Performance Excellence
In Higher Education:
Applying the Baldrige Framework

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University of Wisconsin-Stout
2001 National Baldrige Award Recipient
University of Wisconsin System

- 26 campuses
- Single Board of Regents
- Sets policy, budget, staffing levels, compensation and benefits
- Approves mission and programs

Map showing locations:
- Minneapolis
- St. Paul
- UW-Stout
- Madison
- Chicago
Characteristics of UW-Stout

- Founded in 1891 by James Huff Stout
- Located in Menomonie, Wisconsin
- 8,000 students and 1,200 employees
  - 300 Faculty
  - 400 Academic Staff
  - 500 Classified Staff
- Special mission institution offering unduplicated programs
  - 27 undergraduate programs
  - 17 graduate programs
Baldrige National Quality Award

- established in 1987 to recognize performance excellence
- administered by U.S. Commerce Dept.
- awards presented in five categories
- education category added in 1999
- 40 states have similar programs
Baldrige Core Values

- Systems Perspective
- Visionary Leadership
- Learning-Centered Education
- Organizational Learning
- Valuing Faculty and Staff
- Agility
- Future Focus
- Managing for Innovation
- Management by Fact
- Social Responsibility
- Focus on Results and Creating Value
Baldrige Categories

- Leadership
- Strategic Planning
- Student and Stakeholder Focus
- Faculty and Staff Focus
- Measurement, Information and Analysis
- Process Management
- Performance Results
Category 1: Leadership

- Senior Leadership Direction
  - Communication
  - Environment
- Organizational Performance Review
- Responsibilities to the Public
- Support of Key Communities
Leadership Systems At UW-Stout Chancellor’s Advisory Council

- Flatten traditional hierarchy
- All governance groups represented
- Provide internal groups with a voice on issues
- Enhanced decision making
Category 2: Strategic Planning

- Strategy Development Process
  - Steps, participants and timelines

- Short and Long-term Strategic Objectives

- Action Plan Development and Deployment
  - Resource Allocation

- Performance Projection
  - Relative to peers, competitors, benchmarks
Strategic Planning at UW-Stout: Setting Annual Priorities

Chancellor's Advisory Council Summer Retreats

Chancellor Communicates Final Plan Institution-Wide

Winter Budget Planning at Division/College Level

Fall/Winter Chancellor’s Advisory Council Budget Planning

Focus Groups
Key Questions: Categories 1 and 2

- I know the mission of my organization
- Senior leaders use the organization’s values to guide us
- Senior leaders share information freely
- My organization lets me know what it thinks is important
- My organization as for my ideas as it plans for the future
- I know the parts of the organization’s plans that affect me
- I know how to tell if we are making progress towards our goals
Category 3: Students and Stakeholders

- Identification of markets, students and stakeholders
- Knowledge of market, student and stakeholder needs
- Building and maintaining relationships with students and stakeholders
- Determining levels of student and stakeholder satisfaction
Determining Student/Stakeholder Needs

- ACT Student Opinion Survey
- National Survey of Student Engagement
- ACT Alumni Outcomes Survey
- Employer Follow-up Surveys
- Advisory Committees
- Focus groups on student and stakeholder issues
- Other…
Category 4: Information & Analysis

- Measuring performance
- Key performance indicators
- Data-based decisions
- Data availability
- Data accessibility
- Hardware and software quality
Information Technology at UW-Stout: Campus Attributes

- High speed, fully redundant ATM network
- Datatel student information system
- Classroom have one or more data connections
- Wireless deployed throughout
- High speed (155 MB) Internet access
- Laptop / e-scholar program
- Campus portal
- “Higher One” card
Information Management

Campus Technology Environment

All faculty / staff have:

- Laptop computers
- Microsoft® Suite
- E-mail
- High speed data connections
- Remote access
- Access to Microsoft® training via the web or in classroom
- “Web Camp” and other professional development programs
- Course management software
Information Management

Student Access

All students have:

– Microsoft® Suite
– E-mail
– Web pages and storage
– Program specific software
– Remote access
– Wireless library / union access
– Web registration / degree audit
– Help desk access and training
– Laptops (freshmen / sophomores)
– Portal
Key Questions: Categories 3 and 4

- I know who my most important stakeholders are
- I keep in touch with my students/stakeholders
- My students/stakeholders tell me what they need and want
- I know if students/stakeholders are satisfied with my work
- I can access all of the information I need to do my work
- I know how to review the quality of my work to see if changes are needed
- I know how the measures I use in my work fit in with the organization’s overall measures of improvement
Category 5: Faculty And Staff

