

Assessing and Building Institutional Capacity for Public Engagement and Broader Impacts

Emily Therese Cloyd, American Association for the Advancement of Science

AAAS Leshner Fellows:

Kacey Ernst, University of Arizona

Chris Scott, University of Arizona

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the slide, creating a modern, dynamic feel.

<https://tinyurl.com/NABI2019>

Get your own electronic copies of the institutional change plan, questions and strategies to consider, and additional resources

Agenda

- ▶ What is institutional capacity for public engagement? (10 min)
- ▶ Assessing your institution's capacity for public engagement (10 min)
- ▶ Formulating goals and objectives for institutional change (10 min)
- ▶ Building capacity for institutional change (45 min)
- ▶ Discussion (15 min)

Vision for science and society

- ▶ AAAS's mission: Advancing science for the benefit of all people
- ▶ AAAS's Center for Public Engagement vision: Science and society are in dialogue and draw upon relevant expertise
- ▶ How we get there: Public engagement → Intentional, meaningful interactions that provide opportunities for mutual learning between scientists and the public

Getting from vision to reality

- ▶ More public engagement: Scientists have opportunities to engage - and access to resources to support public engagement
- ▶ Higher-quality public engagement: Practices reflect theory and are tested empirically
- ▶ Institutional change → Increase individual AND institutional capacity for public engagement

Modify scientific reward structures and
“ training to meet current needs...We need
to change our own incentive structure to
recognize and reward engagement as a
core responsibility. Not all scientists will
want to (or should!) engage, but all should ”
value and support those who do...We must
fund engagement and training.

Jane Lubchenco

Oregon State University Professor,
Former NOAA Administrator & Past AAAS president

Environmental science in a post-truth world, *Frontiers in Ecology*, Vol. 15, Issue 1, p. 3
<http://onlinelibrary.wiley.com/doi/10.1002/fee.1454/full>

Online toolkit: <https://tinyurl.com/NABI2019>

“ If the *March for Science* is any indication, researchers are ready to engage. But will universities - both leaders and the faculty who govern - acknowledge the need for reform? ”

Bonnie Keeler et al.

Society is ready for a new kind of science - is academia?, *Bioscience*, Volume 67, Issue 7, Pages 591-592, <https://doi.org/10.1093/biosci/bix051>

How do we measure institutional capacity?



www.publicengagement.ac.uk/edge-tool

Is public engagement
Emerging,
Developing,
Gripping, or
Embedded
at your institution?

Purpose

Create a commitment to public engagement within your intuition's mission and strategy and embed champions for public engagement at all levels

- ▶ Mission
- ▶ Leadership
- ▶ Communication

Processes

Invest in systems and processes that facilitate involvement, maximize impact, and help ensure quality and value for money

- ▶ Support
- ▶ Learning
- ▶ Recognition

People

Involve staff, students, and representatives of the public and use their energy, expertise, and feedback to shape a public engagement strategy and its delivery

- ▶ Faculty and staff
- ▶ Students
- ▶ Public

Assessing your institution's capacity for public engagement

The EDGE tool



Focus	EMBRYONIC	DEVELOPING	GRIPPING	EMBEDDING
Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Public engagement is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
Leadership	Few (if any) of the most influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement.	Some of the institution's senior team act as formal champions for public engagement.	The Vice Chancellor acts as a champion for public engagement and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
Communication	The institution's commitment to public engagement is rarely, if ever, featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance.	Public engagement appears prominently in the institution's internal communications, its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
Support	There is no attempt to coordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Oversight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resources to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body / (s) with formal responsibility for oversight of this plan, and resources available to assist the embedding of public engagement. There are a number of recognised and supported networks.
Learning	There is little or no opportunity for staff or students to access professional development to develop their skills and knowledge of public engagement.	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in public engagement.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.
Recognition	Staff are not formally rewarded or recognised for their public engagement activities.	Some departments recognise and reward public engagement activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways.
Staff	Few (if any) opportunities exist for staff to get involved in public engagement, either informally or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in public engagement, but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
Students	Few opportunities exist for students to get involved in public engagement, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognise and reward their involvement.
Public	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempts have been made to engage community need and interest, and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

▶ Use the EDGE Tool handout provided

▶ Interactive tool:
<https://www.publicengagement.t.ac.uk/support-engagement/strategy-and-planning/edge-tool/interactive-edge>

▶ Summarize your landscape assessment on your plan document

Goals and Objectives



Big-picture



Individual



Gemima Philippe | AAAS

Short-term



Shane Bergin

Long-term

What are your goals and objectives for institutional change?

