FM☰P
Evaluate. Execute. Excel.

Facilities Management
Evaluation Program

APPA
LEADERSHIP IN EDUCATIONAL FACILITIES

Why consider the FMEP?

The Facilities Management Evaluation Program (FMEP) is a highly customized, personally tailored evaluation process that can help facilities professionals assess their organizations' current performance levels and provide practical ideas and strategies to plan for improvement. With the right amount of staff participation and involvement, the process can garner the buy-in necessary to implement long-lasting, comprehensive change.

Institutions conduct FMEPs for many reasons. Some feel the need to establish performance benchmarks, others have a desire for a performance "check-up," and still others are preparing for an external accreditation review. Regardless of the reason, a comprehensive facilities review can help ensure high-quality performance and customer satisfaction.

Who conducts the FMEP?

Undergoing a formal facilities evaluation is much like going in for an annual physical examination: it's important for overall health and well-being, but there's always the fear that something unpleasant will be discovered. This is why people seek the most competent, thorough, and professional medical care possible. Likewise, those individuals entrusted to evaluate an institution's facilities operations should be respected and knowledgeable in the field of educational facilities management.

For this reason, the FMEP uses a peer-review approach. Evaluation team members are seasoned educational facilities professionals who understand the practice of facilities management within the education environment. Each team is specifically tailored to align with the features and circumstances of the institution requesting the FMEP. This high level of customization helps ensure a thorough, balanced review in a short amount of time. FMEP evaluators quickly focus on the real issues – quality and effectiveness.

"The overall analysis was greatly enhanced by the quality and level of skill of the individuals on the review team."
Robyn Pierce,
Portland State University

Is the FMEP right for my institution?

Whether an institution is seeking a baseline assessment, measuring the results of a well-established continuous improvement program, undergoing an administrative review, or concerned about institutional accreditation, the FMEP can assist. Every FMEP is designed to:

- Provide an evaluation team tailored to the specific needs of the institution.
- Focus on the most important, cogent issues in a short period of time (usually between three and five days).
- Assess facilities operations performance in relation to the institutional and departmental mission, goals, and standards.
- Obtain conclusions based on factual data.
- Enhance the continuous improvement process.
- Assist in developing a planning tool for strategic and long-range purposes.
- Strengthen the institution's ability to serve its customers' needs.
- Emphasize department staff participation to create support for and commitment to change.
- Develop a menu of realistic, practical recommendations for improvement.
- Improve the understanding of facilities management issues within the department and throughout the institution.

What is the relationship between the FMEP and APPA's Award for Excellence?

The Award for Excellence (AFE), APPA's highest institutional award, provides educational institutions the opportunity for national and international recognition for their outstanding achievements in facilities management. APPA's Professional Affairs Committee judges AFE nominations using *the same criteria* used in FMEP evaluations. Therefore, those institutions conducting an FMEP can see where they might improve or if indeed their institutions are worthy of application for the AFE. In fact in the past 18 years, 10 of the AFE winners participated in the FMEP prior to applying for the award. For more information on the AFE, visit **www.appa.org/recognition/awardsforexcellence.cfm**.

"…3 years later after completing the recommendations, while we didn't make it the 1st time, we did get the Award for Facilities Excellence the second time we applied, and we are proud to say we are the first community college in the nation to receive the award."

Joseph Wojtysiak,
Harrisburg Area Community College Campus

How does the process work?

The entire FMEP process can take approximately 12-16 weeks or longer from initiation through site visit. Institutions work closely with APPA staff and the FMEP team leader throughout the process to determine a schedule based on the needs of the institution.

The Self-Evaluation

The evaluation process is most effective when an institution has a clear understanding of its own needs. For this reason, the fi rst step in the FMEP is a comprehensive institutional self-evaluation. This process of self-discovery reveals areas for further investigation. The self-evaluation addresses the same criteria that will be used later by the evaluation team. The criteria can be found on the next few pages of this brochure.

