People:
Empathy Mapping



A PReP Framework for Public Engagement Reflection Deck

Recommended Printing Instructions

- Print double-sided. If given the option, select “flip on the long edge” (*not* “flip on the short edge”).
- Select “Do not scale” or “Actual size options” (*do not* scale or fit the pages to size).
- Print in color if possible. Otherwise, ensure that a grayscale setting is selected.
- Even with these settings, your cards may be just slightly off - but they’re certainly still usable!

Digital Version Available

A digital version of this and the other PReP Framework for Public Engagement Reflection Decks, in which you interact with a set of tiles in a slidedeck, is also available:

People Deck: https://bit.ly/prep-people-digital
Relationships Deck: https://bit.ly/prep-relationships-digital
Pathways Deck: https://bit.ly/prep-pathways-digital

ARIS
Advancing Research Impact in Society

This tool was developed as part of the Advancing Research Impacts in Society (ARIS) Center Fellows Program supported through a grant from the NSF (#1810732). The findings and recommendations are those of the author(s) and do not necessarily reflect the views of the National Science Foundation. Elyse Aurbach and Ellen (Kuhn) Parakkat participated in the ARIS Fellows program between 2020 - 2021.

UNIVERSITY OF MICHIGAN

Recommended Citation: Aurbach, E. L., Parakkat, E. K., Sdvizhkov, H., Figueroa, D., & Niemer, R.K. (2024). “The PReP Framework for Public Engagement Reflection Decks, Version 4.0”

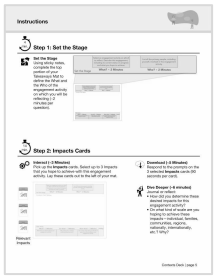
This work is licensed under a Creative Commons Attribution-NonCommercial- ShareAlike 4.0 International License.

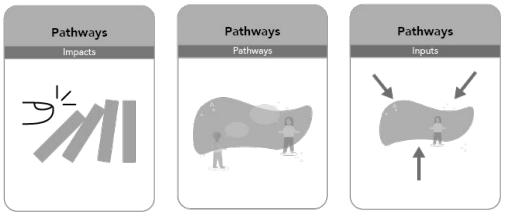
Contents

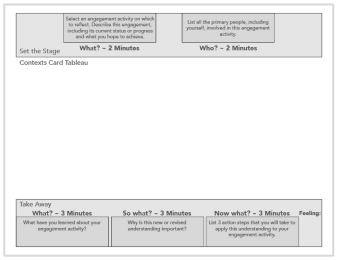


In the PReP Framework for Public Engagement Reflection Decks, there are three Decks that mirror the structure of the PReP Framework for Public Engagement. This booklet includes instructions, card files to print and cut out, and a Takeaways Mat for the **People: Empathy Mapping Deck**. Additionally, you will find a brief explainer about the PReP Framework for Public Engagement and a glossary of terms and examples to help as you reflect.

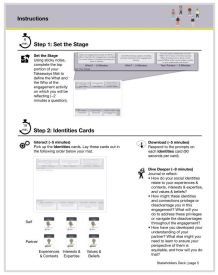
Pathways Deck



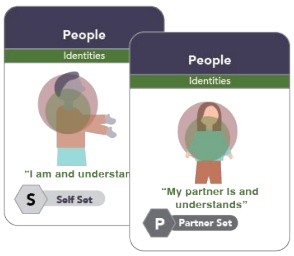




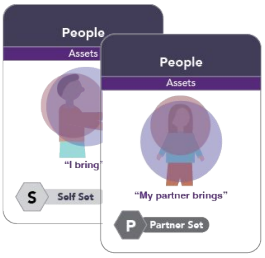
People Deck



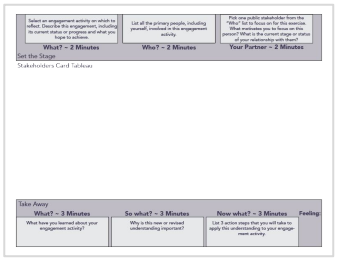
1 Set of Instructions



6 Identities Cards
(3 Self + 3 Partner)

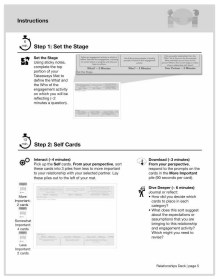


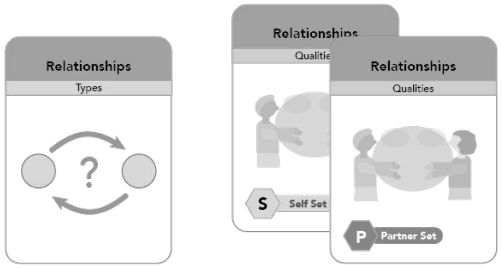
10 Assets Cards
(5 Self + 5 Partner)

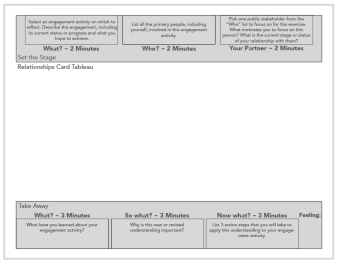


1 Takeaways Mat

Relationships Deck







Introduction



Objective

The PReP Framework for Public Engagement Reflection Decks are designed to help you build capacity in public engagement by bridging theory to practice. They translate the theoretical PReP Framework for Public Engagement into three Decks that promote active reflection. While deep knowledge of the framework is not required to engage with the Reflection Decks, we recommend reviewing the framework explainer included with this booklet because it may prompt ideas related to your specific engagement activity. We encourage you to use the Reflection Decks to meet your own needs in public engagement.

