Excellence in Higher Education

2003–2004

A Baldrige-Based Guide to Organizational Assessment, Improvement, and Leadership

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NATIONAL ASSOCIATION
OF COLLEGE AND
UNIVERSITY BUSINESS OFFICERS

BRENT D. RUBEN, PH.D.

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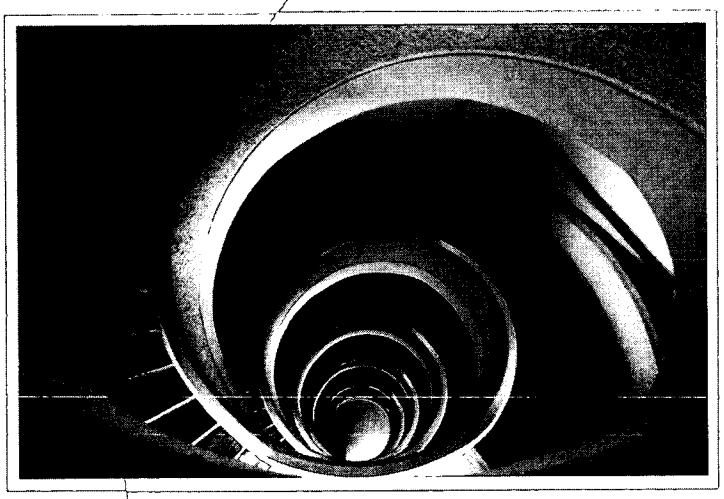
Excellence in Higher Education

2003–2004

WORKBOOK AND SCORING INSTRUCTIONS



A Baldrige-Based Guide to Organizational Assessment, Improvement, and Leadership

NACUBO
National Association of College and University Business Officers

NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

BRENT D. RUBEN, PH.D.

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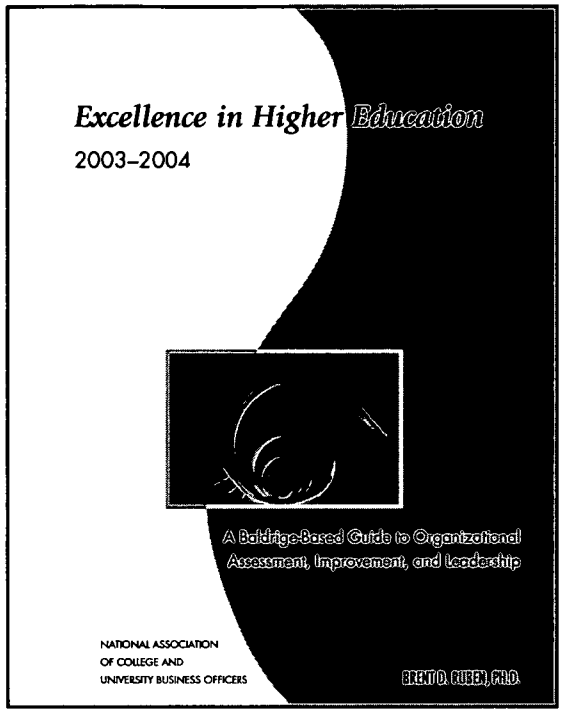
EXCELLENCE IN HIGHER EDUCATION 2003–2004



A FRAMEWORK FOR ORGANIZATIONAL ASSESSMENT, IMPROVEMENT, AND LEADERSHIP

BRENT RUBEN, PH.D.

Challenges Facing Higher Education Institutions

- Meeting increasing demands with few new resources
- Responding meaningfully to external critiques
- Creating a shared sense of purpose and direction that unites faculty and staff and bridges academic and administrative cultures
- Learning from the best practices of other educational institutions and from organizations in other sectors
- Developing enhanced leadership capability
- Responding proactively to accountability and performance measurement pressure
- Creating a culture of ongoing self-assessment, planning, and improvement
- Providing a guide to institutional effectiveness and excellence for leaders

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The Malcolm Baldrige Framework: A Way to Address Organizational Challenges

- The Baldrige was initiated by the National Institute of Standards and Technology (NIST) in 1987 (PL 100-107)
- Named after Secretary of Commerce Malcolm Baldrige (served 1981-87)
- The goals:
  - To identify criteria for organizational effectiveness
  - To recognize leading organizations
  - To promote dissemination of effective practices

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The Impact of the Baldrige

- More than two million guidebooks distributed
- 200,000 Web site visits each month
- Baldrige Index consistently outperforms the Standard and Poor's 500 stocks by at least 3 to 1
- Parallel programs in more than 40 states
- Versions developed for healthcare and education

For more information: www.quality.nist.gov

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Influence of the Baldrige in Higher Education

- Baldrige has influenced professional accreditation standards in business, engineering, healthcare
- Regional accrediting criteria have been expanded to include Baldrige concepts
- *Excellence in Higher Education* Program – An adaptation of the Baldrige Program created especially for higher education

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Excellence in Higher Education Extends the Baldrige Framework to Higher Education

- Appropriate for an entire institution and for departments, programs, advisory councils or governing groups
- Applicable to academic and administrative organizations
- Provides a method for systematic, high-level assessment
- Applies accepted standards of organizational excellence
- Highlights strengths and priorities for improvement
- Creates baseline measures
- Facilitates comparisons with other organizations
- Provides a framework for sharing effective practices
- Asks questions—does not prescribe methods or strategies
- Broadens participation in leadership and problem solving
- Complements new accrediting models

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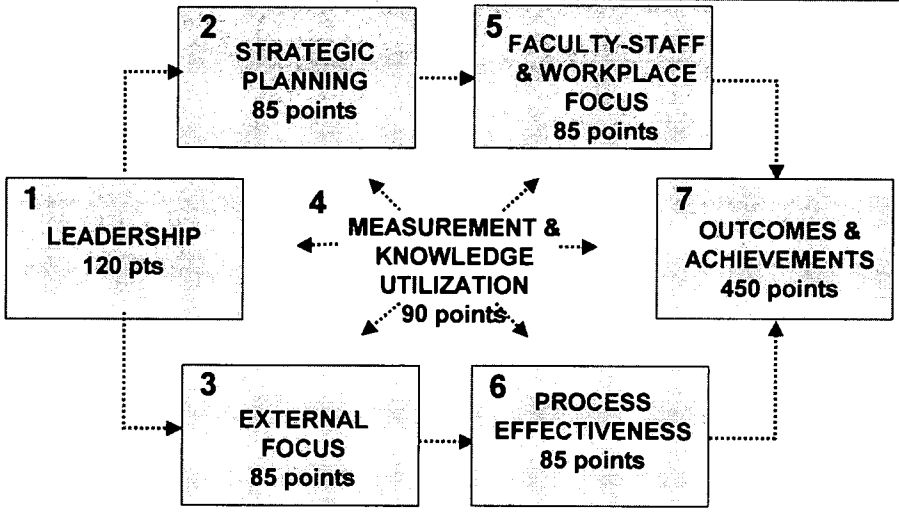
Excellence in Higher Education 2003-2004
Framework, Categories, and Point Structure



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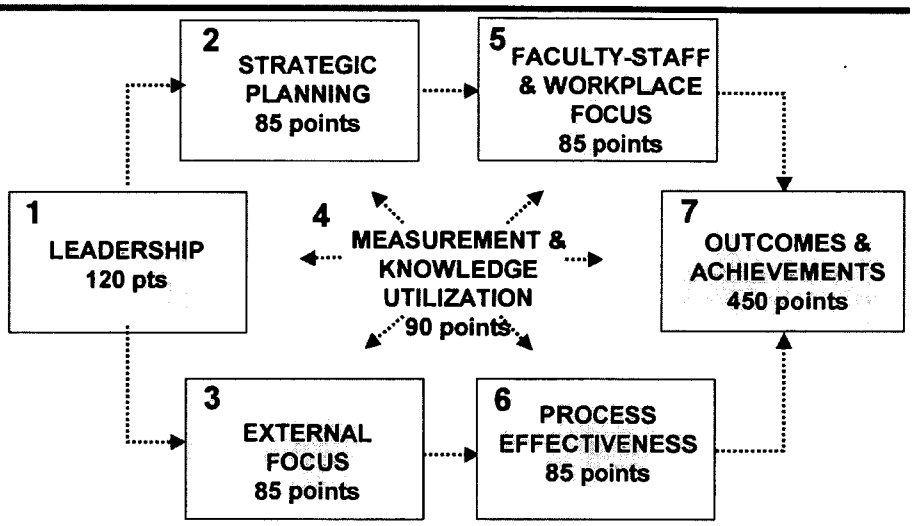
Total: 1,000

Excellence in Higher Education 2003-2004
Framework, Categories, and Point Structure



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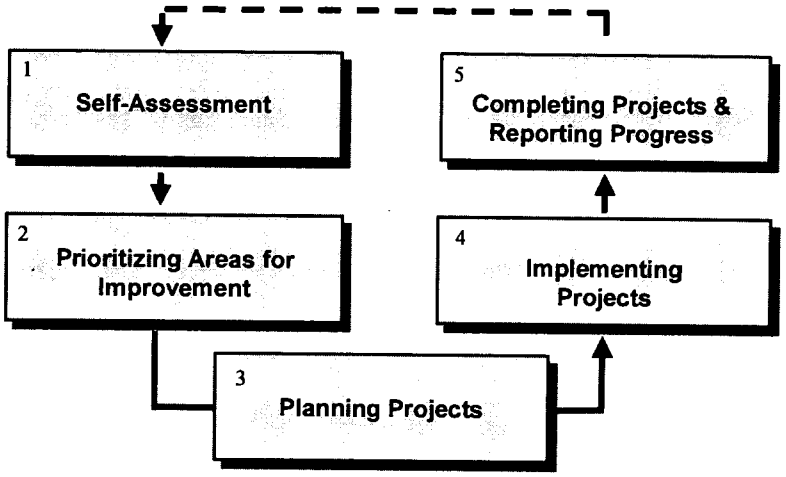
Total: 1,000

The *EHE* Process



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Step 1: EHE Self-Assessment Process Steps

- ✓ 3.0 External Focus
- ✓ 1.0 Leadership
- ✓ 2.0 Strategic Planning
- ✓ 5.0 Faculty-Staff and Workplace Focus
- ✓ 6.0 Process Effectiveness
- ✓ 4.0 Measurement and Knowledge Utilization
- ✓ 7.0 Outcomes and Achievements

For each category

- *Review and discuss.*
- *Consider best practices.*
- *Identify strengths and areas for improvement.*
- *Rate and score.*

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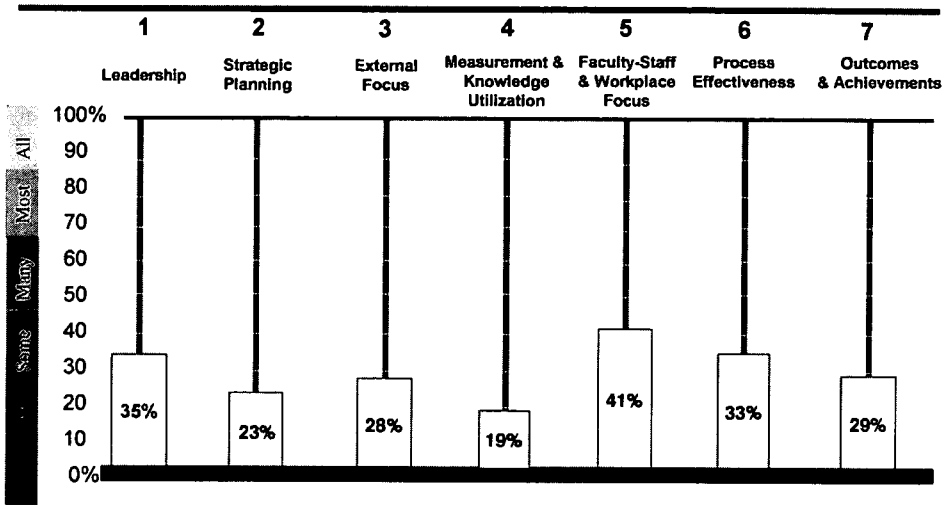
Sample Profile



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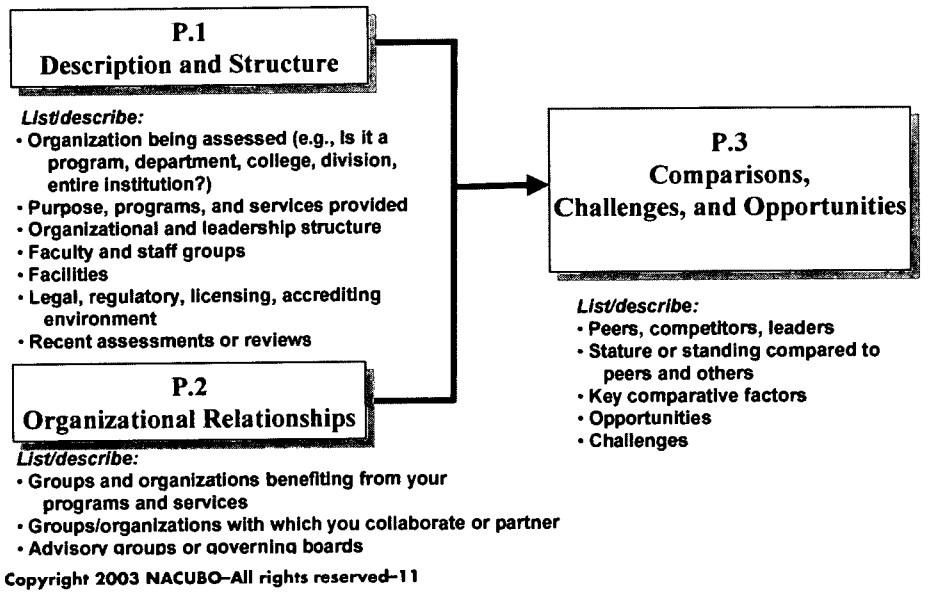
Profile: Institution, Department, Program
Topics to Consider



