

2021–2022



Education

Pioneer Level Criteria for Performance Excellence

Effective January 2021

Note from the CEO:

Thank you for taking the time to consider applying for the Quality Texas Foundation Pioneer Level of Recognition (five-page Organizational Profile). This is the starting point for your organization or a section/group within an organization. Your next step is our Engagement Level of Recognition (five page Organizational Profile + 10 page application). Since this is probably your first entry with Quality Texas Foundation, welcome aboard.

It is our sincere hope that the questions embedded in the five page organizational profile will cause your organization to evaluate exactly where you are, where you should be, and how you can significantly improve by prioritization of your improvement steps. The Baldrige Framework is used the world over (70 countries) to make systematic improvements to organizations. Proposed steps are shown below.

1) Assign a minimum of two personnel, preferably five to seven in your office to become Internal Coach/Examiners trained by the Quality Texas Foundation. This training is where QTF teaches your personnel how to become valued Internal Coaches/Examiners by informing the participants how to respond/write the responses to the questions and the reasons behind the questions. You can just begin writing if you like, but past information received from applicants indicate the Internal Coach/Examiner training was a major milestone in writing at any level. Our satisfaction rate over the past four years has been 99.8%.

2) Write your responses to the questions and allow other people in your office to edit your work. Don't fall in love with your first draft. This application to be really effective will undergo several iterations with substantial improvements along the way. The application process will allow the organization to ask very difficult questions and address organizational priorities.

3) Revise multiple times and submit to QTF (www.quality-texas.org).

4) QTF is here to help! If you need assistance, QTF can provide you with coaching and with a customized writing seminar just for your organization to save you time and effort.

If QTF can be of assistance to you, please allow us that opportunity. QTF wants to be your go to source for Baldrige-based training. QTF has leadership development, organizational strategic planning, workforce engagement training, and several others. Remember always that the Baldrige Journey is never finished! Happy travels!

Dr. Mac McGuire

CEO

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Criteria for Performance Excellence

Begin with the Organizational Profile

The Organizational Profile is the most appropriate starting point for self-assessment and for writing an application. It is critically important for the following reasons:

- You can use it as an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, use these topics for action planning.
- It sets the context for understanding your organization and how it operates and allows you to address unique aspects of your organization in your responses to the Baldrige Criteria questions in categories 1–7. Your responses to all other questions in the Criteria should relate to the organizational context you describe in this profile.
- It helps you identify gaps in key information about your organization and focus on key performance requirements and results.

Organizational Profile

The **Organizational Profile** is a snapshot of your organization and its strategic environment.

P.1 Organizational Description: What are your KEY organizational characteristics?

a. Organizational Environment

(1) EDUCATIONAL PROGRAM AND SERVICE Offerings What are your main EDUCATIONAL PROGRAM AND SERVICE offerings (see the note on the next page)? What is the relative importance of each to your success? What modalities do you use to deliver your EDUCATIONAL PROGRAM AND SERVICES?

(2) Mission, Vision, Values, and Culture What are your MISSION, VISION, and VALUES? Other than values, what are the characteristics of your organizational culture? What are your organization's CORE COMPETENCIES, and what is their relationship to your MISSION?

(3) WORKFORCE Profile What is your WORKFORCE profile? What recent changes have you experienced in WORKFORCE composition or in your needs with regard to your WORKFORCE? What are

- your WORKFORCE or faculty/staff groups and SEGMENTS;
- the educational requirements for different faculty/staff groups and SEGMENTS;
- the KEY drivers that engage them;
- your organized bargaining units (union representation), if any; and
- your special health and safety requirements, if any?

(4) Assets What are your major facilities, equipment, technologies, and intellectual property?

(5) Regulatory Environment What are your KEY applicable occupational health and safety regulations; accreditation, certification, or registration requirements; education sector standards; and environmental, financial, and EDUCATIONAL PROGRAM AND SERVICES regulations?

b. Organizational Relationships

(1) Organizational Structure What are your organizational leadership structure and GOVERNANCE structure? What structures and mechanisms make up your organization's LEADERSHIP SYSTEM? What are the reporting relationships among your GOVERNANCE board, SENIOR LEADERS, and parent organization, as appropriate?

(2) Students, Other CUSTOMERS and STAKEHOLDERS What are your KEY market SEGMENTS, student and other CUSTOMER groups, and STAKEHOLDER groups, as appropriate? What are their KEY requirements and expectations for your EDUCATIONAL PROGRAM AND SERVICES, student and other CUSTOMER support services, and operations, including any differences among the groups?

(3) Suppliers, Partners, and Collaborators What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do they play in producing and delivering your KEY EDUCATIONAL PROGRAM and SERVICES and student and other CUSTOMER support services, and in enhancing your competitiveness? What role do they play in contributing and implementing INNOVATIONS in your organization? What are your KEY supply-network requirements?

