Pathways: (Re)Scoping Projects
A PReP Framework for Public Engagement Reflection Deck

Workbook Edition

Interactive Versions Available

Print-at-home and digital versions of each PRep Framework for Public Engagement Reflection Deck are also available. Use whichever version is most suited to your needs.

The print-at-home version allows you to print, cut out, and interact with the exercises via a set of physical cards:

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

The digital version allows you to interact with the exercises via a set of tiles in a slidedeck:

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

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 sets of exercises 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 linked within 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

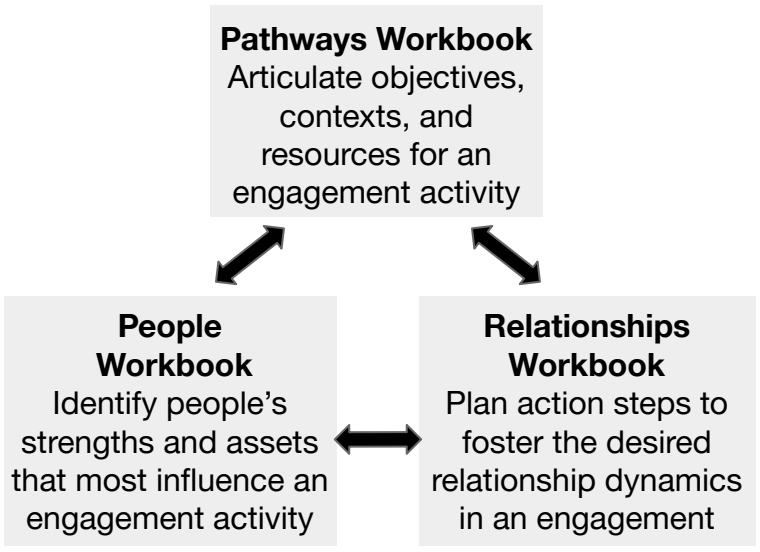
Intended For: Public engagement practitioners in higher education institutions and their public partners

Purpose: These Workbooks will help you:

- Engage in deep reflection
- Create and implement an action plan
- Reflect on the plan's progress or hiccups

Structure: This is the **Pathways: (Re)Scoping Projects Deck Workbook.** The Workbooks act like stacking blocks: you can use the others based on your needs.

Estimated Time: 60-80 minutes per Workbook



Things to Keep in Mind

Present Tense

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

Partnership

The Workbooks 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 of them.

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

Workbook Selection

This is the **Pathways: (Re)Scoping Projects Deck Workbook.** You can come back to the other two Workbooks at any time. Each Workbook is designed to take **60-80 minutes.**

Pathways: (Re)Scoping Projects
Articulate objectives, contexts, and resources needed for an engagement activity

People: Empathy Mapping
Identify people's strengths and assets that most influence an engagement activity

Relationships: Negotiating Dynamics
Plan action steps to foster the desired relationship dynamics in an engagement activity

Additional Materials

Pen or PDF Reader
You'll get more out of the Workbooks if you get your thoughts down. Print out a copy or type directly into the fillable PDF.

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

Camera (Optional)
You can take a picture of your worksheets for reference throughout your engagement.

Actions

Each Workbook involves the following actions:

Set the Stage
Define the what and who of your engagement activity

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

Download
Take 90 seconds to respond quickly to a specific prompt on a card

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

Takeaways
Record what you've learned and what you'll do in the future

Resources

To facilitate your engagement with the PReP Framework for Public Engagement Reflection Decks, please reference the following resources.

Framework Overview

This explainer provides a brief overview of and rationale for the framework on which these Reflection Decks are based:

https://bit.ly/prep-explainer

Glossary

This glossary provides definitions and examples for the concepts referenced in the Reflection Decks:

https://bit.ly/prep-glossary

Pathways: (Re)Scoping Projects Reflection Deck

Workbook Edition

Set the Stage | 4 Minutes

What ~ 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.

Who ~ 2 Minutes

List all the primary people, including yourself, involved in this engagement activity.

