Relationships: Negotiating Dynamics



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

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UNIVERSITY OF MICHIGAN

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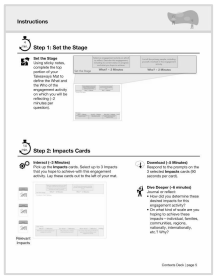
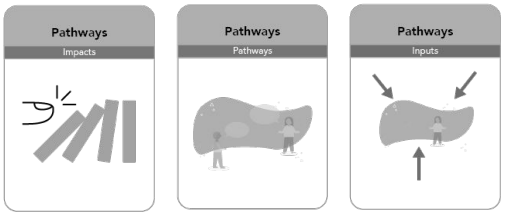
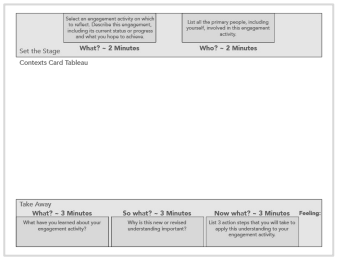
Contents

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 **Relationships: Negotiating Dynamics 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.

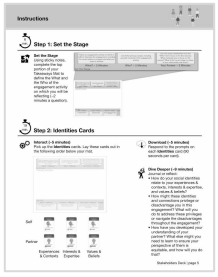
Pathways Deck

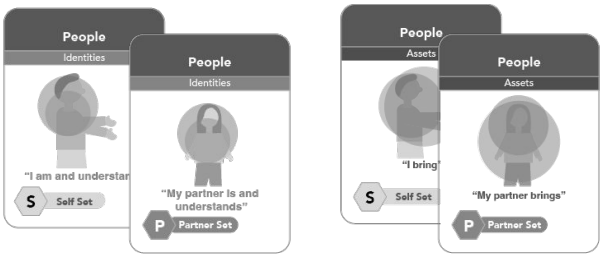


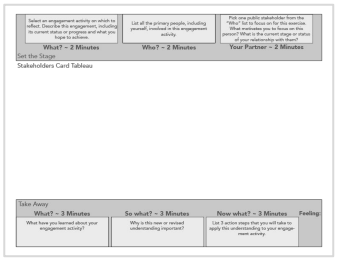




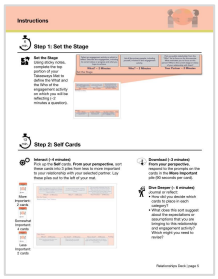
People Deck



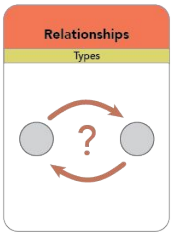




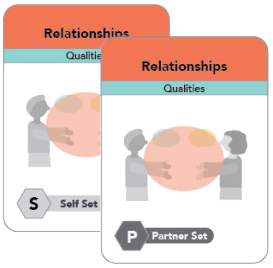
Relationships Deck



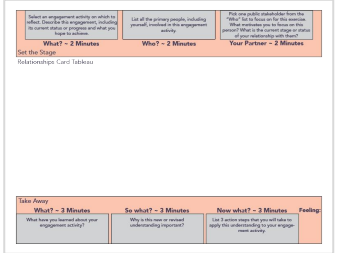
1 Set of Instructions



4 Types Cards



16 Qualities Cards
(8 Self + 8 Partner)



1 Takeaways Mat

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.

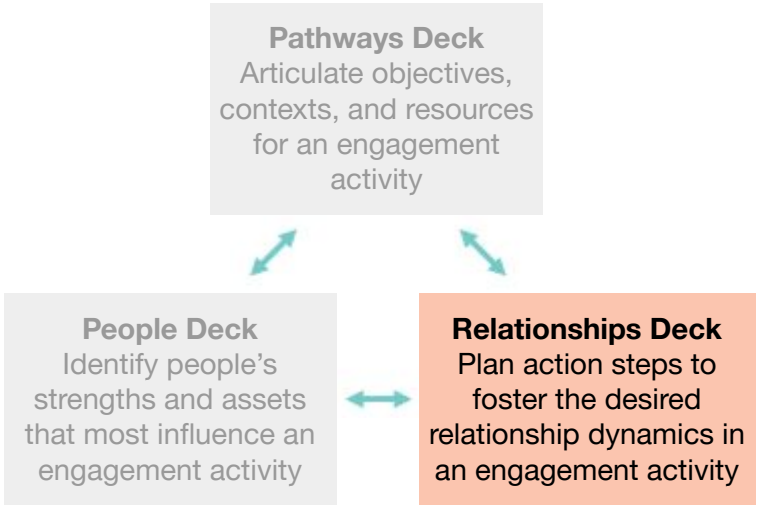
Overview

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 **Relationships: Negotiating Dynamics 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.