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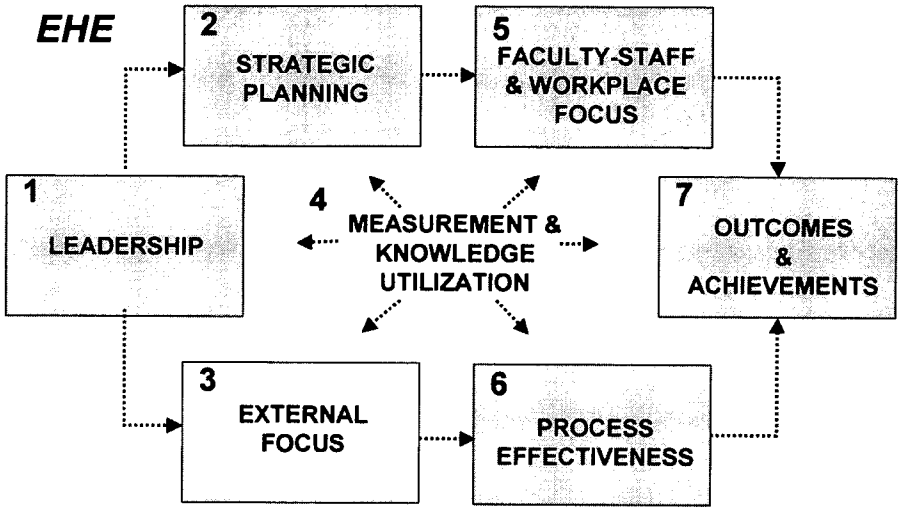
Our Starting Point: External Focus



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3.0 External Focus
Topics to Consider (85 points)

3.1
Needs, Expectations, and Satisfaction Assessment
(50 points)

- Are external groups and organizations identified and prioritized?
- What systematic methods are used for determining needs and expectations?
- Are needs and expectations known?
- How are future needs and opportunities determined?
- How is satisfaction measured?
- How are comparisons with peers, competitors, and leaders considered?

3.2
Relationship Enhancement
(35 points)

- How are relationships with external groups created, sustained, and enhanced?
- How is effective interpersonal relations made a priority?
- Are communication and information systems responsive to beneficiary and collaborator needs and expectations?
- How are commendations and complaints handled and tracked?

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External Focus . . .

Focus on groups and organizations that are not a formal part of your organization but are critical because:

- **They *benefit* directly from programs, services, or activities you provide; or**
- **You *collaborate* with them in developing or delivering programs, services, or activities.**

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Who Are Your Beneficiaries?

- Those who benefit from your organization's activities, services, or programs
- Those your organization's existence depends upon
- Those who can choose to use or not use your programs or services
- Those who pay for your programs or services
- Those whose assessment of your performance or your programs, services, or activities translates into financial or moral support, or a lack thereof

Who Are Your Collaborators?

- Those who provide resources or expertise that is essential to the work of your organization

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3.0 External Focus: Exercise

1. What external groups or organizations *benefit* most directly from your organization's programs, services, and activities?
2. What external groups or organizations are your most important *collaborators* in creating and delivering your programs, services, and activities?
3. What *systematic approaches are currently used to gather information* from your beneficiaries and collaborators about their needs, expectations, satisfaction levels, and perceptions of your organization and its work?

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Groups and Organizations that *Benefit* from Your Programs, Services, and Activities

What external groups or organizations benefit most directly from your organization's programs, services, and activities?	What systematic approaches are currently used to gather information from your beneficiaries and collaborators about their needs, expectations, satisfaction levels, and perceptions of your organization and its work?
•	
•	
•	
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•	
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•	

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Groups You *Collaborate* With in Your Work

What external groups or organizations are your most important collaborators in creating and or delivering your programs, services, and activities?	What systematic approaches are currently used to gather information from your beneficiaries and collaborators about their needs, expectations, satisfaction levels, and perceptions of your organization and its work?
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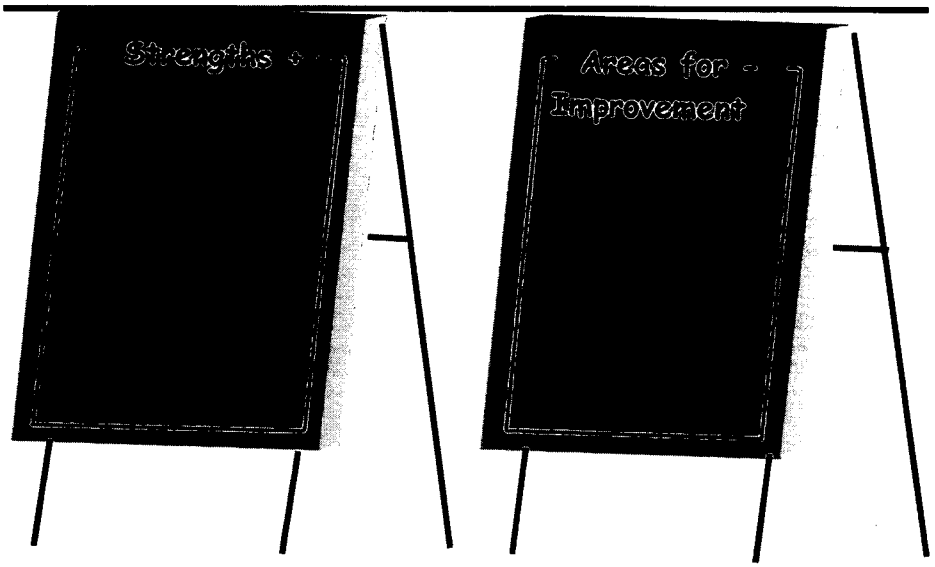
Strengths and Areas for Improvement



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Best Practices. . .

External Focus

- Organization-wide service ethic—a commitment to professionalism, courtesy, and responsiveness evident throughout the organization
- Commitment to understanding and improving the experiences of beneficiaries and collaborators
- Strong focus on "front-line," people-to-people encounters, enhancing communication, building the organization's reputation throughout the institution or department
- Easily accessible information, communication, programs, and services
- Standardized, systematic approach to assessing the needs, expectations, perceptions, and satisfaction levels of all priority external beneficiary and collaborator groups and organizations
- Organization-wide system for sharing and utilizing information from stakeholder assessments
- Information on beneficiary and collaborator needs and expectations used to develop organizational standards that are implemented and monitored
- Institution or department widely recognized as a leader in service excellence

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The Rating Process

Approach: *Methods and strategies*
Implementation: *The way approaches are applied and enacted*

- ***Are all aspects of the category addressed?***

- ***Are the approach and implementation efforts . . .***

- Effective?
- Systematic?
- Integrated?
- Consistently applied?
- Based on reliable information?

- In place in all areas and work groups?
- Monitored and continually improved?

0% ◄——► 100% ("World Class")
50%

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Percentage Rating Guide

▲ 100% to 90% ▼	• A superior approach; systematic and fully responsive to the category/item • Fully implemented without significant weakness or gaps in any area • Widely recognized leader in the category/item • Systematic approach and commitment to excellence and continuous improvement fully ingrained in the organization and its culture	• Exceptional current and sustained outcomes and achievements documented in all key areas related to mission, vision, values, plans, and goals and for programs and services, external relations, workplace climate and faculty-staff satisfaction, operational, and financial effectiveness • Clear and documented evidence that institution, department, or program is a leader in higher education
▲ 80% to 70% ▼	• A well-developed, systematic, tested, and refined approach in most areas, responsive to the overall purpose of the category/item • A fact-based assessment and improvement process throughout most of the organization with few significant gaps • Innovative; recognized as a leader in the category/item • Clear evidence of excellence and continuous improvement throughout most of the organization and its culture	• Very good to excellent current and sustained outcomes and achievements documented in most areas related to mission, vision, values, plans, and goals and for programs and services, external relations, workplace climate and faculty-staff satisfaction, operational, and financial effectiveness • Many to most current outcomes and trends are evaluated against—and compare favorably with—peer, competitor, and leading organizations

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Percentage Rating Guide

60% to 50%	• An effective, systematic approach, responsive to the overall purpose of the category/item • Approach is well implemented in many areas, although there may be unevenness and inconsistency in some work groups • A fact-based, systematic process in place for evaluating and improving effectiveness and efficiency in many areas • Clear evidence of excellence and continuous improvement in many areas of the organization and its culture	• Good to very good current and sustained outcomes and achievements documented in many areas • Many current and sustained outcomes and achievements are evaluated against—and compare favorably with—peer, competitor, and leading organizations. • No pattern of poor outcomes or adverse trends in key areas
40% to 30%	• An effective, systematic approach, responsive to the basic purpose of the category/item • The approach is implemented in some areas, but some work units are in the early stages of implementation. • The beginning of a systematic approach to assessing and improving effectiveness and efficiency in some areas • Clear evidence of excellence and continuous improvement in some areas of the organization and its culture	• Current and sustained positive outcomes and achievements are documented in some areas • Early stages of developing trends and obtaining comparative information in some areas

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Percentage Rating Guide

▲ 20% to 10% ▼	• The beginning of a systematic approach to basic purposes of the category/item • Category criteria are addressed in a few programs, services, activities, and processes • Major implementation gaps exist that inhibit progress in achieving the basic purpose of the category/item • Clear evidence of excellence and continuous improvement in a few areas of the organization and its culture	• Outcomes and achievements are documented in a few areas • Evidence of positive results and improvements in a few areas • Minimal trend or comparative information
0%	• No systematic approach to category/items; anecdotal information on approach and implementation; not part of the culture of the organization	• No documented results or poor results • No documented comparisons

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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90%-100%	ALL	ALL
70%-80%	MOST	MOST
50%-60%	MANY	MANY
30%-40%	SOME	SOME
10%-20%	A FEW	A FEW
0%	NO systematic approach or implementation, not part of culture	NO documented results in key areas; NO Comparisons

- Programs and services
- Groups served
- Parts of the organization

- Documented
- Comparisons provided
- Positive results & trends
- Positive comparisons

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Scoring: 3.0 External Focus (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	85	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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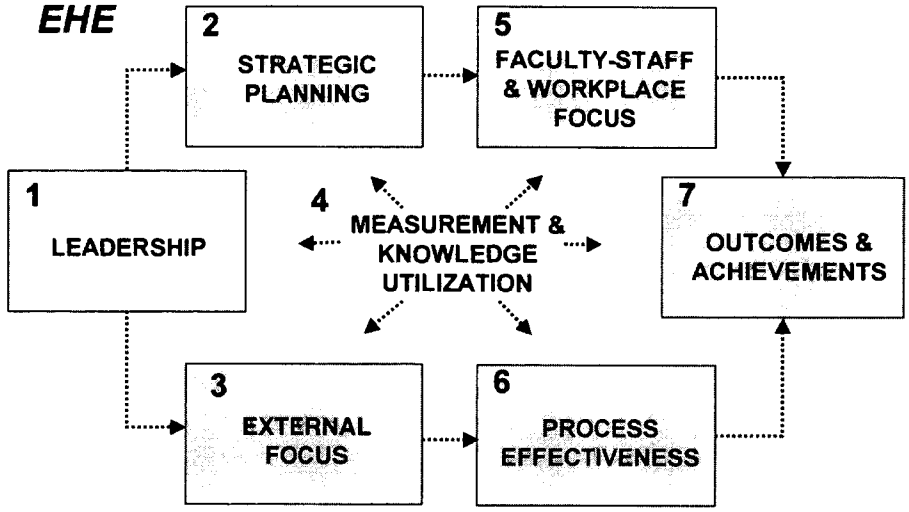
Leadership



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What Leadership Group Is Being Assessed?

- Senior leader and his/her direct reports?
- Senior leadership team?
- Executive council?
- Dean's council?
- Program chair or head?
- Others?