Interact & Download: Impacts | 8 Minutes

Review the different kinds of impacts, below, that your engagement activity can produce. Select up to three relevant impacts for this engagement. **For each, take 90 seconds** to describe the impact, including who will help bring it about and who will experience it.

Attitudinal Impacts: Change(s) in attitudes that you hope to foster

- *Example:* Sharing personal stories and building empathy for communities most impacted by climate change to help motivate people to reduce their carbon footprint

Capacity-Building Impacts: Skills or resources that you hope to advance

- *Example:* Hosting advocacy workshops with a community group to support their abilities to self-advocate and reduce air pollution in a neighborhood

Conceptual Impacts: Change(s) in knowledge, understanding, or awareness that you hope to create through this engagement activity

- *Example:* Helping high school students understand and use the scientific method

Enduring Connectivity Impacts: Long-term interactions, relationships, or networks you hope to grow through this engagement activity

- *Example:* Creating a community of practice at your institution for early career scholars of color to connect and support each others' personal/professional development

Instrumental Impacts: Change(s) in policies, practices, or infrastructure that you hope to achieve through this activity

- *Example:* Working with your institution to eliminate consideration of the GRE for graduate school admissions decisions

Selected Impact #1	*Selected Impact #2*	*Selected Impact #3*

Dive Deeper: Impacts | 6 Minutes

Journal or Reflect ~ 3 Minutes

How did you determine these desired impacts for this engagement activity?

Journal or Reflect ~ 3 Minutes

On what kind of scale are you hoping to achieve these impacts—individual, family, community, regional, national, international, etc.? Why?

Interact: Pathways | 3 Minutes

Review the pathways, below, that can apply to your engagement activity. Select up to three relevant pathways for this engagement activity.

Alternative, Informal, & Lifelong Learning: connecting with free-choice learners of all ages in nontraditional educational settings to support exploration and learning

- *Example:* public speaker series; museums

Applied Practice & Professional Consulting: offering professional services, often on a pro-bono basis or in practice-based educational contexts, to address basic needs or complex problems

- *Example:* community health clinics; consultations for small businesses

Capacity-Building & Training: providing or receiving training to develop relevant skills or capacities, and/or building resources such as support, funding, or infrastructure

- *Example:* workshops that prepare individuals to work together; leadership trainings

Communications & Media Engagement: sharing information related to scholarship or creative practice to enable broader understanding and application of that information

- *Example:* 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

- *Example:* community-engaged coursework; student service organizations

Community-Engaged Research: partnering with communities to advance scholarship and address community-identified issues

- *Example:* community-based participatory research; oral history projects originating from within a community

Holdings & Collections: ethically negotiating, acquiring, and sharing assets held by the institution - both tangible and digital - to expand knowledge

- *Example:* museum collections; botanical gardens collections; libraries

Industry Partnerships, Commercialization, & Entrepreneurship: connecting with industry or private-sector entities to advance product, technology, and/or service innovations

- *Example:* sharing resources for collaborative research; facilitating career pipelines; commercialization of ideas or technology

Internships & Residency Programs: embedding individuals temporarily within different spaces to contribute work and ideas in exchange for learning and growth

- *Example:* artist-in-residence programs; summer externships or work programs

P-14 Education & Educational Outreach: supporting the P-14 educational system to address the educational and developmental needs of students

- *Example:* in-school presentations; partnering with teachers on curriculum development; summer or pipeline programs

Performance, Exhibition, & Installation: creating public spaces, experiences, creative works, and/or displays to inspire personal meaning-making and understanding

- *Example:* co-creating artistic works with communities; public concerts or installations

Policy, Advocacy, & Government Relations: engaging with political decision-makers and members of various publics to support informed policy decisions

- *Example:* meeting with representatives or testifying before Congress; serving on national advisory boards; partnerships with city councils

Download: Pathways | 5 Minutes

Write down the three pathways you selected into the spaces below. **For each, take 90 seconds** to describe any social norms, expectations, or practices that apply to this pathway. For example, in the *P-14 Education & Educational Outreach* space, it is customary to respect a teacher's leadership. In the *Policy, Advocacy, & Government Relations* space, it is standard to wear business attire to testify.

