

College of Micronesia-FSM

Core Values Working Group Report



Submitted to:

The COM-FSM Executive Committee

By

Frankie Harriss, Working Group Chair

March 25, 2016

COM-FSM Core Values Review

College of Micronesia-FSM (COM-FSM) described seven college values through 2013 as learner-centeredness, professional behavior, innovation, honesty and ethical behavior, commitment and hard work, teamwork, and accountability (Table 1).

Table 1. College of Micronesia-FSM values.

VALUES (<i>College of Micronesia-FSM General Catalog 2012-2013</i>)
Learner-centeredness Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.
Professional behavior We are competent, service-oriented professionals with a commitment to life-long learning and a commitment to provide excellent and exemplary service to students, colleagues and the community.
Innovation We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.
Honesty and Ethical Behavior We are honest and abide by the COM-FSM code of Ethics in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.
Commitment and Hard Work We commit and invest our time, energy and resources to create a rigorous, high-quality learning environment.
Teamwork We live in a community where collaboration, open-mindedness, respect and support for each other helps us achieve our mission.
Accountability We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

During April 8-16, 2013, as part of the strategic planning process, VPIEQA in collaboration with the Strategic Plan Working Group, conducted a college-wide survey and asked participants to list their top three to five values. A total of 204 respondents took the survey, of those 197 respondents provided at least two values, 193 provided at least three values, 183 provided at least four values, and 174 provided five values. Those values were captured in a word cloud (Figure 1).

We value:



Figure 1. Top two to five core values articulated by college employees during an April 2013 college-wide survey (n = 197). Size and thickness of font indicates most frequently occurring words. Color and orientation are for aesthetic purposes only and do not convey meaning.

The Core Values Working Group

In advance of the August 2016 Visioning Summit, the Core Values Working Group (CVWG) was formed by VPIEQA to formally review the COM-FSM existing Core Values. The Core Values Working Group (CVWG) was assembled in September 2015.

Composition

The CVWG consisted of the following members:

- Frankie Harriss, VPIEQA, ALO, National Campus
- Grilly Jack, Pohnpei Campus and Career and Technical Education Director
- Kind Kanto, Dean of Chuuk Campus
- Lourdes Roboman, Dean of Yap Campus
- Jonathan Maver, Student Services Specialist, Kosrae Campus
- Muity Nokar, Instructor, Chuuk Campus
- Nena Mike, Acting Dean of Kosrae Campus
- Ringlen Ringlen, Faculty, National Campus
- Alvin Sinem, Instructor, FSM-Fisheries and Maritime Institute (FSM-FMI)

Overall goals and timeline

The first meeting for the CVWG was conducted 09 September 2015. The group discussed the existing core values briefly and committed to a general timeline for completing their work. The CVWG targeted March 2016 to complete the work, obtain Executive Committee endorsement, and to present to the Board of Regents at their March 2016 quarterly meeting. The Board has since changed their March meeting to May 2016 due to the timing of the ACCJC Visiting Team for the COM-FSM Self Evaluation process, and already scheduled commitments of both Board and college members for April 2016. Overall goals were to:

- Review the colleges core values through broad participation and dialogue.
- Propose revised core values to the Executive Committee (EC) for consideration in advance of the May 2016 Board of Regents meeting.

Process

The CVWG completed its work through campus meetings in each of the states, three working group VOIP meetings, one face-to-face meeting, email exchanges, and on day two of the January 2016 [Governance Summit](#) (which had 128 college participants). During this time period, both the President’s Cabinet and the Executive Committee were presented with on-going CVWG work for input and comments (*Cabinet Minutes* [06 November 2015](#); *EC Minutes* [11 December 2015](#)).

During the 09 September 2015 VOIP meeting, CVWG members:

- Agreed the core values should be embodied and exhibited not only by employees but also by our students, and thus defined in such terms.
- Agreed to generate a list of the top 15 core values resulting from our campus dialogue.

The CVWG committed to the following working assignment and timeline. By 09 October 2015:

1. Review, through dialogue, the existing core values (Table 1 and Figure 1) with constituents and identify those that are most strongly and uniformly important to them collectively. Consider any values that are important that may not have been previously captured.
2. Engage in an exercise to also “picture the graduate.” Do constituents also want to extend the COM-FSM core values to include those values we also feel our students and graduates should embody?
3. Narrow the list submitted from your campus to no more than 15 possible core values.
4. Research and examine core value examples (models) from other colleges to inform options for how the values are presented. Be prepared to share examples that are well done as possible templates for the COM-FSM core values.
5. Do we wish to articulate values in ways that can be measured and/or observed? If we do, this moves us beyond a simple definition to ways employees and students can self-assess their own value “performance” and values can be incorporated into curricula, college activities, and employee performance evaluations.

The following top 15 Core Values were submitted by the campuses.

Table 2. Top 15 Core Values submitted by each campus on 09 October 2015.

CHUUK CAMPUS

1. Advocacy – Care, Supportive,
2. Commitment – Work hard, perseverance
3. Communication – Receptive, Openness, Transparency
4. Compassion – Considerate,
5. Creativity - Resourcefulness, Inspirational, Diversity, Innovative
6. Excellence – Professionalism, Competence,
7. Honesty & Ethical – Trustworthiness, Moral, Truth seeking,
8. Humbleness – Modesty, Unpretentiousness, Genuineness
9. Professional Behavior – Patient, Persistent, Tolerance
10. Respect – Humility, Supportive, Acceptance
11. Self-Control – Professionalism, Balance,
12. Service – Accessibility, Flexibility
13. Stewardship – Accountability, caring,

	<p>14. Student Focus – Mission Minded, 15. Teamwork – Collaboration, Harmony</p>
<p>KOSRAE CAMPUS</p>	<ol style="list-style-type: none"> 1. Respect 2. Educational Goals 3. Culture 4. Transparency 5. Effective Communication 6. Student-Centered 7. Innovation 8. Collaboration 9. Teamwork 10. Accountability 11. Confidentiality 12. Participatory Governance 13. Diversity 14. Empowerment 15. Healthy Environment 16. Professional and Ethical Behavior.
<p>POHNPEI CAMPUS</p>	<p>1. Learner-centeredness Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.</p> <p>2. Professional behavior We are competent, service-oriented professionals with a commitment to life-long learning, and committed to provide excellent and exemplary services to students, colleagues, and the community.</p> <p>3. Innovation We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.</p> <p>4. Honesty and Ethical Behavior We are honest and abide by the COM-FSM code of Ethics in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community at all times.</p> <ul style="list-style-type: none"> • All concerns are dealt with constructively with solution offered; each person is entitled to express his or her views without interruption. <p>5. Commitment and Hard Work We commit and invest our time, energy and resources to create a rigorous and high-quality learning environment.</p> <p>6. Teamwork We live in a community where collaboration, open-mindedness, respect and support for each other helps us achieve our mission.</p> <ul style="list-style-type: none"> • Listening to and respecting each other whilst working together to achieve a mutual beneficial result. As such: when we are unsure we check with each other as to what they meant, everyone has strength and we should use this strength whenever possible, conflicts are resolved and dealt with constructively.

7. Accountability We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

8. Ownership We are proactive and are responsible for doing what is right for our environment, resources and the clients we serve.

