

Values and Behaviors

Who we are, aspire to be, and expect to see

August 2024

Student-Success Focused (Caring, Supportive, Rigorous, Professional)

We exist to support students, guide them, and help them succeed in the classroom and their careers. This is reflected in the work we do and what motivates us to come to work each day. We're dedicated to developing business professionals and the next generation of business leaders. We set high-performance expectations that build the knowledge, skills, and competencies relevant to their future success. Through our efforts, we instill confidence, help them achieve the dream that is theirs, and encourage them to dream even bigger.

Example behaviors

- Makes time to meet with students outside of office hours
- Stays after class to meet with students to clarify topics or assignment
- Recognizes when a student is not showing up to class and reaches out
- Provides generous office hours; meets with individual students
- Responds promptly to emails
- Sets high-performance expectations that align with employer demands
- Reaches out to students who are not doing well in class to provide early help
- Designs courses in a way that helps students achieve learning goals. Practical, real-world, relevant teaching, assignments, and evaluation.
- Experiments with pedagogy to improve learning and engagement
- Engages with employers to ensure curriculum relevance

Welcoming (Approachable, Respectful, Collegial, Inclusive)

We nurture a warm and friendly environment characterized by support, caring, and a sense of belonging. Our students, faculty, and staff feel valued. We respectfully and collegially engage with our students, colleagues, and stakeholders. We seek to ensure the right conditions are in place for each person to achieve their full potential.

Example behaviors

- Greets others with a smile: treats others with kindness, courtesy, and politeness
- Asks questions for others to answer to learn about them in social conversations
- Using appropriate tone and language, shows openness to classroom questions; encourages questions, comments, suggestions, and honest expression of thoughts and ideas
- Listens, takes time to understand, makes connections
- Receives input with respect – allows others to brainstorm without negative feedback
- Refuses to accept unjust behavior: uses inclusive language
- With colleagues, takes collective responsibility for their work together
- Acts equitably with integrity and accountability to self, others, and the organization
- Respects and appreciates the backgrounds and cultural values of others
- Thinks about whose voices are not represented in the conversation
- Recognizes the contributions of others; makes others feel appreciated

Trustworthy (Competent, Ethical, Principled, Honest)

We are reliable, dependable, and worthy of trust. Our competence allows others to trust that we have the expertise to contribute to our collective work. We recognize that building expertise and competence in our students and maintaining the trust of our colleagues requires our own continuous learning. We don't break our promises. We can be trusted to do the right thing, displaying our profession's highest ethical and integrity standards.

Example behaviors

- Maintains currency and expertise through research and/or engagement with the profession: displays curiosity: seeks and engages in opportunities to learn
- Delivers on promises -- Reliable/dependable/responsible -- doesn't make promises that can't be kept
- Genuinely cares for others: shows feelings, open about emotions: shows gratitude
- Communicates honestly and transparently: Admits mistakes
- Keeps confidences and displays loyalty: Sets and respects boundaries
- Shows loyalty and commitment, giving credit to others where credit is due
- Acts equitably with integrity and accountability to self, others, and the organization

Team Player (Collaborative, Uplifting, Humble, Engaged)

Recognizing that much less can be accomplished alone than together, we greatly value our colleagues. We aren't on the sidelines. We actively collaborate and connect, from classrooms to the community. We turn theory into practice, creating new experiences and fresh ideas. We engage in the classroom and beyond, supporting our colleagues, the profession, and the economic needs of our region. Our collective reputation is of greater importance than our individual reputation. Together we celebrate our successes. Individually we are sometimes humbler than we should be.

Example behaviors

- Seeks input from others on departmental and college issues
- Responsible and accountable for individual and team deliverables
- Collaborates with others to achieve common goals
- Actively listens to and communicates with other team members
- Seeks to understand each person's unique strengths
- Demonstrates enthusiasm and positivity
- Shows the ability to compromise and be agile
- Builds strong, positive working relationships with coworkers and supervisor: Nurtures a healthy work environment
- Happy for others who deserve the credit: owns accomplishments without being boastful while recognizing the contributions of others
- Praises members of the team and recognizes their work; willing to address inappropriate team behavior
- Seeks feedback from others regularly, is willing to admit mistakes, does not claim to be the best

Enterprising (Prepared, Resourceful, Determined, Action-oriented, Results-driven)

We are focused on the future and achieving great things. Higher education can be highly regulated, but through our resourcefulness and drive, we recognize opportunities and are motivated to make the most of them. We push through roadblocks to innovate and create new possibilities. We evaluate our efforts, set goals, and seek ways to improve.

Example behaviors:

- Works to understand internal processes and looks for opportunities to improve them
- Seeks to understand the needs of the organization and society and find solutions to address them
- Uses personal strengths, knowledge, and talents to complement those of others
- Provides leadership where appropriate to move projects forward
- Evaluates progress relative to goals and seeks continuous improvement
- Is not afraid to fail; recognizes learning can come through failure
- Shows a high level of dedication toward doing a good job