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Stakeholder Engagement Frameworks and Empowerment

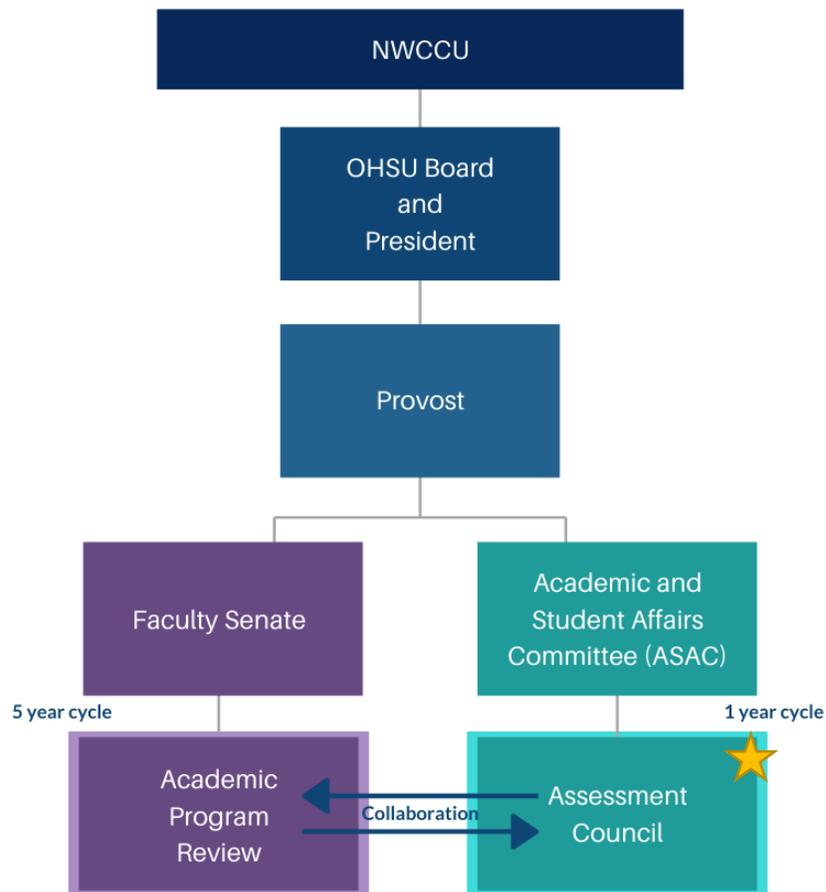


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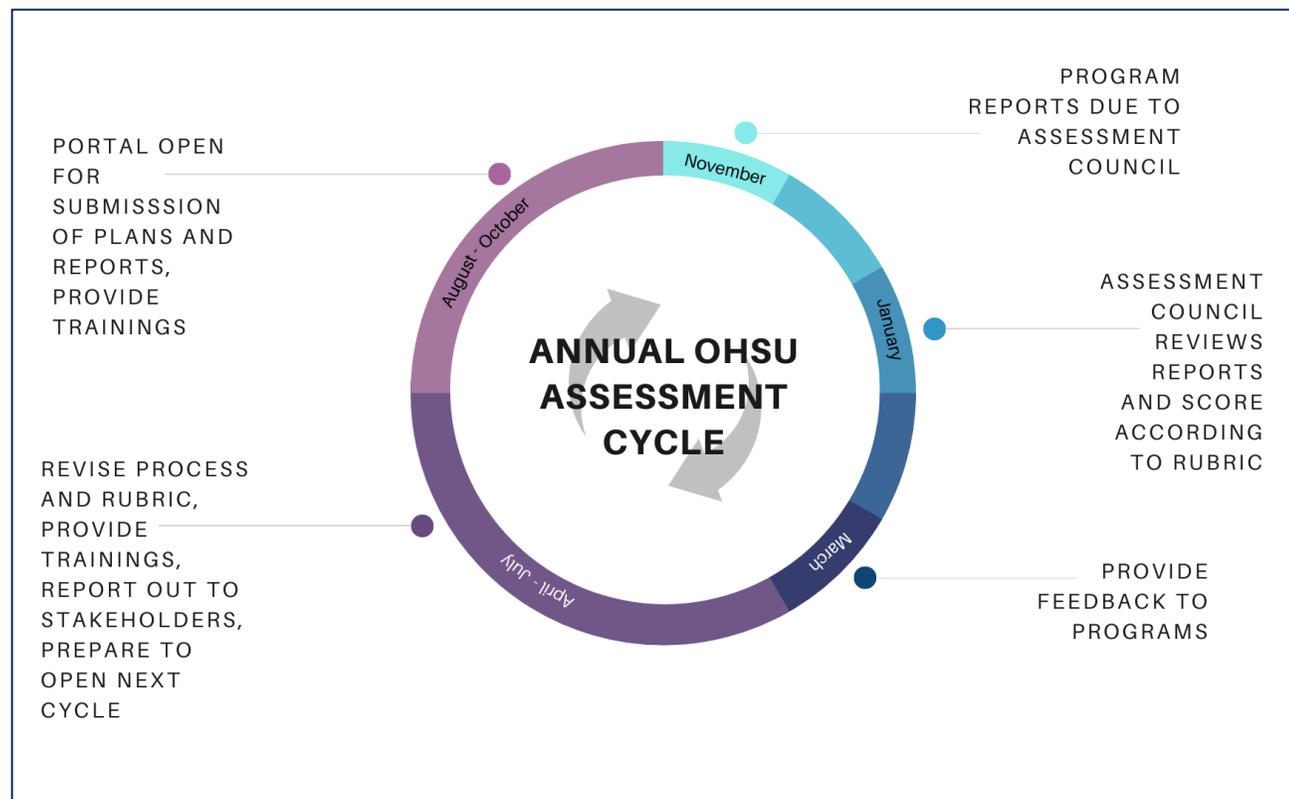
**Education Manager, Provost Office
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REPORTING STRUCTURE FOR ASSESSMENT COUNCIL AND ACADEMIC PROGRAM REVIEW



The context





Previous approaches to stakeholder engagement data collection

2017-2018:

Element	Goal	Level 4: Highly Developed	Level 3: Developed	Level 2: Emerging	Level 1: Not Evident
Culture	All members of the faculty, staff, and students are involved in assessment activities.	Program provides opportunity for all faculty, staff, and students to engage in assessment, planning data collection, and/or review of data.	Program provides opportunities for all faculty, staff, and students in some aspect of assessment, planning data collection, and/or review of data	Program provides opportunities for some faculty, staff, and students in assessment planning and collection and review of data.	Assessment, if occurring, is done by lone individuals charged with assessment responsibilities.

2017:

- Please describe your program's assessment process and specific assessment activities during this cycle.
- When and how did the faculty discuss the assessment findings? Who attended?

2018-2019:

Element	Goal	Level 4: Mastered	Level 3: Developed	Level 2: Emerging	Level 1: Not Evident
Engagement of Stakeholders in Program Assessment Planning & Review	All members of the faculty, staff, and students are involved in assessment process.	Members of each stakeholder group (faculty, staff, and students) are engaged in some aspect of assessment process (planning, collecting, reviewing data).	Program provides opportunities for all faculty and staff (and possibly students) in some aspect of assessment process (planning, collecting, reviewing data).	Only one group (faculty, staff, or students) are involved in assessment responsibilities.	Assessment, if occurring, is done by lone individuals charged with assessment responsibilities.

2018:

- Please describe how your program assessment process is conducted and reviewed regularly (i.e., frequency of meetings).
- How did faculty engage in assessment?
- How did staff engage in assessment?
- How did students engage in assessment?

Searching for a framework



Stakeholder Engagement Framework

Table 2: Stakeholder Engagement Spectrum describes five levels of engagement that can be used with stakeholders determined by the objective, outcomes, timeframes, resources and levels of concern or interest in the project.