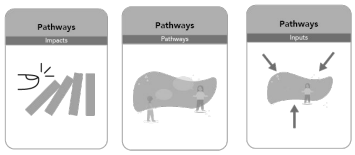
Assumption-Checking

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

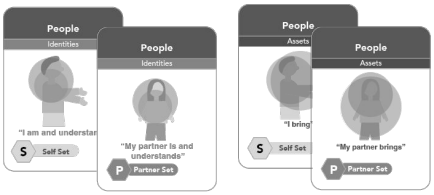
Deck Selection

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



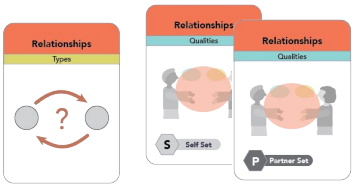
Pathways: (Re)Scoping Projects Deck

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).

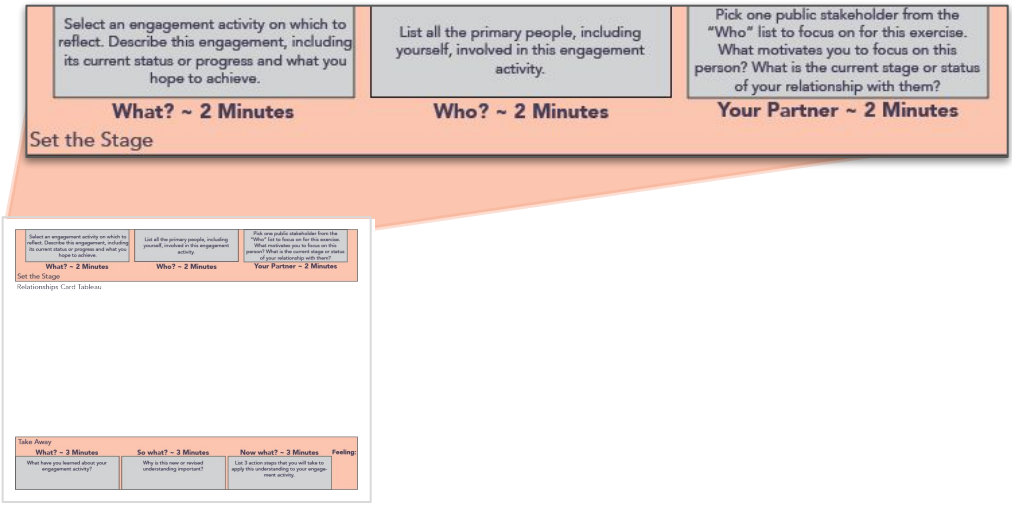
Dive Deeper
Journal or reflect more deeply in your mind with probing follow-up questions.

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).



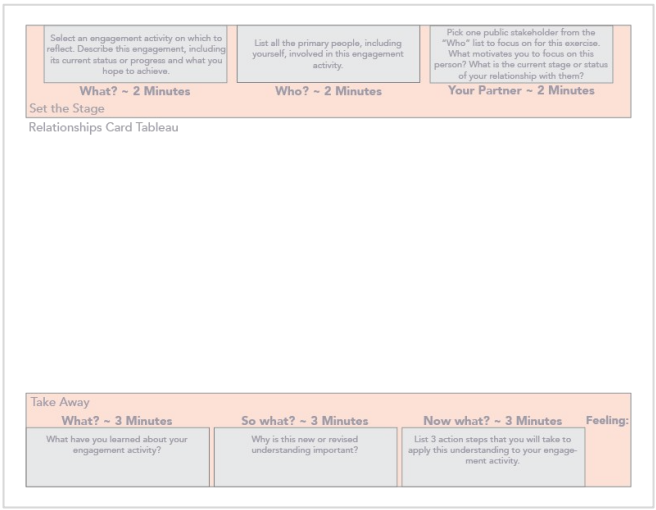
13 min. Step 2: Self Cards

Interact (~4 minutes)
Pick up the **Self** cards from the Qualities set. **From your perspective**, sort these cards into 3 piles from less to more important to your relationship with your selected partner. Lay these piles out to the left of your mat.