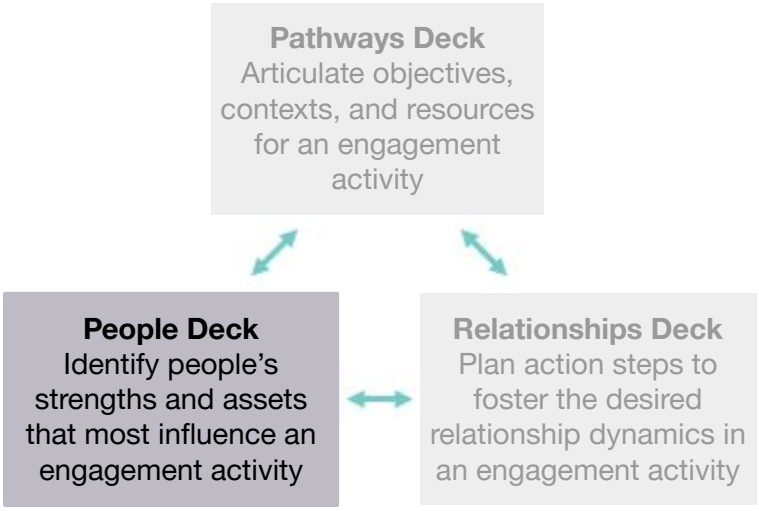
Overview

Intended For: Public engagement practitioners in higher education institutions and their public partners

Purpose: The Reflection Decks will help you:
- Engage in deep reflection
- Create and implement an action plan
- Reflect on the plan's progress or hiccups

Structure: This booklet contains the **People: Empathy Mapping Deck**. However, the Decks act like stacking blocks: you can use the others based on your needs.

Estimated Time: 60-80 minutes



Things to Keep in Mind

Present Tense

All instructions are in the present tense, as though you are using the Reflection Decks to prepare for or are in the midst of an engagement activity. However, you can use the Decks to reflect on past engagement activities by mentally changing the prompts to the past tense.

Partnership

The Decks use the idea of "partnership." We recognize that not all practitioners may consider others in their engagement to be "partners." Terms like "visitors" or "readers" may resonate better. We believe that thinking of these individuals as "partners" can unlock new understandings.

Assumption-Checking

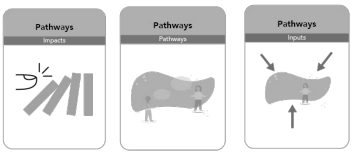
We urge you to critique your reflections:
- What assumptions are you are making, especially about your partner(s)?
- How did you develop them?
- Are these assumptions equitable?
- How could you verify or revise your assumptions?

Set-Up



Deck Selection

This booklet contains the People: Empathy Mapping Deck. You can use the other two Decks at any time. Each Deck is designed to take about 60-80 minutes.



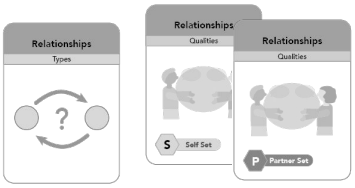
Pathways: (Re)Scoping Projects Deck

Articulate objectives, contexts, and resources for an engagement activity



People: Empathy Mapping Deck

Identify people's strengths and assets that most influence an engagement activity



Relationships: Negotiating Dynamics Deck

Plan action steps to foster the desired relationship dynamics in an engagement activity

Additional Materials

Pen or Pencil
You'll get more out of the Reflection Decks if you get your thoughts down on paper in some way.

Sticky Notes
You can use sticky notes on the mat (or the cards) to make everything reusable.

Timer
You'll need some kind of 90-second timer on your phone or computer, such as this one: https://www.youtube.com/watch?v=x_IC2LQU1U0

Camera
You can take a picture of your final tableau, including your mat and cards, for future reference.

Tabletop
Make sure you have a large, uncluttered area on which to lay out your mat and cards.

Actions

Each Reflection Deck involves the following actions:

Set the Stage
Use the Takeaways Mat to define the what and who of your engagement activity.

Interact
Interact with the cards in some way, such as by sorting or selecting.

Download
Take 90 seconds to respond quickly to a prompt on a certain card(s).

Dive Deeper
Journal or reflect more deeply in your mind with probing follow-up questions.

