

# Lean In e d u c a t i o n Higher

Improving Academic Processes and Value

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Make Things Better  
Better is Good  
Better is Fun  
Better is Healthy

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## Baumol's "Cost Disease"

William Baumol, 1967

- Cost of Personal Services Rise Because Productivity Improves at Lower Rate than Inflation.
  - Assumes 100% of PS Work is VA, No NVA-N, and Zero Waste.
- "...productivity improvements are either impossible or highly undesirable... that the prices of personal services (...such as education...) will rise... – is borne out by history. [It explains] why the prices of... college tuition have risen faster than the consumer price index [CPI] for decades."
  - Illogical Thinking (False Dilemma) and Incorrect Causation
  - Admin Labor Cost ↑, Number of Admin ↑, Admin Productivity ↓, Infrastructure Expense ↓, Debt Service ↑

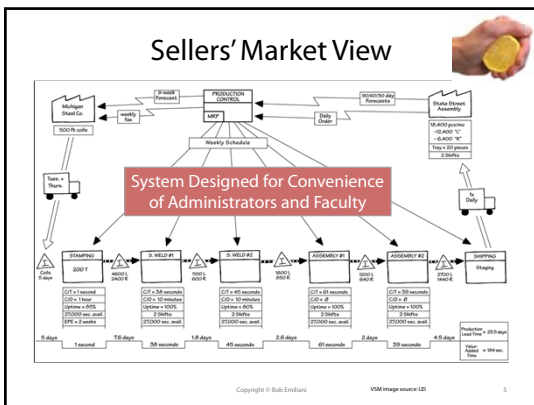
*Where are the Lean Economists?*

Source: "Offshoring: The Next Industrial Revolution"  
A. Blinder, Foreign Affairs, March-April 2006, p. 123  
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## Some Critical Issues

- Cost Exceeds Value
  - Perception Intensified by Poor Macroeconomic Conditions
- Low Quality of Classroom (F-T-F) Teaching
  - 4 Professors Out of 40 Impress Students
  - Most Courses Over-Contented, Confusing, and Complex
  - Lack of Hands-On Work in Classroom
- Oversupply of Higher Ed Service Providers
  - Emerging and Strengthening Competition – Coursera, edX, Udacity, FutureLearn, University of Phoenix, etc.
- Perception MOOCs Lower Cost of Delivering Education
  - Perhaps Unit Costs, But Unlikely to Lower Total Costs
  - Satisfies Search for Lower Labor Costs, as Usual (zero creativity)

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## Higher Education Is Out of Tune

Student Modulation  
High Fidelity: Clear, Responsive  
Tuned to Others

Teacher Modulation  
Low Fidelity: Static, Fading  
Tuned to Self

SM 88 90 92 94 96 98 100 102 104 106 108 MHz

TM 54 60 70 80 90 100 110 120 130 140 150 160 170 MHz

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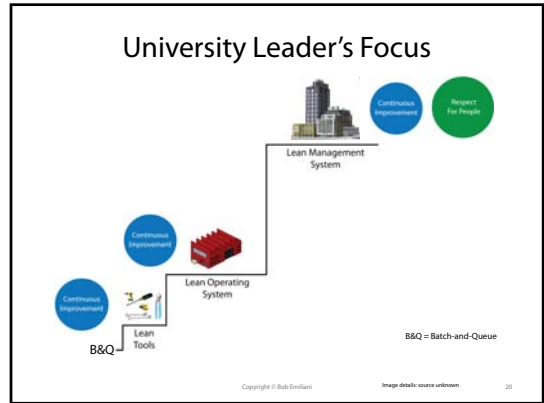


## Lean Management System

Do Not **Cherry-Pick** the Parts!

