total	764	99.3	100.0	
Missing	System	5	.7		
Total		769	100.0		

Q11 Faculty Position at FHSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 China Partnership Faculty	6	.8	6.3	6.3
	2 Adjunct/Part-Time Faculty	9	1.2	9.5	15.8
	3 Non Tenure-Track, Full-Time Faculty	26	3.4	27.4	43.2
	4 Tenure-Track, Full-Time Faculty	25	3.3	26.3	69.5
	5 Tenured Faculty	29	3.8	30.5	100.0
	Total	95	12.4	100.0	
Missing	System	674	87.6		
Total		769	100.0		

Q12 Length of Time Working for FHSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than 1 year	13	1.7	6.7	6.7
	2 1-5 years	66	8.6	34.2	40.9
	3 6-10 years	41	5.3	21.2	62.2
	4 11-15 years	26	3.4	13.5	75.6
	5 16-20 years	22	2.9	11.4	87.0
	6 More than 20 years	25	3.3	13.0	100.0
	Total	193	25.1	100.0	
Missing	System	576	74.9		
Total		769	100.0		

Q13 Classification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Graduate student	148	19.2	26.1	26.1
	2 Senior	148	19.2	26.1	52.1
	3 Junior	106	13.8	18.7	70.8
	4 Sophomore	77	10.0	13.6	84.3
	5 Freshman	89	11.6	15.7	100.0
	Total	568	73.9	100.0	
Missing	System	201	26.1		
Total		769	100.0		

Q14 Typical Form of Course Load at FHSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Take only on-campus classes	114	14.8	20.0	20.0
	2 Take mostly on-campus classes with some online	155	20.2	27.2	47.3
	3 Take mostly online classes with some on-campus	18	2.3	3.2	50.4
	4 Take only online classes	282	36.7	49.6	100.0
	Total	569	74.0	100.0	
Missing	System	200	26.0		
Total		769	100.0		

Appendix 2: Questionnaire

FHSU Values Survey

Start of Block: Default Question Block



Q1 In 2018 the FHSU Strategic Planning Committee finalized a set of core and aspirational values as a foundational part of the University's strategic plan, supporting the University's mission, vision, and goals. These FHSU values were endorsed by Faculty Senate, Staff Senate, Student Government Association, President's Cabinet, and the Foundation Board of Directors. In 2018, values identified as "core" were considered to be reflective of the FHSU experience at that time, while "aspirational" values were considered to be those for which FHSU is aiming with time and intentional activity.

This survey being conducted by the University Values Committee is a part of an environmental scan of FHSU's core and aspirational values. As a member of FHSU, this short survey asks about your experiences with and perceptions of these values.

To begin the survey, select "Yes - I will continue" below. By selecting "Yes - I will continue" you are providing consent to enter the survey and affirming that you are at least 18 years old. If you are not 18 years old please select "No I will not continue." If you would like to review the IRB-approved consent document before continuing, please select "Review consent document before continuing."

Then click "Next."

- Yes – I will continue (1)
- No – I will not continue (2)
- Review consent document before continuing (3)

Skip To: End of Block If Q1 = No – I will not continue



Q2 Are you 18 or older?

- No, I'm under 18 years of age (1)
- Yes, I'm 18 or older (2)

Skip To: End of Survey If Q2 = No, I'm under 18 years of age

Page Break

Display This Question:

If Q1 = Review consent document before continuing



Q3 CONSENT University Values Survey [Note: the actual title fielded in Qualtrics errantly held over this title of another survey recently completed for FHSU: "Assessment Climate Survey of Faculty." Only 13 respondents chose to view the CONSENT statement.]

INTRODUCTION

The University Values Committee at Fort Hays State University supports the practice of protection for human subjects participating in research. **You are being asked to participate in a research study. It is your choice whether or not to participate.** The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to begin this survey and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with the University Values Committee, the services it may provide to you, or Fort Hays State University.

PURPOSE OF THE STUDY

The University Values Committee would like to assess FHSU students', faculty members', and staff members', [NOTE: actual text fielded in Qualtrics errantly mentioned only "faculty's" here] current experiences with and perceptions of FHSU core and aspirational values. Collecting answers to these questions will help the University Values Committee to complete an environmental scan of possible strengths of, gaps in, or misalignments of organizational values relative to organizational practices. Results of the survey will inform potential and ongoing initiatives of FHSU to realize its values.

PROCEDURES

You will be asked to complete a survey in Qualtrics. We anticipate that completing the survey will take less than 5 minutes.

At the end of the survey, you will have the opportunity to submit a separate form for entry into a drawing for one of fifty \$20 Amazon.com gift cards. Providing your contact information for the drawing is optional.