- We are accountable for doing what is needed to improve our surroundings.

9. Communication We welcome different perspectives, share ideas and respect our difference to realize improvements.

10. Lifelong Learner We always strive to achieve our goals and to become well-rounded persons through development opportunities, training and professional development.

11. Excellence We always strive for excellence and quality in everything we do.

- Excellence and Quality will delight our clients whilst staying with your means and resources.

12. Customer service Our services are timely, responsive and proactive to meet the needs of our clientele.

- We always ask our clientele how we can render better services
- We always ask if all agreements are met and be open to suggestions.

13. Balance We promote and encourage physical, mental, and spiritual wellness.

14. Transparent We are open and clear about our intentions and goals.

15. Respect: We respect each other for who we are

- We all have our unique talents
- We all can contribute

YAP & FMI CAMPUS

The majority agrees to retain the existing core values with some changes:

1. Learner-centeredness – add to definition best teaching practices, student learning, current & future needs of students.
2. Professional & Ethical Behavior –
3. Innovation – definition should include the following:
 - a. Capability – building stronger and more capable organizations; building capacity for innovation requires an intelligent, strategic, and disciplined approach.
 - b. Inclusivity – innovation is an intrinsically social and collaborative process, i.e., everyone has a role to play. Web technologies enable open and distributed participation on a global scale.
 - c. Possibility – possibilities are the precious fruits of the human imagination. Innovation fully embraces the discovery of what is possible for our organizations, even if it involves risk and failure.
 - d. Opportunity – through the application of experience and knowledge, the human intellect identifies and shapes opportunities for innovation in ways that enable action.

- e. Sustainability – work of innovation itself must be made sustainable through consistent and well-paced investment of resources.
 - f. Responsibility – innovation is a critical element of responsible stewardship for leader who must be vigilant for the health and well-being of the organization.
4. Honesty – integrity, truthfulness, loyal, fair, & sincere
 5. Commitment & Hard Work
 6. Teamwork –
 7. Accountability –
 8. Accessible - We provide:
 - Learning opportunities to students from varied backgrounds and circumstance
 - Direct and develop pathway to instructional programs
 - A safe, healthy and barrier – free learning environment.
 9. Diverse - We promote:
 - Programs to reflect and anticipate community needs
 - An international focus in curricula and services
 - Integration of general and professional technical education
 - Assessment and continuous improvement
 10. Innovative - We practice:
 - A holistic model of student growth and learning
 - We alternate teaching and learning methods
 - Technology base instruction and services

Feedback from students:

11. **Communicate & respect** – “The employees and student must respect and communicate to each other because we are one on the world. This two are important because it bring us together. Like today in campus there’s a lot of group been separate like outer islanders on the other side and main islanders on the other.”
12. My suggestion to the 7 core values is just to **include students** in there because all 7 are mostly focusing on the staff and faculty of the college but not us.
13. I just want to add something, about our **culture and tradition**. Can we include something about our culture? To show respect towards others. As for the rest, just leave it the way it is.
14. Majority of students are in agreement with the existing core values except with the suggestions above (#11 – 13).

NATIONAL CAMPUS

Cohesion, Consensus, Culture, and Community

- Cohesion: We value group cohesion.
- Consensus: We value agreement by consensus.
- Culture: We value traditional culture and the diversity brought by the cultures at the college
- Community: We value connections with the community

Aggregated Results



Figure 2. Top 15 core values word cloud from aggregated data. Size and thickness of font indicates most frequently occurring words. Color and orientation are for aesthetic purposes only and do not convey meaning.

After receipt of the top 15 core values from each campus, the working group committed to assignments in advance of the second VOIP meeting, which was scheduled for 04 November 2015. The assignment was to:

- Review the combined list of the top 15 core values submitted by all.
- Begin working to narrow down the list based on overall input from each campus in order to capture the majority consensus as much as possible.
- Examine where several values submitted might represent the same concept/value. Or identify where they might be grouped together as a category or theme.
- Examine the word cloud generated from the combined results to see which values and words were used most frequently (Figure 2). For example, innovation, professionalism, respect, culture, communication, commitment, and excellence are obviously important values from across all groups.

- By 30 October 2015, submit campus' interpretation of the collective top 15 list. What are the overall top 15 core values and where were you able to combine others under a category (main core value)?
- Cabinet discussed and endorsed the Dartmouth model as shared through CVWG email exchange (Figure 3) <http://www.dartmouth.edu/~rpd/corevalues/list.html>. Review and evaluate this model. Instead of merely providing a definition of the core value, best practices to demonstrate that value are articulated. This allows for self assessment and observation of value demonstration. How do your constituents feel about this model? Any alternative models to instead consider?

During the 04 November 2015 VOIP meeting:

- The group decided a bit more time was needed to review the aggregated results from all campuses to then narrow down their campus' core values list for submission. Everyone had been too busy with the Self Evaluation Report and wanted to ensure adequate constituent dialogue and reflection.
- The group agreed to return their results in advance of the December 2015 Board of Regents meeting in Pohnpei, and to have a face-to-face working dinner meeting on the evening of 15 December 2015.
- The next submission was not to exceed 15 core values, and where possible, the campuses were encouraged to reduce the total number of core values by theming (or generating overall categories). It was determined 15 core values was likely still too many.
- The Dartmouth model was selected for adoption and adaptation. The group preferred defining core value best practices rather than only providing a definition.
- The group continued to agree these values should be reflected in both employees' and students' behaviors and actions.

VPIEQA received results from each campus in advance of the December 2015 Board of Regents meeting (Table 3).

Table 3. Top Core Values submitted by each campus on 09 October 2015

<p>CHUUK CAMPUS</p>	<pre> graph TD CV[Core Values] --> E[Excellence] CV --> B[Balance] CV --> P[Professionalism] CV --> T[Teamwork] </pre> <p>Best Practices</p>
	<ol style="list-style-type: none"> 1. Advocacy <ul style="list-style-type: none"> • As president Lincoln said, “...united we stand divided we fall...”, we at COM-FSM need to join our hands together in order to be strong. • We not only look out for our interest, but for the interest of us all. • We don’t settle for the less, but we strive for what is best. 2. Honesty <ul style="list-style-type: none"> • Our great service is not just for people to see, but it is what we wholeheartedly and willingly do from the bottom of our very hearts. • We give service not just to please others, but we do them because they are the right things to do. • We give service not for selfish gain, but for the common good of the entire community. 3. Cohesion <ul style="list-style-type: none"> • We believe in community building where respect for one another is valued most <ul style="list-style-type: none"> • We believe in community building where collaborations take the place of hates, killings, and wars • We believe in community building where acceptance is nurtured regardless of differences in races, cultures, colors, and even languages. <ol style="list-style-type: none"> 4. Accountability <ul style="list-style-type: none"> • We are willing to take responsibility for our own actions • We are willing to do our jobs more respectfully and honestly in order to achieve our ultimate goals. • We willingly do our jobs in season and out of season, whether recognized or wrongly accused in order to achieve our goals. 5. Student Focus <ul style="list-style-type: none"> • Our ultimate focus at COM-FSM community is students’ learning success. • Our strive for program improvements is the consequence of our sullen desire for students’ success. • We believe students’ success = college’s success. 6. Diversity <ul style="list-style-type: none"> • We believe every individual is unique in his/her physical, emotion, social, and spiritual make ups. • We believe our uniqueness transcends beautiful colors attribute to a beautiful community. • We believe our uniqueness meant for complete unity and strength. Thus if our world is the only world that contains all our uniqueness, then all of us regardless of what colors, language, culture, race we have, we all are meant to live peacefully, and happily with one another. 7. Stewardship <ul style="list-style-type: none"> • All we have is given to us, and as we leave, we won’t be able to take them along. • The measure of your joy and comfort, will depend largely on how much efforts you will contribute to the betterment of your community. • Respect and build on what is given you and you will be commented a great steward by the Giver. • Take good care of what is given you because it is not yours and it will be taken away from you.