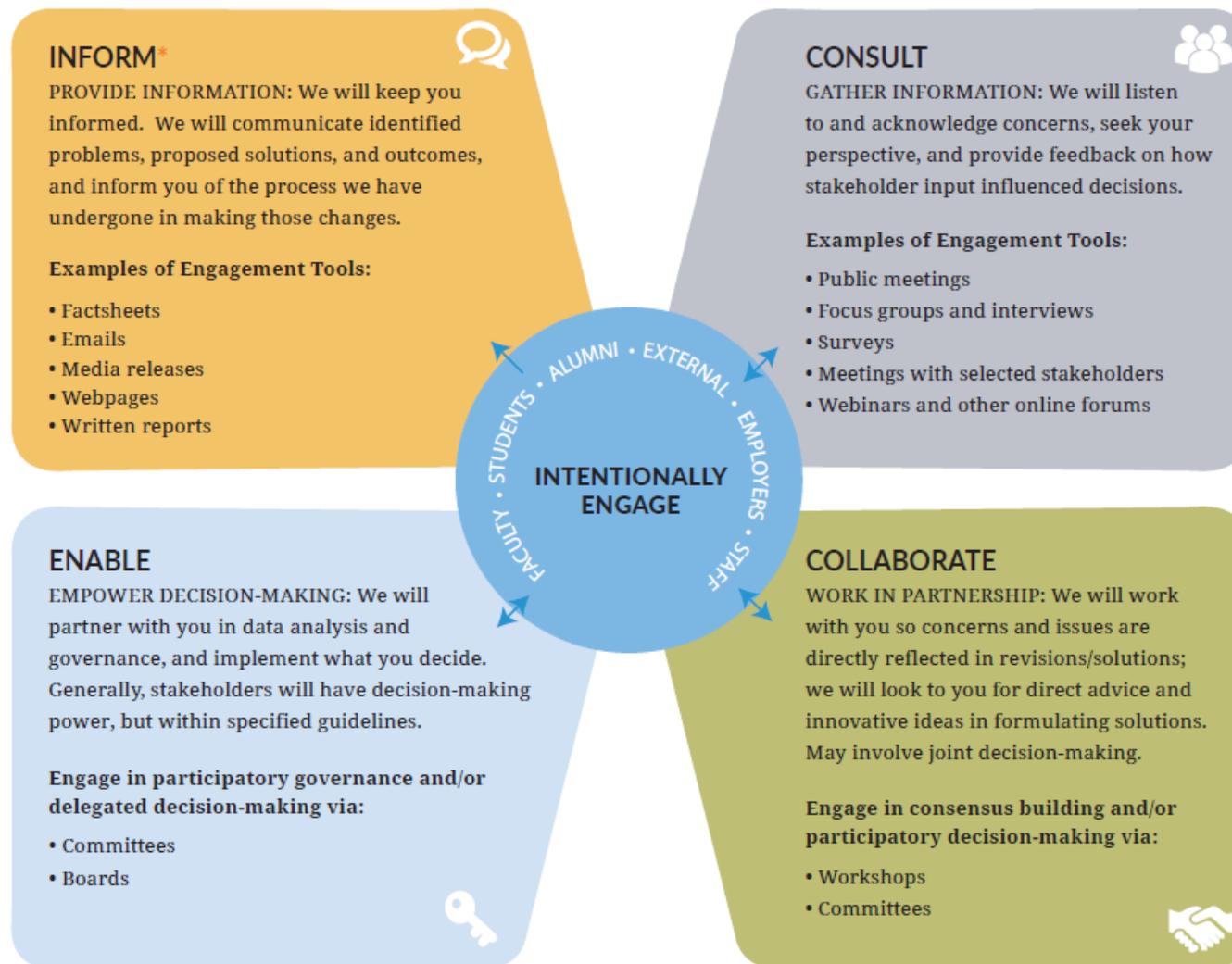
	Inform	Consult	Involve	Collaborate	Empower
Characteristics	One-way engagement.	Limited two-way engagement; we ask questions, stakeholders respond.	Two-way or multi-way engagement; learning on all sides, stakeholders and ANMAC act independently, ANMAC is decision maker.	Two-way or multi-way engagement, joint decision making and actions.	Decisions delegated to stakeholders; stakeholders play a role in governance.
Stakeholder participation goal	To provide stakeholders with balanced and objective information to help them understand the process, problems, proposed solutions and outcomes.	To obtain stakeholder input on analysis, proposed solutions and outcomes.	To work directly with stakeholders throughout the process to ensure public issues and concerns are consistently understood and considered.	To partner with stakeholders in the process, including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
Our promise to stakeholders	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how stakeholder input influenced the decision.	We will work with you so that your concerns and issues can be directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example of engagement tools	Factsheets Email bulletins Media releases Dedicated project web pages on the ANMAC website Written reports Corporate documents (annual reports, strategic priorities, etc.)	Public analysis and advice Focus groups Surveys Public meetings Meetings with selected stakeholders Webinars and other online forums	Workshops Consultative committees (e.g. ANMAC Accreditation Committees; Standards Accreditation and Assessment Committee; Expert Advisory Groups)	Consensus building Participatory decision making Partnerships	Delegated decisions