More Important: 2 cards


Somewhat Important: 4 cards


Less Important: 2 cards



Download (~3 minutes)
Respond to the prompts on the cards in the **More Important** pile **from your perspective** (90 seconds per card).

Dive Deeper (~ 6 minutes)
Journal or reflect:

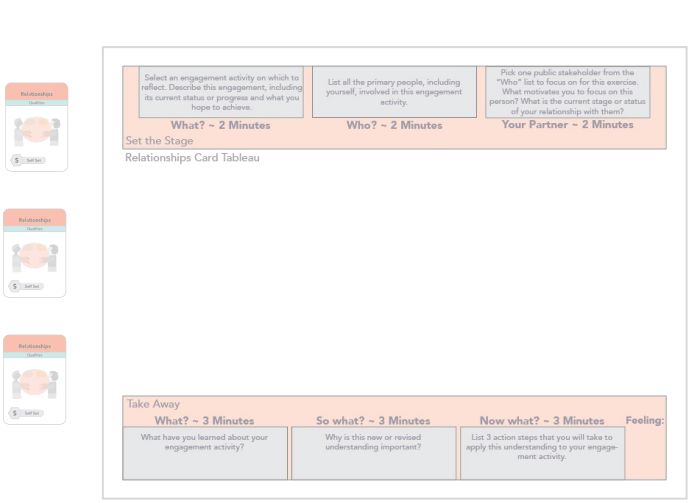
- How did you decide which cards to place in each category?
- What does this sort suggest about the expectations or assumptions that you are bringing to this relationship and engagement activity? Which might you need to revise?

Instructions



13 min. Step 3: Partner Cards

Interact (~4 minutes)
Pick up the **Partner** cards from the Qualities set. **From your partner's perspective**, sort these cards into 3 piles from less to more important to their relationship with you. Lay these piles out to the right of the mat.



More Important: 2 cards

Somewhat Important: 4 cards

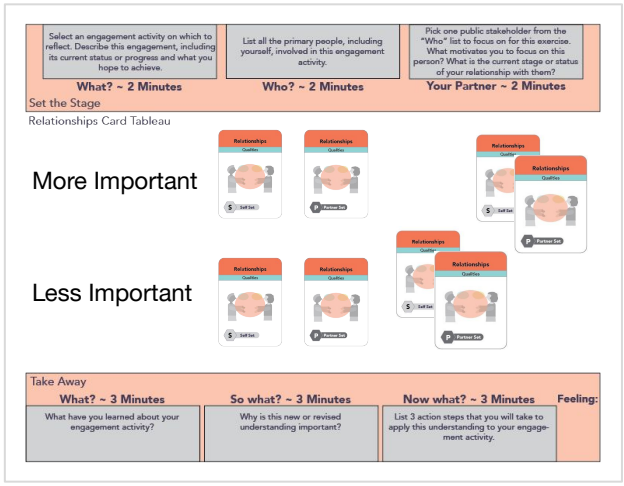
Less Important: 2 cards

Download (~3 minutes)
Respond to the prompts on the cards in the **More Important** pile **from your partner's perspective** (90 seconds per card).

Dive Deeper (~6 minutes)
Journal or reflect:
- How did you decide which cards to place in each category?
- What does this sort suggest about the expectations that you believe your partner may be bringing to this relationship and engagement activity?

10 min. Step 4: Self + Partner Cards

Interact (~4 minutes)
Collect the two **More Important** and **Less Important** cards from the Self and Partner piles. Lay these cards out in the Card Tableau portion of your mat, stacking any cards that overlap.

