CHANGES FROM THE 2009–2010 EDUCATION CRITERIA

e Education Criteria for Performance Excellence have evolved significantly over time to help organizations address a dynamic environment, focus on strategy-driven performance, and address concerns about student, stakeholder, and workforce engagement; governance and ethics; societal responsibilities; and long-term organizational sustainability. e Criteria have continually progressed toward a comprehensive, integrated systems perspective of organizational performance management.

e year-to-year changes to the Baldrige Criteria have been evolutionary. However, since the Baldrige Program's inception over 20 years ago, the changes to the Criteria have been revolutionary. ey have evolved from having a specific focus on manufacturing quality to having a comprehensive strategic focus on overall organizational performance, competitiveness, and sustainability. With each update of the Criteria, the Baldrige Program must balance two important stakeholder considerations. On one hand, there is a need for the Criteria to be at the leading edge of validated management practice to help users address the increasingly complex challenges they face; on the other hand, there is a desire for the Criteria to remain stable in order to provide users with a basis for continuity in their performance assessments. Starting in 2009, the Baldrige Program moved to a formal two-year revision cycle for the Criteria. Since that two-year cycle continues to meet the dual demands on the Criteria stated above, we have decided to retain that approach, making these the 2011–2012 Education Criteria for Performance Excellence.

e most significant revisions to the Criteria this year address two areas of importance: (1) dealing with complexity in enterprise leadership and management, and (2) customer engagement.

Complexity is a fact of organizational life. To succeed in today's global, competitive, uncertain environment, organizations must accept complexity. e Baldrige Criteria are complex because achieving organizational sustainability in a global economy is complex. However, the Criteria provide a holistic frame of reference. While the Criteria require complex thinking, they also provide the path to clear identification of an organization's relevant issues and strategic advantages, followed by identification of key data, and then analyses for decision making. Handling complexity requires agility and the ability to execute with a su cient degree of simplicity.

One of the key foci for the current revisions is to help your organization achieve that simplicity in execution. Each group of questions (the numbered paragraphs in each item) now has a subhead that summarizes the content. With the outline formed by the category and item titles, titles for the areas to address, and these subheads, Criteria users now have a simple guide to performance excellence. All the significant aspects of a performance management system are covered in this outline, and the individual questions provide added guidance and details when you need those. We also have strengthened

the line of sight from strategic challenges and advantages to core competencies, to strategy, and then to work systems and work processes. is clear set of linkages should move an organization from the strategic environment in which it functions to the execution of its operations in a logical sequence. While each of these concepts is complex, the line of sight should simplify the execution. Strategy development in our global market will increasingly require some degree of intelligent risk taking, which is introduced as a new consideration in 2011 to place all important considerations in the Criteria user's purview.

e concept of customer engagement has continued to receive increasing attention as organizations compete in the global market and in competitive local markets. We have reorganized the flow of logic in the customer focus category to address this concept better. e responsibility for establishing an organizational culture that fosters customer engagement for mutual success and customer loyalty begins with the senior leadership and is a part of creating a sustainable organization. We have placed the responsibility for a student- and stakeholder-focused culture in the senior leadership item. Listening and learning from and about the customer has taken on new dimensions with the advent of wide-scale use of social media. is concept has been added to questions on how your organization listens to customers.

e most significant changes in the Criteria items and the Criteria booklet are summarized as follows:

- e number of areas to address has been reduced from 41 to 40, and the number of Criteria items has been reduced from 18 to 17, plus 2 in the Preface: Organizational Profile section.

- e question that appeared in numerous items about keeping systems current with changing educational needs and directions has been removed from the Education Criteria. is topic should be covered in strategic planning and also is a sign of organizational maturity, which is reflected in the scoring guidelines as a function of learning and integration.

