PReP Framework for Public Engagement Reflection Decks

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:

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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”

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Pathways: (Re)Scoping Projects
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People: Empathy Mapping
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Relationships: Negotiating Dynamics
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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.

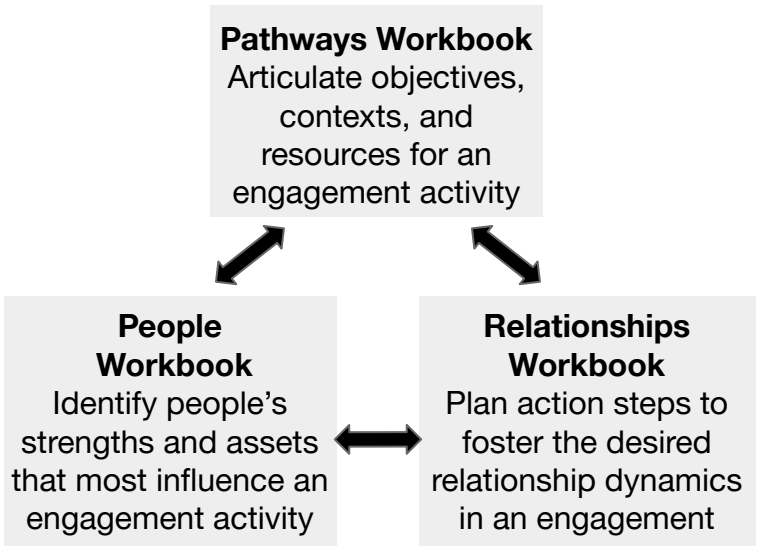
Overview

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: These Workbooks act like stacking blocks: you can use one or all based on your needs. We suggest focusing on one at a time.

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?
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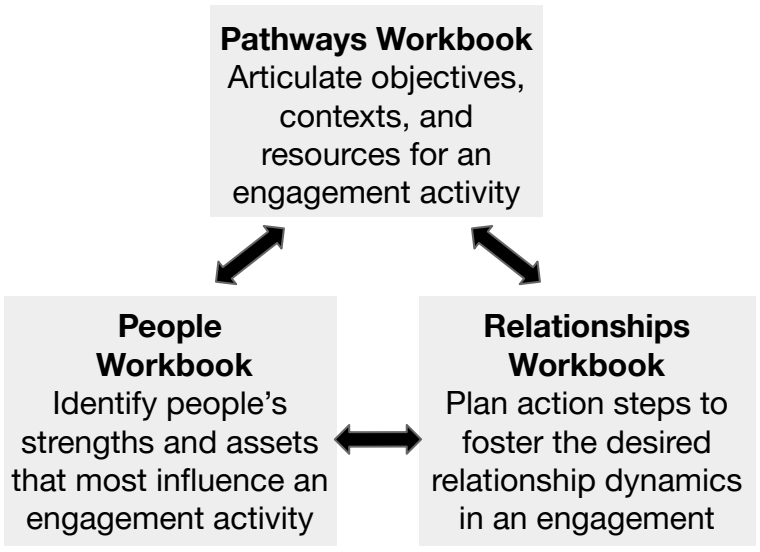
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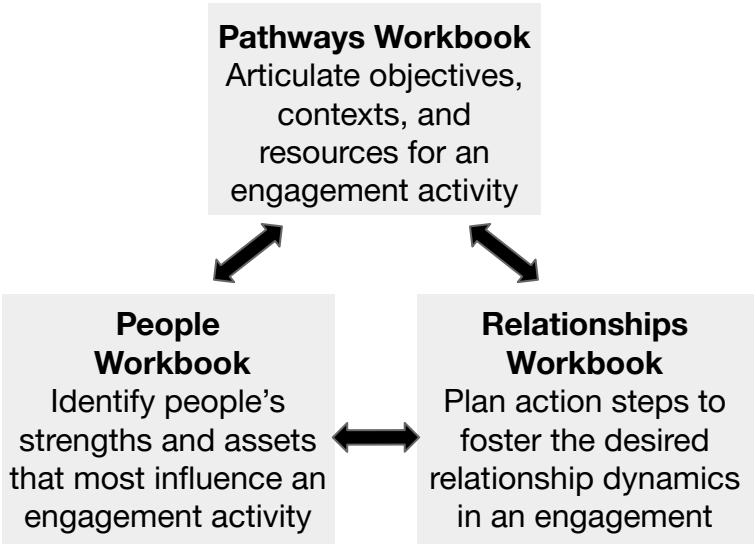
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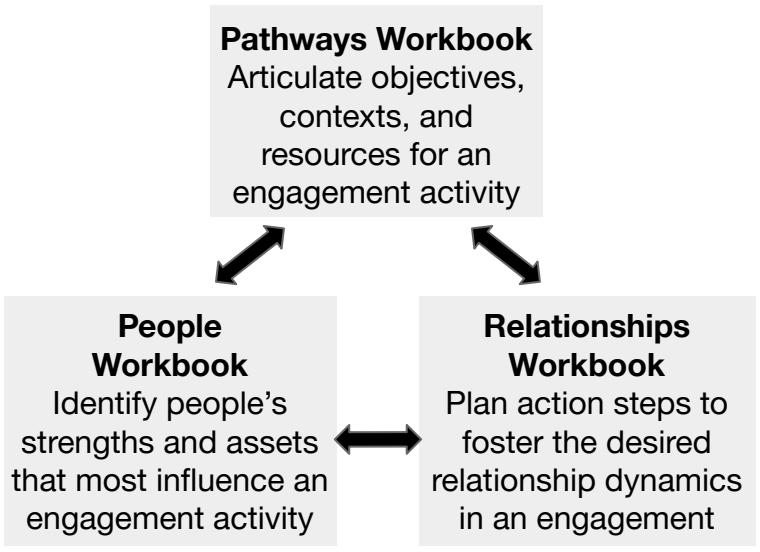
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Set-Up