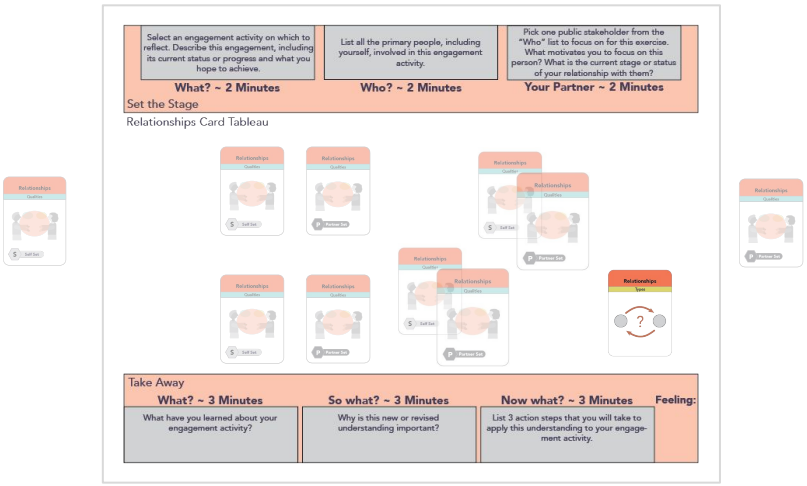


Dive Deeper (~6 minutes)
Journal or reflect:
- What might explain any alignment or divergence between the Self and Partner cards?
- How have you developed your understanding of your partner? What steps might you need to take to ensure your perspective of them is equitable?

Instructions

9 min. Step 5: Relationship Types Cards

Interact (~ 1 minute)
Pick up the **Relationship Types** cards. Select the card that you think most represents the type of relationship that you have with your partner in this engagement activity. Lay this card out in the Card Tableau portion of your mat.



Download (~2 minutes)
Respond to the prompt on the selected **Relationship Types** card (90 seconds).

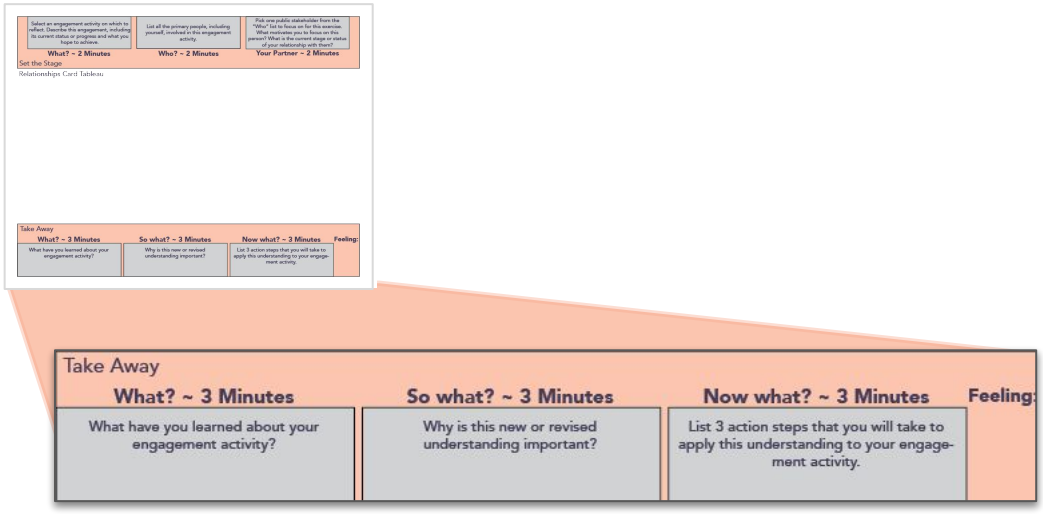
Dive Deeper (~6 minutes)
Journal or reflect:

- Compare the **Relationship Type** you picked with the **Relationship Qualities** that you selected for yourself and your partner. How might you resolve any divergence between the type and qualities?
- List specific action steps that you can take to develop each of the **More Important** relationship qualities that you selected for you and your partner.

10 min. Step 6: Takeaways

Summarize
Using sticky notes, complete the bottom portion of your Takeaways Mat to debrief what you've learned (~3 minutes a question).

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.