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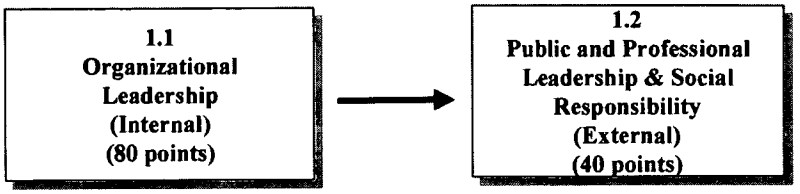
1.0 Leadership (120 Points)
Topics to Consider



- How do leaders create and maintain focus on the organization's mission, vision, values, plans, goals, directions, and aspirations?
- How do senior leaders personally help create a culture of individual and organizational excellence?
- How are high ethical standards made a priority?
- How do leaders emphasize an external focus?
- Are leaders visionary and committed to follow through?
- How is leadership at all levels promoted?
- Are methods for assessing the effectiveness of leadership and governance in place throughout the organization?

- How do leaders share their experience and expertise on campus?
- How do leaders share personal and organizational expertise with public, professional, and academic groups?
- Are appropriate regulatory, legal, and ethical standards maintained in external relations?
- How do leaders encourage public responsibility and attention to the organization's impact on the physical and social environment?

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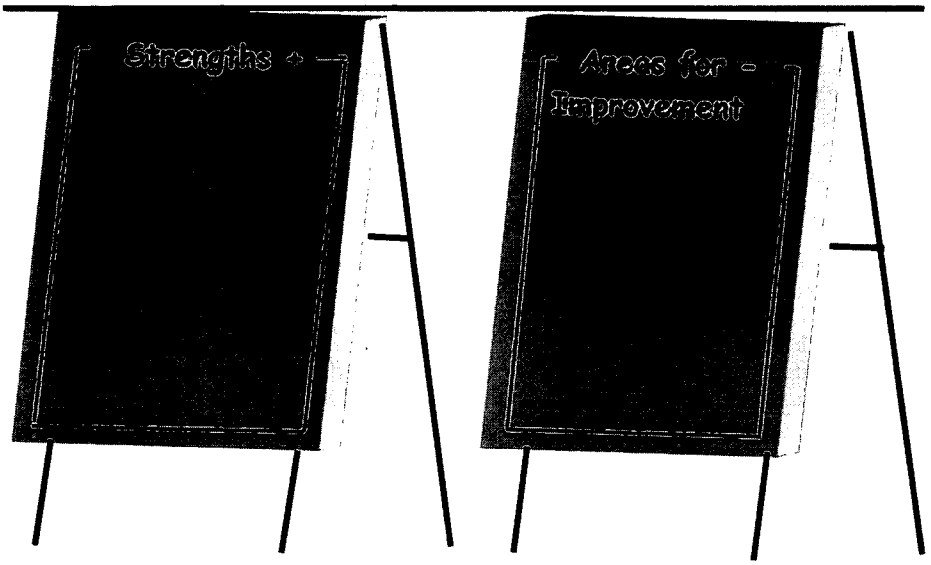
Strengths and Areas for Improvement



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Best Practices...

Leadership

Exceptional leaders . . .

- Are outstanding role models: personally involved, collaborative, inspirational, and energizing
- Promote a clearly defined, motivating, and shared view of the organization's mission, vision, values, plans, and goals
- Recognize the organization's capabilities and give life to its aspirations
- Are excellent communicators: listen effectively, encourage the expression of differing perspectives, and deal effectively with conflict
- Build shared understanding and create a sense of community
- Set ambitious improvement goals, create enthusiasm for change and innovation, and ensure follow-through
- Serve as effective advocates for the organization with external groups
- Are visibly dedicated to the well-being of the organization, its employees, and the community
- Establish procedures for systematically assessing the effectiveness of leadership practices and governance systems
- Encourage and value feedback on their own performance
- Are committed to sharing expertise outside of the organization

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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90%-100%	ALL	ALL
70%-80%	MOST	MOST
50%-60%	MANY	MANY
30%-40%	SOME	SOME
10%-20%	A FEW	A FEW
0%	NO systematic approach or implementation; not part of culture	NO documented results in key areas; NO Comparisons

- Programs and services
- Groups served
- Parts of the organization

- Documented
- Comparisons provided
- Positive results & trends
- Positive comparisons

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Scoring: 1.0 Leadership (120 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	120	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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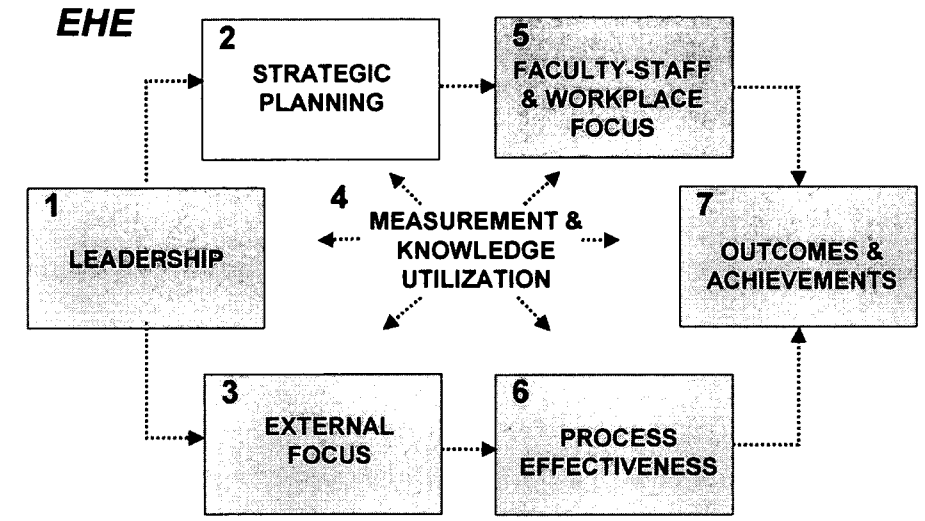
Strategic Planning



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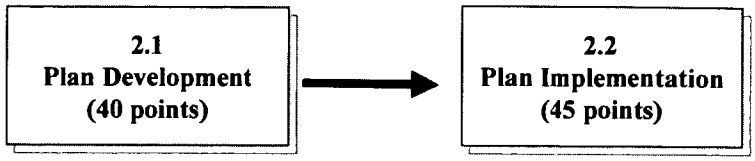
2.0 Strategic Planning (85 Points)
Topics to Consider



- Are mission and vision clear and well defined?
- Is a formalized planning process in place?
- How does the planning process take into account your mission, vision, and values and those of the larger organization?
- Does the process consider outcomes, achievements, previous assessments, and reviews?
- Is consideration given to internal and external constraints, opportunities, and capabilities?
- How are faculty and staff meaningfully involved?
- Is a communication plan in place?
- How are comparisons used?
- Is the process regularly reviewed?

- Are short- and long-term plans, goals, and action steps defined?
- How are plans and goals synchronized throughout the organization?
- Does communication effectively engage internal and external stakeholders?
- How is consideration given to resources, capabilities, climate, and culture?
- How is progress on plans, goals, and action steps monitored?

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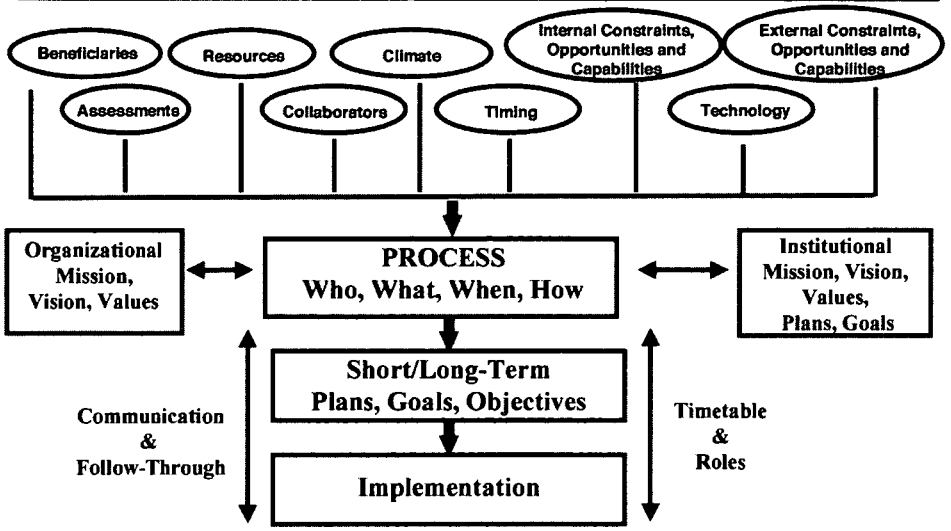
Strategic Planning Blueprint



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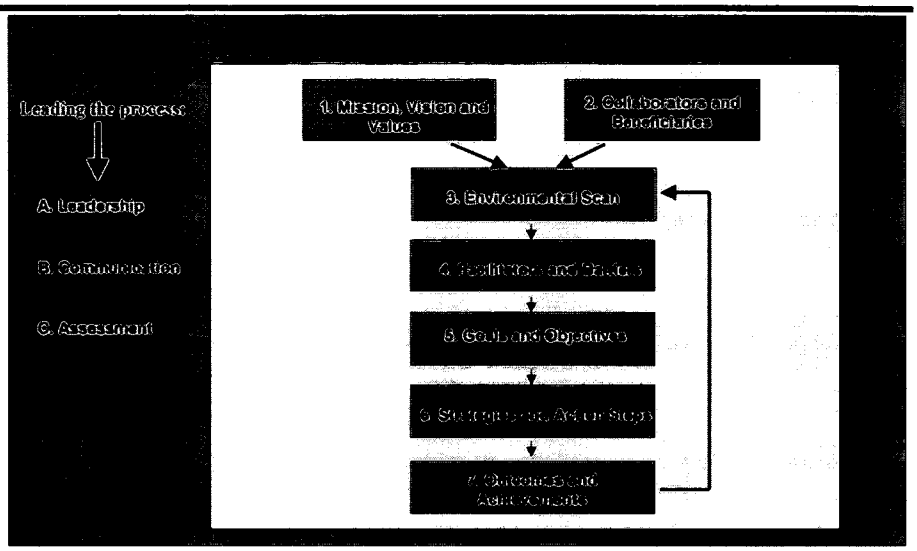
Strategic Planning in Higher Education Framework



Source: Sherrie Tromp and Brent Ruben, ***Strategic Planning in Higher Education: A Leader's Guide*** (Washington, DC: NACUBO, 2003)

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Best Practices...

Strategic Planning

- Faculty and staff have a clear and shared sense of the organization's purpose and aspirations
- A formalized planning process is in place and understood throughout the organization
- The planning process and plans are fully synchronized with the mission, vision, and values of the organization
- Plans describe realistic short- and long-term goals
- Comprehensive communication plans address the needs and perspectives of all internal and external groups
- Plans include clear, measurable, ambitious goals and action steps with a strategy for monitoring progress to completion
- Resources, climate, culture, and comparisons are integral to the planning process
- Plans anticipate unexpected events and "crises"
- Plans, goals and action steps are well understood and enthusiastically supported throughout the organization
- Plans are effectively monitored and seen through to completion

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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90%-100%	ALL	ALL
70%-80%	MOST	MOST
50%-60%	MANY	MANY
30%-40%	SOME	SOME
10%-20%	A FEW	A FEW
0%	**NO** systematic approach or implementation, not part of culture	**NO** documented results in key areas; **NO** Comparisons

- **Programs and services**
- **Groups served**
- **Parts of the organization**

- **Documented**
- **Comparisons provided**
- **Positive results & trends**
- **Positive comparisons**

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Scoring: 2.0 Strategic Planning (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____ / _____ = _____ X 85 = _____

Weighted total / # Voting = Average % X Points = SCORE

*The *weighted total* reflects the category percent score x the number of votes

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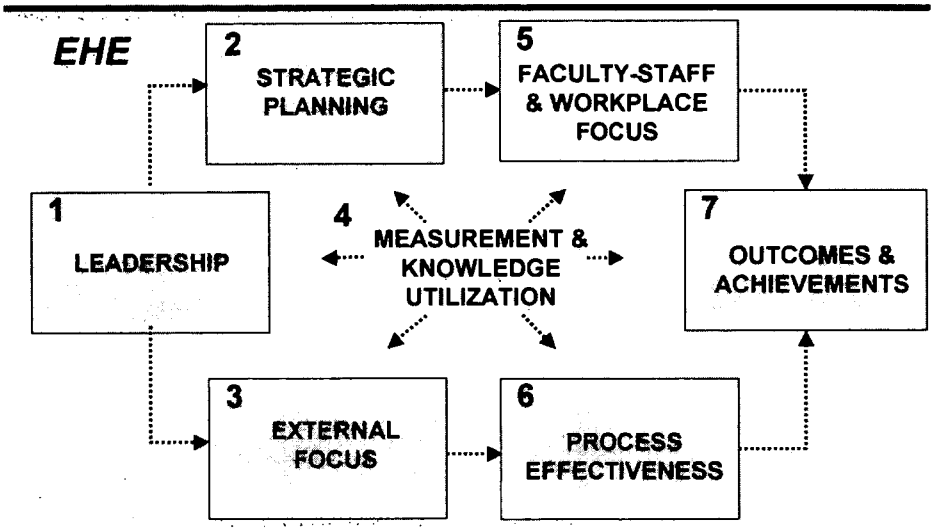
Faculty-Staff & Workplace Focus



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What Faculty-Staff Groups Are Being Considered?

