



AQIP Guiding Values. A set of common values characterize colleges and universities that have succeeded in capitalizing on the benefits of a systematic approach to continuous quality improvement. Typically, these institutions place a high value on:

- 1. A mission and vision driven by students' and other stakeholders' expectations**
- 2. Broad-based faculty, staff, and administrative involvement**
- 3. Leaders and leadership systems that support a quality culture**
- 4. A learning-centered environment**
- 5. Respect for and willingness to invest in people (faculty, staff, and administrators)**
- 6. Collaboration and a shared institutional focus**
- 7. Agility, flexibility, and responsiveness to changing needs and conditions**
- 8. Planning for innovation and improvement**
- 9. Fact-based evidence-gathering and thinking to support analysis and decision-making**
- 10. Integrity and responsible institutional citizenship**

A mission and vision driven by students' and other stakeholders' expectations

A higher education organization's success depends on how effectively it meets the needs of its students and other stakeholders, both external and internal, who must therefore participate actively and regularly in processes that define or modify the institution's mission and vision. Dynamic institutions identify their students and other stakeholders, and develop the listening tools necessary to gather and understand their different perspectives. Their expressed expectations — their needs, preferences, and requirements — which must be interpreted by the leadership of the institution, inevitably form part of an ongoing discussion and refinement of the mission and vision. Successful institutions work to ensure that faculty, staff, and administrators understand the organization's mission, goals and direction, and can use their understanding to inform their individual work goals and decision-making strategies. An institution's mission and vision provides it with the underlying values upon which it can base its strategic planning and improvement processes, and helps shape its governance structure or communication system.

Internal stakeholders include faculty, staff, administrators, and trustees.

Broad-based faculty, staff, and administrative participation lets the leadership system to yield better decisions and support for them as they are implemented by building wide participation into the decision-making system.

Effective decision-making require the participation of those individuals within an institution that are close to the problem or challenge, people and with the greatest related expertise and germane experience. Because they can best see the myriad systematic implications of a decision, teams or groups involving individuals from all different areas of an organization, working collaboratively, often leads to the most effective decision making strategies.

Broad-Based Decision Making

If members of the organization are to fully understand and commit to their role in achieving the mission of the college, the organizational climate of the college should encourage and support individual and group ownership of the systems and processes with which they work. Individuals should be able to conceptually relate their processes to others within the organization and how those interrelate to accomplish the mission of the institution. Frequently, this involves the use of broad-based teams to identify opportunities for improvement and to develop and implement improvements designed to better meet student and stakeholder needs. In almost every situation, the creation of such a climate is dependent upon on-going training and development in the areas of fact-based decision making, working with diverse groups, conflict resolution and the use of quality based tools to accomplish consensus.

Leaders and leadership systems that support a quality culture: leaders who actively work toward and support the creation of a quality culture, both by communicating a clear vision to all constituents, and by ensuring that an institution's systems and processes are in alignment with its shared mission, vision, values, and purposes

Leaders have a responsibility to make sure that all stakeholders share an understanding of the institution's mission, goals and direction. Similarly, faculty, staff, and administrators also need to share a sense of institutional mission in order to inform their individual work goals and decision making strategies.

A shared sense of mission and vision provides an institution with the underlying values upon which strategic planning and improvement processes are based.

A learning-centered culture : not only is student learning a major focus in all institutional thinking, but the institution itself — and the people who make it operate — are committed to organizational learning as the means to continuous improvement. (includes design for quality and problem and waste prevention).

Personal learning for the faculty, staff, and administrators is also important, as is opportunity for them to practice newly acquired skills. Investing in training personnel will result in more satisfied and versatile employees, creating an improved environment for innovation and thereby a more flexible institutional response to changing needs and conditions.

Successful institutions are those that see themselves as a set of systems that need to be continuously improved through measurement, assessment of results, and feedback. [more needed here]

Educational institutions exist to develop the fullest potential of their students — to prepare them for work, for rich and satisfying lives, to succeed in relationships, to be productive citizens, etc. Student need to develop problem-solving skills, a knowledge and appreciation of the humanities, sciences, arts, and technologies. As they design programs and courses, educators must translate economic and citizenship requirements into curriculum and other educational experiences

To remain strong, educational improvements needs to place strong emphasis on the effective design of programs, courses, and learning environments: including effective means for gauging progress toward clearly identified objectives. Assessment designs need to be formative, to gather

information early enough in the educational process so that it can be used to minimize problems are overcome barriers to effective learning.

Creating a learning centered focus within a student and stakeholder driven environment

Student and stakeholder trust, confidence and loyalty to the organization evolve from a positive relationship between students and stakeholders and the institution. This relationship revolves around identification of student and stakeholder needs, continuous improvement of systems and processes as a means of eliminating student and stakeholder dissatisfaction, and developing flexible and rapid responses to changes in either student and stakeholder demands or changes in the market within which we work.