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Relationships Deck Glossary

Category	Item	Definitions and Examples[1]
Qualities	Access	Equal freedom or ability given to all individuals, no matter personal characteristics or identities, to obtain or make use of available tangible and intangible resources
	Accountability	An obligation or willingness to accept responsibility or to account for one's actions and their impact on others in the engaged relationship
	Credibility	The quality of being believable or worthy of trust, given congruence between stated or implied beliefs, values, and expertise and manifested behavior
	Inclusivity	The notion that a relationship or system is welcoming to new populations and/or identities; this presence is not merely tolerated, but invited to contribute meaningfully into the system in a positive, mutually beneficial way
	Power Sharing	The relative balance of decision-making authority, resources, risks, and other influences; power balances can be healthy, neutral, or toxic, and this balance relates to the degree to which individuals can negotiate a shared and acceptable equilibrium of authority, risks, and resources sufficient to discourage or prevent one party from imposing its will on or interfering with the interests of another
	Representation	To act in the place of a group in some respect; a commitment to representation involves centering histories, cultures, and voices of individuals and communities that have been marginalized from dominant spaces and/or narratives
	Transparency	Being true to one's values, perspectives, and actions as it relates to the engaged relationship and expressing this openly and authentically to others
	Trust	Assured reliance on the character, ability, strength, and/or truth of someone or something

[1] *Please note that we opted not to cite examples for relationship qualities because they would be so deeply contextual to an engagement activity.*

Category	Item	Definitions and Examples[1]
Types[2]	Inform	To provide accurate information to support partners' understanding of an issue *Ex: speaking at a webinar about your scholarship*
	Counsel	To work with partners throughout the process to make sure that you are understanding partners' needs or ideas well *Ex: gathering input from an advisory board*
	Team	To share decision-making in all areas with partners throughout the process *Ex: co-developing a research project, from forming the research question to design to deliverables*
	Community Ownership	To leave decision-making in all areas to partners throughout the process *Ex: university-sponsored exhibition developed fully by community members*

[2] *Adapted from:* International Association for Public Participation - IAP2 International Federation. "Spectrum of Public Participation." 2018. https://www.iap2.org/page/pillars

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

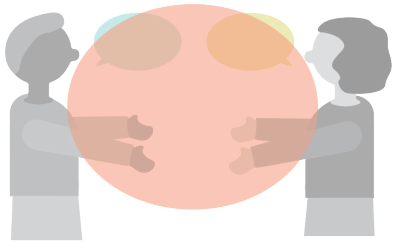
People are individuals or groups of individuals from both institutional and public spaces. At a minimum, there are always two people in an engaged relationship (someone from the institution and someone from the public).

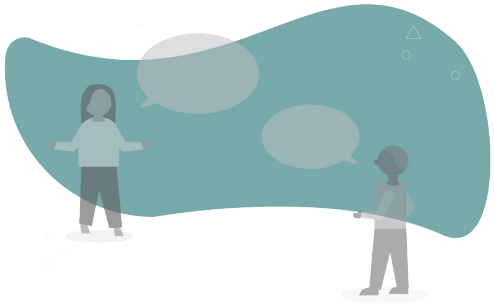
Each person has distinct and individual characteristics that shape the outcome of the engagement.

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.

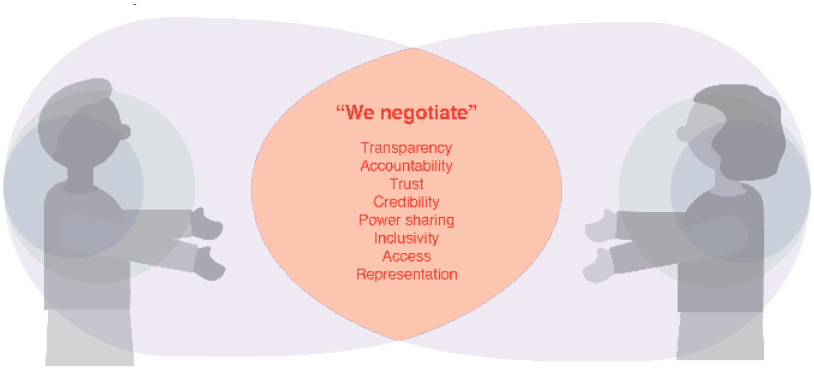
The People dimension includes individuals or groups of individuals from both institutional and public spaces. At a minimum, there are always two people in an engaged relationship: someone from the institution, such as faculty or staff, and someone from the public, such as a community partner, audience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