OHSU Stakeholder Engagement Framework

PURPOSE: Using this framework can ensure stakeholder engagement with assessment is integrated and undertaken in a coordinated manner.

HOW TO USE: Choose stakeholders, engagement levels, and engagement tools based on goals for the engagement.

KEEP IN MIND: Successful stakeholder engagement is purposeful, relevant, open, inclusive, and responsive.





What our data looks like now

Example of more typical data we get now from a single program:

Please describe how the program is engaging and soliciting feedback from the stakeholders.

Stakeholder group	Engagement Level	Engagement Method	Frequency During Year
Faculty	Enable	Meeting	24
Staff	Collaborate	Meeting	24
Students	Collaborate	Meeting	10
Alumni	Consult	Survey	1
External Stakeholders/Advisory	Collaborate	Meeting	4
Employer(s)	Does not Apply	Do not Engage	0

If you would like to clarify anything about your Stakeholder Engagement responses for the Assessment Council, you may use this space:

Faculty	The program directorship routinely asks all faculty for feedback on student progress in an ongoing basis. Additionally, faculty are included in curriculum and admissions committee meetings, at which time they are asked to help assess any ways in which the programs' processes or content can be improved.
Staff	The program directorship routinely includes our administrative coordinator in meetings (both 1:1 and program committees) and includes that person in all discussions regarding changes/improvements to the program.
Students	The program directorship routinely meets with all students in the program, and allows them to openly and honestly provide input as to their experiences, both positive and negative. In case of negative feedback, the students are asked to help come up with ideas on how to improve these areas moving forward.
Alumni	The program director asks recent graduates directly for feedback regarding all aspects of the program, with an emphasis on any issues that they have experienced that could be improved for future classes, and things that they felt were strengths of the program in particular.