Workbook Selection

Decide which Workbook (Pathways, People, or Relationships) you want to use. 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:

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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*
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- *Holdings & Collections*
- *Industry Partnerships, Commercialization, & Entrepreneurship*
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- *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

People: Empathy Mapping Reflection Deck

Workbook Edition

Set the Stage | 6 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.

Your Partner ~ 2 Minutes

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/status of your relationship with them?

Download: Self Identities | 5 Minutes

For each set of concepts below, take 90 seconds to describe how it manifests for you and how it impacts your engagement activity.

Experience & Contexts ~ 90 seconds

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

Interests & Expertise ~ 90 seconds

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

Values & Beliefs ~ 90 seconds

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

Download: Partner Identities | 5 Minutes

For each set of concepts below, take 90 seconds to describe how it might manifest for your partner and how it might impact your engagement activity.

Experience & Contexts ~ 90 seconds

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

Interests & Expertise ~ 90 seconds

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

Values & Beliefs ~ 90 seconds

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

Dive Deeper: Self and Partner Identities | 9 Minutes

Journal or Reflect ~ 3 Minutes

How do your social identities relate to your values & beliefs, contexts & experiences, and interests & expertise?

Journal or Reflect ~ 3 Minutes

How might these identities and connections privilege or disadvantage you in this engagement? What will you do to address these privileges or navigate these disadvantages throughout the engagement activity?

Journal or Reflect ~ 3 Minutes

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?

Interact: Self Assets | 4 Minutes

Review the assets, below, that can apply to your engagement activity. **From your perspective,** sort all 5 assets into the matrix based on relevance (lower-higher) and your ability (lower-higher) to contribute it to your engagement activity.

Authority: the formal right of an individual to make decisions, offer permission, and/or enforce obedience

- *Example:* 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

- *Example:* 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

- *Example:* 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

- *Example:* 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, such as a public engagement partnership

- *Example:* museum/library collections; money from a local foundation; hosting supplies

	Lower Relevance	**Higher Relevance**
Higher Ability to Contribute		
Lower Ability to Contribute		

Download: Self Assets | 5 Minutes

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

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #1

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #2

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #3

Dive Deeper: Self Assets | 6 Minutes

Journal or Reflect ~ 3 Minutes

How did you decide which concepts to place in each quadrant?

Journal or Reflect ~ 3 Minutes

What does your placement of the concepts 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)?

Interact: Partner Assets | 4 Minutes

Review the assets, below, that can apply to your engagement activity. **From your partner's perspective**, sort all 5 assets into the matrix based on relevance (lower-higher) and your partner's ability (lower-higher) to contribute it to your engagement activity.

Authority: the formal right of an individual to make decisions, offer permission, and/or enforce obedience

- *Example:* 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

- *Example:* available time to advise rural community governments about accessing federal funding opportunities; staff effort to develop and host an event

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- *Example:* museum/library collections; money from a local foundation; hosting supplies

	Lower Relevance	**Higher Relevance**
Higher Ability to Contribute		
Lower Ability to Contribute		

Download: Partner Assets | 5 Minutes

Write up to three concepts you sorted into the *Higher Relevance/Higher Ability to Contribute* quadrant into the available spaces below. Then for each, **take 90 seconds** to describe the asset as it relates to your engagement activity **from your partner's perspective.**

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #1

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #2

_____

Selected Higher Relevance/Lower Ability to Contribute Asset #3

Dive Deeper: Partner Assets | 6 Minutes

Journal or Reflect ~ 3 Minutes

How did you decide which concepts to place in each quadrant?