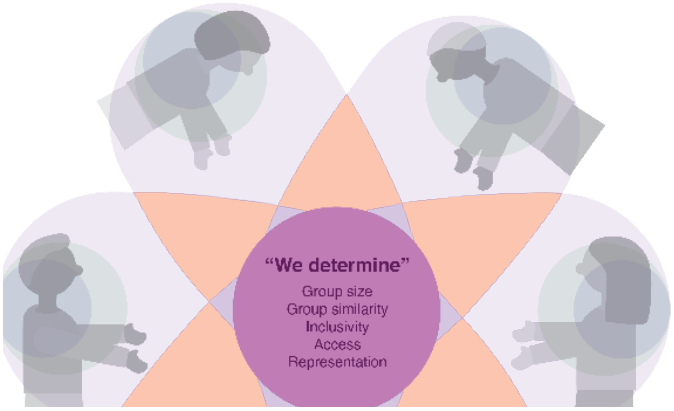


Every person comes to an engaged relationship with different identities, understandings, assets, and liabilities that influence their behaviors and actions in an engaged relationship. The characteristics of identity, understanding, assets, and liabilities are intricately connected with one another and 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

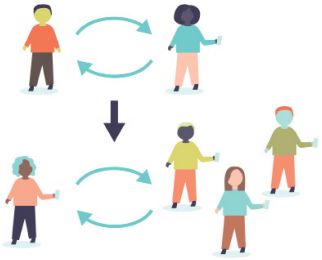
Applied Practice and Professional Consulting



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

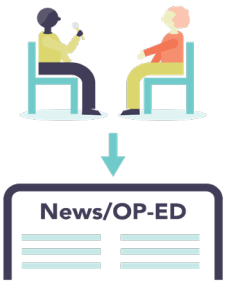
Capacity-Building and Training



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

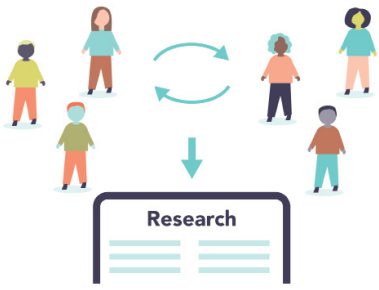
Community-Engaged Learning and/or Service



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

Ex: community-engaged coursework, student service organizations

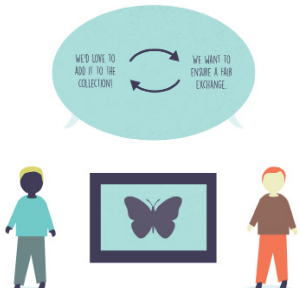
Community-Engaged Research



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

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

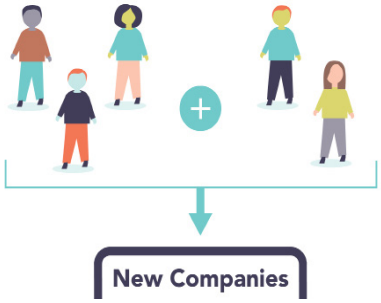
Holdings and Collections



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

Ex: museum collections, botanical gardens collections, libraries

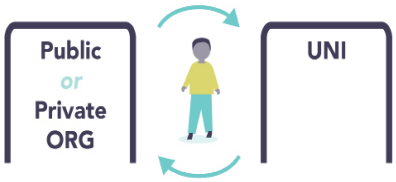
Industry Partnerships, Commercialization, and Entrepreneurship



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

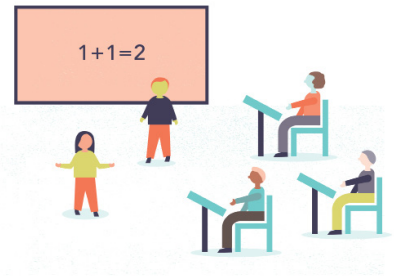
Internships and Residency Programs



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

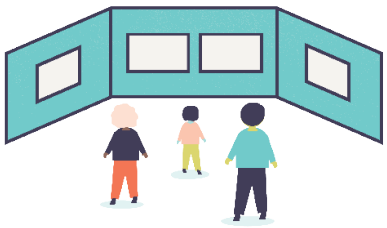
P-14 Education and Educational Outreach



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

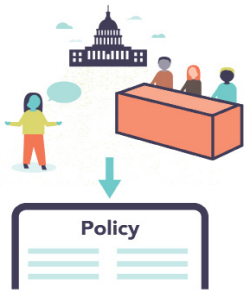
Performance, Exhibition, and Installation



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

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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?