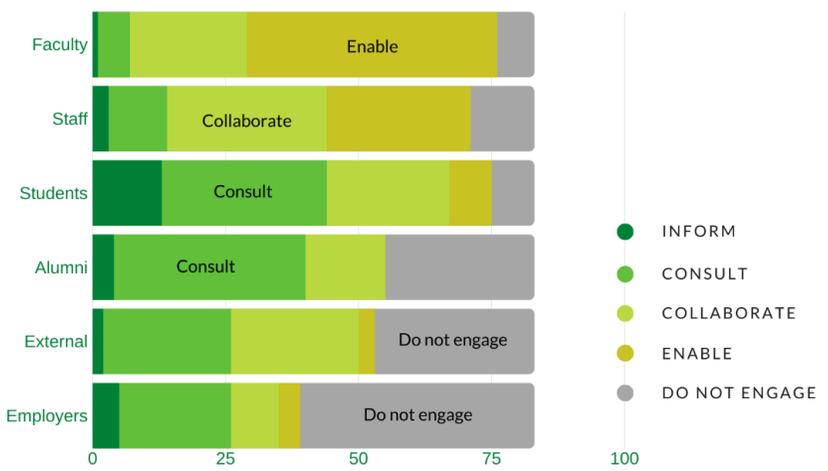




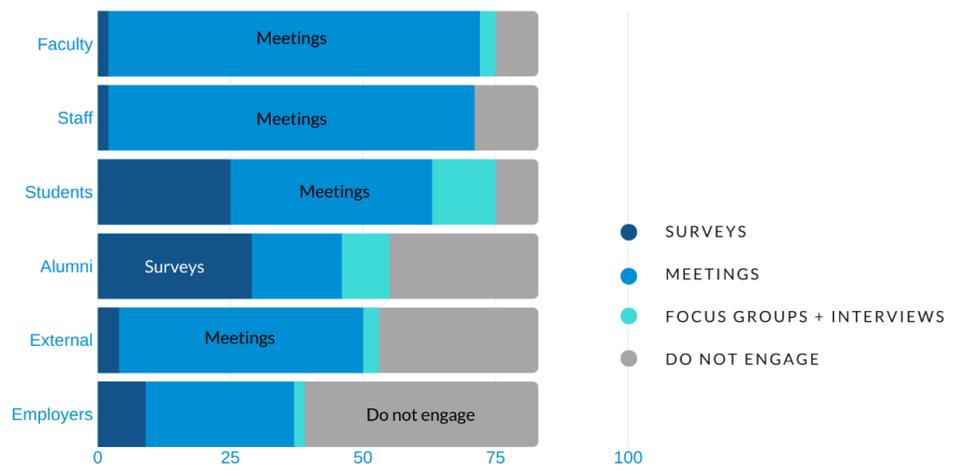
Which allows us to look at the institutional level