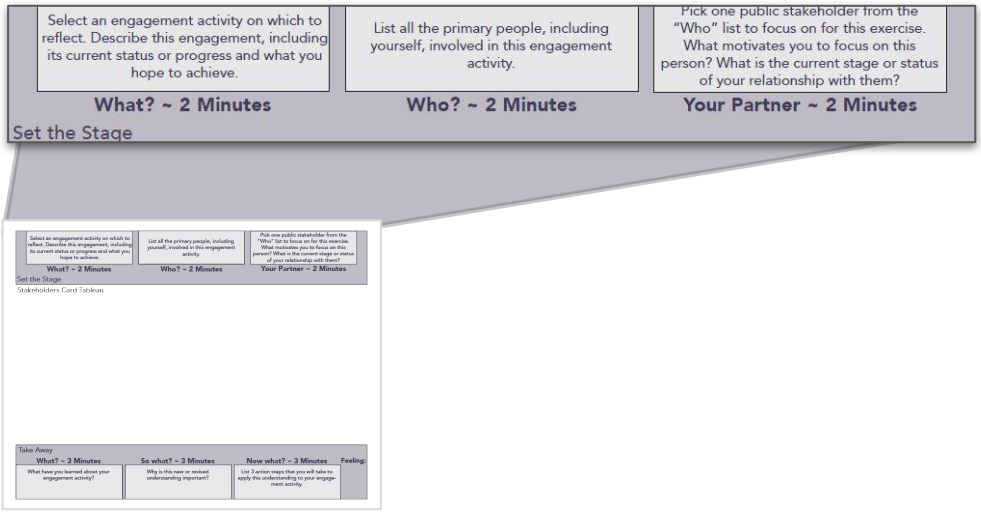
Summarize
Use the Takeaways Mat to record what you've learned and what you'll do in the future.

Instructions



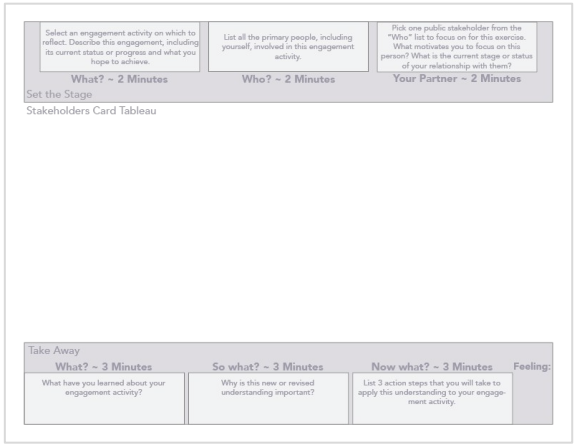
6 min. Step 1: Set the Stage

Set the Stage
Using sticky notes, complete the top portion of your Takeaways Mat to define the What and the Who of the engagement activity on which you will be reflecting (~2 minutes a question).



19 min. Step 2: Identities Cards

Interact (~5 minutes)
Pick up the **Identities** cards. Lay these cards out in the following order below your mat.





Download (~5 minutes)
Respond to the prompts on each **Identities** card (90 seconds per card).

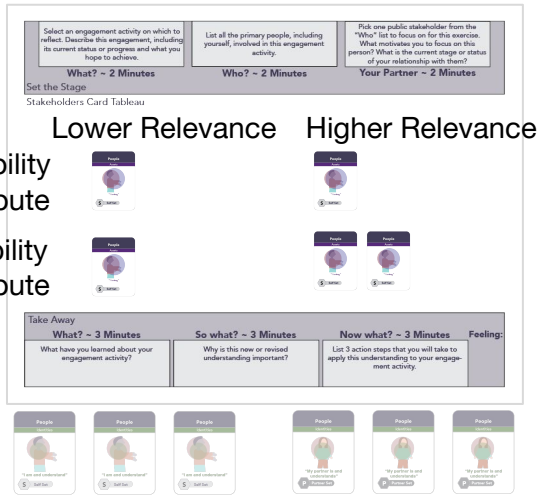
Dive Deeper (~9 minutes)
Journal or reflect:

- How do your social identities relate to your experiences & contexts, interests & expertise, and values & beliefs?
- How might these identities and connections privilege or disadvantage you in this engagement? What will you do to address these privileges or navigate the disadvantages throughout the engagement?
- How have you developed your understanding of your partner? What else might you need to learn to ensure your perspective of them is equitable, and how will you do that?

Instructions

15 min. Step 3: Self Assets Cards

Interact (~4 minutes)
Pick up the **Self Assets** cards. From **your perspective**, sort the cards into quadrants based on relevance to the project (lower-higher) and your ability (lower-higher) to contribute each. Lay the quadrants out in the Card Tableau area of your mat.

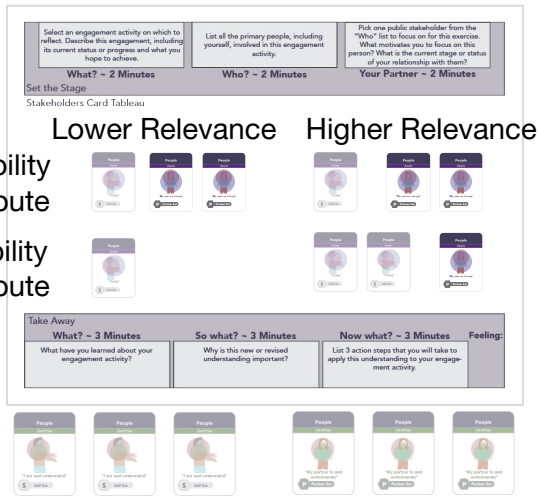


Download (~5 minutes)
Respond to the prompts on the **Self** cards in the **Higher Relevance/Lower Ability to Contribute** quadrant (90 seconds per card).