The Site Visit

The site visit provides an opportunity to clarify issues in the self-evaluation and talk firsthand to staff and constituencies throughout the organization. Outside evaluators can often draw out information that personnel may be hesitant to express to co-workers and supervisors. An institutional representative should be available to guide the evaluation team and answer its inquiries. The FMEP team leader will work with the institutional representative to determine interview schedules and clarify aspects of the self-evaluation.

The FMEP Report

At the conclusion of the visit, the team leader will share the team's assessment in an oral report. At this time, team members verify facts, reinforce their impressions, hear reactions, and give the group an idea of what the written report will contain. Detailed recommendations will follow in the written report, which can take 8-16 weeks from the date of the visit. An evaluation team can sometimes complete the assignment in a shorter time period if adequate preparation is made beforehand.

SELF-EVALUATION

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SITE VISIT

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ORAL REPORT

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WRITTEN REPORT

"I would recommend the FMEP if you want to get better, if you are dedicated to your institution and you want to have a process of ongoing improvement."

Tom Becker,
Philadelphia University

The Self-Evaluation Criteria

1.0 Leadership

Senior leaders in an effective facilities organization set direction and establish customer focus, clear and visible values, and high expectations in line with institutional mission, vision, and core values. Effective facilities leaders facilitate the dialogue around larger leadership issues, such as total cost of ownership (TCO), sustainability, recapitalization requirements, and facilities reinvestment. Leaders inspire the people in the organization and create an environment that stimulates personal growth. They encourage involvement, development and learning, innovation, and creativity. Leaders act as both educators and change agents.

1.1 Describe how leadership roles and responsibilities and the decision-making structure are defined by the facilities department and generally understood by internal and external stakeholders.

1.2 Describe how the leadership system includes mechanisms for the leaders to conduct self-examination, receive feedback, and make improvements.

1.3 Describe how the organization aligns its mission, vision, and value statements with those of the institution.

1.4 Describe how effective the senior leadership of the department has been in establishing and sustaining internal and external communications plans that (a) educate the campus community on the facilities department's role in institution success; (b) promote customer and stakeholder feedback; and (c) reinforce the role of front-line staff in creating a positive public impression of the quality of organization services.

1.5 Describe how representatives of the facility department engage with key communities, both on and off campus (e.g., town and gown, agencies having jurisdiction) and contribute to the enhancement of their various communities—both personal and professional.

1.6 Describe the leadership development and succession plans presently in place to ensure continuity of leadership.

1.7 Describe how the leadership of the facilities department emphasizes the importance of excellence and how it engages in excellence.

1.8 Describe how the leadership of the facilities department promotes and ensures ethical behavior in all interactions.

2.0 Facilities Strategic and Operational Planning

Strategic and operational planning consist of the overall planning process, the identification of goals and actions necessary to achieve success, and the deployment of those actions to align the work of the organization. The successful facilities organization anticipates many factors in its strategic planning efforts: changing customer expectations, business and partnering opportunities, technological developments, institutional master plans, programmatic needs, evolving regulatory requirements, building organizational capacity, and societal expectations, among other criteria.

2.1 Describe the strategic plan that was developed for the facilities organization that includes the goals and objectives of the department.

2.2 Describe the process used to develop the strategic plan and how participation from internal and external stakeholders was sought out, the process used to gain approval of the plan by the administration, and how it was communicated to internal and external stakeholders.

2.3 Describe the processes defined to ensure that strategic goals and key performance measures are understood by all, and the extent that those goals and measures are periodically reviewed.

2.4 Describe how the institution's and the facilities' master plan incorporate and reflect principles of sustainability, total cost of ownership (TCO), and overall facilities renewal.

2.5 Describe the current strategies and processes defined to ensure continuity of functions in the event of staff turnover, contractor failure, or other unanticipated disruptions.

2.6 Describe the emergency response plans that are currently in place and how they are communicated to facility employees and the campus community as required.