RISKS

We do not anticipate any risk to participants. However, in the event that you feel distressed during or after the interview, please reach

out to the FHSU Health and Wellness Services for emotional support:

FHSU Health and Wellness Services Fischli-Wills Center for Student Success
Third Floor, Room 301
Fort Hays State University
600 Park Street Hays, KS 67601
Phone: (785) 628-4401

BENEFITS

Results of the survey will inform potential and ongoing initiatives of FHSU to realize its values.

COMPENSATION

Optional entry into a drawing for one of fifty \$20 Amazon.com gift cards.

PARTICIPANT CONFIDENTIALITY

If you choose to provide contact information for entry into a drawing for one of fifty \$20 Amazon.com gift cards; this contact information will not be associated with your responses to the survey questions in any way. Researchers at the Docking Institute will maintain confidentiality. The Institute will issue a descriptive report of response and will de-identify all survey data before delivering the final data set to the University Values Committee. Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study.

WITHDRAWAL

You may stop answering questions at any time without penalty, and any information you have provided prior to withdrawal will be destroyed upon request. Your decision to stop your participation will not affect your relationship with the University Values Committee nor any other unit/office of FHSU.

VOLUNTARY PARTICIPATION

You are not required to agree to this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from Fort Hays State University or to participate in any programs or events of Fort Hays State University. However, if you refuse to provide consent, you cannot participate in this study.

CONTACT INFORMATION

Questions about purposes for/uses of the study should be directed to Dr. Christy Craig:

Christy Craig, Ph.D.
University Values Committee Chair
Fort Hays State University
cmcraig2@fhsu.edu

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 628-4349, write the Office of Scholarship and Sponsored Projects (OSSP), Fort Hays State University, 600 Park St., Hays, Kansas 67601, or email irb@fhsu.edu.

I agree to take part in this study as a research participant. By submitting my contact information, I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form. I understand that I will be asked to reiterate my consent verbally at the beginning of the interview.

To proceed to the survey question, select "Yes - I will continue". Select "No - I will not continue" to exit now.

Then click "Next."

Yes – I will continue (1)

No - I will not continue (2)

Skip To: End of Survey If Q3 = No - I will not continue

Page Break

The survey asks you to consider three things about each value: 1) the extent to which FHSU is enacting the value; 2) how genuinely or authentically FHSU holds the value; and 3) how important is it for FHSU to have the value among its guiding values.

DEFINITIONS:

Core Values

Knowledge and Scholarship -- Knowledge transforms the human experience. We value inquiry, discovery, and the dissemination of knowledge that leads to intellectual, social and economic advancements.

Innovation and Entrepreneurship -- We think big. We solve problems. We seek and confront challenges, and embrace strategic risks that turn great ideas into exceptional pathways.

Global Engagement -- We transcend geographic and cultural boundaries. We build partnerships and opportunities that connect our students to the world.

Aspirational Values

Community -- We are responsible to one another and for one another. We support our students, faculty, staff and alumni as we build a better world, starting with our local community, region, and state, and continuing beyond geographic boundaries.

Diversity and Inclusion -- Everyone matters. We celebrate difference and foster dignity, understanding, respect, and opportunity for all.

Integrity and Transparency -- We do what is right. Our decisions are thoughtful, ethical, visible, and inclusive. Decisions reflect input from multiple perspectives.