- **What faculty-staff groups are a part of your organization?**
  - Tenured and untenured?
  - Professional and support?
  - Full-time and part-time?
  - Unionized and non-unionized?
  - Others?
- **Are all of these groups a focus of this self-assessment?**
- **If not, which are excluded, and why?**

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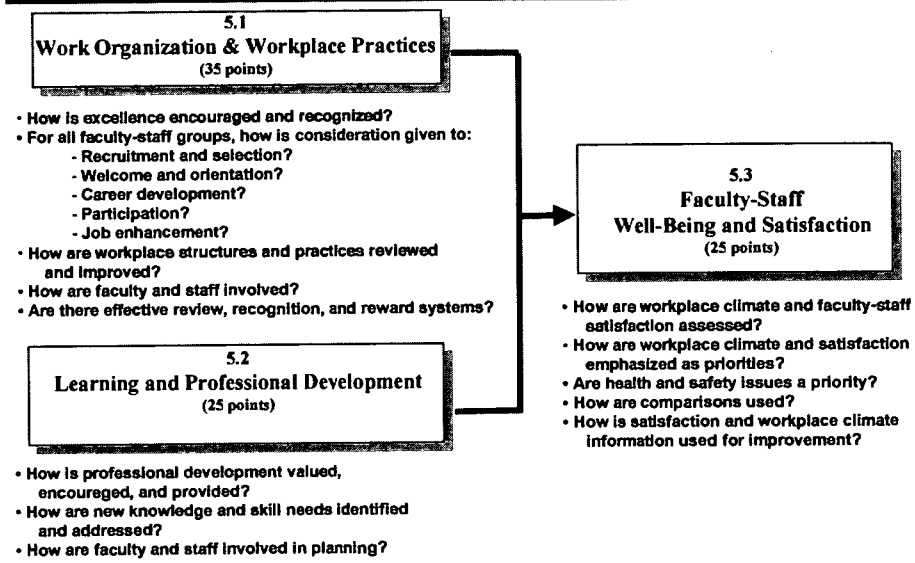
5.0 Faculty-Staff & Workplace Focus (85 Points) Topics to Consider



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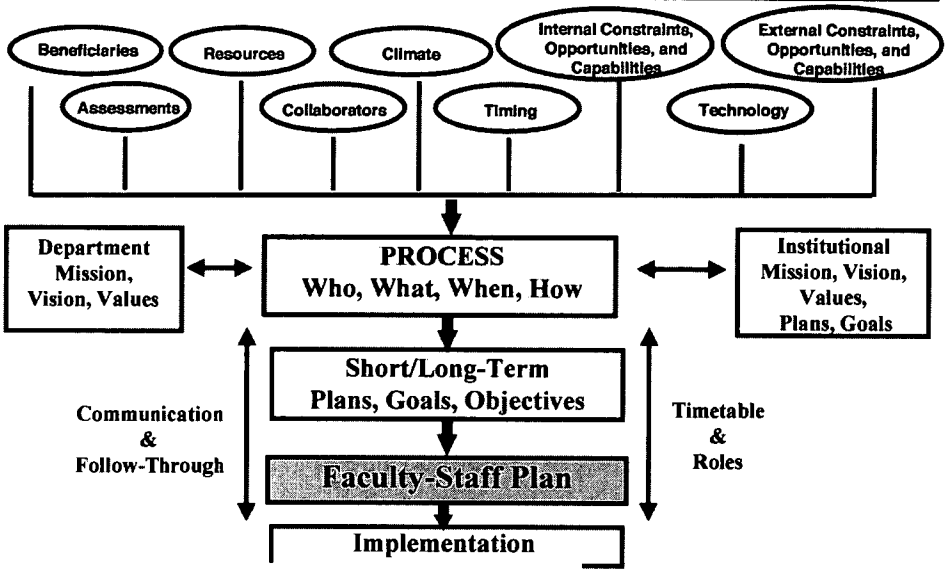
Workplace/Workforce Planning Blueprint



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Best Practices...

Faculty-Staff & Workplace Focus

- Organization-wide culture of excellence
- Meaningful review, reward, and recognition programs that link individual and group accomplishments to the directions, aspirations, and priorities of the organization
- Formalized workplace and workforce programs for all faculty and/or staff groups that include welcome and orientation programs, career progression planning, and job enrichment opportunities
- Clear alignment between individuals' jobs and goals and the mission, vision, plans, and goals of the organization
- Professional development is an organization-wide value and viewed as everyone's responsibility
- Systematic program to assess workplace climate and faculty-staff satisfaction, and regular processes in place to address identified improvement needs
- A shared sense of pride in the organization and a general feeling that "this is a great place to work"

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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90%-100%	ALL	ALL
70%-80%	MOST	MOST
50%-60%	MANY	MANY
30%-40%	SOME	SOME
10%-20%	A FEW	A FEW
0%	**NO** systematic approach or implementation, not part of culture	**NO** documented results in key areas; **NO** Comparisons

- **Programs and services**
- **Groups served**
- **Parts of the organization**

- **Documented**
- **Comparisons provided**
- **Positive results & trends**
- **Positive comparisons**

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Scoring: 5.0 Faculty-Staff & Workplace Focus (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____ / _____ = _____ X 85 = _____

Weighted total / # Voting = Average % X Points = SCORE

*The *weighted total* reflects the category percent score x the number of votes

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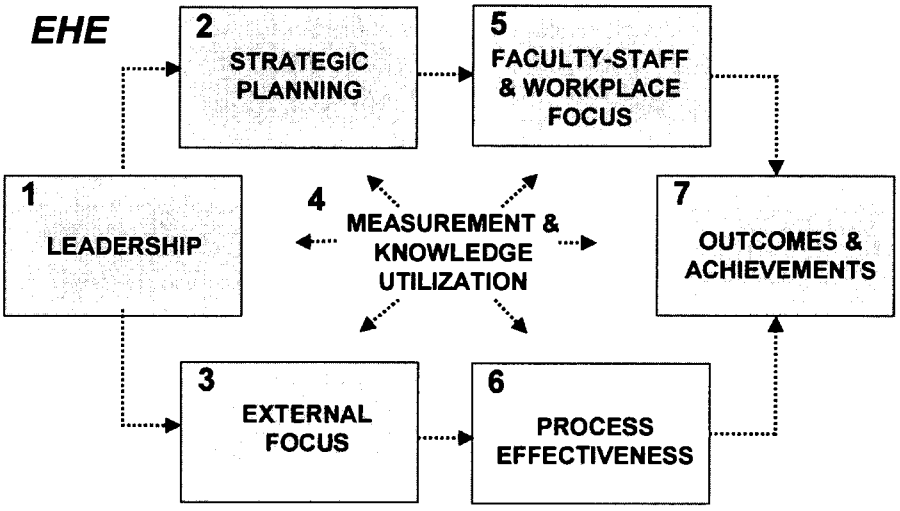
Process Effectiveness



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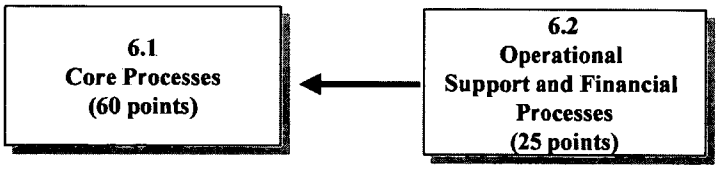
6.0 Process Effectiveness (85 Points)
Topics to Consider



- How are consistently high program and service standards maintained?
- How are mission-critical work processes identified?
- How are effectiveness and efficiency monitored?
- How are essential processes standardized, documented, and improved?
- How are innovation and technological enhancements encouraged?
- How are comparisons sought and utilized?
- Are support and financial processes regularly reviewed?

- How are important support and financial processes identified, standardized, documented, and improved?
- How are effectiveness and efficiency monitored?
- How are innovation and technological enhancement encouraged?
- Are comparisons sought and utilized?
- Are support and financial processes regularly reviewed?

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Process: Definition and Examples

***Process*: A sequence of activities with a specified beginning and a defined product or service as an output. For example, the process of . . .**

Academic Processes	Administrative Processes
• Developing new programs	• Scheduling classes
• Advising	• Securing computer accounts
• Evaluating and improving courses	• Purchasing equipment
• Conducting survey research	• Processing student applications
• Applying for research funding	• Developing a strategic plan
• Reviewing faculty members for promotion and tenure	• Assigning dormitory rooms
• Developing community outreach initiatives	• Issuing parking permits
	• Hiring
	• Handling travel reimbursements
	• Producing business cards

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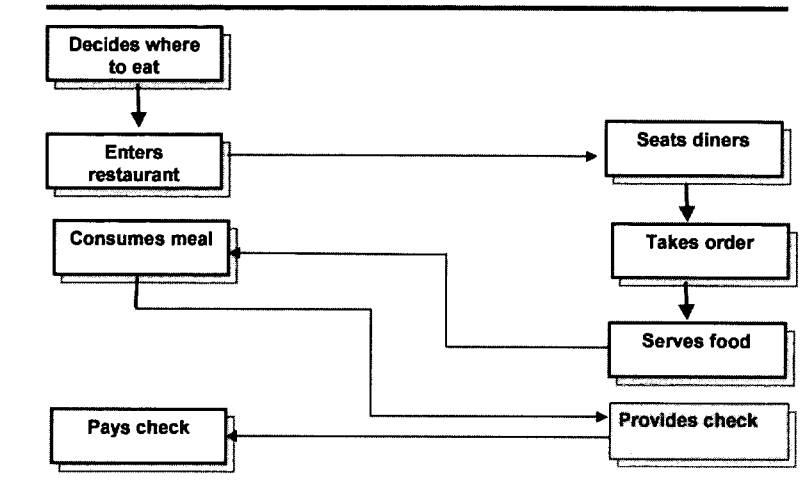
A Familiar Process: Dining Out



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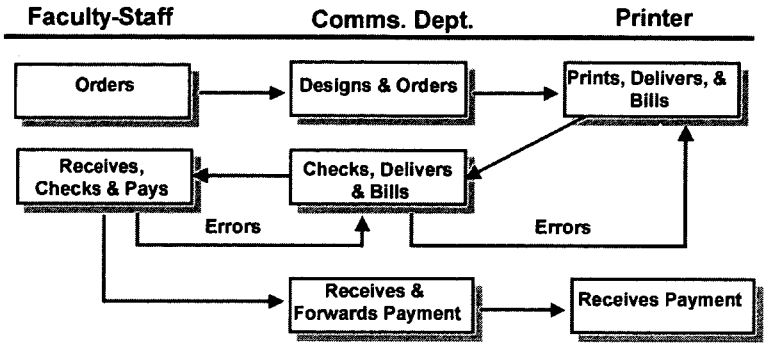
A Business Example:
University "Official" Business Card Process



Primary Goal: Technical Quality

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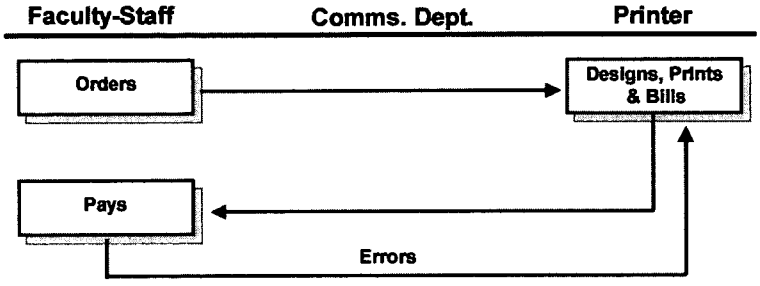
"Underground" Business Card Process



Primary Goals: Speed, Ease

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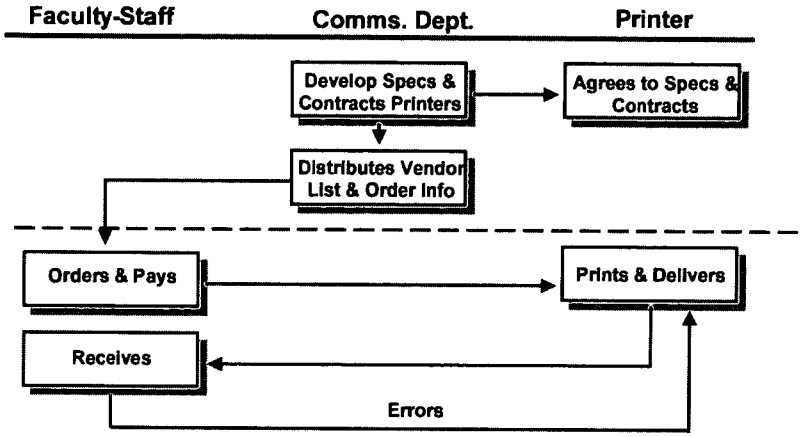
"Revised Official" Business Card Process



Primary Goals: Technical Quality + Speed, Ease

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6.0 Process Effectiveness: Exercise

1. What five work processes are most essential (core) to your mission and vision? Briefly describe each.
2. What groups are the beneficiaries of each process?
3. What groups or organizations are your most important collaborators for each process?
4. Which of these processes are standardized and documented?*
5. How are these processes evaluated and improved?
6. How are comparisons with peers, competitors, and leaders used for process innovation and improvement?