2.7 Describe the process and timing for a regular, periodic review of the facilities strategic plan.

2.8 Describe the process used to develop the capital plan, addressing needs for renovation, major repairs, and/or upgrades.

2.9 Describe the processes utilized to ensure a budget is developed with input from multiple levels of staff using historic expenditures, needs analyses, and with effective allocation of available resources to support the organization's goals and objectives, while seeking new and innovative measures to leverage resources.

2.10 Describe the process used to ensure that the capital planning process aligns itself with the campus master plan and the institution's strategic plan, in terms of preferences and current and future priorities/initiatives. Provide your institution's definition for each of these plans.

2.11 Describe the process used to ensure that representatives from operational units participate in the development of construction program planning and are active participants in the acceptance of completed projects and documents.

2.12 Describe how leadership is building and expanding organizational capacity and capabilities.

2.13 Describe the practice used to ensure the workplace environment optimizes staff performance.

3.0 Customer Focus

Customer focus is a key component of effective facilities management. Various stakeholders (faculty, students, staff, and other administrative departments) must feel their needs are heard, understood, and acted upon. Various tools must be in place to assure customer communication, assess and assimilate what is said, and implement procedures to act on expressed needs. To be successful, a facility department must ensure that its customers have an understanding of standards, tasks, roles, frequencies of services, etc.

3.1 Describe the process you use to identify your customers.

3.2 Describe how you identify the needs and expectations of both your internal and external customers and how you measure your success in meeting those expectations.

3.3 Describe the process you use to establish the type of organizational structure and levels of service most likely required to meet customers' needs and expectations and describe the communication processes you use to share those service levels and structure.

3.4 Describe the process that enables customers to obtain services and monitor progress or status. Describe the processes available to customers that encourage them to provide feedback on results and/or perceptions of quality and value.

3.5 Describe how customer feedback is used to affect continuous improvement and innovation.

3.6 Describe the practice used to evaluate the extent to which both the leadership of the organization and its front-line staff meet customer needs and expectations.

4.0 Assessment and Information Analyses

Assessment and information analysis describes how your organization uses information and analyses to evaluate and drive performance improvements. Of interest are the types of tools used and how the tools are used to measure and enhance organizational performance.

4.1 Describe the processes that are used to identify and collect key performance indicators/benchmarking for your most critical areas. Describe the key performance measures determined to be critical to your organization.

4.2 Describe the process that is used to incorporate the results of key performance metrics into a systematic evaluation that supports improvement of key processes, decision making and innovation, and achieving continuous improvement within the facilities departments. Include discussions on ROI calculations.

4.3 Describe the process that is used to ensure that performance measures being used are current and valid and how these align with those of peer institutions.

4.4 Describe the procedures used to communicate the results of the performance indicators and benchmarking to key campus decision makers and other interested stakeholders (internal and external) for the purpose of education, budgeting, and engagement. Describe the process used to validate the effectiveness of that communication process.

4.5 Describe the process used to ensure that hardware and software systems are effective, user friendly, secure, reliable, and up to date. Include a description of the business continuity plan describing actions to be taken in the event of an emergency or other out-of-normal event.

5.0 Development and Management of Human Resources

An organization's success depends increasingly on the knowledge, skills, innovation, creativity, and motivation of its employees and partners. The following criteria addresses the ways in which the facilities organization ensures a continuous learning environment and a positive and progressive workplace.

5.1 Describe the process used by the department to identify and develop position responsibilities, determine competencies required, and develop job descriptions to ensure these all align with work unit and department roles and responsibilities, and that they are well understood by all members of the staff.

5.2 Describe employee recognition programs and practices and how they are used to encourage, recognize, and reward improved performance.

5.3 Describe your process for setting individual goals and how they promote innovation in the department.

5.4 Describe how the facilities department fosters an organizational culture that rewards cooperation, communication, and skill sharing across work units.

5.5 Describe how work performance and attendance expectations are reviewed and the process used to communicate such information to employees.