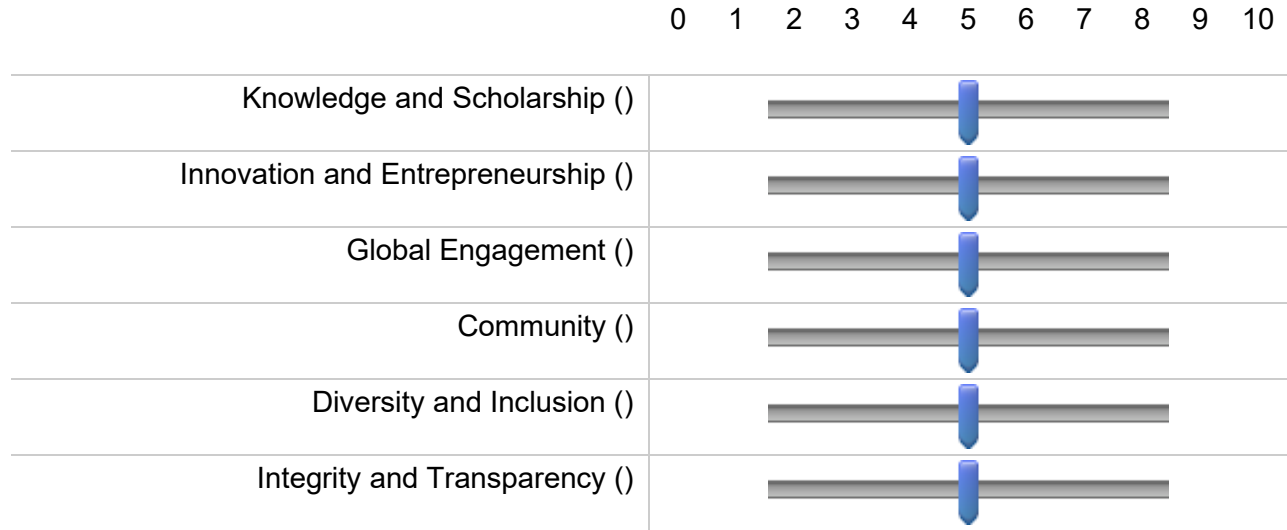
Q4

First, please rate the extent to which FHSU is taking action that reflects the value. By taking action, we are asking the extent to which you see **FHSU enacting the value**. The emphasis here is on **doing**.

Please rate on a 0 to 10 scale where:

0 means “FHSU is **TAKING NO ACTION.**”

10 means “FHSU is **ENACTING THE VALUE TO A VERY HIGH LEVEL.**”



NOTE: a “Don’t Know/Unsure” response option was provided as a checkbox field under each slider bar in the set. Respondents were not forced to answer on the 0 – 10 slider metric.

[NOTE: the DEFINITIONS list of core and aspirational values repeated immediately prior to the Q5 series]

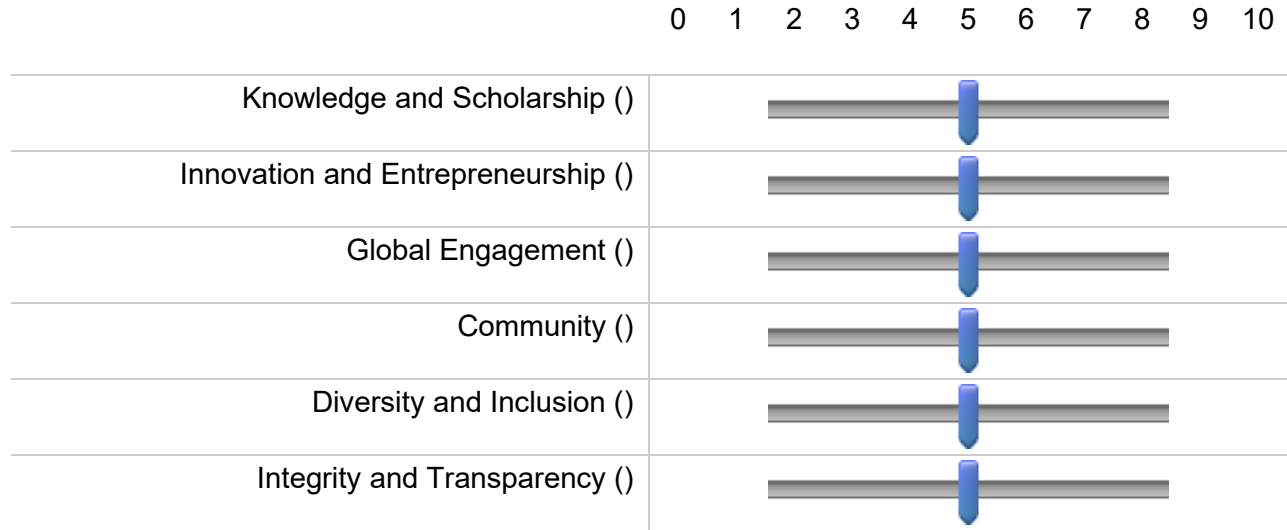
Q5

Now, how genuinely or authentically does FHSU hold the value? Here we are asking you to consider the extent to which FHSU means it? The emphasis here is on intention.

Please rate on a 0 to 10 scale where:

0 means “FHSU is **NOT GENUINE/AUTHENTIC.**”

10 means “FHSU is **EXTREMELY GENUINE/AUTHENTIC.**”



NOTE: a “Don’t Know/Unsure” response option was provided as a checkbox field under each slider bar in the set. Respondents were not forced to answer on the 0 – 10 slider metric.