KOSRAE CAMPUS

1. Respect

2. High Educational Goals and Standards

3. Culture

4. Transparency

5. Effective Communication

6. Student-Centered

7. Creativity and Innovation

8. Collaboration

9. Teamwork

10. Accountability

11. Confidentiality

12. Participatory Governance

13. Diversity

14. Professional and Ethical Behavior

15. Safe, Healthy, and High-Quality Learning Environment

• Learner-Centeredness

- a. Learners are our primary focus and we provide **quality instructions** and **services** in a nurturing, **safe**, and **healthy environment**.
- b. We are competent and service-oriented with a **commitment** to life-long learning and a **commitment** to provide excellent and exemplary service to students, colleagues and the community.
- c. We **commit** and **invest our time, energy and resources** to create a **rigorous** and **high-quality learning environment**.
- d. We provide a dynamic, **creative**, up-to-date, and **innovative** environment with **high educational goals, standards** and **effective communication practices** to allow and **empower** the college community to function effectively in a global economy.
Commitment and Hard Work; Safe, Healthy, and High-Quality Learning Environment; Creativity and Innovation; High Educational Goals and Standards; Effective Communication; Empowerment.

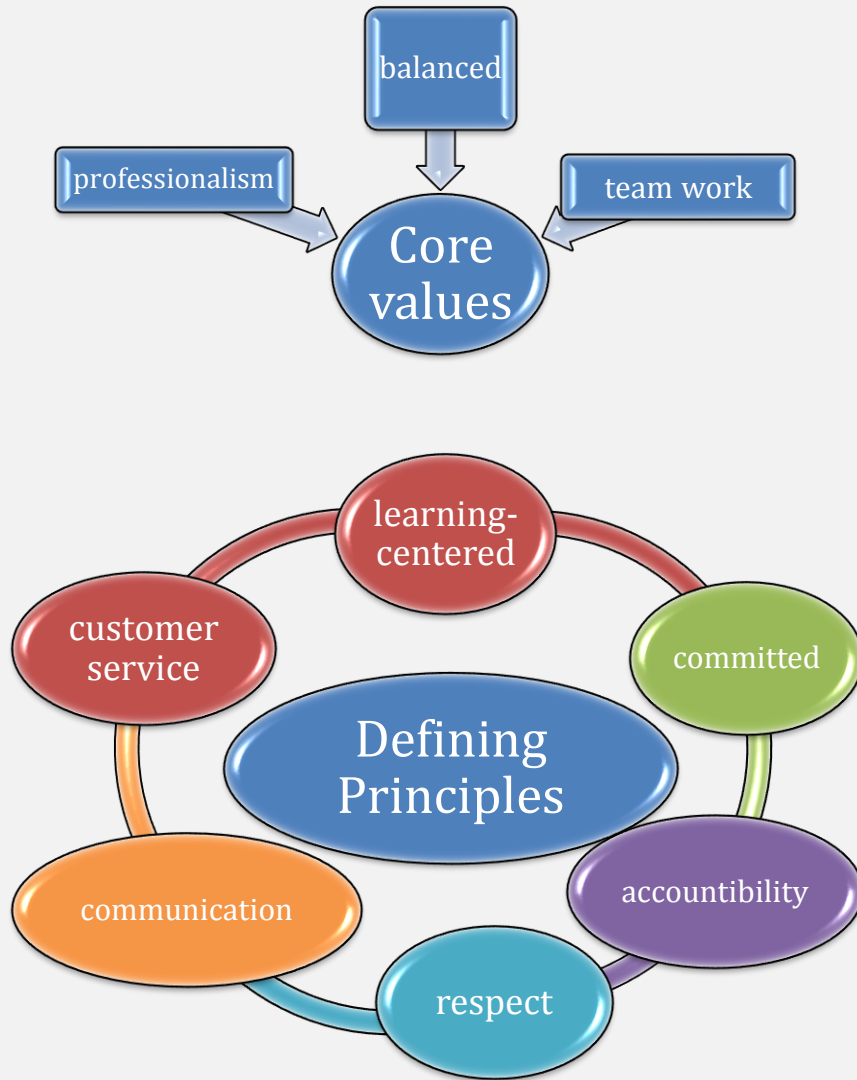
• Professional Behavior

- a. We are **honest** and we abide by the COM-FSM **code of ethics** in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.
- b. We are responsible for and **accountable** in our daily activities to our partners and the community we serve.
- c. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust, **transparency**, and **confidence**.
Honesty and Ethical Behavior; Accountability; Transparency; Confidentiality

• Teamwork

- a. We live in a community where cooperation, **collaboration**, **participation**, and open-mindedness help us achieve our vision.
- b. We live in a culture where **respect** and support for our **cultural differences** and **diversity** help us achieve our mission.
Collaboration; Participatory Governance; Respect; Culture; Diversity

**POHNPEI
CAMPUS**





Professionalism

- We are honest
- We are maintain confidentiality
- We are accountable
- We are committed

Learner-centeredness

- Prioritize pursuit of the mission
- We prioritize continues improvement of our services to students.
- Provide nurturing and safe environment for learning.

Respect

- We respect each other
- We accept input from everyone
- We respect our individual talents and opinions

Teamwork

- Contribute fully to activities
- We value diversity
- Share information and resources
- Prioritize partnership and collaboration

Commitment

- W prioritize continuous improvement and best practices
- We proactively service our clients with dedication
- We are committed to our mission and goal

Communication

- We listen attentively
- We ask questions and directions
- We respond timely with diplomacy

Balance

- We promote and encourage physical, mental, and spiritual wellness.

Accountability

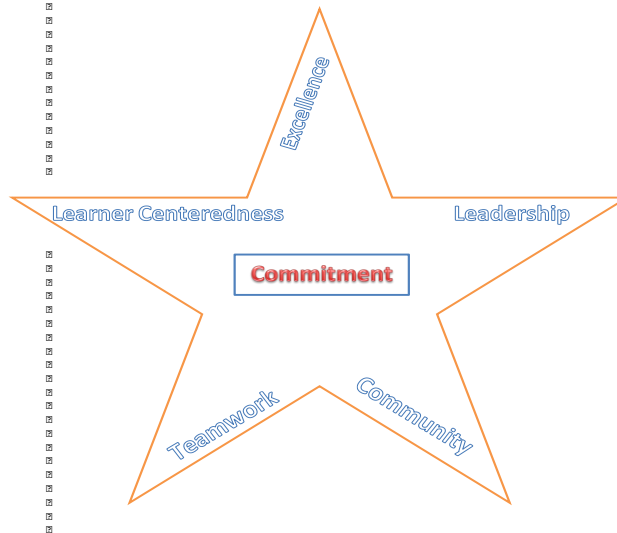
- We are accountable for our daily actions
- We are accountable for the resources we use.
- We are transparent

Customer service Our services are timely, responsive and proactive to meet the needs of our clientele.