Given the unique nature of higher education, central to this student and stakeholder driven environment is a commitment to learning. This commitment is seen most clearly in an institution's attention to the creation of a learning-centered culture which stresses not only student learning but also the continuous learning of faculty and staff within the organization.

Focusing on student learning, the learning-centered organization will constantly be in search of alternate ways to enhance learning, i.e. student success. This can be seen through the development of appropriate expectations and standards for students, providing alternative modes of teaching designed to meet differing learning styles, tying the curriculum and the materials/techniques/methods which support it not only to traditional academic standards but also to emerging market driven forces, and the use of both formative and summative assessment of student achievement to enhance the individual student's learning and to continuously improve the curriculum and teaching.

Respect for and willingness to invest in people: The institution prizes and supports the systematic development of its individual faculty and staff, recognizing that the full development and use of their talents is the most important resource of a higher educational organization.

High-performing institutions seek to foster an environment in which all individuals can be both leaders and learners. These institutions seek to create a culture of cooperation, responsibility and ownership in which all individuals understand their role in and contribution to the measurable success of the institution. If individuals can see how their work impacts the performance of their institution, they become engaged as full participants in the improvement processes of their organization. Expertise and knowledge can be found throughout an organization. In a learning-centered organization, success depends upon having meaningful opportunities to develop and practice new knowledge and skills. Inst.'s need to invest in the development of its personnel through ongoing education, training and opportunities for continuing growth.

[I think this section should stress that development of all individuals, from the president to students to the cafeteria workers should be done when needed.]

Valuing People (or Valuing Faculty and Staff)

Institutions focused on performance excellence nurture, support and celebrate their entire faculty and staff, no matter the position, title or rank of individuals. At the same time, individuals should take responsibility in crafting and following through on professional development plans aimed at the acquiring and practicing of new knowledge and skills to better serve students and stakeholders. While professional development activities might span a variety of formats, the goal is to serve an increasingly diverse and mobile work force through a system of flexible improvement opportunities.

Valuing faculty and staff allows for a culture of collaboration and an understanding of one's personal role in contributing to the overall success of the institution and its specific strategic goals. Respecting individuals, celebrating and sharing collaborative work, building capacity for change, providing innovative recognition activities, allowing for creative thinking, and building an atmosphere conducive to faculty and staff well-being are championed by leaders across all levels of the high performing institution.

Collaboration and a shared institutional focus: The institution prizes, encourages, supports, and rewards active cooperation among faculty and staff from different internal operations, and

between the institution and external organizations. Measures of the results of an institution's encouragement of collaboration might lie in records of outsourcing activities, joint internal programs and services, changing perceptions of the "silo effect" (where individuals sense themselves as working for a subunit rather than the larger entity), suboptimalization, student and stakeholder perception that services are both improved and "seamless."

Agility, flexibility, and responsiveness: The institution develops and practices its ability to respond quickly to opportunities, threats, and changing needs, and to its attention, emphasis, and allocation of resources, when needed, in order to respond to change. A vital institution charts its responsiveness to such demands, using indicators such as the time it takes to develop new programs in response to new needs or the degree to which innovations implemented increase student and stakeholder satisfaction with the institution.

Planning for innovation and change

Successful institutions can innovate, making meaningful changes to improve their services and processes in ways that create new or additional value for their students and stakeholders. Future-oriented institutions have a planning processes and structures, and are open to new ways of practice.

a future orientation: The institution prides itself on being forward-looking, in staying vigilant in foreseeing how conditions will change, and how those changes may affect the institution's students and stakeholders, operations, and performance.

Fact-based analysis to support decision-making: The institution and its personnel are comfortable with measurement and the realistic assessment of current capacities and performance. Faculty and staff are both able and willing to track progress concretely, and to use performance results to set "stretch" targets that enlarge and improve the institution's achievement in meeting its students' and other stakeholders' needs. This orientation toward factual evidence as the prerequisite for improvement leads, invariably, to a **results-orientation** in which institutional operations create and increase value by maintaining a focus on the measurable

results and benefits that it produces for its students and other stakeholders. Results-oriented institutions develop systems for gathering and assessing feedback and data.

Institutional integrity and responsible citizenship: the institution recognizes and fulfills its public responsibility and demonstrates good citizenship

A high-performing institution sees itself as a part of a whole community and takes into account the consequences of its actions upon its various communities and upon the Higher Education system world-wide. These institutions remember that Education serves society, and examine their practices to see if the results are beneficial or detrimental to society. [more needed here]