Dive Deeper (~6 minutes)
Journal or reflect:
- How did you decide which cards to place in each quadrant?
- What does your placement of the cards reveal about the risks, limitations, or barriers that you might face for this engagement activity (e.g., lack of recognition or payment for engagement work, taking a public stance on social media)?

15 min. Step 4: Partner Assets Cards

Interact (~4 minutes)
Pick up the **Partner Assets** cards. From **your partner's perspective**, sort the cards into the quadrants on your mat based on relevance to the project (lower-higher) and your partner's ability (lower-higher) to contribute each.



Download (~5 minutes)
Respond to the prompts on the **Partner** cards in the **Higher Relevance/Lower Ability to Contribute** quadrant (90 seconds per card).

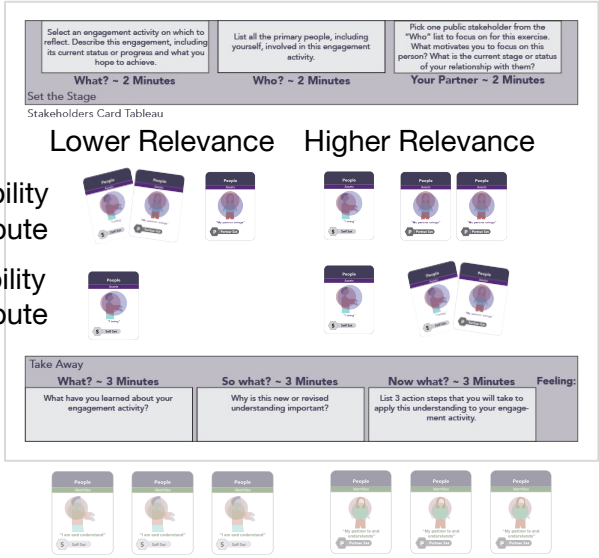
Dive Deeper (~6 minutes)
Journal or reflect:
- How did you decide which cards to place in each quadrant?
- What does your placement of the cards reveal about the risks, limitations, or barriers that you believe your partner might face for this project (e.g., lack of recognition or payment for engagement work, taking a public stance on social media, etc)?



13 min.

Step 5: All Assets Cards

Interact (~4 minutes)
Examine the placement of the **Assets** cards for you and your partner. Overlap any matching cards within each quadrant to highlight similarities and differences across your and your partner's cards.



Dive Deeper (~9 minutes)
Journal or reflect:

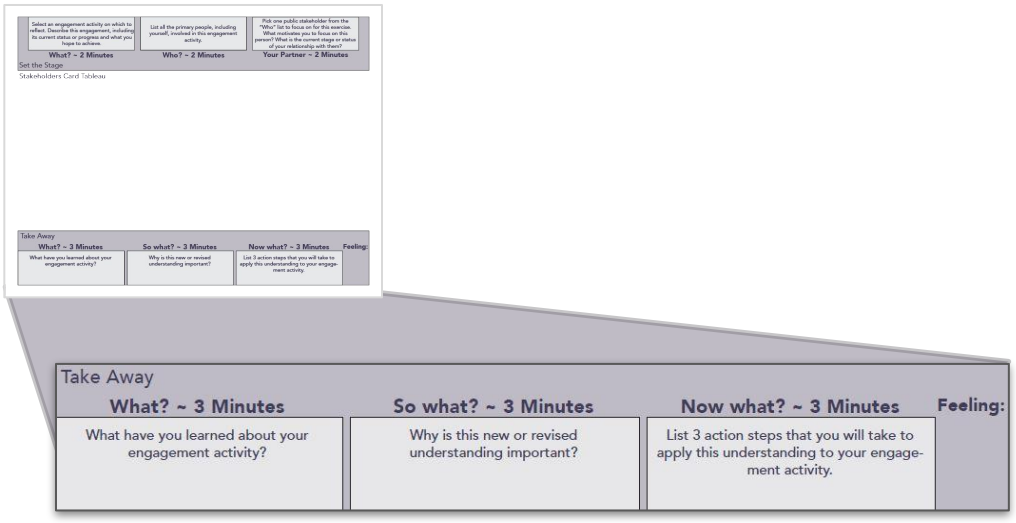
- Consider the cards in the **Higher Relevance/Higher Ability to Contribute** quadrant for you and your partner. How will you maximize the assets that you both bring to the project?
- Consider the cards in the **Higher Relevance/Lower Ability to Contribute** quadrant for you and your partner. Brainstorm some action steps that you can take to access these assets, including any areas you may want to prioritize for self-improvement.
- Reflect on the risks, limitations, or barriers that you identified for yourself and your partner in Steps 3 and 4. What action steps can you take to address these issues?

