

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.



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)



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



Example Systems Change Matrix

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



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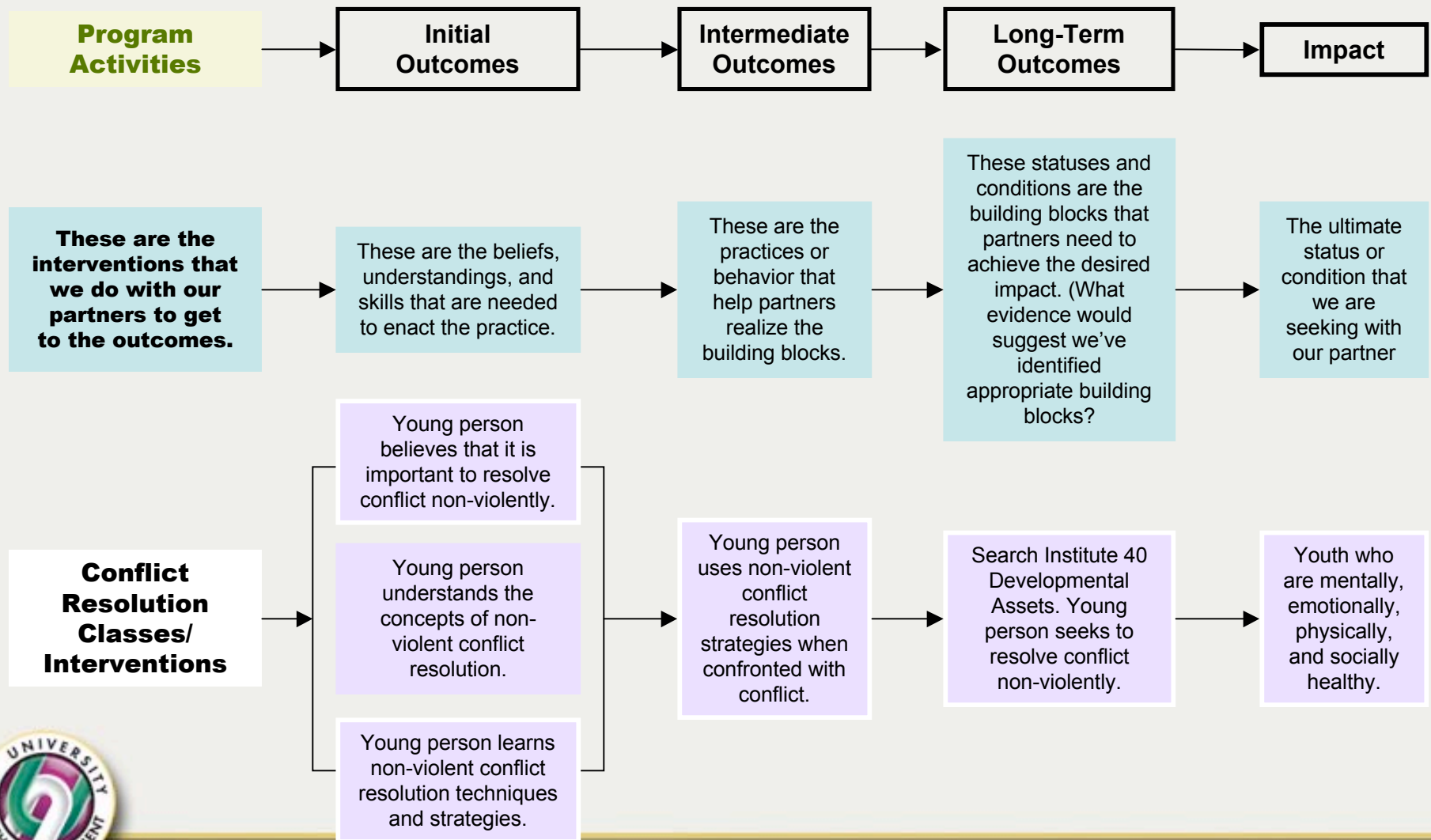


Spectrum of Outcomes

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