*A process is documented when the steps and responsible individuals are identified. This documentation is written or online. Mental documentation does not count.

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Core Processes Matrix

Mission-Critical Processes* (List)	Beneficiaries/ Collaborators Served (List)	Standardized, Documented, Regularly Reviewed? (Y/N)	Outcomes Evaluated? (Y/N)	Comparisons with Other Organizations? (Y/N)

*Processes that are essential to your organization's mission

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Best Practices...

Process Effectiveness

- All programs and services of uniformly high quality
- Effective and reliable mission-critical (core) and support processes in place
- Processes appropriately documented and standardized to eliminate the "you just need to know the right person" syndrome
- A commitment to high-quality programs and services, continuous improvement, response/cycle time, cost, value, and responsiveness apparent throughout the organization
- Cross-functional groups formed to evaluate and improve processes requiring collaboration across departments
- Comparisons and comparison information used to assess and improve processes, programs, and services
- Technological and process innovation are organization-wide values
- Processes reviewed and refined on a regular basis

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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90%-100%	ALL	ALL
70%-80%	MOST	MOST
50%-60%	MANY	MANY
30%-40%	SOME	SOME
10%-20%	A FEW	A FEW
0%	NO systematic approach or implementation, not part of culture	NO documented results in key areas; NO Comparisons

- Programs and services
- Groups served
- Parts of the organization

- Documented
- Comparisons provided
- Positive results & trends
- Positive comparisons

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Scoring: 6.0 Process Effectiveness (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	85	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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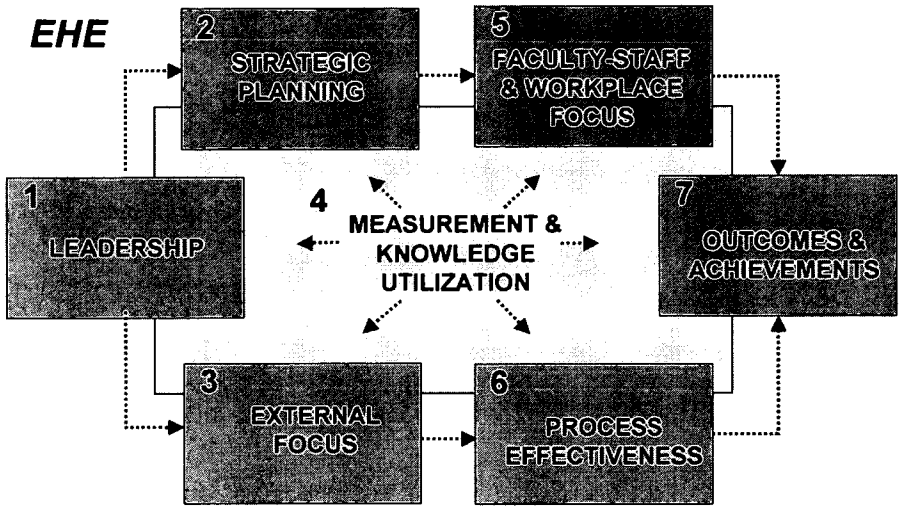
Measurement and Knowledge Utilization



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4.0 Measurement & Knowledge Utilization (90 points)
Topics to Consider

4.1 Performance Assessment and Comparisons (45 points)

- Have organizational excellence outcome and achievement indicators been identified?
- How are excellence indicators coordinated across all departments and levels?
- Are excellence indicators regularly reviewed and refined?
- How are criteria for selecting comparisons developed?
- Have comparison organizations been selected?

4.2 Knowledge Utilization (45 points)

- How is outcome and achievement information analyzed and shared?
- How is information used to guide improvements?
- How is the sharing of information, knowledge, and expertise encouraged?
- How is information used to support diffusion of ideas and innovations?
- How is information collection, storage, retrieval, and dissemination effectively coordinated?
- Are appropriate information and technology policies in place, and is their effectiveness monitored?
- Is comparison information used effectively?

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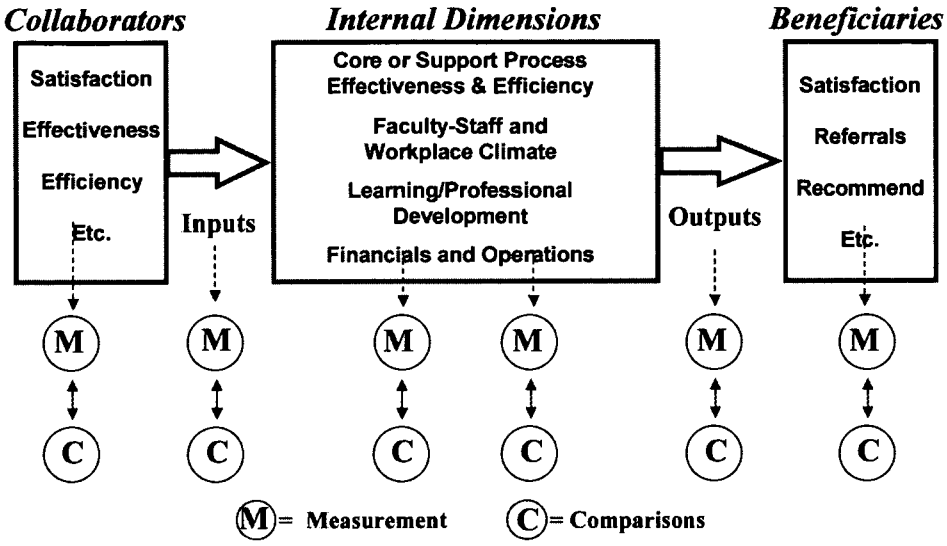
Scope of Available Measures



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4.0 Dashboard Excellence Indicators Exercise

1. What are the most important indicators of excellence?

   From:

   - Your organization's perspective
   - Beneficiary and collaborator perspective
   - A workplace and faculty/staff perspective
   - An operational/financial perspective

2. How can these be measured?

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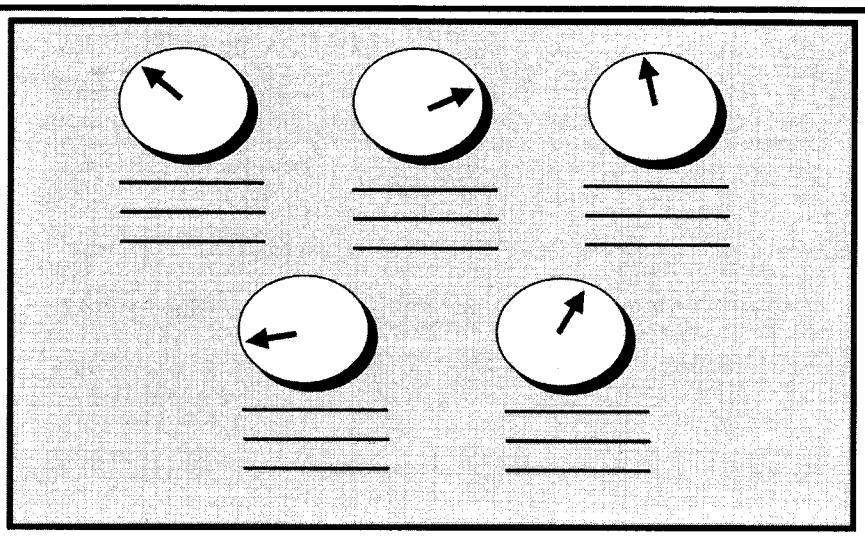
By What Standards Should the Quality of Your Organization Be Judged?



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Best Practices...

Measurement and Knowledge Utilization

- A comprehensive set of indicators for assessing organizational excellence identified
- Organizational measures used to assess excellence, create focus within the organization, and guide planning and improvement activities
- Organizational outcome and achievement indicators anchored in department and institutional mission, vision, values, goals, and priorities
- Systems are in place to assure wide access to — and use of — outcomes and achievements information
- Knowledge, expertise, and effective practices information shared and utilized throughout organization
- Effectiveness and efficiency of information systems, technology, and policy regularly reviewed, reported, and improved
- Appropriate comparison organizations identified, and information-gathering and exchange processes in place
- Comparison information effectively used for assessment and improvement

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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90%-100%	ALL	ALL
70%-80%	MOST	MOST
50%-60%	MANY	MANY
30%-40%	SOME	SOME
10%-20%	A FEW	A FEW
0%	**NO** systematic approach or implementation, not part of culture	**NO** documented results in key areas; **NO** Comparisons

- **Programs and services**
- **Groups served**
- **Parts of the organization**

- **Documented**
- **Comparisons provided**
- **Positive results & trends**
- **Positive comparisons**

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Scoring: 4.0 Measurement & Knowledge Utilization (90 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	90	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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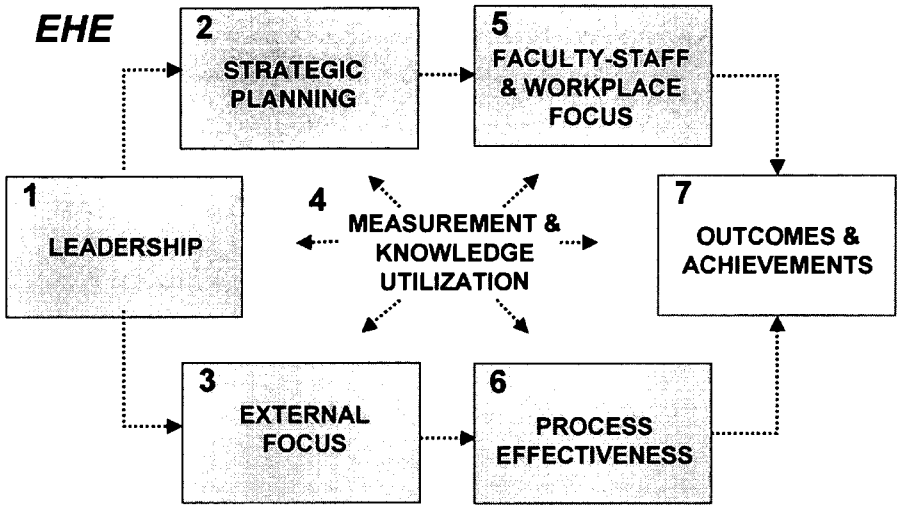
Outcomes and Achievements



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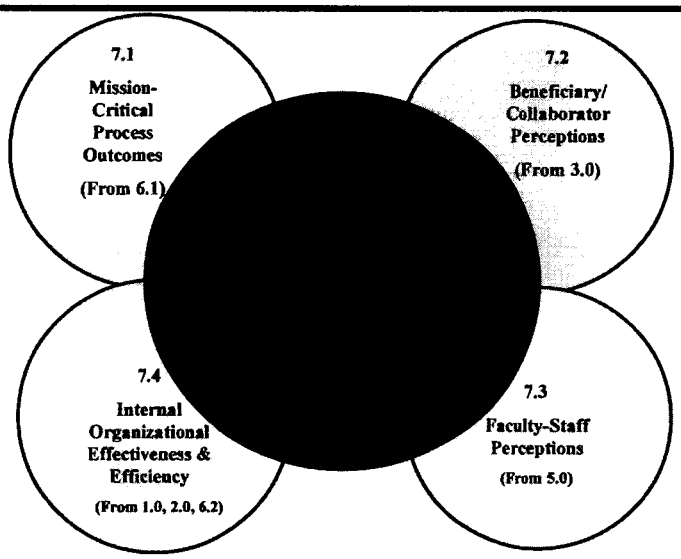
Assessing Organizational Excellence



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7.0 Outcomes and Achievements

What Does the Evidence Indicate? **Looking at your current accomplishments—and comparisons to your own previous accomplishments and those of peers, competitors, and leaders—how successful are you in achieving excellence relative to your mission, vision, values, plans, and goals?**

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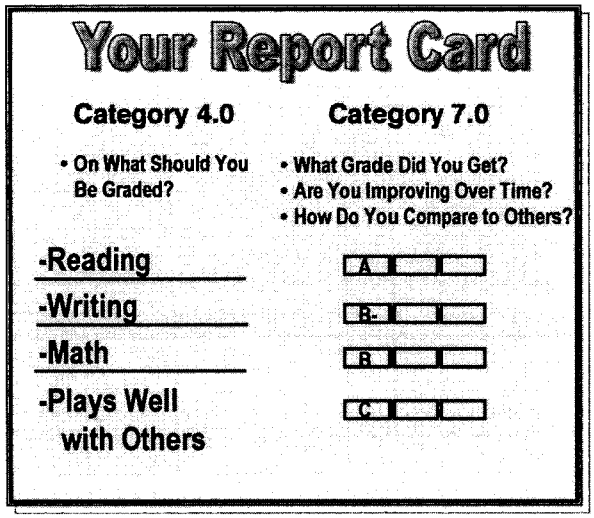
Category 4.0 & Category 7.0: An Analogy: Your Organization's "Report Card"



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7.0 Outcomes & Achievements (450 Points)
Topics to Consider

7.1
Programs, Services, and Activities
(The peer and professional view)
(175 points)

- Are current outcomes and achievements for core programs, services, and activities documented and positive?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

7.2
External Groups and Organizations
(The stakeholder view)
(125 points)

- Are current outcomes and achievements for external group satisfaction documented and positive?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

7.3
Faculty-Staff and Workplace Climate
(The employee view)
(75 points)

- Are current outcomes and achievements for faculty-staff satisfaction and workplace climate documented and positive?
- Is trend information available and favorable?
- Are comparisons available and favorable?

