Relevant, responsive and robust higher education systems and institutions play a critical role in sustainable economic and social development around the world. They are essential to economic growth and provide long-term benefits for society. The Center for Global Connections (CGC) is a leader in partnering with such institutions in developing countries to build capacity in research, teaching, outreach and administration that responds to development challenges their nations face.

**USAID/HED WOMEN’S LEADERSHIP IN AGRICULTURE PROGRAM IN RWANDA**

CGC partnered with the University of Rwanda and Washington State University to implement a women’s leadership program designed to support access of women to higher education and advanced degrees, to strengthen institutional capacity in research and education on women’s leadership, and to promote women’s leadership through higher education extension and outreach efforts in underserved communities. CGC built upon its efforts by co-designing and facilitating participatory training tailored for the University of Rwanda’s academic leadership.

**ACADEMY FOR GLOBAL ENGAGEMENT AT MICHIGAN STATE UNIVERSITY**

CGC and the College of Engineering at MSU developed and implemented the Academy for Global Engagement. This fellowship program is for early- and mid-career tenure-track faculty in the College of Agriculture & Natural Resources and the College of Engineering. CGC works with the fellows to heighten their global awareness and discourse, while helping them develop their research story through a set of workshops and hands-on activities that introduces them to federal funding agencies, development firms and foundations. The fellows are expected to collaborate with international research institutions and partners, establishing long-term relationships that will build their international research portfolios.

**LAND ADMINISTRATION TO NURTURE DEVELOPMENT IN ETHIOPIA**

In partnership with USAID/Tetra Tech’s Ethiopia Land Administration to Nurture Development (LAND) project, CGC has worked with government ministries, international land administration projects, private sector real estate and construction firms, technical and vocational training institutions, and universities to deliver a labor demand assessment and a national training and education strategy for the Ethiopian land administration sector. Facilitating such cross-sector collaboration is critical to reach and sustain development goals, and is a central feature of CGC’s HICD approach.
**USAID’s HICD APPROACH**

**HOW DOES TRAINING COMPARE TO HICD?**

<table>
<thead>
<tr>
<th>TRAINING</th>
<th>HICD</th>
</tr>
</thead>
<tbody>
<tr>
<td>An event</td>
<td>A process</td>
</tr>
<tr>
<td>Follow-up with individual performers</td>
<td>Continuous measurement process</td>
</tr>
<tr>
<td>Based on learner needs</td>
<td>Based on organizational needs</td>
</tr>
<tr>
<td>Evaluated by individual performance</td>
<td>Evaluated by organizational performance</td>
</tr>
<tr>
<td>Focus on one or few individuals</td>
<td>Focus on systems approach to improve performance</td>
</tr>
<tr>
<td>Single type of performance solution</td>
<td>Multiple types of performance solutions</td>
</tr>
<tr>
<td>Training needs assessment</td>
<td>Performance assessment</td>
</tr>
<tr>
<td>Results-oriented at participant level</td>
<td>Results-oriented at organizational level</td>
</tr>
<tr>
<td>Can be ad hoc</td>
<td>Must be systematic</td>
</tr>
</tbody>
</table>

**STEP 1:** Consider the institutional context (e.g. mission, culture), seek and maintain stakeholder agreement on the objective of the HICD process and plans, and examine the total performance system in which the organization functions.

**STEP 2:** Define desired performance, considering recognized standards and stakeholder perspectives.

**STEP 3:** Describe actual performance utilizing observations, client interviews, and review of documents.

**STEP 4:** Measure or describe the difference between desired and actual performance, which is the performance gap.

**STEP 5:** Find the root causes of the performance gap. Root causes should be linked to the performance factors that affect people in doing their work: information, resources, incentives, knowledge/skills, capacity and motives.

**STEP 6:** Select performance solutions to address the root cause of performance gaps; then rank and select these performance solutions according to cost, benefit or other criteria.

**STEP 7:** Implement performance solutions, with stakeholder support, maintaining an environment of transparency and managing the change process by communicating intended results of the HICD initiative to stakeholders.

**STEP 8:** Monitor and evaluate performance. The partner organization in consultation with its stakeholders keeps the solutions on track and evaluates performance to re-measure the performance gap and assess solutions.

**ANALYZING PERFORMANCE**

The HICD framework provides a systematic process for analyzing and improving performance.

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CGC’s HICD DIAGNOSTIC PROCESS

1. Institutional Self-Assessment
   The institution begins an iterative process by completing a self-assessment of the six key indicators (see below) that comprise a healthy institution using the self-assessment tool provided by CGC.

2. Assessment Review and Challenge Mapping
   CGC reviews results of the assessment with the institution and identifies challenges through a process called Challenge Mapping.

3. Resource Inventory and Strategy Development
   CGC leads the institution through an inventory of available resources and networks in order to develop a strategy for meeting challenges.

4. Implementation Plan
   Supported by CGC, the partner institution forges an action plan that applies and diffuses innovation theory to address challenges and transform institutional culture.

5. Monitoring and Evaluation
   As the plan is set in motion, the institution collects data on key indicators that allow the institution and CGC to assess progress and make adjustments for unforeseen circumstances.

6 KEY INDICATORS OF A HEALTHY INSTITUTION

- **EXTERNAL RELATIONS**: constituency development, fundraising, communications
- **FINANCIAL RESOURCE MANAGEMENT**: budgeting, forecasting, cash management
- **HUMAN RESOURCES**: staff training, supervision, personnel practices
- **ORGANIZATIONAL LEARNING**: teamwork, information sharing
- **STRATEGIC MANAGEMENT**: planning, governance, mission, partnering
- **SERVICE DELIVERY**: field-based program practices, sustainability issues
CGC’s Mission
To extend the wealth of knowledge and power of discovery embodied in the state of Michigan and Michigan State University to improve the lives and livelihoods of peoples throughout the developing world.

THE CENTER FOR GLOBAL CONNECTIONS is one of the long-standing cornerstones of international programs at Michigan State University. Located in the College of Agriculture and Natural Resources (CANR), CGC provides a focal point for inter-departmental programs at MSU and engaged faculty, students and industry partners through innovative programs around the world.

CENTER for GLOBAL CONNECTIONS in Food, Agriculture and Natural Resources

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