- We always ask our clientele how we can render better services
- We always ask if all agreements are met and be open to suggestions

YAP AND FMI CAMPUS

COLLEGE OF MICRONESIA-FSM CORE VALUES:



Rooted in our cultural heritage as a voyaging society, the star symbolizes values that guide us toward achieving our mission. Central to our guiding values is commitment – we are committed to:

Rooted in our cultural heritage as a voyaging society, the star symbolizes values that guide us toward achieving our mission. Central to our guiding values is commitment – we are committed to:

Excellence

We are committed to high standards of performance and behavior. We provide quality in programs, services, staffing, and facilities for the best academic experience possible to every

student. We recognize and celebrate excellence as part of our culture. We continuously improve to meet the standards to achieve and maintain our accreditation.

- **Results oriented**
We set clear objectives and conduct best practices to achieve our mission and goals, that is, the academic success of our students and the continued affirmation of accreditation of the College. We endeavor to achieve excellent results. We recognize and reward achievements and high performance.
- **Communication – receptive, openness, transparent.**
We are committed to a culture of communication where everyone has a right to be heard and has a responsibility to listen. We encourage a free, purposeful, and meaningful exchange of ideas with utmost respect. We communicate openly and transparently through appropriate channels/technology. We accept and embrace differing opinions respectfully and politely.
- **Creativity / innovation-**
We embrace new ideas and explore innovative ways of working. We strive to create workable ideas, and change or enhance our processes, programs, or services to address the needs of our community. We aim to exploit creativity and innovation to improve learning outcomes of our students.
- **Professionalism / Ethical Behavior-**
We value professionalism at all levels. We use the most appropriate knowledge, skills, and competencies in the performance of our work with dignity and integrity. We share our knowledge of best practices with colleagues to enhance the quality of our programs and services. We recognize the limits of our expertise, so we seek help from our colleagues or make referrals appropriately.

We recognize and honor our College policies, decisions, and rules. We respect the governing body and fellow employees. We adhere to our Code of Ethics.

- **Competence**
We pursue in-depth knowledge and expertise in and beyond the classroom to contribute to the development of the College, the Federated States of Micronesia, and world community. We continuously seek improvements, use appropriate technology, and engage in continuous professional development to be efficient, effective, and relevant to the times.
- **Balance - physical, mental, & spiritual wellness.**
We endeavor to develop the whole person—mind, body, and spirit. We believe that wellness and balanced lifestyle brings about high performance and productivity. We support activities and programs towards this endeavor.
- **Continuous improvement-**
We continuously assess/evaluate, develop, improve, and enhance our programs, policies, and services to ensure their effectiveness and relevance to the changing needs of our communities.

Learner Centeredness

- **Students are our first priority**
Student-centered instruction places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively.

Instruction focuses on learning as a holistic activity both in and out of the classroom. Design programs and services to foster growth and development. Committed to excellence in teaching.

- **Lifelong Learning**

It is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. It enhances social inclusion, active citizenship, personal development, and self-sustainability.

- **Continuous Improvement**

Plan: Identify an opportunity and plan for change.

Do: Implement the change on a small scale.

Check: Use data to analyse the results of the change and determine whether it made a difference.

Act: If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again.

- **Nurturing and safe environment for learning & productivity**

A safe, supportive, and healthy environment conducive to learning fosters:

- Student learning & success
- Self-efficacy
- Personal growth & development
- Effective time management
- Participation in school activities.

Leadership

The college will take the lead in post-secondary education in Micronesia by offering programs to assist and motivate students in achieving their educational and career goals.

We instill in our students aspirations and skills to become leaders in their respective lives.

- **Lead by example** –Our administration, staffs and faculty are role models of good leadership to students and the college community
- **Accountability & Stewardship** - We will take responsibility of our actions and we uphold outstanding stewardship of our students' academic performances and development through effective leadership in planning and management of resources
- **Goal oriented** – Our focus is student success and our students will develop the motivation and confidence to be responsible for their academic success and personal development
- **Visionary** –We envision a successful mission and we promise the college community a brighter future. We foster an environment for visionary thinking and encourage innovation.
- **Transparency** – We will demonstrate our ideas and actions to be in the best interest of the community we serve
- **Compassion** – We will display respect, empathy, and willingness to recognize cultural and individual differences

Teamwork

COM-FSM is a team, united in its commitment to its mission, and working together towards a common goal. The team values and practice these characteristics:

- Participatory governance - Team members engage in purposeful dialogue and share in development of policies and procedures focused on achieving mission and goals.
- Collaboration & Cooperation – Team members work together in harmony.
- Mutual Respect - We respect each other as a valuable member of the team.
- Empowerment – each member of the team is entrusted to carry out their duties and responsibilities. Each one is a valuable and contributing member of the team.

Community

We are a culturally diversified community committed to unity and interdependence based on mutual trust and respect. We value personal differences.

We are proactive in collaborating with our stakeholders to foster and facilitate positive changes and development

NATIONAL CAMPUS

Cohesion, Consensus, Culture, and Community

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During the 15 December 2015 Face-to-Face meeting:

The CVWG reviewed the revised campus submissions (Table 3) and completed a theming activity to once again aggregate the submissions. The theming exercise was similar to the one conducted by Kosrae Campus and represented by the Kosrae Campus results presented in Table 3. The results of this theming exercise were presented at the Governance Summit at the National Campus on 05 January 2016.

The CVWG identified three over-arching themes or categories of *excellence*, *learner-centeredness*, and *teamwork* (Table 4). The values listed under these three represent possible best practices that a student or employee should demonstrate in order to evidence *excellence*, *learner-centeredness*, and *teamwork*. A “?” was retained next to innovation and creativity because there was not consensus on whether or not those fit under learner-centeredness. There were four additional core values that did not fit as readily under the three themes and they were, in no particular order, *stewardship*, *commitment*, *customer service*, and *community*. The CVWG had different opinions on the importance of these four additional core values.

Table 4. COM-FSM core value themes or categories identified by the Core Values Working Group and presented to the college community for review at the January 2016 Governance Summit.

Excellence	Learner-Centeredness	Teamwork	Others
Professionalism	Life-long learning	Diversity	Stewardship
Ethical	Continuous Improvement	Collaboration	Commitment
Accountability	Nurturing	Cohesion	Customer Service
Confide	Safe environment	Participatory Governance	Community
Respect	Results oriented	Communication	
Balanced	High educational standards	Empowerment	
Transparency	High educational goals	Advocacy	
Leadership	Innovation ?	Consensus	
Competence	Creativity ?		
Best practices			
Honesty			
Confidentiality			

During the Governance Summit 4-5 January 2016:

To determine which of the seven core values were most important to college employees (Table 4), an assessment was conducted during the sign-in process on day 1 (04 January 2016) of the Governance Summit. Each participant was given three *post-it notes* upon sign in. Participants were tasked to indicate their top three Core Values by sticking a *post-it note* under each of those three selected Core Values. The results of that activity are presented in Figure 3.