2019

Level of Stakeholder Engagement by OHSU Academic Programs, 2019

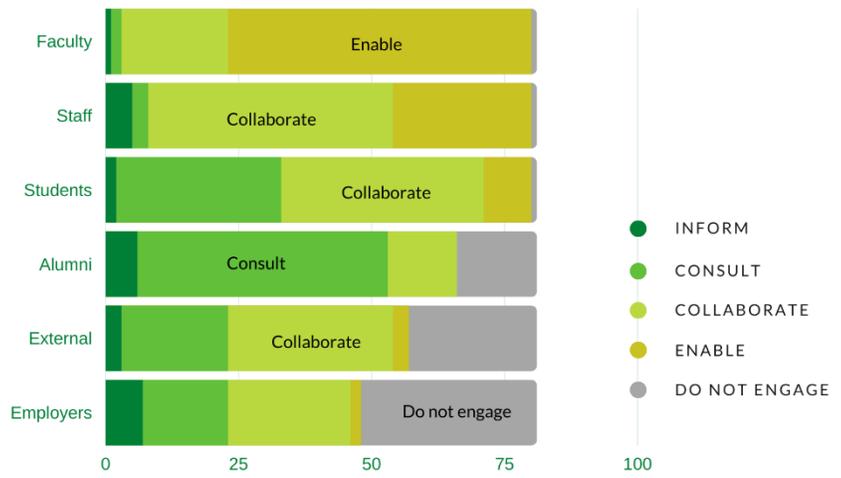


Type of Stakeholder Engagement by OHSU Academic Programs, 2019

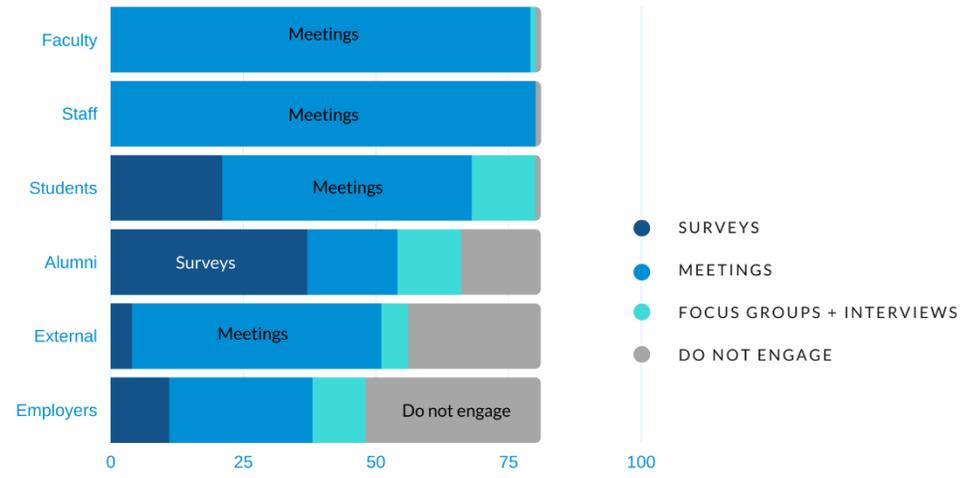


2020

Level of Stakeholder Engagement by OHSU Academic Programs, 2020



Type of Stakeholder Engagement by OHSU Academic Programs, 2020



What the programs say

It was helpful because previously I think I had a rather **myopic** view of what stakeholder engagement looked like and who the stakeholders actually were. Having it spelled out into categories like this **helped me to realize how much we are actually engaging stakeholders on multiple levels.**

I found this to be **helpful in assessing our interactions.** I can see how it will be helpful in creating our plans in the future as well. Specifically, the definitions and examples of the types of engagement activities helped us see that **we were actually much more diverse in our activities than we thought.**

It has provided language to talk about how we engage stakeholders and led to **conversations about who is invited to be on committees and to make decisions.** One area that has been challenging is thinking through the legal issues. We have wanted to engage with community members but have run into issues with FERPA.



2021 Winner: Physician Assistant



“The data does not gather dust in a digital repository”

The PA Program has a **continual rhythm** of looking at data, visualizing it for stakeholders, and seeking student, staff, alumni and external stakeholder input and collaboration.

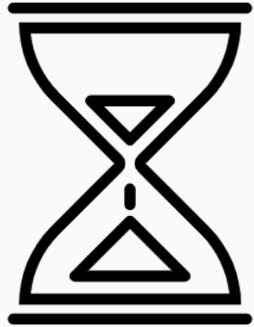
Overall this results in a strong, data-based approach to improving student learning.



Empowering Stakeholders



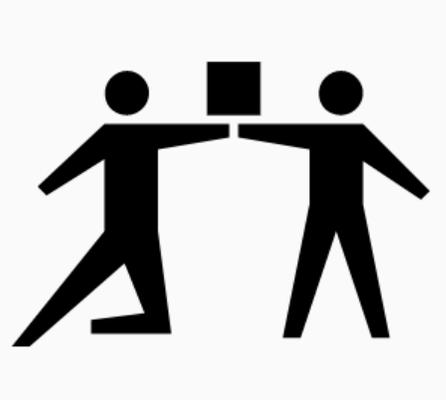
Attending to Power



Be Patient



Be Prepared



Be Equitable



Be Curious



Questions? ¿Preguntas?

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References & Resources

- Australian Nursing & Midwifery Accreditation Council. (2017). Stakeholder Engagement Framework. https://www.anmac.org.au/sites/default/files/documents/stakeholder_engagement_framework.pdf
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- West Ed. (2017). Grounding Assumptions: Uncovering beliefs and biases that impact stakeholder engagement. Developed by the participants in the Thought Leader Forum on the Touchpoints between Leading by Convening (LbC) and Implementation Science (IS), hosted by the NCSI in collaboration with the State Implementation and Scale-up of Evidence-based Practices (SISEP center). <https://ncsi-library.wested.org/resources/210>