Preface: Organizational Profile
- Item P.1, **Organizational Description**, no longer asks about managing supplier and partner relationships. Supply-chain management is now addressed in item 6.2.
- Item P.2, **Organizational Situation**, now includes societal responsibility as a factor to consider in your strategic challenges and advantages.

Category 1: Leadership
- Item 1.1, **Senior Leadership**, now includes a focus on creating a workforce culture that fosters customer engagement as a leadership responsibility.

- Item 1.2, **Governance and Societal Responsibilities**, asks how senior leader performance evaluations are used in determining executive compensation.

Category 2: Strategic Planning
- is category has an enhanced focus on organizational agility to address a changing strategic environment.

- Item 2.1, **Strategy Development**, now asks how your strategic planning process considers projections of your and your competitors' future performance. e item also asks questions about your ability to adapt to sudden shifts in your market conditions.

- Item 2.2, now **Strategy Implementation**, specifically asks about the relationship of your action plans to your strategic objectives.

Category 3: Customer Focus
- is category has been redesigned to enhance the flow of logic and incorporate the use of social media as a mechanism for listening to customers.

- Item 3.1, now **Voice of the Customer**, asks about how you listen to current and potential students and stakeholders and how you determine student and stakeholder satisfaction, dissatisfaction, and engagement.

- Item 3.2, now **Customer Engagement**, asks about your educational programs and services, student and stakeholder support, student and stakeholder segmentation, and use of student and stakeholder data. ese are important to building customer relationships, which is addressed in the second part of the item.

Category 4: Measurement, Analysis, and Knowledge Management
- Item 4.1, **Measurement, Analysis, and Improvement of Organizational Performance**, now includes voice-of-the-customer data as a key component of organizational performance measurement. Use of student and stakeholder data was previously addressed as a stand-alone factor in category 3. Performance improvement questions now ask about best-practice sharing and about use of performance review findings and comparative data to project future performance.

Category 5: Workforce Focus
- is category has been reconfigured and simplified to enhance the flow of logic.

- Item 5.1, now **Workforce Environment**, includes preparing for periods of workforce growth as part of managing workforce capacity and capability.

- Item 5.2, now **Workforce Engagement**, includes student and stakeholder focus as an element of workforce and leader development.

Category 6: Operations Focus
- is category, now **Operations Focus**, has been renamed to focus on the operations that produce and support the delivery of your educational programs and services.

- Item 6.1, **Work Systems**, has been simplified to focus exclusively on work systems, including controlling costs of those systems.

- Item 6.2, **Work Processes**, specifically asks about the relationship of your work processes to your work systems. e item also asks about your supply-chain management processes.

Category 7: Results
- is category has been aligned with the changes in categories 1–6 to encourage the measurement of important and appropriate results and also has been reduced from six items to five.

- Item 7.1, now **Student Learning and Process Outcomes**, results from the combination of former items dealing with student learning outcomes and process outcomes. is change has been made for several reasons: (1) in service environments in particular, it is frequently di cult for organizations to separate process outcomes from the educational program and service outcomes, which are themselves processes; (2) it is important to relate processes to the ultimate goal of organizational sustainability through the delivery of your current and future educational programs and services; and (3) there is a desire to drive thinking on cause-e ect relationships between strategic and operational processes and student learning outcomes.

- Item 7.3, now **Workforce-Focused Outcomes**, has been realigned to follow the flow of logic in category 5.

- Item 7.4, now **Leadership and Governance Outcomes**, more explicitly details leadership responsibilities for delivering key results.

- Item 7.5, now **Budgetary, Financial, and Market Outcomes**, places this item last as the "bottom line" for many organizations.

Glossary of Key Terms
- Several words in the Glossary of Key Terms section have had slightly updated definitions. ere has been a particular e ort to clarify the definition of performance projections.

Results Scoring Guidelines
- e results scoring guidelines have been modified to align better with the item format and organizational maturity by addressing the basic, overall, and multiple requirements of results items. Also, performance projection expectations are now included only in the 90–100% scoring range.