

Actions To Impact *Building Institutional Capacity*

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Creating a Supportive Institutional System May Require Systems Change

- Systems change refers to an *intentional process designed to alter the status quo by shifting and realigning the form and function of a targeted system* (Foster-Fishman, Nowell, & Yang, 2007).
- In most system change endeavors, the underlying structures and supporting mechanisms that operate within a system are altered, such as the policies, routines, relationships, resources, power structures, and values.



Pennie Foster-Fishman, 2007. HBCU Training Forum

Understanding Fundamental System Parts as Potential Root Causes

We propose targeting four categories of systems parts

- **System norms** (attitudes, values, beliefs)
- **System resources** (human, social, economic, opportunities)
- **System regulations** (policies, procedures, incentives)
- **System operations** (power, decision-making)



Pennie Foster-Fishman, 2007. HBCU Training Forum

Identifying System Parts

- Assess **alignment of current system** with values and assumptions of targeted outcome or change
 - System coherence
- Assess **degree to which current system has in place or is building the infrastructure** to support goals or targeted outcome
- Use a systems matrix to do this analysis



Pennie Foster-Fishman, 2007. HBCU Training Forum

Example Systems Change Matrix

Systems Target	Department	College	Research and Grants Units
System Regulations	CBPR is not part of merit system No reduction in teaching load provided when faculty do CBPR	No annual award to best CBPR CBPR outcomes not included in P/T review	
System Resources	Undergrad teaching assignments do not consider CBPR opportunities	No interdisciplinary faculty learning teams	Internal funds not made available to support CBPR
System Norms	Senior faculty do not value CBPR in mentoring of junior faculty		
System Operations		No faculty who engage in CPBR serve on P&T committee	



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System Resources			
System Norms			
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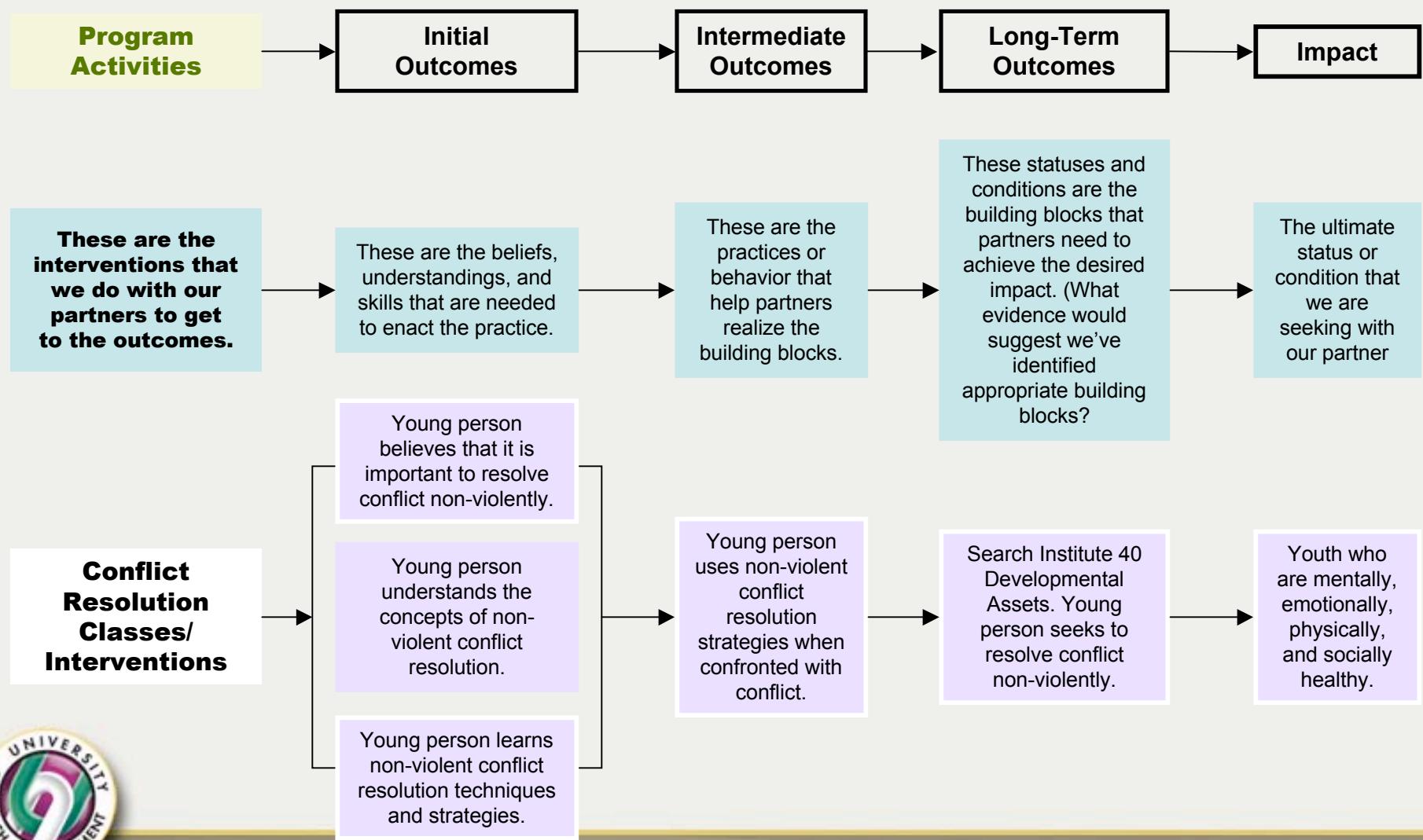


Spectrum of Outcomes

LEVEL	INITIAL OUTCOMES		INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
Individual	<ul style="list-style-type: none"> Skills Values Attitudes Beliefs Opinions 	<ul style="list-style-type: none"> Understanding Emotions Self-expression Spiritual awareness 	<ul style="list-style-type: none"> Individual practice and behavior Spiritual practice 	<ul style="list-style-type: none"> Status Condition
Group or family	<ul style="list-style-type: none"> Shared group/family: culture, norms, values, beliefs, morals, ethics, world views Mutual understanding Mutual agreement 		<ul style="list-style-type: none"> Group/family relationships Group/family practices Group/family interaction 	<ul style="list-style-type: none"> Status Condition
Agency	<ul style="list-style-type: none"> Shared agency culture, norms, values, beliefs, morals, ethics, world views Mutual understanding Mutual agreement 		<ul style="list-style-type: none"> Interdepartmental relationships Agency management practices Service delivery practices 	<ul style="list-style-type: none"> Status Condition Agency structures/system and its governance
Delivery system or neighborhood	<ul style="list-style-type: none"> Shared system culture, norms, values, beliefs, morals, ethics, world views Mutual understanding Mutual agreement 		<ul style="list-style-type: none"> System member relationships System member interaction System practices 	<ul style="list-style-type: none"> Status Condition
Community	<ul style="list-style-type: none"> Shared community social norms, culture, values, beliefs, morals, ethics, world views Community interests Mutual understanding Mutual agreement 		<ul style="list-style-type: none"> Relationships among groups, neighborhoods Civic action Community dialogue 	<ul style="list-style-type: none"> Status and condition: social, economic, environmental Community structures/infrastructure Community governance structure, laws



The Relationship between Outcomes & Impact



OVERVIEW OF PROGRESS

ACTIONS INITIAL OUTCOMES INTERMEDIATE OUTCOMES LONG-TERM OUTCOMES IMPACT