10 min.

Step 6: Takeaways

Summarize
Using sticky notes, complete the bottom portion of your Takeaways Mat to debrief what you've learned.

How are you now feeling about this engagement activity, with 1 being terrible and 10 being awesome? Write this number in the space provided and then take a picture of your final tableau for future reference.



For printing purposes, this page was intentionally left blank.

People Deck Glossary

Category	Item	Definitions and Examples
Identities	Experiences & Contexts	Experiences: An individual's lived events that form the basis for subjective interpretations and that shape their understanding of the world, beliefs, values, attitudes, and behaviors Contexts: historical or contemporary social experiences or memories of any of the groups to which an individual ascribes belonging that an individual brings to bear in a particular instance; includes any previous histories in working with any of the others involved in an activity (whether healthy, neutral, toxic, or traumatic) *Ex: lived experiences with shoreline erosion impacting property; previous participation in a high school science fair; tribal histories with universities, especially related to resource and land management*
	Interests & Expertise	Interests: Ideas and/or areas of potential activity that an individual finds meaningful or compelling, and which may drive effort Expertise: Relevant knowledge and skills that may be brought to bear in a certain situation *Ex: community organizing strategies & tactics; molecular biology; graphic design; livestock care and management; musical performance*
	Values & Beliefs	Values: Typically long-standing and firmly held ideas that an individual deems particularly important to their self-concept and that help guide their actions and attitudes Beliefs: The conviction that one's mental concepts, principles, or ideas is true or the patterns that we expect to observe in the world *Ex: housing is a human right, family loyalty is important*

Category	Item	Definitions and Examples
Assets	Authority	The formal right of an individual to make decisions, offer permission, and/or enforce obedience *Ex: school boards can change school policies; Congress has the power of the purse; tenured faculty members have the ability to set their research agenda*
	Capacity	Intangible assets, including internal attributes such as potential for creativity and external attributes such as time availability, that inform an individual's level of participation in an engagement or relationship *Ex: available time to advise rural community governments about accessing federal funding opportunities; staff effort to develop and host an event*
	Influence	The informal capacity to have an effect on another's attitudes or behaviors and/or guide a process or outcome *Ex: a spiritual leader's ability to shape and affect their spiritual community; family members impacting the opinions of other family members*
	Motivations	A desire or willingness to do something, as well as why an individual might want to do something based on their identities and understandings *Ex: to address systemic injustices that a group or community experiences; to inspire interest in and connections with the past; to encourage civic engagement*
	Resources	Tangible materials, including funding, that an individual can contribute to a particular situation or relationship *Ex: museum and library collections; money from a local foundation; hosting supplies*

The PReP Framework for Public Engagement

The PReP Framework for Public Engagement is a descriptive framework that explains public engagement in higher education at a systems-level.The PReP Framework focuses on three areas of public engagement: **P**eople, **Re**lationships, and **P**athways. For the purposes of this framework, we define 'public engagement' broadly as:

the intentional and mutually beneficial interaction between members of an institution and external individuals or groups that results in positive societal change



People

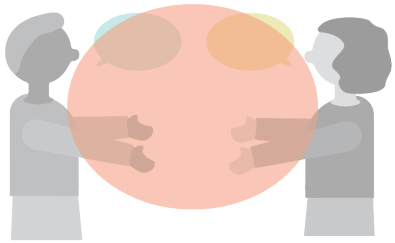
People are individuals or groups of individuals from both institutional and public spaces. At a minimum, there are always two people in an engaged relationship (someone from the institution and someone from the public).

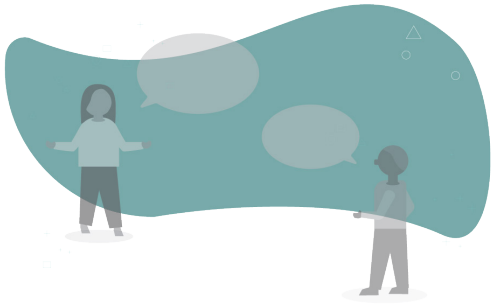
Each person has distinct and individual characteristics that shape the outcome of the engagement.

Relationships

The **relationship** refers to the connection, interaction, collaboration, or partnership that people from the institution and public form during engagement.

These relationships themselves have distinct characteristics that are either actively negotiated among or indirectly fashioned by those involved. These relational characteristics also shape the engagement outcome.





Pathways

The **pathway** refers to the larger context or environment in which the engagement is taking place. These pathways have distinct affordances, social practices, norms, and expectations that govern behavior in each space.

The people and relationships in an engagement operate within this broader context, and contextual factors further shape an engagement outcome.

Because public engagement outcomes are shaped by each of these dimensions individually and in concert, it is important to name and account for all characteristics relating to each dimension.

People: Public engagement fundamentally begins with people.