- *Alternative, Informal, & Lifelong Learning*
- *Applied Practice & Professional Consulting*
- *Capacity-Building & Training*
- *Communications & Media Engagement*
- *Community-Engaged Learning and/or Service*
- *Community-Engaged Research*
- *Holdings & Collections*
- *Industry Partnerships, Commercialization, & Entrepreneurship*
- *Internships & Residency Programs*
- *P-14 Education & Educational Outreach*
- *Performance, Exhibition, & Installation*
- *Policy, Advocacy, & Government Relations*

_____

Pathway #1

_____

Pathway #2

_____

Pathway #3

Dive Deeper: Pathways | 6 Minutes

Journal or Reflect ~ 3 Minutes

Who is privileged or disadvantaged by norms, expectations, or practices in these pathways? What steps could you take to change inequitable norms, expectations, or practices?

Journal or Reflect ~ 3 Minutes

How do these pathways intersect or differ from one another? How will you navigate these connections and differences to move your project forward?

Interact: Inputs | 4 Minutes

Review the inputs, below, that can apply to your engagement activity. Sort all 8 inputs into the matrix based on relevance (lower-higher) and availability (lower-higher) to your project.

Funding: the monetary resources needed to complete all phases of the engagement activity
- *Example:* labor costs; material and hosting costs; travel costs

Individuals Involved: the individual people involved in an engagement activity, including their positionality in the engaged relationship
- *Example:* faculty member; K-12 student; director of a non-profit; research assistant

Organizational Partnerships: any profit, not-for-profit, educational, governmental or other institution that is represented by individuals involved in the engaged relationship, or whose involvement provides resources for the engagement activity
- *Example:* local public health department; state humanities council

Space: any physical or digital resource that supports the ability for individuals in the engaged relationship to interact around the engagement activity
- *Example:* online distribution channels like WordPress; community center meeting room

Supplies: any resources - including raw materials, food, etc. - that are important for the success of the engagement activity
- *Example:* post-its & markers; pizza; materials to build a tabletop experiment

Technology: any computer-based resource that supports the engagement activity
- *Example:* video camera; mapping software; videoconference tools

Time: the duration needed to support the success of the engagement activity, including planning, implementation, and evaluation phases
- *Example:* setup time for an event; exhibit development, production, and launch

	Lower Relevance	**Higher Relevance**
Higher Availability		
Lower Availability		

Download: Inputs | 5 Minutes

Write up to three concepts you sorted into the *Higher Relevance/Lower Availability* quadrant into the available spaces below. Then for each, take 90 seconds to describe the input as it relates to your engagement activity.

_____

Selected Higher Relevance/Lower Availability Input #1

_____

Selected Higher Relevance/Lower Availability Input #2

_____

Selected Higher Relevance/Lower Availability Input #3

Dive Deeper: Inputs | 6 Minutes

Journal or Reflect ~ 3 Minutes

What steps could you take to access the resources or inputs you listed in the *Higher Relevance/Lower Availability* category? (e.g., form a partnership, re-prioritize budget items)

Journal or Reflect ~ 3 Minutes

Compare your *Higher Relevance* inputs and your desired impacts. How will you use these inputs to achieve these impacts, and/or what will you do to ensure that your inputs will help you achieve these impacts?

Takeaways | 10 Minutes

What ~ 2 Minutes

What have you learned about your engagement activity?

So What ~ 2 Minutes

Why is this new or revised understanding important?

Now What ~ 2 Minutes

List 3 action steps that you will take to apply this understanding to your engagement activity.

Rating ~ 1 Minute

How are you now feeling about this engagement activity, with 1 being terrible and 10 being awesome? Highlight or circle the corresponding number.

1 2 3 4 5 6 7 8 9 10