Lean Management System		
A Non-Zero-Sum Principle-Based Management System Focused on Creating Value for End-Use Customers and Eliminating Waste, Complexity, and Inefficiencies Using the Scientific Method.		
<ul style="list-style-type: none"> <li>- Continuous Improvement</li> <li>- Create Value for Customers</li> <li>- Stable Long-Term Growth</li> </ul>	<ul style="list-style-type: none"> <li>- Respect for People</li> <li>- Balance / Harmony</li> <li>- Innovation</li> </ul>	} Principles
<ul style="list-style-type: none"> <li>5S</li> <li>A3 Reports</li> <li>Just-in-Time*</li> <li>Kaizen</li> <li>Percent Loading Charts</li> <li>Policy Deployment</li> <li>Product-Quantity Analysis</li> <li>Quality Function Deployment</li> </ul>	<ul style="list-style-type: none"> <li>Root Cause Analysis</li> <li>Standardized Work</li> <li>Jidoka*</li> <li>Takt Time</li> <li>Total Productive Maintenance</li> <li>Value Stream Maps</li> <li>Visual Workplace</li> <li>Work Cells, etc.</li> </ul>	} Key Objectives  } Processes and Tools

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## Why is RP Principle Important?

Continuous Improvement

Respect For People

TIME

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## Workers Fear Lean

- De-Humanize Them
- Speed Them Up, Burn Them Out
- De-Skill Them
- Take Away Their Knowledge
- Take Away Their Creativity
- Cost Them Their Job

In Most Cases, the Fear is Justified

Leaders Practice Lean **Incorrectly** (zero-sum, cost-cutting)

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**Dry**  
Technical...  
Tools  
Methods  
Formulas

**Wet**  
People...  
Ideas  
Energy  
Enthusiasm

Flour  
Sugar  
Baking Powder  
Salt

H<sub>2</sub>O  
Oil  
Eggs

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## Orchestrating the Lean Transformation

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## Lean Changes Everything

University Leaders Have **Everything** New to Learn

Current Knowledge

Lean

Current Knowledge

New Lean Knowledge

➔

←

Shrink

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## University Leaders' Challenge

### Daily Lean Practice

### Yields Amazing Results

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## University Leaders' Visual Control

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## Faculty and Administrator Resources

- M.L. Emiliani, "Improving Business School Courses by Applying Lean Principles and Practices," *Quality Assurance in Education*, Vol. 12, No. 4, pp. 175-187, 2004
- M.L. Emiliani, "Using Kaizen to Improve Graduate Business School Degree Programs," *Quality Assurance in Education*, Vol. 13, No. 1, pp. 37-52, 2005. Highly Commended Paper Award
- Kaizen Team Leader's Manual [www.leanprofessor.com/goodies/kaizen\\_manual.pdf](http://www.leanprofessor.com/goodies/kaizen_manual.pdf)
- Lean Educator Visual Control [www.leanprofessor.com/goodies/LEVC.pdf](http://www.leanprofessor.com/goodies/LEVC.pdf)
- Lean Leader Visual Control [www.leanprofessor.com/goodies/LLVC.pdf](http://www.leanprofessor.com/goodies/LLVC.pdf)
- "Lean For Higher Education" Webinar [www.bobemiliani.com/videos/](http://www.bobemiliani.com/videos/) 71 minutes, 2012

Available at amazon.co.uk  
**Download for Free on 26 June**

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### The Lean Professor

A Blog for Faculty, Higher Education

Do We Practice What We Preach?

09/16/2012

As faculty, we take great pride in teaching students critical thinking. We know this important to them and we do our best to make the experience that allows most companies who invest training in an investment and for the good jobs to have. You may really want to discuss employees can spend their resources. Highly recommended.

So what about our own work? Do we invest critically about teaching. Critical thinking and critical analysis? If not, why not? Why are we not doing what we teach our students to do? Dependent on what they are employed. The underlying problem is teaching. We can really work on this in faculty about teaching. Because in the end we are not the best thing. Being that.

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We Need to Move in This Direction

Continuous  
*Flow*  
University

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