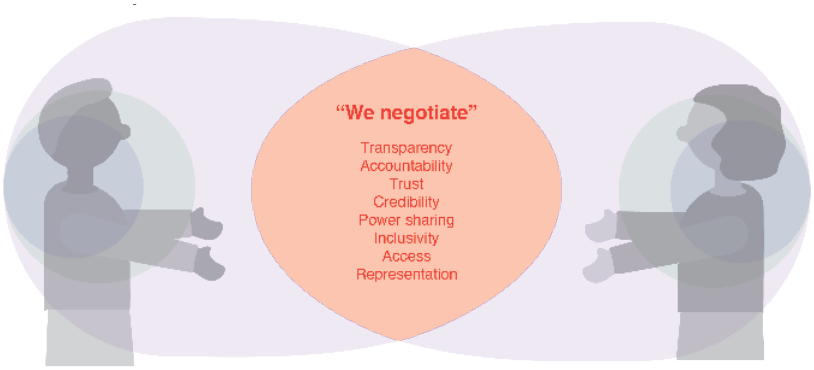
The People dimension includes individuals or groups of individuals from both institutional and public spaces. At a minimum, there are always two people in an engaged relationship: someone from the institution, such as faculty or staff, and someone from the public, such as a community partner, audience member, or policy-maker.

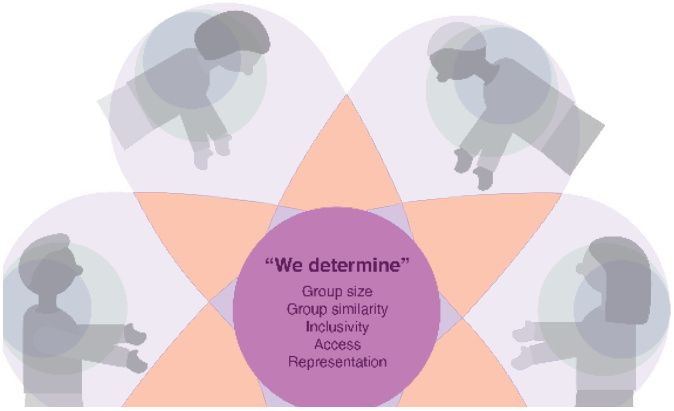


Every person comes to an engaged relationship with different identities, understandings, assets, and liabilities that influence their behaviors and actions in an engaged relationship. The characteristics of identity, understanding, assets, and liabilities are intricately connected with one another and build upon one another, as represented in the framework by the concentric circles that grow around an individual as each category is added.

Relationships: In public engagement, people form relationships with one another.

The Relationships dimension refers to the connections, interactions, collaborations, or partnerships that people from the institution and public form, ranging from 30-second interactions during a museum visit to a decades-long research partnership. The qualities of a relationship such as accountability, trust, and inclusivity are always present in a relationship whether or not they are actively fostered by those involved. At the same time, these qualities will manifest differently according to a relationship's context.





When there are larger groups of people coming together in an engagement, the complexity of the relationship dimension increases. Additional factors such as size and similarity of the group (including who is *not* included in the group) affect the outcomes of public engagement. In addition, inclusivity, access, and representation take on additional meanings with larger groups than in relationships involving smaller numbers of people.

Pathways: The relationships that people form in public engagement occur in different contexts.

The Pathways dimension refers to the various contexts of public engagement, including the different types of who, what, where, when, and why of engagement activities—from engagement with media professionals to community-engaged coursework. Pathways have different norms, goals, approaches, practices, opportunities, pitfalls, and impacts. At the same time, pathways are flexible, and the boundaries that separate them are rather permeable. Often any one specific engagement activity can fit along multiple pathways. Despite their differences, pathways do share many commonalities, and characteristics such as temporality, locality, and formality apply across pathways.

We have identified twelve pathways of public engagement reflecting current practices and professional communities.

Engagement Pathways

Alternative, Informal, and Lifelong Learning



connecting with free-choice learners of all ages in nontraditional educational settings to support exploration and learning

Ex: public speaker series, museums

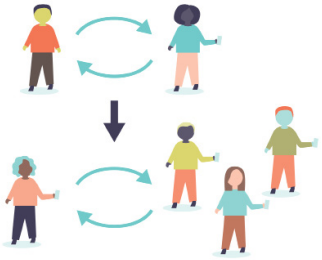
Applied Practice and Professional Consulting



offering professional services, often on a pro-bono basis or in practice-based educational contexts, to address basic needs or complex problems

Ex: community health clinics, consultations for small businesses

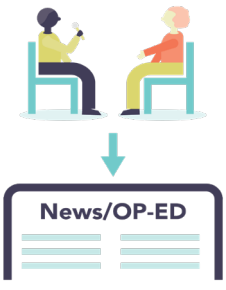
Capacity-Building and Training



providing or receiving training to develop relevant skills or capacities, and/or building resources such as support, funding, or infrastructure

Ex: workshops that prepare people to work together, leadership trainings

Communications and Media Engagement



sharing information related to scholarship or creative practice to enable broader understanding and application of that information

Ex: creating content for public consumption, discussing research on social media, connecting with media