[NOTE: the DEFINITIONS list of core and aspirational values repeated immediately prior to the Q6 series]

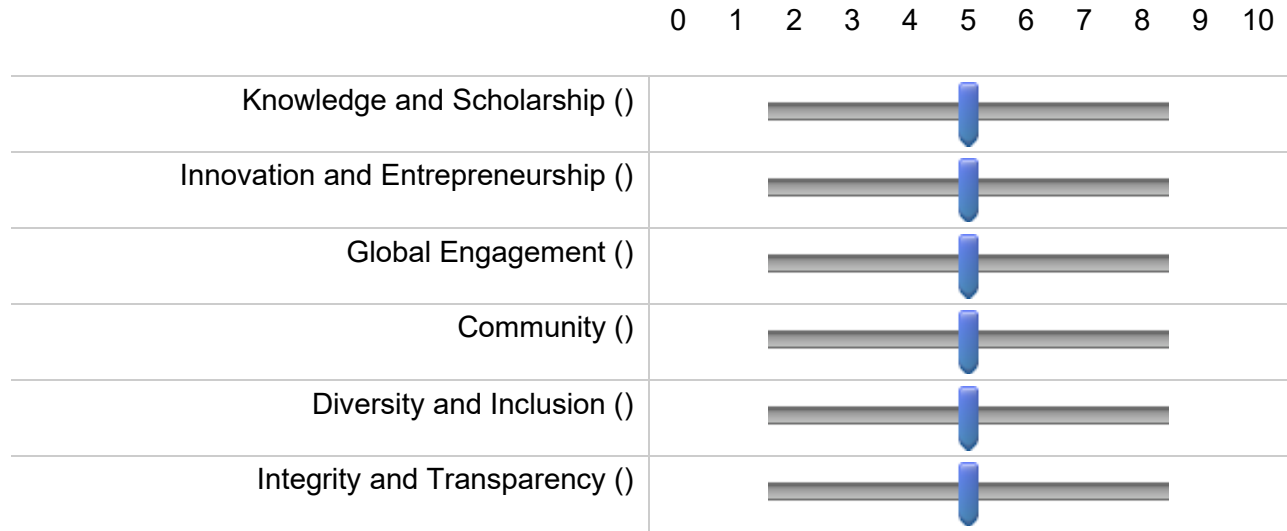
Q6

Finally, how important is it that **FHSU have the value** among its set of guiding values?

Please rate on a 0 to 10 scale where:

0 means “**NOT IMPORTANT as an FHSU guiding value.**”

10 means “**EXTREMELY IMPORTANT as an FHSU guiding value.**”



NOTE: a “Don’t Know/Unsure” response option was provided as a checkbox field under each slider bar in the set. Respondents were not forced to answer on the 0 – 10 slider metric.



Q7 Prior to taking this survey, were you aware that FHSU has this set of core and aspirational values?

Yes (1)

No (2)

Display This Question:

If Q7 = Yes

X→

Q8 Prior to taking this survey, how familiar were you with FHSU's core and aspirational Values?

1 Not at all Familiar (1)

2 Somewhat Familiar (2)

3 Familiar (3)

4 Very Familiar (4)

Q9 Feel free to share with the University Values Committee any additional comments you have on the topic of FHSU's core and aspirational values.



Q10 What is your primary status at FHSU?

- Student (1)
- Faculty member (2)
- Staff member (3)

Display This Question:

If Q10 = Faculty member



Q11 Which best describes your faculty position at FHSU?

- China Partnership Faculty (1)
- Adjunct/Part-Time Faculty (2)
- Non Tenure-Track, Full-Time Faculty (3)
- Tenure-Track, Full-Time Faculty (4)
- Tenured (5)
- Other (6)

Display This Question:

If Q10 = Faculty member

Or Q10 = Staff member

X→

Q12 How long have you worked for FHSU?

- Less than 1 year (1)
- 1 - 5 years (2)
- 6 - 10 years (3)
- 11 - 15 years (4)
- 16 - 20 years (5)
- More than 20 years (6)

Display This Question:

If Q10 = Student

X→

Q13 What is your classification?

- Graduate Student (1)
 - Senior (2)
 - Junior (3)
 - Sophomore (4)
 - Freshman (5)
-

Display This Question:

If Q10 = Student



Q14 Which best describes your typical course load at FHSU?

- Take only on-campus classes (1)
 - Take mostly on-campus classes with some online (2)
 - Take mostly online classes with some on-campus (3)
 - Take only online classes (4)
-

Q15 You are at the end of this questionnaire. If you would like to review/revise previous responses, you may navigate through the survey using the back arrow button.

Clicking the "Next" button below will submit your responses and send you to the Exit page. Once the "Next" button is selected here, you will **not be able to review** your answers **nor re-enter** the survey.

End of Block: Default Question Block