7.4
Operational and Financial Performance
(The organizational support and fiscal responsibility view)
(75 points)

- Are current outcomes and achievements for leadership, planning, measurement and knowledge utilization, organizational support processes, and finances documented and positive?
- Is trend information available and favorable?
- Comparisons available and favorable?

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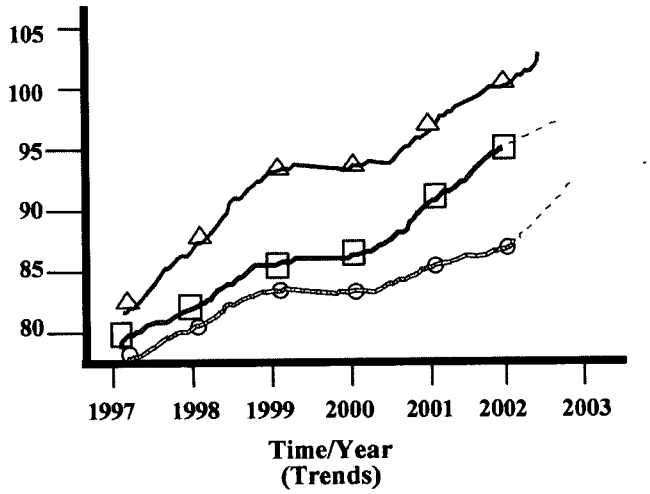
An Example:
Outcomes & Achievements Chart



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7.1 Quality and Effectiveness of Programs, Services, and Activities: Peer and Professional Criteria

Excellence Indicators (What we *currently* measure)	Outcomes for This Year (+/-/Flat/?)	Compared to Previous Years (+/-/Flat/?)	Compared to Plans and Goals (+/-/Flat/?)	Compared to Peers and Leaders (+/-/Flat/?)
•				
•				
•				
•				
•				
•				
•				
Wish List: What we would *ideally* measure				
•				
•				

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7.2 Quality of Relationships and Satisfaction of External Groups and Organizations: Beneficiary/Collaborator Criteria

Excellence Indicators (What we *currently* measure)	Outcomes for This Year (+/-/Flat/?)	Compared to Previous Years (+/-/Flat/?)	Compared to Plans and Goals (+/-/Flat/?)	Compared to Peers and Leaders (+/-/Flat/?)
Beneficiaries:				
•				
•				
•				
Collaborators:				
•				
•				
•				
Wish List: What we would *ideally* measure				
•				
•				
•				

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7.3 Faculty-Staff Satisfaction and Workplace Climate: Employee Criteria

Excellence Indicators (What we *currently* measure)	Outcomes for This Year (+/-/Flat/?)	Compared to Previous Years (+/-/Flat/?)	Compared to Plans and Goals (+/-/Flat/?)	Compared to Peers & Leaders (+/-/Flat/?)
Climate:				
•				
•				
•				
Satisfaction:				
•				
•				
•				
Wish List: What we would *ideally* measure				
•				
•				

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7.4 Operational and Financial Performance:
Organizational Support and Fiscal Responsibility Criteria

Excellence Indicators (What we *currently* measure)	Achievements for This Year (+/-/Flat/?)	Compared to Previous Years (+/-/Flat/?)	Compared to Plans and Goals (+/-/Flat/?)	Compared to Peers and Leaders (+/-/Flat/?)
Leadership • •				
Planning • •				
Measurement & Knowledge Utilization • •				
Support Processes • •				
Finances • •				
Wish List: What we would *ideally* measure				

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Best Practices...

Outcomes & Achievements

- A distinguished organization, recognized for excellence locally, regionally, and nationally
- A comprehensive, documented, and compelling record of excellence relative to the mission, vision, plans, and goals
- Documented, positive, and sustained outcomes and achievements relative to programs and services, external relationships, workplace climate and faculty-staff satisfaction, and operational and financial performance
- Documented and favorable comparisons in all of the above areas in relation to peer, competitive, and leading organizations
- Record of significant achievement and continuous improvement of effectiveness, productivity, value, and efficiency–particularly in mission-critical processes
- No unfavorable outcomes or trends in key areas

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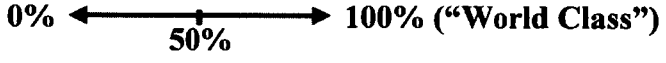
Rating Dimensions for Category 7.0

Outcomes & Achievements: Refers to Results

Are there . . .

- **Documented outcomes?**
- **Direct linkages to the organization's mission, vision, plans, and goals?**
- **Results for key ("dashboard") effectiveness measures/indicators?**
- **Favorable assessments of current performance?**
- **Improvement trends over time?**
- **Positive comparisons with peers, competitors, and leading organizations?**



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Percentage Rating Guide

▲ 100% to 90% ▼	• A superior approach; systematic and fully responsive to the category/item • Fully implemented without significant weakness or gaps in any area • Widely recognized leader in the category/item • Systematic approach and commitment to excellence and continuous improvement fully ingrained in the organization and its culture	• Exceptional current and sustained outcomes and achievements documented in all key areas related to your mission, vision, values, plans, and goals and for programs and services, external relations, workplace climate and faculty-staff satisfaction, operational, and financial effectiveness • Clear and documented evidence that institution, department, or program is a leader in higher education
▲ 80% to 70% ▼	• A well-developed, systematic, tested, and refined approach in most areas, responsive to the overall purpose of the category/item • A fact-based assessment and improvement process throughout most of the organization with few significant gaps • Innovative; recognized as a leader in the category/item • Clear evidence of excellence and continuous improvement throughout most of the organization and its culture	• Very good to excellent current and sustained outcomes and achievements documented in most areas related to the mission, vision, values, plans, and goals and for programs and services, external relations, workplace climate and faculty-staff satisfaction, operational, and financial effectiveness. • Many to most current outcomes and trends are evaluated against—and compare favorably with—peer, competitor, and leading organizations

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Percentage Rating Guide

↑ 60% to 50% ↓	• An effective, systematic approach, responsive to the overall purpose of the category/item • The approach is well implemented in many areas, although there may be unevenness and inconsistency in some work groups • A fact-based, systematic process in place for evaluating and improving effectiveness and efficiency in many areas • Clear evidence of excellence and continuous improvement in many areas of the organization and its culture	• Good to very good current and sustained outcomes and achievements documented in many areas • Many current and sustained outcomes and achievements are evaluated against—and compare favorably with—peer, competitor and leading organizations • No pattern of poor outcomes or adverse trends in key areas
↑ 40% to 30% ↓	• An effective, systematic approach, responsive to the basic purpose of the category/item • The approach is implemented in some areas, but some work units are in the early stages of implementation • The beginning of a systematic approach to assessing and improving effectiveness and efficiency in some areas • Clear evidence of excellence and continuous improvement in some areas of the organization and its culture	• Current and sustained positive outcomes and achievements are documented in some areas • Early stages of developing trends and obtaining comparative information in some areas

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Percentage Rating Guide

▲ 20% to 10% ▼	• The beginning of a systematic approach to basic purposes of the category/item • Category criteria are addressed in a few programs, services, activities, and processes • Major implementation gaps exist that inhibit progress in achieving the basic purpose of the category/item. • Clear evidence of excellence and continuous improvement in a few areas of the organization and its culture.	• Outcomes and achievements documented in a few areas • Evidence of positive results and improvements in a few areas • Minimal trend or comparative information
0%	• No systematic approach to category/items; anecdotal information on approach and implementation; not part of the culture of the organization	• No documented results or poor results • No documented comparisons

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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90%-100%	ALL	ALL
70%-80%	MOST	MOST
50%-60%	MANY	MANY
30%-40%	SOME	SOME
10%-20%	A FEW	A FEW
0%	NO systematic approach or implementation, not part of culture	NO documented results in key areas; NO Comparisons

- Programs and services
- Groups served
- Parts of the organization

- Documented
- Comparisons provided
- Positive results & trends
- Positive comparisons

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Scoring: 7.0 Outcomes & Achievements (450 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	450	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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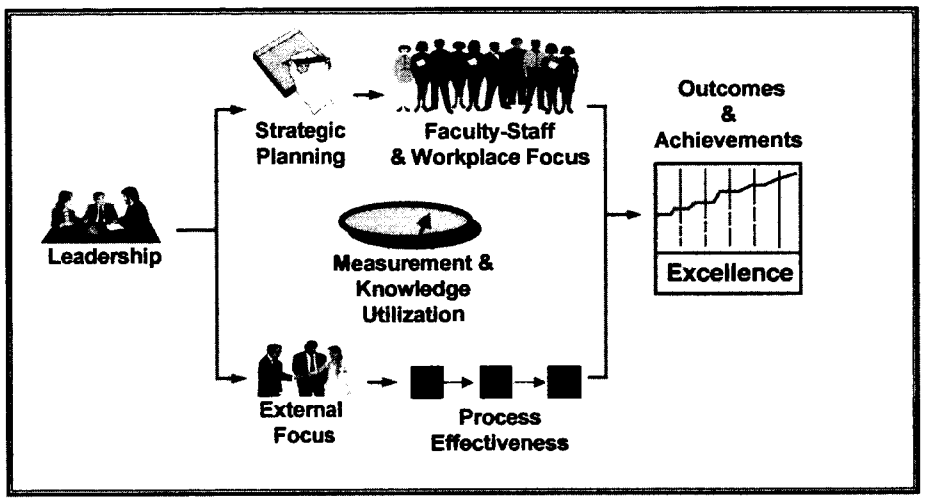
EHE: An Integrated Framework for Assessment, Improvement, and Leadership



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EHE Themes

- *Leadership:* Define and relentlessly communicate a compelling vision for the future, linked to the needs of the groups you serve.
- *Strategic Planning:* Translate aspirations into plans with clear, aggressive goals.
- *External Focus:* Listen to and understand the needs and perspectives of those you serve. Develop an organization-wide service ethic, identify and close gaps.
- *Measurement and Knowledge Utilization:* Translate mission, vision, values, and goals into measurable performance indicators. Effectively share information, knowledge, and expertise throughout the organization.
- *Faculty-Staff and Workplace Focus:* Create a culture that encourages excellence, engagement, professional development, commitment, and pride. Reward and recognize performance and synchronize individual and organizational goals.
- *Process Effectiveness:* Identify, analyze, standardize, and continuously improve the efficiency and effectiveness of processes to ensure the highest possible standards in your programs and services.
- *Outcomes and Achievements :* Document, communicate, and review progress toward your vision and goals. Compare your achievements and accomplishments to those of peers, competitors, and leaders.

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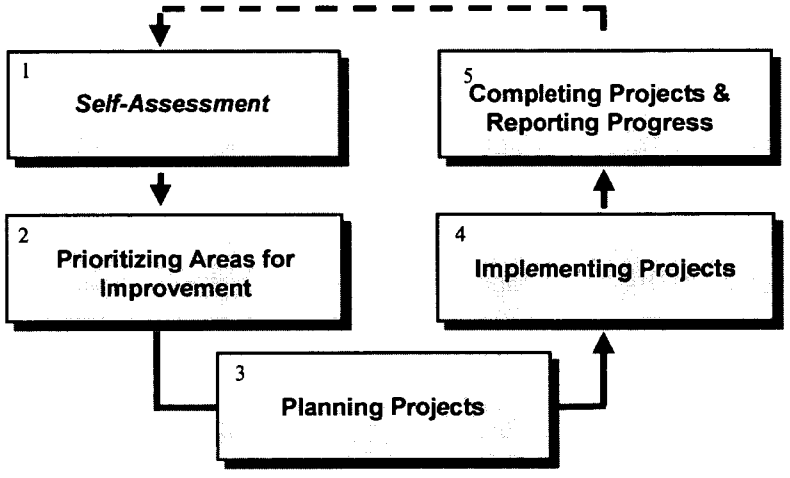
The *EHE* Process



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Translating Areas for Improvements into Priorities for Action

- Review areas for improvement listed in each category.
- Develop a one-sentence summary for each item that clearly conveys the improvement sought.
- Where several of the listed improvements focus on related topics, consolidate these items into a single item.

Example of one-sentence summary:

"We need to develop a systematic approach to gathering, analyzing, and using information from beneficiaries regarding their needs, expectations and satisfaction levels."