Journal or Reflect ~ 3 Minutes

What does your placement of the concepts reveal about the risks, limitations, or barriers that you believe your partner might face for this engagement activity (e.g., lack of recognition or payment for engagement work, taking a public stance on social media)?

Interact: Self and Partner Assets | 4 Minutes

Refresh your memory on how you sorted the assets for yourself and your partner and which you placed in the *Higher Relevance* category. Write all the *Higher Relevance* assets into the corresponding spaces below.

	Lower Ability to Contribute	**Higher Ability to Contribute**
Self		
Partner		

Dive Deeper: Self and Partner Assets | 9 Minutes

Journal or Reflect ~ 3 Minutes

Consider the *Higher Relevance/Higher Ability to Contribute* concepts for you and your partner. How will you maximize the assets that you both bring to the engagement activity?

Journal or Reflect ~ 3 Minutes

Consider the *Higher Relevance/Lower Ability to Contribute* items for both 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.

Journal or Reflect ~ 3 Minutes

Reflect on the risks, limitations, or barriers that you identified for yourself and your partner on pages 6 and 8. What action steps can you take to address these issues?

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

Relationships: Negotiating Dynamics Reflection Deck

Workbook Edition

Set the Stage | 6 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.

Your Partner ~ 2 Minutes

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/status of your relationship with them?

Interact: Self | 5 Minutes

Review the relationship qualities, below, that can apply to your relationship with your partner within this engagement activity. **From your perspective**, sort all 8 relationship qualities into the matrix based on their importance to your relationship with your partner.

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

Less Important (2 concepts)	Somewhat Important (4 concepts)	More Important (2 concepts)

Download: Self | 3 Minutes

Write the two relationship qualities you sorted into the *More Important* category into the available spaces below. Then for each, **take 90 seconds** to describe how the concept might impact this engagement activity, **from your perspective.**

_____

More Important Relationship Quality #1

_____

More Important Relationship Quality #2

Dive Deeper: Self | 6 Minutes

Journal or Reflect ~ 3 Minutes

How did you decide which concepts to place in each category?

Journal or Reflect ~ 3 Minutes

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?

Interact: Partner | 5 Minutes

Review the relationship qualities, below, that can apply to your relationship with your partner within this engagement activity. **From your partner's perspective**, sort all 8 relationship qualities into the matrix based on their importance to your partner's relationship with you.

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

Less Important (2 concepts)	Somewhat Important (4 concepts)	More Important (2 concepts)

Download: Partner | 3 Minutes

Write the two relationship qualities you sorted into the *More Important* category into the available spaces below. Then for each, **take 90 seconds** to describe how the concept might impact this engagement activity, **from your partner's perspective.**

_____

More Important Relationship Quality #1

_____

More Important Relationship Quality #2

Dive Deeper: Partner | 6 Minutes

Journal or Reflect ~ 3 Minutes

How did you decide which concepts to place in each category?

Journal or Reflect ~ 3 Minutes

What does this sort suggest about the expectations that you believe your partner may be bringing to this relationship and engagement activity?

Interact & Download: Self and Partner | 11 Minutes

Take 5 minutes to refresh your memory on how you sorted the relationship qualities for yourself and your partner. Write all the *Less Important* and *More Important* relationship qualities into the corresponding spaces below.

	Less Important	More Important
Self		
Partner		

Journal or Reflect ~ 3 Minutes

What might explain any alignment or divergence between the Self and Partner concepts?

Journal or Reflect ~ 3 Minutes

How have you developed your understanding of your partner? What steps might you need to take to ensure your perspective of them is equitable?

Download: Relationship Types | 3 Minutes

Review the different kinds of relationship types, below. Select the relationship type that you have with your partner in this engagement activity. **Then, take 90 seconds** to describe the implications that this relationship type has for the engagement activity.

Inform: to provide accurate information to support partners' understanding of an issue

- *Example:* 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

- *Example:* gathering input from an advisory board

Team: to share decision-making in all areas with partners throughout the process

- *Example:* 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

- *Example:* university-sponsored exhibition developed fully by community members

_____

Selected Relationship Type

Dive Deeper: Relationship Types | 6 Minutes

Journal or Reflect ~ 3 Minutes

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 relationship type and qualities?

Journal or Reflect ~ 3 Minutes

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.

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