Relationships 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.	

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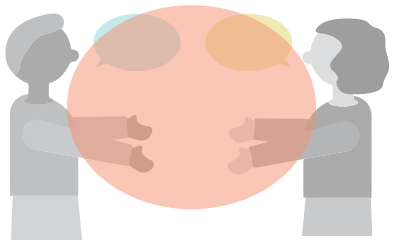
Relationships

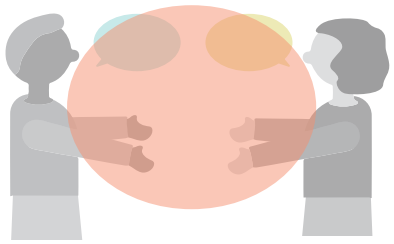
Qualities



S Self Set

Relationships

Qualities



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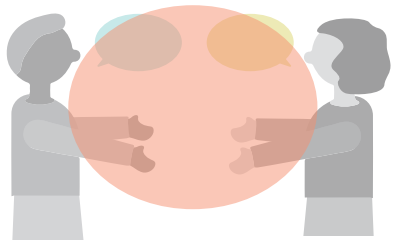

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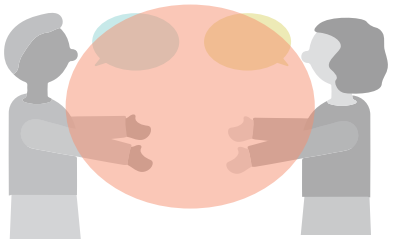

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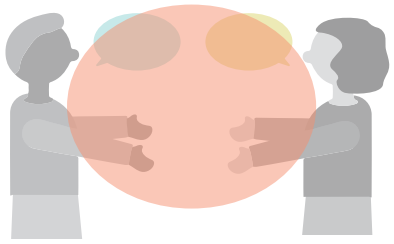

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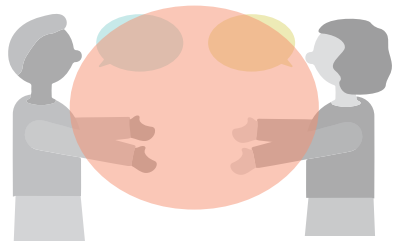


S Self Set

Power Sharing

How might the relative balance of decision-making authority, resources, or risks impact this engagement activity for all partners?

Trust

How might the assured reliance on the character, ability, or strength of someone impact this engagement activity?

Transparency

How might the ability to be true to one's authentic self and open in expression impact this engagement activity?

Inclusivity

How might inviting and welcoming new populations or identities to contribute meaningfully impact this engagement activity?

Credibility

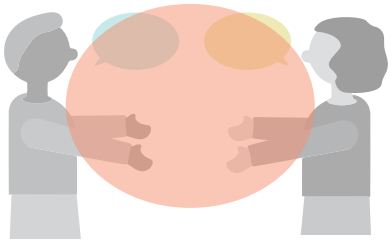
How might being believable or worthy of trust impact this engagement activity?

Accountability

How might the obligation or willingness to accept responsibility or account for one's actions impact this engagement activity?

Relationships

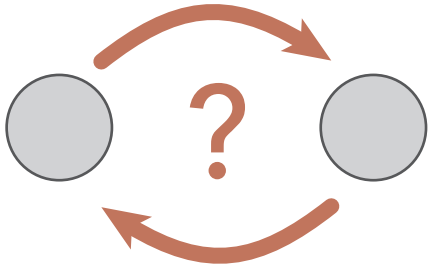
Qualities



S Self Set

Relationships

Types



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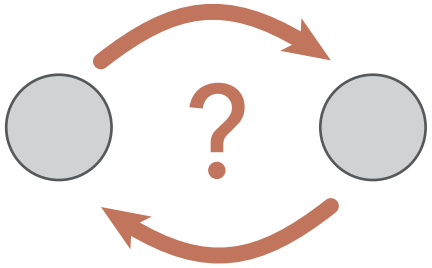

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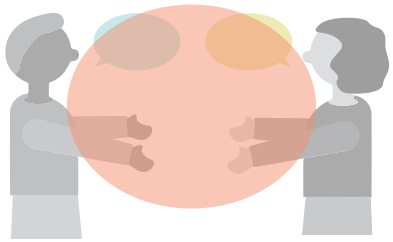