- Work systems
- Education, training and development
- Faculty and staff well-being and satisfaction
### Education, Training And Development

#### Key Organizational Needs

<table>
<thead>
<tr>
<th>NEED:</th>
<th>ADDRESSING TRAINING / DEVELOPMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Training: monthly and targeted</td>
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<tr>
<td>Employee Orientation</td>
<td>Human resources, college and department programs</td>
</tr>
<tr>
<td>Diversity</td>
<td>Training and development</td>
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<tr>
<td>Safety</td>
<td>Safety and risk management Physical plant</td>
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<tr>
<td>Leadership</td>
<td>Administrative leadership team Professional development day teams</td>
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<tr>
<td>Improvement Areas</td>
<td>University councils and committees</td>
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</tbody>
</table>
Faculty And Staff
Well-Being And Satisfaction

Morale

Surveys

Full survey every three years
One-minute survey on alternate years

Lead To

Changes

Faculty teaching workload
Communication
Gender equity
Category 6: Process Management

Education Design Processes
Education Delivery Processes
Student Services
   Design and Delivery
Support Processes
   Design and Delivery
Program Management

Program Director Model

– Work with advisory committees
– Update curriculum
– Student recruitment and advising
– Networking with employers and professional organizations
– Program review processes
– Assessment and accreditation
Review of Programs and Services

Review Process for Programs and Support Services

- Campus-wide committee conducts review
- Program or Unit Self Assessment Report
- Surveys of stakeholders: students, alumni, faculty, advisory committee members, employers, community
- Strengths and opportunities for improvement
- Recommendations to continue for 1 to 7 years
Key Questions: Categories 5 and 6

- The people I work with cooperate and work as a team
- I am encouraged to develop new skills
- I am recognized for my work
- I am satisfied with my job
- We have good processes for doing our work
- I collect information on the quality of my work
- I have control over my work processes
- My organization removes things that get in the way of progress
Category 7: Performance Results

- Student performance results
- Student and stakeholder satisfaction
- Budget, financial and market results
- Faculty and staff results
- Organizational effectiveness results

Include trend, segmented, comparative and “best in class” data whenever possible
Deciding to Adopt Baldrige Framework – Driving Factors

Encouragement from a Senior Baldrige Examiner (1967 UW-Stout Graduate) in 1999

Criteria a “good fit” for campus

– history of data collection & analysis
– history of process review & improvement
– Recent changes in leadership & strategic planning

Desire for high quality feedback

Trend in Higher Education Accreditation - AQIP
Timeline

1999 – first application – reached consensus  
   (decided to apply in March – application due May 31)

2000 – second application – received site visit

2001 – third application – received award

2002 – award ceremony
The Application Process

- 50-page application based on the seven categories
- Application reviewed by a team of examiners (1,000 points)
- Consensus review
- Site visit
- Awards announced
- Feedback report
Working with the campus…

- Category teams
- Forums
- Employee newsletter
- Web site
- Application summary
- Site visit preparation
- Celebration
Benefits of the Process

- View of the organization from 30,000 feet
  - Systems
  - Relationships between units
- Comprehensive framework for quality improvement
- Consensus on priorities and needed actions
- Focus on data
- Enhanced communication
- Increased level of teamwork
- Increased trust levels
Impact on Culture

- Recognition and validation of student focus
- Increased emphasis on use of data, information and quality tools
- Increased pride and loyalty among employees
- Increased pride among students
- Increase in student applications and retention rates
- Interest from alumni, employers and other stakeholders
Outreach

- Information requests from 41 states
- Information requests from 25 countries; have visited Austria, Japan, Canada, Mexico, the United Kingdom, Malaysia and Turkey. Invitations to India, Thailand and the United Arab Emirates
- Have given 125 U.S. presentations with 12,500+ people attending; scheduled until spring 2004
- Hosted visiting scholars from the U.S., Philippines, Thailand, New Zealand, Germany and Russia
- Consulting with numerous organizations
Top 10 Lessons Learned

- Senior leadership involvement is essential
- View of your organization as a “system”
- Clarity in our student and stakeholder requirements
- Changes could occur very rapidly
- Greater use of comparative data
- Obtain assistance from an experienced consultant
- Encourage key personnel to become state or national awards examiners
- Go through an assessment process each year – don’t wait until you are “perfect” to get started
- Don’t “reinvent” your institution; build on existing strengths
- Use the process as a learning opportunity for everyone
Questions & Discussion