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Criteria for Prioritizing Projects

- Impact
- Urgency
- Within your control and capability
- Prerequisite to a larger initiative
- Organizational support available

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Creating Project Improvement Plans and Teams

For each improvement area selected as a priority by the group, develop an action plan by specifying:

Department(s): **Team Leader:**

Project Description:

Action Steps: **Team Members:**

1. •
2. •
3. •

Funding Considerations:

Communication Considerations:

Deliverables:

Timeframe:

Effectiveness Measure(s):

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Sample Project Planning Template

Department(s): Which organization is the sponsor of this project?	**Team Leader:** Who is the best person to ensure a collaborative, inclusive approach to achieving the project goal(s)?
Project Description: In one or two sentences, how can you clearly define the scope of this project?	
Action Steps: What kinds of broad activities need to be part of the project plan?	**Team Members:** Which individual positions need to be represented in the group to bring the best input, ideas, and expertise to the project?
Funding Considerations: What resources are required to make this project a reality? To sustain it? What sources currently exist? What issues exist?	
Communication Considerations: How will you keep others abreast of your progress? How will you promote two-way communication about the project? How will you let others know about recommendations/changes?	
Deliverables: At the end of the project, what items will the group produce – a report; a new/revised process; a survey; a Web site; publications?	
Timeframe: What is a reasonable amount of time for this project? (Keep in mind operational calendar, lead time for notification of changes, etc.)	
Effectiveness Measure(s): What information will tell you these activities are successful in reaching the desired outcomes?	

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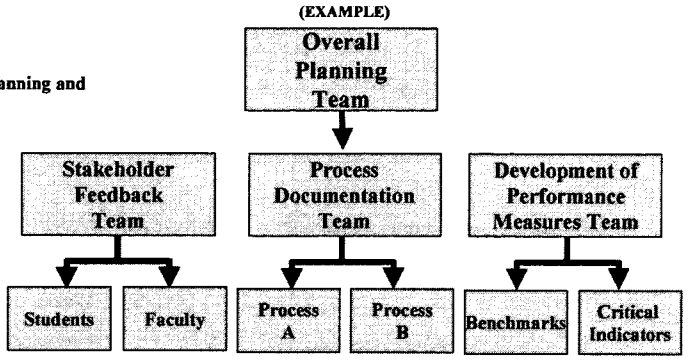
Project Planning Phases

Phase I
Framing the Project
Small group does initial planning and forms subgroups.

Phase II
Distributing the Work
Sub-teams are organized to undertake projects.

Phase III
Refinement of Work
Sub-teams are created, where appropriate, for refinement and a deeper look into particular areas.



Teams keep others in the department informed of work and report back to larger group.

Advantages:
- Capitalizes on expertise at various levels of the organization
- Results in involving many people, not just core team
- Enhances understanding and buy-in
- Small teams facilitate easy scheduling
- Each team contains a member of planning group to provide continuity and inclusion of work in final outcome

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Benefits of *EHE* Self-Assessment Process

- Clarifies current strengths
- Fosters a common perspective on improvement possibilities, needs, and priorities
- Provides a shared language and common framework for organizational analysis, strategic planning, and improvement initiatives
- Creates a baseline measure and the basis for assessing progress
- Translates priorities into action plans
- Encourages broadened faculty-staff involvement in strategic planning and improvement
- Provides proactive response to performance measurement pressures

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THE EVALUATION AND SCORING PROCESS

The seven *Excellence in Higher Education* categories are an important dimension of organizational excellence in higher education. In this sense, all are components of a complex, interrelated, and interdependent system. For purposes of analysis, the *EHE* approach "freezes" the ongoing dynamics of an institution, department, or program and focuses on each component individually to gain a better sense of organizational strengths and potential areas for improvement. Figure 1 summarizes the areas addressed under each category.

Approach, Implementation, and Outcomes

Categories 1.0 through 6.0 are concerned with approach and implementation, while the focus of category 7.0 is on outcomes.

Approach refers to the methods and strategies used by your organization. Approach is evaluated based on the extent to which the methods and strategies used are:

- ✓ Effective
- ✓ Systematic
- ✓ Integrated
- ✓ Innovative
- ✓ Consistently applied
- ✓ Based on reliable information
- ✓ Regularly evaluated and improved

Implementation relates to the manner and extent to which approaches are implemented and applied within an organization. More specifically, implementation focuses on the extent to which the approach is:

- ✓ Implemented with consistency
- ✓ Implemented in all areas and work groups
- ✓ Monitored and continually improved

Results refer to outcomes and achievements. The focus is on:

- ✓ Documented outcomes and achievements
- ✓ Assessments of current performance
- ✓ Examination of improvement trends over time

FIGURE 1—*EXCELLENCE IN HIGHER EDUCATION* FRAMEWORK

Profile: Institution, Department, or Program Profile

- P.1 Description and Structure
- P.2 Organizational Relationships
- P.3 Comparisons, Challenges, and Opportunities

1.0 Leadership

- 1.1 Organizational Leadership
- 1.2 Public and Professional Leadership and Social Responsibility

2.0 Strategic Planning

- 2.1 Plan Development
- 2.2 Plan Implementation

3.0 External Focus

- 3.1 Needs, Expectations, and Satisfaction Assessment
- 3.2 Relationship Enhancement

4.0 Measurement and Knowledge Utilization

- 4.1 Performance Assessment and Comparisons
- 4.2 Knowledge Utilization

5.0 Faculty-Staff and Workplace Focus

- 5.1 Work Organization and Workplace Practices
- 5.2 Learning and Professional Development
- 5.3 Faculty-Staff Well-Being and Satisfaction

6.0 Process Effectiveness

- 6.1 Core Processes
- 6.2 Operational Support and Financial Processes

7.0 Outcomes and Achievements

- 7.1 Programs, Services, and Activities
- 7.2 External Groups and Organizations
- 7.3 Faculty/Staff and Workplace Climate
- 7.4 Operational and Financial Performance

- ✓ Performance indicators and measures that link to mission, vision, plans, and goals
- ✓ Comparisons with peers, competitors, and leading organizations

Percentage Ratings

For each category, approach, implementation and/or results are rated from 0 to 100 percent. At one end of the continuum is a rating of 100 percent, which would be appropriate if *all* criteria set forth in a particular category were fully addressed, such that the organization is an international leader in this area. At the other extreme, a rating of 0 would be appropriate if the organization has not addressed any of the criteria in the category. The Percentage Rating Guide (form A) in the *Forms and Guides* section of this workbook provides a detailed description of the percentage scoring ranges and their interpretation.

Unlike the assessment scale familiar to most educators, 50 percent or 60 percent are not "failing" ratings in the *Excellence in Higher Education* or Baldrige frameworks. Rather, as described in form A, these middle-range ratings are used to characterize organizations with reasonably successful approaches and implementation strategies and results.

A Rating Summary (form B) is provided for recording percentage ratings for each category in the Forms and Guides section. When the assessment is complete, the result is a profile like that illustrated in figure 2.

FIGURE 2—SAMPLE *EHE* ASSESSMENT PROFILE

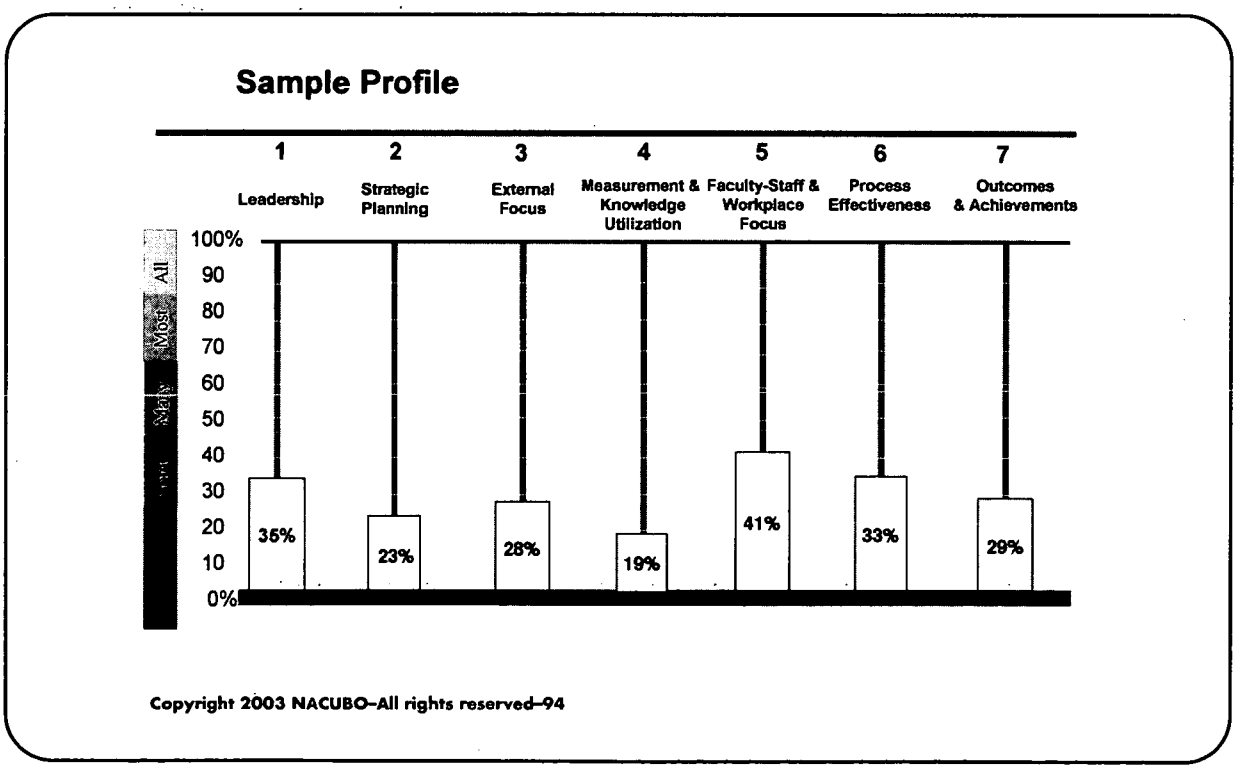

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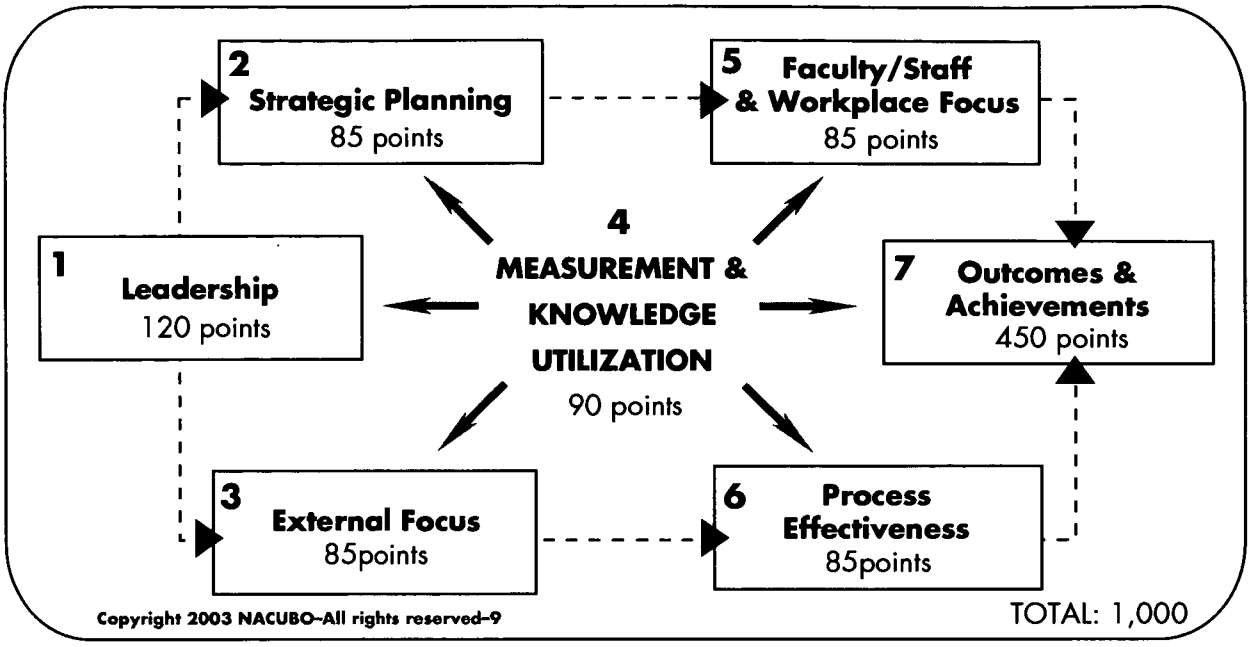
FIGURE 3—*EXCELLENCE IN HIGHER EDUCATION* FRAMEWORK



Categories and Point Values Categories

Each of the seven *EHE* categories has assigned point values (figure 3). In all, 1,000 possible points are available to be awarded. A more detailed breakdown of point values for items within categories is shown in figure 4.

For each category, the scoring process consists of:

(1) Determining the percentage rating that best corresponds to the extent of approach/ implementation or results for each category (typically, by averaging the ratings of all the individuals participating in the assessment process).