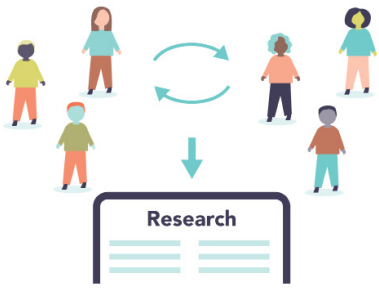
Community-Engaged Learning and/or Service



partnering with communities to address community-identified needs and expand the context of student learning

Ex: community-engaged coursework, student service organizations

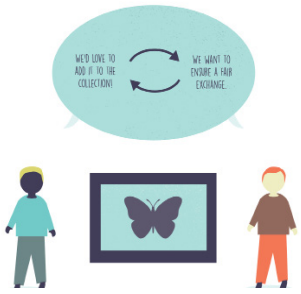
Community-Engaged Research



partnering with communities to advance scholarship and address community-identified issues

Ex: community-based participatory research, oral history projects originating from within a community

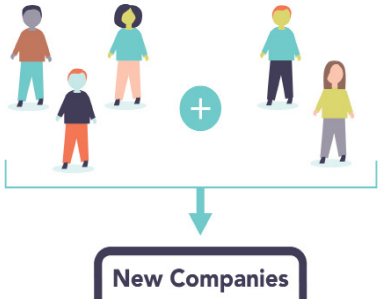
Holdings and Collections



ethically negotiating, aquiring, and sharing assets held by the institution - both tangible and digital - to expand knowledge

Ex: museum collections, botanical gardens collections, libraries

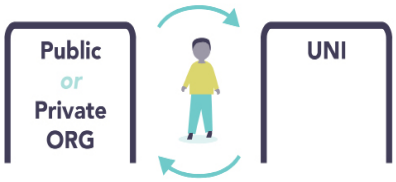
Industry Partnerships, Commercialization, and Entrepreneurship



connecting with industry or private-sector entities to advance product, technology, and/or service innovations

Ex: sharing resources for collaborative research, facilitating career pipelines, commercialization of ideas or technology

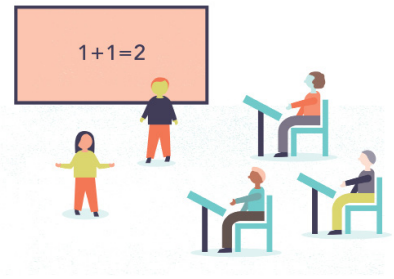
Internships and Residency Programs



embedding individuals temporarily within different spaces to contribute work and ideas in exchange for learning and growth

Ex: artist-in-residence programs, summer externships or work programs

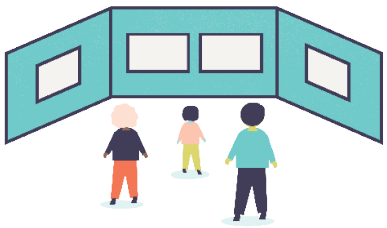
P-14 Education and Educational Outreach



supporting the P-14 educational system to address the educational and developmental needs of younger students

Ex: in-school presentations, partnering with teachers on curriculum development, summer or pipeline programs

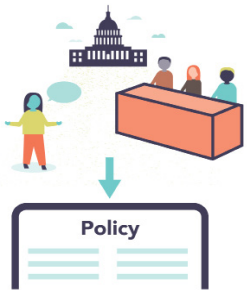
Performance, Exhibition, and Installation



creating public spaces, experiences, creative works, and/or displays to inspire personal meaning-making and understanding

Ex: co-creating artistic works with communities, public concerts or installations

Policy, Advocacy, and Government Relations



engaging with political decision-makers and members of various publics to support informed policy decisions

Ex: meeting with representatives or testifying before Congress, serving on national advisory boards, partnerships with city councils

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Aurbach, E. L., Parakkat, E. K., Sdvizhkov, H., Gentry, D., Taylor, M., Figueroa, D., & Niemer, R.K. (2024). "The PReP Framework for Public Engagement, Version 5.0"

This version includes a title change for the framework and updated language regarding the people and pathways dimensions. The previous version can be found here: https://bit.ly/mpef-4-0

Set the Stage

What? ~ 2 Minutes	Who? ~ 2 Minutes	Your Partner ~ 2 Minutes
Select an engagement activity on which to reflect. Describe this engagement, including its current status or progress and what you hope to achieve.	List all the primary people, including yourself, involved in this engagement activity.	Pick one person from the public from the "Who" list to focus on for this exercise. What motivates you to focus on this person? What is the current stage or status of your relationship with them?

People Card Tableau

Take Away

What? ~ 3 Minutes	So what? ~ 3 Minutes	Now what? ~ 3 Minutes	Feeling:
What have you learned about your engagement activity?	Why is this new or revised understanding important?	List 3 action steps that you will take to apply this understanding to your engagement activity.	

For printing purposes, this page was intentionally left blank.

People

Assets



"I bring"

S Self Set

People

Assets



"I bring"

S Self Set

People

Assets



"I bring"

S Self Set

People

Assets



"I bring"

S Self Set

People

Assets



"I bring"

S Self Set

Resources

Tangible materials, such as funding one can access for this engagement activity.