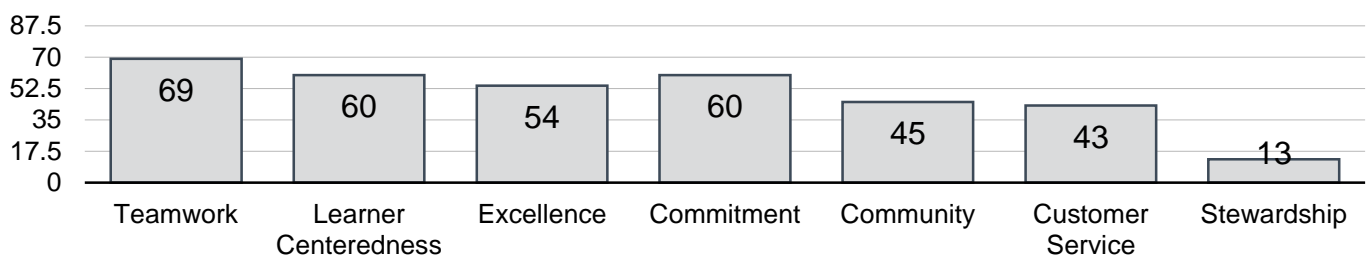


Figure 3. National Governance Summit Core Values Working Group Results.

Teamwork, *learner-centeredness*, and *excellence* did rank among the top choices helping the CVWG affirm these are important. However, *commitment* was selected more frequently than *excellence*. Though *community* and *customer service* were ranked nearly equally by the “top three choices activity”, customer service did not feature in team poster presentations; whereas community did feature often. *Stewardship* was the least popular and also only featured in one team poster presentation (Table 6).

Governance Summit working groups were asked to answer questions and prepare a presentation for a report out session (Tables 5 and 6).

Table 5. Questions for Governance Summit working groups to consider and answer in their presentations during the report out session.

1. How does your team feel about following the Dartmouth model as selected by the Core Values Working Group?
2. How does your team feel about using the star if we have 5-6 core values (star had 5 points)?
3. If your team does not prefer the star, did you prefer another diagrammatic representation? Or you have an alternative to sketch/propose here?
4. Do you agree with the three categories of **Excellence**, **Learner-Centeredness**, and **Teamwork** as derived by the working group that attempt to best represent all core values articulated by constituents?
5. If you disagree with values placed under *Excellence*, *Learner-Centeredness*, and *Teamwork*, please indicate which ones you feel do not belong as these will form the basis of best practices for these three categories. The team has question marks next to *innovation* and *creativity*, for example, because not all members agreed they fit under *Learner-Centeredness*. Do also indicate if you feel any values placed under the overall categories really need special attention and should stand out as separate core value.
6. Consider the choices everyone made for their top three core values yesterday. Not all possible core values were sampled, but only those already derived by efforts of the working group based on constituent input. *Commitment* actually scored higher than *Excellence*, which was already selected as at least among the top three by the Core Values Working Group. Further, consider what your team has already discussed and present your recommendations for the COM-FSM core values. Please do not add core values that are not present, as these reflect core values put forward by many across the college and compiled by the working group. The point is not to generate many more values for consideration, but to narrow down what our most important core values truly are.

Table 6 shows examples of some of the posters developed by summit working groups for their report out. Many great graphic ideas for representing the core values were put forward, however, the graphical ideas were not deemed essential to articulating and using the core values and best practices.

Table 6. Posters from Working Groups that indicates their own views and unique designs regarding the selected core values.

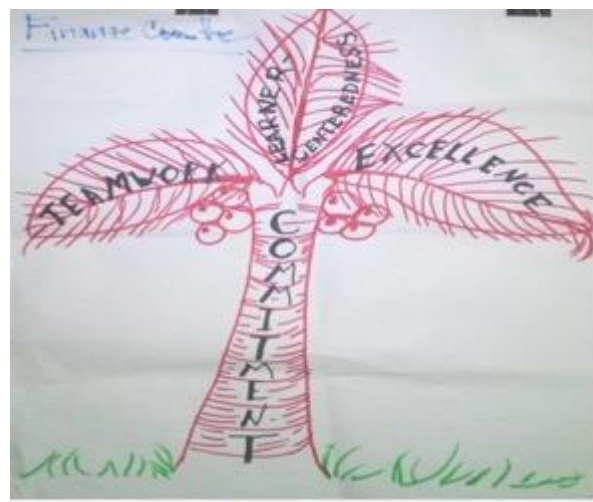
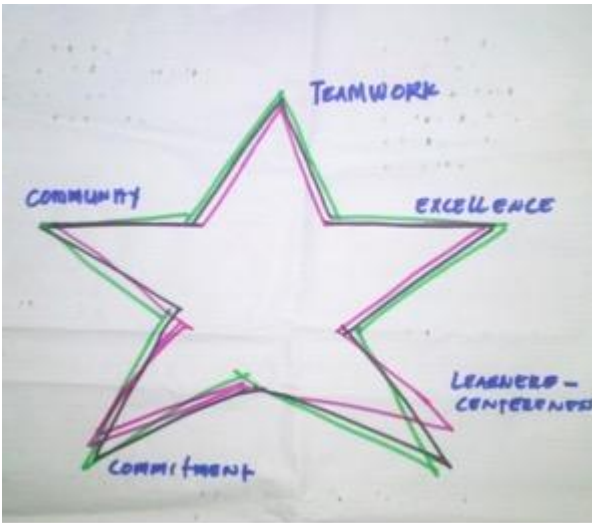
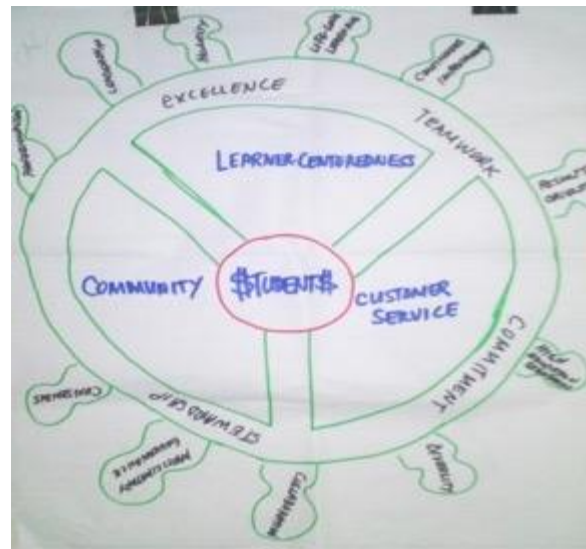


Table 6. Posters from Working Groups that indicates their own views and unique designs regarding the selected core values.



The CVWG adopted the model used by Dartmouth (<http://www.dartmouth.edu/~rpd/corevalues/list.html>) where a core value is not merely presented by a definition, but instead comes with clearly articulated best practices that guide both the employee and the student on ways to demonstrate that core value (Table 4). The CVWG solicited input from the working groups on whether or not the Dartmouth model (<http://www.dartmouth.edu/~rpd/corevalues/list.html>) was acceptable, and the model was unanimously supported with no objections articulated.