2) Multiplying the average percentage (the "rating") by the point value—the weighting—for the category. For instance, if the average Leadership rating for a particular organization is 40 percent, multiply that percentage by the 120 points available for the category. A total of 48 points would be awarded (.40 x 120 = 48.0).

Forms C to I can be used to calculate percentage ratings and scores for each category. Form J can be used to record summaries for all categories. As suggested in Form J, the total score for an institution, department, or program is derived by adding the point values from all categories.

FIGURE 4—CATEGORY AND ITEM POINT VALUES

Categories and Items	Point Values	
1.0 Leadership		**120**
1.1 Organizational Leadership	80*	
1.2 Public and Professional Leadership and Social Responsibility	40	
2.0 Strategic Planning		**85**
2.1 Plan Development	40	
2.2 Plan Implementation	45	
3.0 External Focus		**85**
3.1 Needs, Expectations, and Satisfaction Assessment	50	
3.2 Relationship Enhancement	35	
4.0 Measurement and Knowledge Utilization		**90**
4.1 Performance Assessment and Comparisons	45	
4.2 Knowledge Utilization	45	
5.0 Faculty-Staff and Workplace Focus		**85**
5.1 Work Organization and Workplace Practices	35	
5.2 Learning and Professional Development	25	
5.3 Faculty/Staff Well-being and Satisfaction	25	
6.0 Process Effectiveness		**85**
6.1 Core Processes	60	
6.2 Operational Support and Financial Processes	25	
7.0 Outcomes and Achievements		**450**
7.1 Programs, Services, and Activities	175	
7.2 External Groups and Organizations	125	
7.3 Faculty/Staff and Workplace Climate	75	
7.4 Operational and Financial Performance	75	
Total Points		1,000

*For most self-assessment purposes, the category-level scoring provides a sufficient level of precision. When additional detail is desired in self- or third-party assessment, subcategory-level scoring can be used.

FORMS AND GUIDES

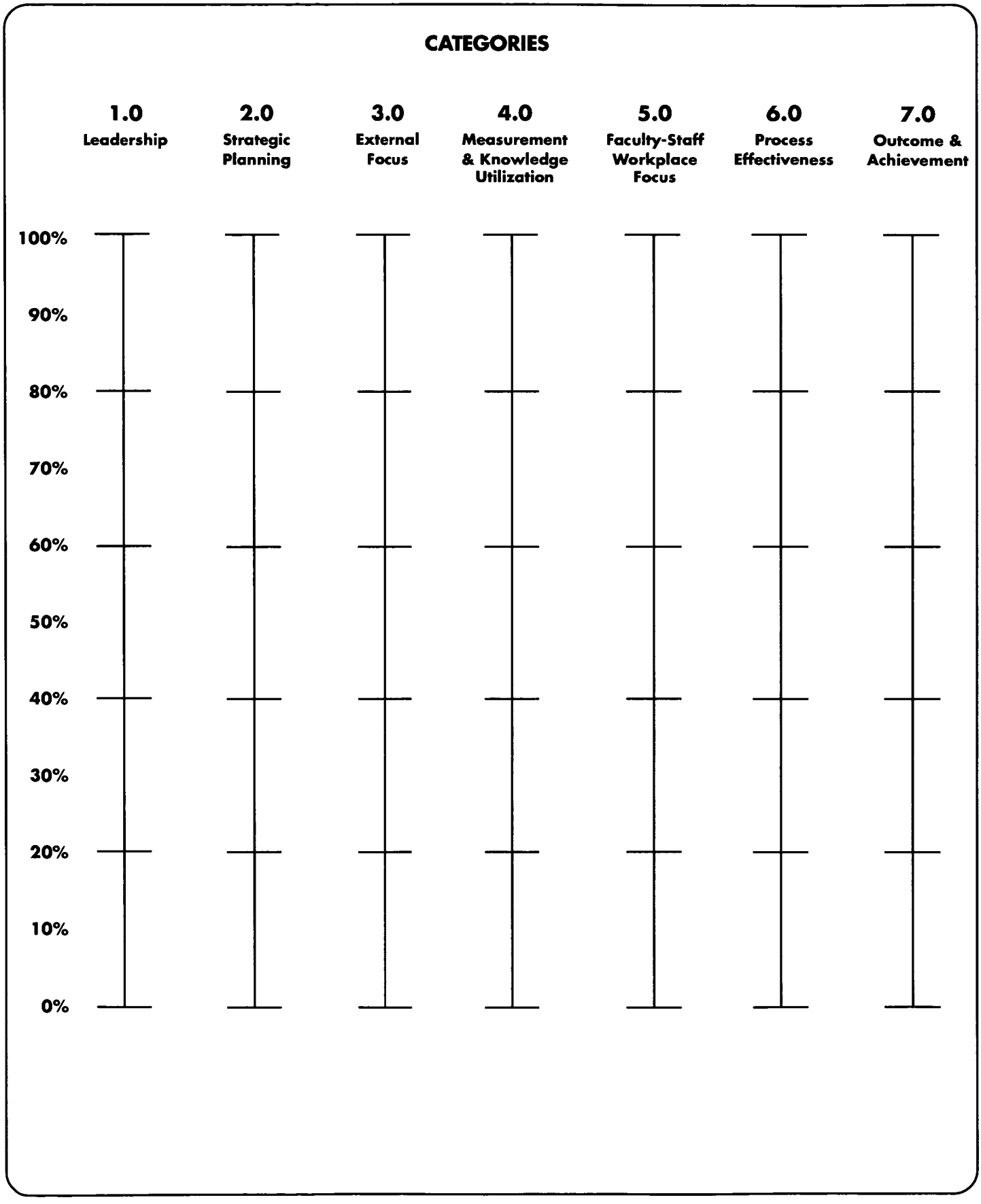
The following section provides a detailed description of rating and scoring, along with forms, for those who want to include this activity as a part of the assessment process.

FORM A—PERCENTAGE RATING GUIDE

RATING	APPROACH/IMPLEMENTATION	RESULTS
100% to 90%	• A superior approach; systematic and fully responsive to the category/item • Fully implemented without significant weakness or gaps in any area • Widely recognized leader in the category/item • Systematic approach and commitment to excellence and continuous improvement fully ingrained in the organization and its culture	• Exceptional current and sustained outcomes and achievements documented in all key areas related to mission, vision, values, plans, and goals and for programs and services, external relations, workplace climate and faculty-staff satisfaction, operational, and financial effectiveness • Clear and documented evidence that institution, department, or program is a leader in higher education
80% to 70%	• A well-developed, systematic, tested, and refined approach in most areas, responsive to the overall purpose of the category/item • A fact-based assessment and improvement process throughout most of the organization with few significant gaps • Innovative; recognized as a leader in the category/item • Clear evidence of excellence and continuous improvement throughout most of the organization and its culture	• Very good to excellent current and sustained outcomes and achievements documented in most areas related to the mission, vision, values, plans, and goals and for programs and services, external relations, workplace climate and faculty-staff satisfaction, operational, and financial effectiveness • Many to most current outcomes and trends are evaluated against—and compare favorably with—peer, competitor, and leading organizations
60% to 50%	• An effective, systematic approach, responsive to the overall purpose of the category/item • Approach is well implemented in many areas, although there may be unevenness and inconsistency in some work groups • A fact-based, systematic process in place for evaluating and improving effectiveness and efficiency in many areas • Clear evidence of excellence and continuous improvement in many areas of the organization and its culture	• Good to very current and sustained outcomes and achievements documented in many areas • Many current and sustained outcomes and achievements are evaluated against—and compare favorably with—peer, competitor, and leading organizations • No pattern of poor outcomes or adverse trends in key areas

RATING	APPROACH/IMPLEMENTATION	RESULTS
40% to 30%	• An effective, systematic approach, responsive to the basic purpose of the category/item • Approach is implemented in some areas, but some work units are in the early stages of implementation • The beginning of a systematic approach to assessing and improving effectiveness and efficiency in some areas • Clear evidence of excellence and continuous improvement in some areas of the organization and its culture	• Current and sustained positive outcomes and achievements are documented in some areas • Early stages of developing trends and obtaining comparative information in some areas
20% to 10%	• The beginning of a systemic approach to basic purposes of the category/item • Category criteria are addressed in a few programs, services, activities, and processes • Major implementation gaps exist that inhibit progress in achieving the basic purpose of category/item • Clear evidence of excellence and continuous improvement in a few areas of the organization and its culture	• Outcomes and achievements are documented in a few areas • Evidence of positive results and improvements in a few areas • Minimal trend or comparative information
0%	• No systematic approach to category/items; anecdotal information on approach and implementation; not part of the culture of the organization	• No documented results or poor results • No documented comparisons

FORM B—*EXCELLENCE IN HIGHER EDUCATION* RATING SHEET



FORM C—3.0 EXTERNAL FOCUS

3.0 External Focus Scoring Form (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	85	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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FORM D—1.0 LEADERSHIP

1.0 Leadership Scoring Form (120 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	120	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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FORM E—2.0 STRATEGIC PLANNING

2.0 Strategic Planning Scoring Form (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	85	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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FORM F—5.0 FACULTY-STAFF AND WORKPLACE FOCUS

5.0 Faculty-Staff & Workplace Focus Scoring Form (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	85	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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FORM G—6.0 PROCESS EFFECTIVENESS

6.0 Process Effectiveness Scoring Form (85 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	85	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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FORM H—4.0 MEASUREMENT AND KNOWLEDGE UTILIZATION

4.0 Measurement & Knowledge Utilization Scoring Form (90 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

_____	/	_____	=	_____	X	90	=	_____
Weighted total		# Voting		Average %		Points		SCORE

*The *weighted total* reflects the category percent score x the number of votes

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FORM I—7.0 OUTCOMES AND ACHIEVEMENTS

7.0 Outcomes & Achievements Scoring Form (450 points)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Weighted total	/	# Voting	=	Average %	X	450 Points	=	SCORE
_____	/	_____	=	_____	X	450	=	_____

*The *weighted total* reflects the category percent score x the number of votes

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FORM J—*EXCELLENCE IN HIGHER EDUCATION* SCORING FORM

Categories and Items	Maximum Ponts	Percent Achieved	Item Score	Category Score
1.0 Leadership				
1.1 Organizational Leadership	80	____	____	
1.2 Public and Professional Leadership and Social Responsibility	40	____	____	
Category Total	**120**			____
2.0 Strategic Planning				
2.1 Plan Development	40	____	____	
2.2 Plan Implementation	45	____	____	
Category Total	**85**			____
3.0 External Focus				
3.1 Needs, Expectations, and Satisfaction Assessment	50	____	____	
3.2 Relationship Enhancement	35	____	____	
Category Total	**85**			____
4.0 Measurement and Knowledge Utilization				
4.1 Performance Assessment and Comparisons	45	____	____	
4.2 Knowledge Utilization	45	____	____	
Category Total	**90**			____
5.0 Faculty-Staff and Workplace Focus				
5.1 Work Organization and Workplace Practices	35	____	____	
5.2 Learning and Professional Development	25	____	____	
5.3 Faculty/Staff Well-being and Satisfaction	25	____	____	
Category Total	**85**			____
6.0 Process Effectiveness				
6.1 Core Processes	60	____	____	
6.2 Operational Support and Financial Processes	25	____	____	
Category Total	**85**			____
7.0 Outcomes and Achievements				
7.1 Programs, Services, and Activities	175	____	____	
7.2 External Groups and Organizations	125	____	____	
7.3 Faculty/Staff and Workplace Climate	75	____	____	
7.4 Operational and Financial Performance	75	____	____	
Category Total	**450**			____
TOTAL POINTS	**1,000**			____

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Lead Your College or University to Higher Performance...

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developed by Brent D. Ruben, Ph.D.

Self-assessment leads to stronger performance in our nation's colleges and universities. That's the premise of *Excellence in Higher Education*, a model self-assessment program that has earned accolades from the higher education community. Institutions like Berkeley, Wisconsin, Rutgers, MIT, and dozens more have implemented the *EHE* model to help advance the effectiveness of their institutions.

Based on the Malcolm Baldrige National Quality Award framework, the third edition of this bestseller is the definitive tool for college and university administrators in defining mission, assessing stakeholders, measuring outcomes, gauging performance against other institutions, and ensuring continuous improvement.

The flexibility of the *EHE* model makes it appropriate for use with administrative or academic departments, with administrative or faculty councils or senates, and with programs, centers, or institutes. Moreover, the framework can be used by an entire college or university, or with a particular department, division, or campus.

The *EHE* program includes everything you need to conduct a self-assessment workshop. The book provides facilitators with a solid understanding of the *EHE* model, providing detailed guidance in each of seven areas:

- leadership
- strategic planning
- external focus
- measurement and knowledge utilization
- faculty-staff and workplace focus
- process effectiveness
- outcomes and achievements

The *Workbook and Scoring Guide* and CD-ROM include generously illustrated PowerPoint presentations for use in facilitating workshops. The scoring guidelines will help you interpret results and gauge your institution's performance.

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