Notes

P.1a(1). Educational program and service offerings are the activities you offer to engage students in learning or contribute to scientific or scholarly investigation. Modalities for delivering programs and services to your students might be direct or might be indirect, through partners and collaborators.

P.1a(2). If your organization has a stated purpose as well as a mission, you should include it in your response. Some organizations define a mission and a purpose, and some use the terms interchangeably. Purpose refers to the fundamental reason that the organization exists. Its role is to inspire the organization and guide its setting of values.

P.1a(2). Your values are part of your organization's culture. Other characteristics of your organizational culture might include shared beliefs and norms that contribute to the uniqueness of the environment within your organization.

P.1a(3). Workforce or faculty/staff groups and segments (including organized bargaining units) might be based on type of employment or contract-reporting

relationship, location (including remote work), tour of duty, work environment, use of flexible work policies, or other factors. Organizations that also rely on volunteers and interns to accomplish their work should include these groups as part of their workforce.

P.1a(5). Education standards might include local, state, or international statutory requirements and sector-wide codes of conduct and policy guidance including compliance with research ethics. Depending on the regions in which you operate, environmental regulations might cover greenhouse gas emissions, carbon regulations and trading, and energy efficiency.

P.1b(1). The Organizational Profile asks for the "what" of your leadership system (its structures and mechanisms). Questions in categories 1 and 5 ask how the system is used.

P.1b(2). Student and other customer groups might be based on common expectations, behaviors, preferences, or profiles. Within a group, there may be segments based on differences, commonalities, or both. You might subdivide your market into segments based on educational programs, services, or features;

delivery modalities; geography; or other defining factors.

P.1b(2). Student, other customer, stakeholder, and operational requirements and expectations will drive your organization's sensitivity to the risk of program, service, support, and supply-network interruptions, including those due to natural disasters and other emergencies.

P.1b(3). Suppliers and partners should include key feeder schools that prepare students for your organization.

P.1b(3). Your supply network consists of the entities

involved in producing your programs and services and delivering them to your students. For some organizations, these entities form a chain, in which one entity directly supplies another. Increasingly, however, these entities are interlinked and exist in interdependent rather than linear relationships. The Education Criteria use the term supply network, rather than supply chain, to emphasize the interdependencies among organizations and their suppliers.

For additional guidance on this item, see the Education Criteria Commentary (<https://www.nist.gov/baldrige/baldrige/baldrige-criteria--commentary-education>).

P.2 Organizational Situation: What is your organization's strategic situation?

a. Competitive Environment

(1) Competitive Position What are your relative size and growth in your education sector or the markets you serve? How many and what types of competitors do you have?

(2) Competitiveness Changes What KEY changes, if any, are affecting your competitive situation, including changes that create opportunities for INNOVATION and collaboration, as appropriate?

(3) Comparative Data What KEY sources of comparative and competitive data are available from within the education sector? What KEY sources of comparative data are available from outside the education sector? What limitations, if any, affect your ability to obtain or use these data?

b. Strategic Context What are your KEY STRATEGIC CHALLENGES and ADVANTAGES?

c. Performance Improvement System What is your PERFORMANCE improvement system, including your PROCESSES for evaluation and improvement of KEY organizational projects and PROCESSES?

Notes

P.2a. Education organizations are frequently in highly competitive environments. Aside from direct competition for students, they must often compete to secure financial, volunteer, and human resources. This competition may involve other education organizations, as in competition for grant funding or suppliers, or the opportunity to provide supplemental services. For public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

P.2b. Strategic challenges and advantages might be in the areas of educational programs and services, operations, societal contributions, and workforce. They might relate to finances, including funding mechanisms; organizational structure and culture; emerging technology; digital integration; data and information security and cybersecurity; emerging competitors; changing stakeholder requirements; faculty and staff capability or capacity; and brand recognition and reputation.

P.2c. The Baldrige Scoring System uses performance improvement through learning and integration as a

dimension in assessing the maturity of organizational approaches and their deployment. This question is intended to set an overall context for your approach to performance improvement. The approach you use should be related to your organization's needs. Approaches that are compatible with the overarching systems approach provided by the Baldrige framework might include implementing PDSA methodology; completing accreditation self-studies; applying nationally validated systems to improve teaching performance; and performing independent institutional, departmental, or program assessments. It also might include using a Lean Enterprise System, applying Six Sigma methodology, using standards from ISO (e.g., the 9000 or 14000 series, or sector-specific standards), using decision science, or employing other improvement tools.

For additional guidance on this item, see the Education Criteria Commentary (<https://www.nist.gov/baldrige/baldrige/baldrige-criteria--commentary-education>).