Groups were asked to analyze the categories of *Teamwork*, *learner-centeredness*, and *excellence* and discuss whether or not the other core values grouped under each category would form a reasonable basis for articulated best practices. For example, to demonstrate *excellence*, one might meet or exceed standards

of *best practices* at all times. To demonstrate teamwork, one might work to build *consensus* with team members for decisions. The most commonly referenced change by groups was that one might demonstrate excellence without necessarily being professional, and one might be professional without necessarily demonstrating excellence. Professionalism was considered important by many groups, thus the CVWG will consider *professionalism* as a separate core value.

There were three outcomes articulated and assessed from this CVWG activity during the Governance Summit:

1. Demonstrate awareness of the work conducted by the Core Values Working Group.
2. Discuss COM-FSM Core Values, their meaning, and their purpose.
3. Provide constructive input to the final Core Values to be presented to the Board of Regents and implemented March 2016.

The results of the assessment are in Table 7. Additionally, several summit participants noted the core values activity was among those activities most enjoyed or most useful.

Table 7. Results of the outcomes assessment from the Governance Summit (n=203).

Outcomes. You can:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	n
1. Demonstrate awareness of the work conducted by the Core Values Working Group.	40	49	6	0	2	97
2. Discuss COM-FSM Core Values, their meaning, and their purpose.	40	45	10	0	3	98
3. Provide constructive input to the final Core Values to be presented to the Board of Regents and implemented March 2016.	30	52	10	1	3	96

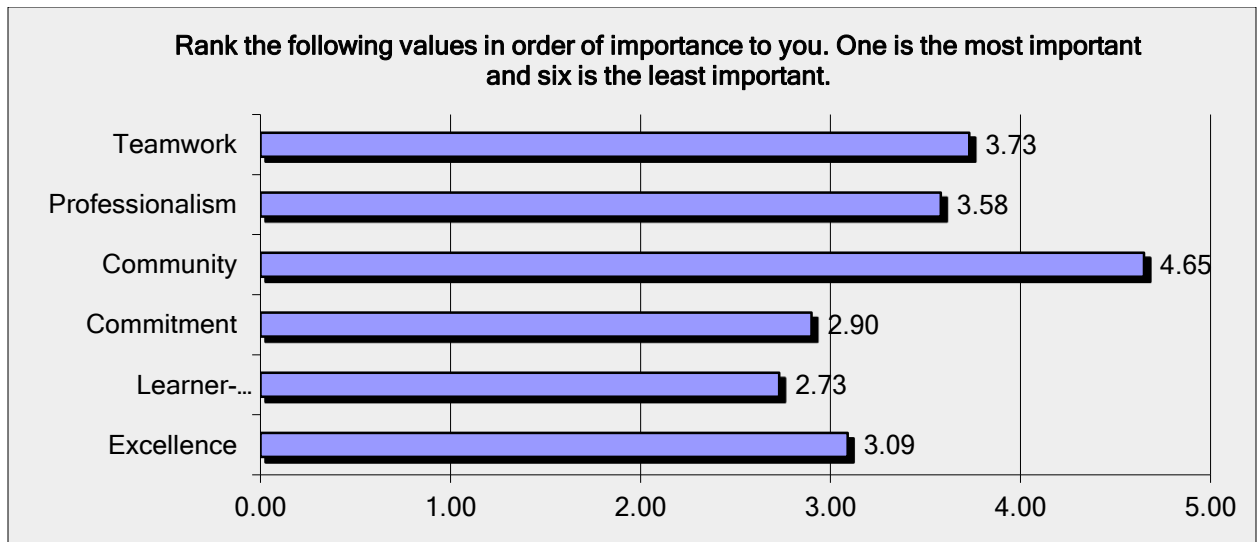
Based on results from the summit, the CVWG developed a draft proposal for the Executive Committee and offered the college community input into that draft through a college-wide survey.

College-wide Core Values March 2016 Survey

During the week of 11-19 March 2016, the CVWG conducted a college-wide survey on proposed core values. An email was sent announcing access to the survey on 11 March 2016 and a follow up email was sent to remind the college community that the survey closed on 19 March 2016. There were 134 total respondents to the survey.

Survey Results

1. Rank the following values in order of importance to you. One is the most important and six is the least important.



Survey respondents ranked the possible six core values from 1-6 where 1 was the most important and 6 was the least important. Therefore, the smaller the value the higher the ranking result and importance to the respondent. The most important to least important was thus:

1. *Learner-centeredness*
2. *Commitment*
3. *Excellence*
4. *Professionalism*
5. *Teamwork*
6. *Community*

The top five core values were retained and a statement on the how the college values the community was created. The working group found it was difficult to evidence best practices for the community that were not more appropriately examples of professionalism and commitment.

2. *Excellence, learner-centeredness, commitment, community, professionalism, and teamwork* are the six core values derived from college-wide input over the last six months. Are there any behaviors (practices) you value that are not represented by these six core values? If so, you can list up to three.

leadership	life-long learning	Showing up, punctuality	accountability	goal-oriented	Fairness
persistence	respect	culture	quality	collegiality	creativity
honesty	assurance	diversity	integrity	tolerance	sincerity
caring	transparency	faithfulness	tardiness	intrinsic	motivated
instrumental	customer service	ownership	Innovation	efficiency	collaboration
consistency	consensus	communication	neatness	safety	give and take with colleagues
ethical	health	career	responsibility	religion	friendliness
flexibility	expertise	attitude			

The responses are not listed in any particular order as far as frequency of occurrence. Honesty, respect, leadership, transparency, ethical, communication, creativity, integrity, punctuality, and accountability occurred multiple times. These most popular behaviors were incorporated into the articulated best practices. Some respondents listed core values already articulated, such as professionalism and those were eliminated. Where possible, the CVWG has taken efforts to include these valued behaviors as best practices under the core values. They also echo values previously articulated by the college community.

However, it must be noted the group did not always use all these terms verbatim. Creativity and innovation are described by *Be transformative, think outside the box*, for example. Punctuality is represented by, *Be dependable by being present and on time* as another example. Communication is represented by multiple statements such as, *Listen actively, Respond respectfully, and share information*. Leadership is represented by all these best practices, but can be exhibited by *be positive, be transformative, set goals, be honest and transparent, accept responsibility, act in best interest of the college, respect, offer assistance and guidance, pursue an understanding of diverse points of view*, etc. Integrity is represented by *be honest and transparent, maintain confidentiality, do no harm, be ethical*, etc.

