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

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

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<th>LEVEL</th>
<th>INITIAL OUTCOMES</th>
<th>INTERMEDIATE OUTCOMES</th>
<th>LONG-TERM OUTCOMES</th>
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<tr>
<td>Individual</td>
<td>• Skills • Values • Attitudes • Beliefs • Opinions</td>
<td>• Understanding • Emotions • Self-expression • Spiritual awareness</td>
<td>• Individual practice and behavior • Spiritual practice</td>
</tr>
<tr>
<td>Group or family</td>
<td>• Shared group/family: culture, norms, values, beliefs, morals, ethics, world views • Mutual understanding • Mutual agreement</td>
<td>• Group/family relationships • Group/family practices • Group/family interaction</td>
<td>• Status • Condition</td>
</tr>
<tr>
<td>Agency</td>
<td>• Shared agency culture, norms, values, beliefs, morals, ethics, world views • Mutual understanding • Mutual agreement</td>
<td>• Interdepartmental relationships • Agency management practices • Service delivery practices</td>
<td>• Status • Condition • Agency structures/system and its governance</td>
</tr>
<tr>
<td>Delivery system or neighborhood</td>
<td>• Shared system culture, norms, values, beliefs, morals, ethics, world views • Mutual understanding • Mutual agreement</td>
<td>• System member relationships • System member interaction • System practices</td>
<td>• Status • Condition</td>
</tr>
<tr>
<td>Community</td>
<td>• Shared community social norms, culture, values, beliefs, morals, ethics, world views • Community interests • Mutual understanding • Mutual agreement</td>
<td>• Relationships among groups, neighborhoods • Civic action • Community dialogue</td>
<td>• Status and condition: social, economic, environmental • Community structures/infrastructure • Community governance structure, laws</td>
</tr>
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</table>
The Relationship between Outcomes & Impact

**Program Activities**

These are the interventions that we do with our partners to get to the outcomes.

**Conflict Resolution Classes/Interventions**

Young person understands the concepts of non-violent conflict resolution.

Young person learns non-violent conflict resolution techniques and strategies.

Young person believes that it is important to resolve conflict non-violently.

**Initial Outcomes**

These are the beliefs, understandings, and skills that are needed to enact the practice.

**Intermediate Outcomes**

These are the practices or behavior that help partners realize the building blocks.

**Long-Term Outcomes**

These statuses and conditions are the building blocks that partners need to achieve the desired impact. (What evidence would suggest we’ve identified appropriate building blocks?)

**Impact**

The ultimate status or condition that we are seeking with our partner.

Search Institute 40 Developmental Assets. Young person seeks to resolve conflict non-violently.

Youth who are mentally, emotionally, physically, and socially healthy.
Articulating activities/interventions/actions that inform practice (shifting from what “they” do to what those who make “it” happen need to do) = what activities need to take place to transform our institutions:

- Assess our initial skills
- Identify exemplars
- Develop faculty capacity (training programs)
- Create support circles/learning teams/learning communities
- Show me the money! (locate resources)
- Develop a plan for implementation
  - Introduce faculty to community (make facilitated connections)
  - Develop an evaluation component of progress
- Identify problem areas
- Create incentives
- Identify gaps
- Train in community-friendly methodologies
- Get administrative buy-in (motivation)
- Listen to and be responsive to community needs
- Develop metrics to assess how we know when we are successful