

**2023–2024**



**Education**

**Pioneer Level Criteria  
for Performance Excellence**

**Effective June 2023**

## Note from the CEO:

Thank you for taking the time to consider applying for the Quality Texas Foundation Regional Program (QTFRP) 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 QTFRP, 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 Organizational Leadership/Examiners trained by the QTFRP. This training is where QTFRP teaches your personnel how to become valued Internal Coaches 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 Organizational Leadership/Examiner training was a major milestone in writing at any level. Our satisfaction rate over the past eight years has been 98%.

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 QTFRP ([www.quality-texas.org](http://www.quality-texas.org)).

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

If QTFRP can be of assistance to you, please allow us that opportunity. QTFRP wants to be your go to source for Baldrige-based training. QTFRP also 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? What is the relative importance (including percentage of revenue/budget) 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 are your workforce or faculty and staff groups and segments and the KEY ENGAGEMENT drivers for each? What key changes are you experiencing in your workforce capability, capacity, and composition?

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

**(5) Regulatory Environment** What are your key applicable standards and regulations, and accreditation, certification, or registration requirements?

## **b. Organizational Relationships**

**(1) Organizational Structure** What are your organizational leadership structure and GOVERNANCE structure? What are the key components of your organization's leadership system? What are the reporting relationships among your governance system, 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? What role do they play in contributing and implementing INNOVATIONS in your organization? What are your KEY supply-network requirements?

### **Notes**

**P.1a(1).** Modalities for delivering programs and services to your students might be direct or might be indirect, through partners and collaborators.

**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(2).** If your organization has a stated purpose as well as a mission, you should include it in your response here and as appropriate in the process categories. Some organizations define a mission and a purpose, and some use the terms interchangeably. Purpose refers to the fundamental reason that the organization exists.

**P.1a(3).** As applicable, your workforce profile should include the location of your workforce, your organized bargaining units (i.e., union representation), and the special health and safety requirements of the workforce. Your workforce profile should specify any workforce groups the organization has identified for segmenting data. Organizations that also rely on volunteers and/or temporary staff members to

accomplish core work (producing output that is necessary and/or student-facing) should include these groups as part of their workforce. Workforce or faculty/staff groups and segments might be based on type of employment or contract-reporting relationship, location (including remote work), work shift, work environment, use of flexible work policies, teaching vs. nonteaching role, student worker, or other factors. Current and anticipated changes impacting your workforce members might relate to scheduling, location, and their requirements and expectations.

**P.1a(5).** Regulations and requirements include any applicable occupational health and safety regulations; education standards; and environmental, financial, and product regulations. Education standards might include local, state, federal, or international statutory requirements, regulations, and/or 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. 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 segments or customer groups 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 may include, as appropriate, key feeder schools, organizations that supply curriculum or technology, transfer partner institutions that prepare students for your organization, and/or other businesses/industries that might be

working with you to develop an education program specifically for their employees.

**P.1b(3).** Your supply network consists of the external entities involved in producing and delivering your programs and services to your students and offering follow-up, as appropriate. 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 to emphasize the interdependencies among organizations and their suppliers. The term supply network represents an evolution and maturity in supply-chain management.

For additional guidance on this item, see the Education Criteria Commentary [Baldrige Criteria Commentary \(Education\) | NIST](#).

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

### **a. Competitive Environment**

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

**(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, threats, advantages, and opportunities?

**c. Performance Improvement System** What is your overall system for performance improvement? What key tools and methods are used as part of this system?

### **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 (e.g., education organizations may compete with noneducation organizations where pay might be higher to recruit and retain faculty and staff). This competition may involve other education organizations, such as for appropriations, 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, threats, advantages, and opportunities 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; political influences; emerging technology; digital integration; security and cybersecurity; emerging competitors;

organizational resilience and risk management; changing stakeholder requirements and expectations; faculty and staff capability or capacity; brand recognition and reputation; diversity, equity, and inclusion; and the upgrade and maintenance of facilities.

**P.2c.** Excellence is not possible without robust evaluation and improvement of key processes, systems, and organizational results. The Baldrige Scoring System (pages 30–36) uses performance improvement through learning and integration as a factor 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 system you use should be related to your organization's needs and compatible with your organization's capabilities, capacity, and culture. Specific tools and methods that might be utilized as part of the system include, for example, PDCA or PDSA methodology; completion of accreditation and certification requirements; nationally validated systems to improve teaching performance; and

independent institutional, departmental,  
or program assessments.

For additional guidance on this item, see the Education  
Criteria Commentary [Baldrige Criteria  
Commentary \(Education\) | NIST](#)