Some employees again listed religion as a possible core value, however that goes against FSM national law and requirements of public institutions in a secular nation and the Accreditation Eligibility Requirements and Standards:

ER 13. Academic Freedom. The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general. Regardless of the institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

I.C.7 In order to assure institutional and academic integrity, the institutions uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

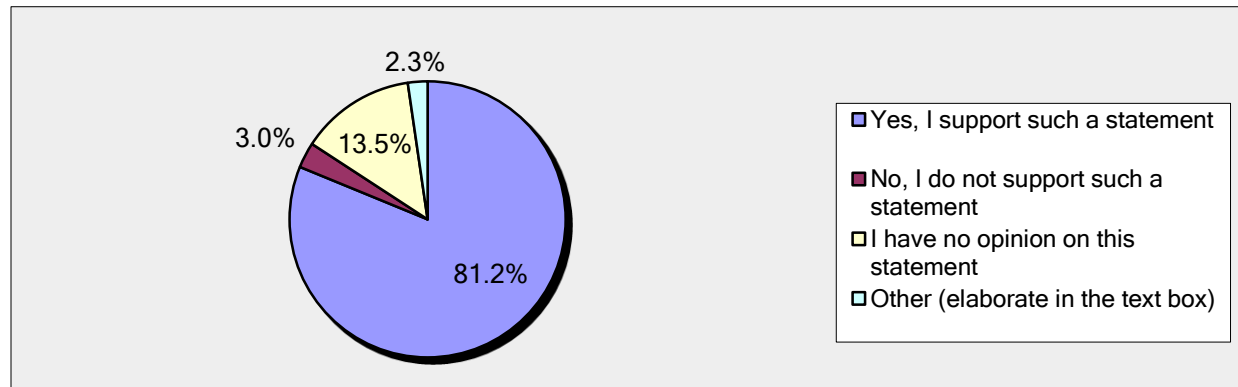
I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/ or appropriate faculty and student handbooks.

This also violates [Board Policy 6019 Employee Discipline and Protection](#), and falls under 1. *Employee Discipline, c. Reasons for Disciplinary Action, 14. Racial, religious, or otherwise discriminatory remarks, defamations, or inferences.* Therefore, the CVWG eliminated religion as a possible core value or best practice as that puts employees and the college at risk for grievance and legal action. Forcing employees to value religion and participate in religious activities is contrary to law, standards, and policies.

3. The Core Values Working Group found that behaviors of best practices within the community also fit under best practices of *professionalism, teamwork, and commitment*. However, the group wants to emphasize *community* is valued. Do you support a phrase that introduces

the COM-FSM core values such as: *We value the higher education community in which we work and those diverse island communities we serve. As members of these communities, we strive to embody these core values and to demonstrate them through the following best practices* (the core values and best practices would then be listed)?



Results showed 81.2% of the respondents supported the statement, with an additional 13.5% having no opinion. With only 3% opposed, the CVWG has retained and is recommending the statement to the EC.

4. The following are best practices for showing the core value *Excellence*. Please indicate for each best practice whether you agree or disagree it demonstrates *Excellence*.

Answer Options	Agree	Disagree	Response Count
Complete all duties and assignments.	124	10	134
Hold yourself accountable to high performance standards.	124	10	134
Aim to meet or exceed standards of best practices.	129	5	134
Set goals and endeavor to exceed them.	121	13	134
Learn from failures to continuously improve.	122	12	134
Be transformative, think outside the box.	113	19	132
Other (please specify)			10
<i>answered question</i>			134
<i>skipped question</i>			0

Other comments were:

- Set goals and endeavor to achieve or to exceed them..
- Integrity
- be transparent
- For some of the above statements I am concerned about definitions. Best practices is not necessarily a single set of practices. Aiming to meet or exceed something that is potentially a) difficult to define and b) if defined, then already defined to be a "best" practice. Can one exceed "best" - feels too much like semantics. Goals: if success is only measured by exceeding them, then the system biases to set low goals. A goal should be lofty or else nothing worth, so, again, exceeding this seems odd.
- None
- Be sincere and real.

- positive attitude
- Understand everyone needs to and ability to acquire food, shelter, and security, are some of us overpaid?
- Applying best practice in any form of services that college can offer.
- Be transparent

“Be transformative, think outside the box,” had a high enough disagreement (19/132 or 14% against) it was instead listed under *learner-centeredness* and is in line with commitment to inquiry, and systemic thinking or double-loop learning.

5. The following are best practices for showing the core value *Learner-Centeredness*. Please indicate for each best practice whether you agree or disagree it demonstrates *Learner-Centeredness*.

Answer Options	Agree	Disagree	Response Count
Dedicate time for learning.	128	5	133
Use every assignment as a learning opportunity.	125	8	133
Explore your curiosity.	114	17	131
Continuously assess your knowledge, skills, and abilities.	124	8	132
Take initiative to expand your knowledge, skills, and abilities.	124	7	131
Collaboratively share information and skills.	123	8	131
Encourage curiosity in others.	115	16	131
Other (please specify)			9
<i>answered question</i>			133
<i>skipped question</i>			1

Other comments were:

- Please include statements on student engagement or focus on students as learners. Most of the best practices listed here in my opinion fall under competence and competence fall under professionalism.
- Achieve set standards on student success
- Encourage students' participation in meetings
- If one is centered on the learner, then isn't continuously assess your knowledge, skills, and abilities part of professionalism, of being a professional? I am not saying I know, I am just asking. Some of these seem to be "behaving as a professional" I would expect learner centered behavior to be student centered, these are often teacher centered behaviors which a professional should exhibit.
- learn from failure to continuously improve
- make students the center of activities
- Explore and expand on subordinate's ability and potentials.
- More on engaging learners on active learning process

Learner-centeredness will require some clarification to the college community as there is confusion between student-centered and learner-centered. Learning is an activity for everyone at the college, not just students. Interestingly, 17/131 or 13% disagreed that exploring curiosity was learner-centeredness and 16/131 or 12% disagreed that encouraging curiosity in others was learner-centeredness. Curiosity and initiative components were derived from the AAC&U VALUE Rubric

for *foundations and skills for lifelong learning*. And, learning leaders are described by Schein (2010) as having a “commitment to learn...to inquiry...and systemic thinking” (pp. 366-371).

6. The following are best practices for showing the core value *Professionalism*. Please indicate for each best practice whether you agree or disagree it demonstrates *Professionalism*.

Answer Options	Agree	Disagree	Response Count
Respect yourself and others.	131	3	134
Be honest and transparent.	131	3	134
Accept responsibility for your actions.	130	4	134
Maintain confidentiality.	125	9	134
Do no harm, be ethical.	129	5	134
Act in the best interest of the communities you serve.	126	7	133
Develop logical plans and force consequences.	109	23	132
Other (please specify)			8
<i>answered question</i>			134
<i>skipped question</i>			0

This question contained a typo where the item, “Develop logical plans and force consequences” was intended to read, “Develop logical plans and foresee consequences.” Understandably there was large disagreement on that item, as expected. That datum unfortunately is flawed due to this error. The error could not be corrected once identified as survey data had already been received. This was also commented on by a few respondents.

Other comments were:

- Force consequences?
- Develop logical plans is good, forcing consequences could some contextualization or explanation.
- Maintain self-discipline.
- timely
- Know when to show appreciation and when to reprimand
- Process all college documents in timely manner.
- mindful of other people's capabilities & incapacabilities [sic]

7. The following are best practices for showing the core value *Commitment*. Please indicate for each best practice whether you agree or disagree it demonstrates *Commitment*.