Influence

Any informal ability one has to affect others in this engagement activity.

Authority

Any formal decision-making power one has in this engagement activity.

Motivations

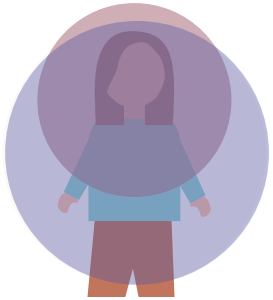
Reasons one is willing to participate in this engagement activity.

Capacity

Time, energy, or other intangibles that one can give to this engagement activity.

People

Assets

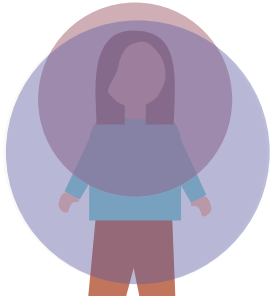


"My partner brings"

P Partner Set

People

Assets

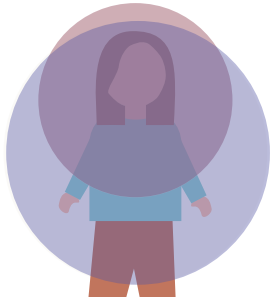


"My partner brings"

P Partner Set

People

Assets

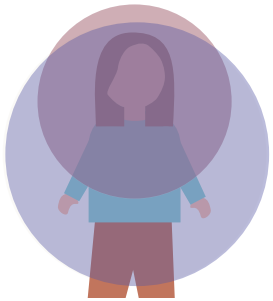


"My partner brings"

P Partner Set

People

Assets

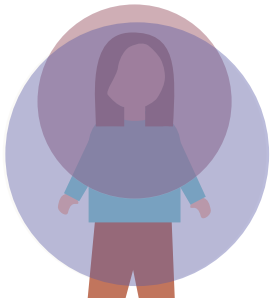


"My partner brings"

P Partner Set

People

Assets



"My partner brings"

P Partner Set

Resources

Tangible materials, such as funding one can access for this engagement activity.

Motivations

Reasons one is willing to participate in this engagement activity.

Capacity

Time, energy, or other intangibles that one can give to this engagement activity.

Authority

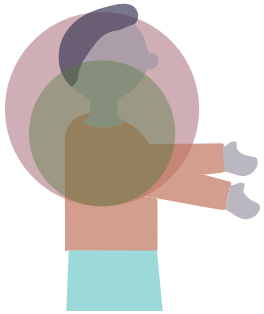
Any formal decision-making power one has in this engagement activity.

Influence

Any informal ability one has to affect others in this engagement activity.

People

Identities

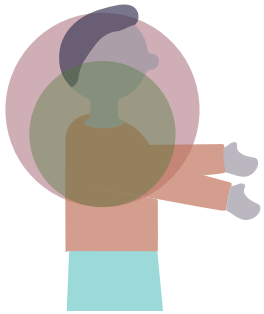


"I am and understand"

S Self Set

People

Identities

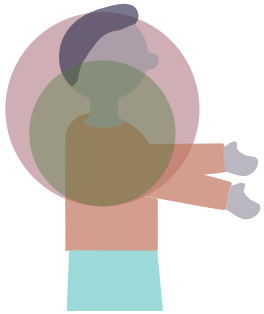


"I am and understand"

S Self Set

People

Identities

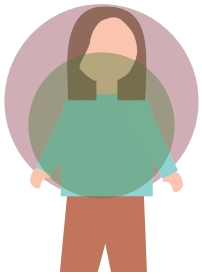


"I am and understand"

S Self Set

People

Identities

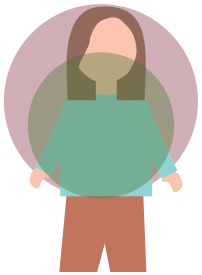


"My partner is and understands"

P Partner Set

People

Identities

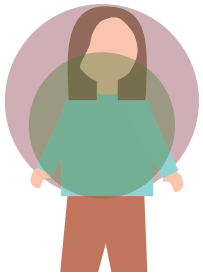


"My partner is and understands"

P Partner Set

People

Identities



"My partner is and understands"

P Partner Set

Interests & Expertise

Ideas and/or areas of potential activity that you find meaningful or compelling, as well as skills and knowledge relevant to this engagement activity.

Experiences & Contexts

Personal lived experiences and/or social histories of any groups to which you belong - both past and contemporary - that shape your understandings of the world.

Values & Beliefs

Any deeply-held principles, important ideas, or convictions you hold that are relevant to this engagement activity.

Interests & Expertise

Ideas and/or areas of potential activity that you believe your partner finds meaningful or compelling, as well as your partner's skills and knowledge relevant to this engagement activity.

Experiences & Contexts

Personal lived experiences and/or social histories of any groups to which your partner belongs - both past and contemporary - that you believe might shape your partner's understandings of the world.

Values & Beliefs

Any deeply-held principles, important ideas, or convictions you believe your partner holds that are relevant to this engagement activity.