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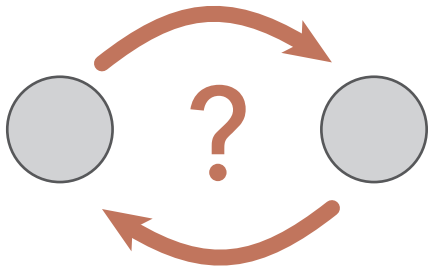

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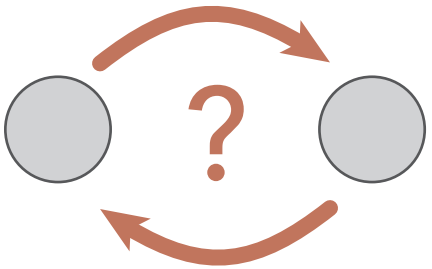


Team

To share decision-making in all areas with partners throughout the process

What implications does this relationship type have for your engagement activity?

Inform

To provide accurate information to support partners' understanding of an issue

What implications does this relationship type have for your engagement activity?

Access

How might the ability for all individuals to access resources, regardless of personal characteristics or identities, impact this engagement activity?

Community Ownership

To leave decision-making in all areas to partners throughout the process

What implications does this relationship type have for your engagement activity?

Counsel

To work with partners throughout the process to make sure that you are understanding partners' needs or ideas well

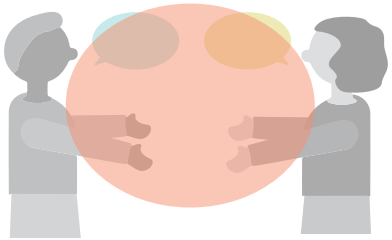
What implications does this relationship type have for your engagement activity?

Representation

How might centering histories, cultures, or voices of those that have been marginalized impact this engagement activity?

Relationships

Qualities



P Partner Set

Relationships

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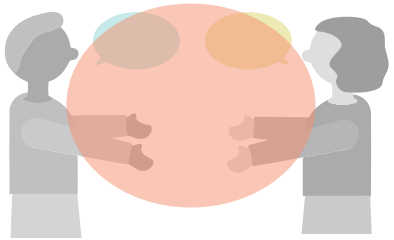

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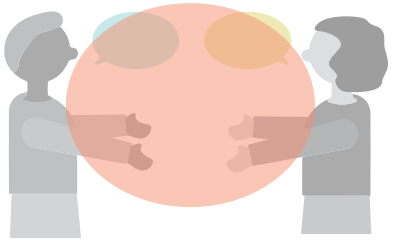

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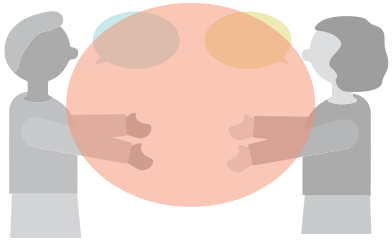

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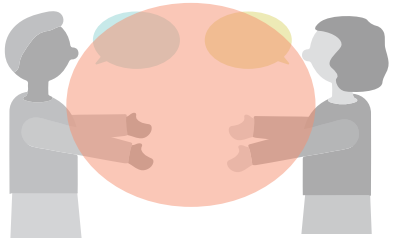

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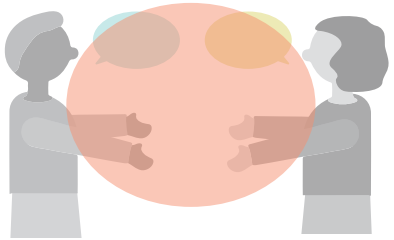

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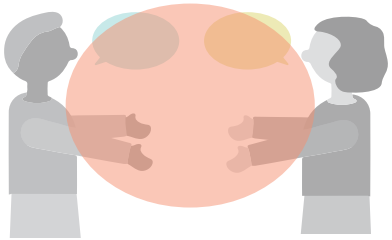

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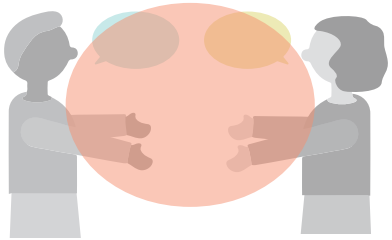

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