Answer Options	Agree	Disagree	Response Count
Dedicate your time, energy, and enthusiasm.	133	1	134
Give back when you can.	113	20	133
Connect, participate, and be involved.	132	2	134
Work to make a difference.	126	8	134
Other (please specify)			9
<i>answered question</i>			134
<i>skipped question</i>			0

“Give back when you can” was not considered a best practice of commitment by 20/133 or 15% of respondents. However, because the college expressed a value of *community*, it seems appropriate that in order to show that value, one should have a commitment to give back to the community (college and local) when possible and able (when you can). And, the college does formally recognize community service through incentive awards, and thus this seems in line with that incentive as well.

Other comments were:

- Strive to improve knowledge, skills, and abilities
- Do the best of your abilities
- Well phrased, well said.
- Do what needs to be done without being asked.
- Believe that what you are committed to is important.
- meet deadline
- Accept negative evaluation of yourself
- showing ownership of duties

8. The following are best practices for showing the core value *Teamwork*. Please indicate for each best practice whether you agree or disagree it demonstrates *Teamwork*.

Answer Options	Agree	Disagree	Response Count
Engage and contribute wholly to all team activities.	124	9	133
Offer your assistance and guidance when necessary.	128	5	133
Actively listen.	128	6	134
Pursue an understanding of diverse points of view and ideas.	126	8	134
Respond respectfully when others disagree with your views.	131	3	134
Recognise the needs of others.	129	4	133
Actively build working and learning relationships.	131	3	134
Appreciate your colleagues.	126	7	133
Adapt.	120	14	134
Share and use resources responsibly.	126	6	132
Other (please specify)			11
	<i>answered question</i>		134
	<i>skipped question</i>		0

Adapt was not considered a best practice for teamwork by 14/143 or 10% of respondents.

Other comments were:

- Focus on and emphasize positive contributions from colleagues
- Well constructed set of exemplars.
- Respect others
- If you're a leader, always look for the welfare of your men.
- can accept criticism
- Agree to disagree
- share needed information with colleagues.

- Some social time among employees would really help these practices work.
- engage and contribute based on your skills to the best advantage of the 'team'
- Be honest and walk the talk

9. Please enter any additional comments and suggestions you have for the COM-FSM Core Values.

Appreciative for the COM-FSM Core Values

- The core values are very good, I think.
- I have none to offer at this time, but these are very good core values. Great work!!
- I value and respect the different cultures of students and campuses, or even of the nation. Respecting cultures may be one best practice that should be identified under Commitment, or Community.
- I reject your definitions/examples of best practices.
- We lack honesty in some areas (tardiness is a common problem). Honesty is the best policy.
- No comment, agree and satisfy with all the above
- For question one I cannot rank those, they do not stand in a rank order for me. I value all and hope to meet or exceed each in each area. Do I value food or drink more? Neither, they are both necessary and equally important. I feel the same way about six. I would have wished for a checkbox "keep this in"/"set this aside"
Thanks for the good work. My suggestions are only meant as suggestions. I am still wrestling with learning centeredness. For me, learning centered means starting from the student, from the learner. If I simply walk into a room and start lecturing, I am starting from where I am, not where the student is. One should start from where the student is, and then work to lift them to where you want them to be. That for me is learner centered instruction. The center of gravity is the student, not the instructor, in a learner centered environment. My apologies if I have mispoke or misunderstood. So much miscommunication is the result of different definitions being used by those trying to communicate. I fear I have missed the intent of some of the above, I may be using different definitions. Again, thanks for all the work being done.
- Publish the core values to the public once finalized so it is clear to the community. Additionally, use of a diagram (choose the best diagram that was presented during the summit) to portray how we view these core values and their importance.
- We need not put Community as a core value but simply state it as it is in the beginning. This way we have only five Core Values, and we have the statement on Community at the top.
- I hope the COM+FSM will improve to meet all the core values to develop for the future generations coming to the College of Micronesia.
- I agree all the comments and suggestions for the COM-FSM Core Values that indicated in the survey
- We talk about student focus and learner centered but we tend to schedule meetings and other activities and classes are affected as a result.
- I think 6 core values are to much maybe if reduce to 4 core values will be an ideal number.
- I do agree with the hard work of the cvwg as we work as a team but not overlooking other traditional values of some respective island states.
- Self-motivation should be inculcated to all stakeholders especially to the students to ensure success in various endeavors in the organization
- Next steps is to start upgrading all line items listed in the Core Values for further improvements.
- With question 1 I believe all are important and all should score a value of "1".....its kind of like you "you can't have one without the other!!" e.g., you can't excel without professionalism, you can't have commitment with the community support.....so although I did rank them because the survey only allowed that, I feel very strongly that they should all score "1".
- Religion, where prayer at the beginning of each meet must be mandatory rather than just reading the mission statement.

- I think the best practices of "commitment" also fit under best practices of "professionalism". Never expect to fulfill commitment when there is no professionalism.
- ability to work with people of various sociocultural and economic backgrounds
- HRO should demonstrate more professionalism by supporting needs of employees and not be always on the side of the Administration.
- I do not feel that the word "community" is a value/behavior/practice.
- We are in an environment where social interaction is very strong. Yet I see we are trying to run things in a totally opposite direction. so may I call it western ways. This does not work well when we are trying to build up team work.
- Realistic
- This survey has good info on showing what lies under each core value, but it's not the wording that matters, it's the actions. I would say that as a community we should treat one and other equally, show respect and appreciate others no matter what.
- I'm ok with all criteria mentioned.
- I support the proposed values

Core Values Working Group Recommendation to the Executive Committee

College of Micronesia-FSM core values and principles of best practices

We value the higher education community in which we work and those diverse island communities we serve. As members of these communities, we strive to embody these core values and to demonstrate them through the following best practices

<p style="text-align: center;">Excellence</p> <ul style="list-style-type: none"> • Complete all duties and assignments. • Hold yourself accountable to high performance standards • Aim to meet or exceed standards of best practices. • Set goals and endeavor to exceed them. • Be positive and encouraging. 	<p style="text-align: center;">Learner-Centeredness</p> <ul style="list-style-type: none"> • Dedicate time for learning. • Use every assignment as a learning opportunity. • Explore your curiosity. • Continuously assess your knowledge, skills, and abilities. • Collaboratively share information and skills. • Be transformative, think outside the box. • Learn from failures to continuously improve. 	<p style="text-align: center;">Commitment</p> <ul style="list-style-type: none"> • Be dependable by being present and on time. • Dedicate your time, energy, and enthusiasm. • Contribute your best and inspire others to do the same. • Give back when you can. • Connect, participate, and be involved. • Work to make a difference. • Anticipate what is needed and do that work without being asked.
<p style="text-align: center;">Professionalism</p> <ul style="list-style-type: none"> • Be honest and transparent. • Accept responsibility for your actions. • Maintain confidentiality. • Do no harm, be ethical. • Develop logical plans and foresee consequences. • Act in the best interest of the college and the communities you serve. 	<p style="text-align: center;">Teamwork</p> <ul style="list-style-type: none"> • Respect yourself and others. • Engage and contribute wholly to all team activities. • Offer your assistance and guidance when necessary. • Actively listen. • Pursue an understanding of diverse points of view and ideas. • Respond respectfully when others disagree with your views. • Recognize the needs of others. • Actively build working and learning relationships. • Appreciate your colleagues. • Share and use resources responsibly. 	

*Adapted from Dartmouth's Core Values Model <http://www.dartmouth.edu/~rpd/corevalues/list.html>