5.6 Describe how career development needs are assessed, provided, and monitored.

5.7 Describe the processes used by the organization, both at the institutional and departmental level, to promote organizational diversity both in its workforce and leadership.

5.8 Describe how the organization utilizes both formal and informal assessment methods and measures to determine employee well-being, employee satisfaction, and motivation.

5.9 Describe the approaches used to ensure the effectiveness of recruitment programs to provide well-qualified staff and to retain high performers.

5.10 Describe the processes used by both the department and the institution for orienting new employees so they can successfully fulfill their responsibilities.

5.11 Describe the processes used to determine appropriate staffing levels, based on identified and approved operational performance standard(s).

5.12 Describe how the department manages and organizes its workforce to accomplish its advertised mission and objectives.

5.13 Describe how the department identifies needs for improvement and measures progress in the areas of regulatory requirements, health, safety, emergency preparedness, and security. Describe the processes used to train employees in these categories and how the effectiveness of those training programs is ascertained.

6.0 Process Management

Effective process management addresses how the facilities organization manages key product and service design, delivery processes, and continuous improvement. Process management includes various systems or "core competencies," such as work management, performance standards, estimating systems, planning, design, and construction of new or renovated facilities, space management, event management, and other key processes that affect facilities functions.

6.1 It is critical that a facilities organization understand its "core competencies" and how they relate to the mission, environment, and strategic goals in areas of:
- Administration
- Operations and maintenance
- Planning, design, and construction
- Utilities and energy

Describe: • How the core competencies described in 6.1 contribute to the delivery of customer value, organization success, and stewardship in your organization.
• The Facility Performance Indicators and related measures for each core competencies.
• How the core competencies support compliance and coordination with the agencies having jurisdiction.

6.2 Describe the processes used to establish measurements for process inputs and outputs required to achieve efficiency and effectiveness.

6.3 Describe how stakeholders are involved in the development and implementation of core processes.

6.4 Describe the protocol established to evaluate processes established to determine opportunities for improving efficiency, effectiveness, and value to the success of the organization.

7.0 Performance Results

The performance of a facilities organization can be assessed in a number of ways: campus appearance, customer satisfaction, employee satisfaction, effectiveness of systems operations, financial results, and supplier/business partner results. Having measurement tools in place to assess such performance is critical in an environment of continuous improvement.

7.1 Describe processes in place to ensure that the appearance of the buildings and grounds is in keeping with the surrounding community as well as the desired image of the institution.

7.2 Describe how the organization determines that the condition and cleanliness of facilities are in keeping with the image and standards adopted by the institution as well as activities associated with its mission and programs.

7.3 Describe how the department assesses that building systems, infrastructure systems, and utility systems are maintained and operated at a level of reliability and efficiency that contributes to the successful implementation of the institution's mission and programs.

7.4 Describe the processes established to insure that funding resources are effectively used and are adequate to support a level of facilities maintenance that prevents the deferral of major maintenance and repairs.

7.5 Describe the tools used to assess whether the staff is highly motivated and productive, taking pride in the accomplishment of their duties.

7.6 Describe the processes used to insure that the levels of service are consistent with customer needs and requirements and within the facilities department's capability.

7.7 Describe how managers and supervisors are encouraged and enabled to stay in touch with the needs of higher education and how they relate to their own institution.

8.0 Other Considerations

At the request of the institutional representative, this section would include any items or subjects that are not covered by the criteria in Sections 1 through 7. These items may include those things that are specific to the campus.

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FMEP
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What does the FMEP cost?

Because each evaluation is designed around the needs of the institution, pricing varies. Fees depend on the institution's gross institutional expenditure (GIE) and full-time equivalent (FTE) enrollment; size and complexity of the facility/institution; the number of evaluators and length of the site visit; and any additional considerations an institution would like to be covered as part of the evaluation.

How do I begin the FMEP Process?

To learn more about APPA's Facilities Management Evaluation Program and how to get started on the process, contact Lander Medlin, APPA's Executive Vice President, at 703-684-1446 ext. 229 or email **lander@appa.org**.