- ▶ You may wish to formulate your goals around one or more of the three broad categories in the EDGE tool (purpose, process, people) and your objectives around one or a few of the 9 focal points used in the EDGE tool (mission, leadership, communication, support, learning, recognition, staff, public, students)
- ▶ The “Questions and Strategies” document may help you make your goal(s) and objective(s) more specific
- ▶ Summarize your goal(s) and objective(s) on your plan document

Small group discussion & further planning

- ▶ For today, choose one thing to focus on in developing your plan further - you can use this same process to develop plans for other aspects of institutional change
- ▶ We'll break into small groups based on the areas that people would like to focus on
- ▶ Facilitators will guide you through the next steps in planning - and the slides here will reinforce your discussion



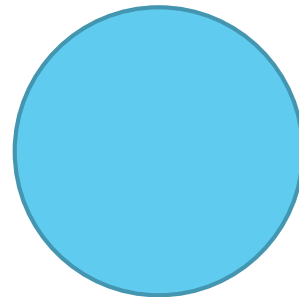
Goals & Objectives

- ▶ Introduce yourself to your tablemates & share the 15 second version of your institutional change goal / objective



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3 min

Goals & Objectives

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2 min

Goals & Objectives

- ▶ Introduce yourself to your tablemates & share the 15 second version of your institutional change goal / objective

1 min

Audience

Audience

1 minute to write down your thoughts

- ▶ Who is your ultimate audience - who do you want to reach with the institutional change activities you are planning?
- ▶ Who is your immediate audience - who can authorize money, time, etc.?
- ▶ What does your audience care about? How will you connect with them?



5 min

Audience

Discuss with your table - use the “Questions and strategies” document to spur thinking

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Messages

1 minute to write down your thoughts

- ▶ What do you want your audience(s) to know about your institutional change goals and objectives?
- ▶ Why should your audience(s) care about building institutional capacity in the area(s) that you are focusing on?
- ▶ How will building institutional capacity for public engagement benefit your institution, your audience(s), or society?



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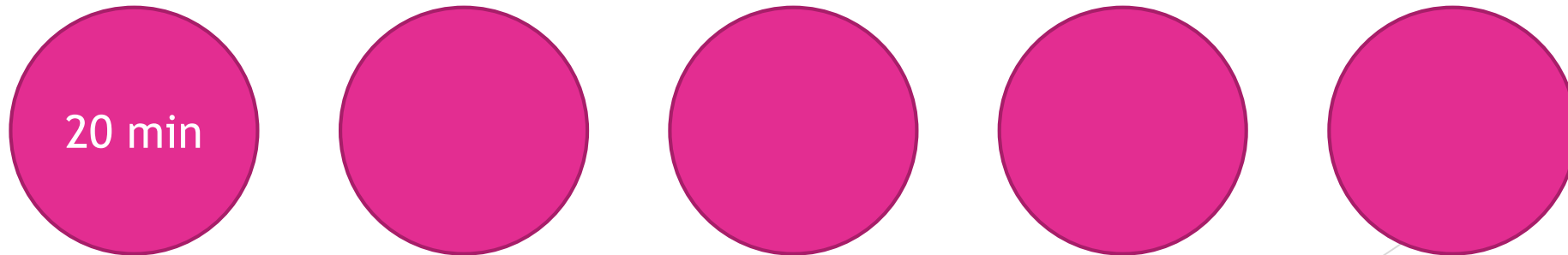
1 min

Strategies

Strategies

2 minutes to write down your thoughts

- ▶ What will your institutional change activities be?
- ▶ What are your main channels for reaching your target audience?
- ▶ What steps do you need to take to put your strategies into place?



Strategies

Discuss with your table - use the “Questions and strategies” document & EDGE mini-tools to spur thinking

- ▶ What will your institutional change activities be?
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18 min

Strategies

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10 min

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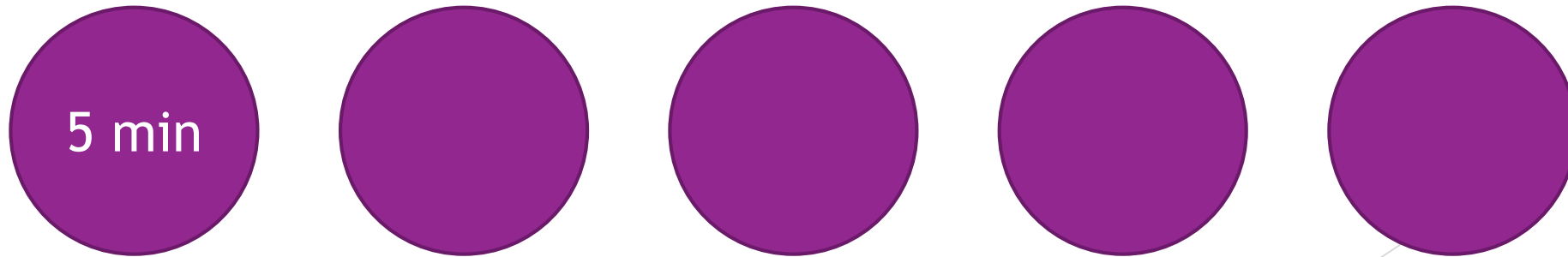
1 min

Further Planning

Evaluation and Timeline

5 minutes to write down your thoughts

- ▶ How will you evaluate your progress on institutional change?
- ▶ How might you share the EDGE tool, the EDGE mini-tools, and other resources with colleagues and champions for public engagement?
- ▶ What are your next steps for planning and implementing institutional change?



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- ▶ What are your next steps for planning and implementing institutional change?

1 min

Next steps

- ▶ Share with your tablemates: What is one thing that you are going to do to put your institutional change plan into action?



5 min

Next steps

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4 min

Next steps

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Next steps

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1 min

Time is up!

Discussion

- ▶ Insights
- ▶ Questions
- ▶ Ideas
- ▶ More?