

Glasgow School of Art – Principles for Public Engagement

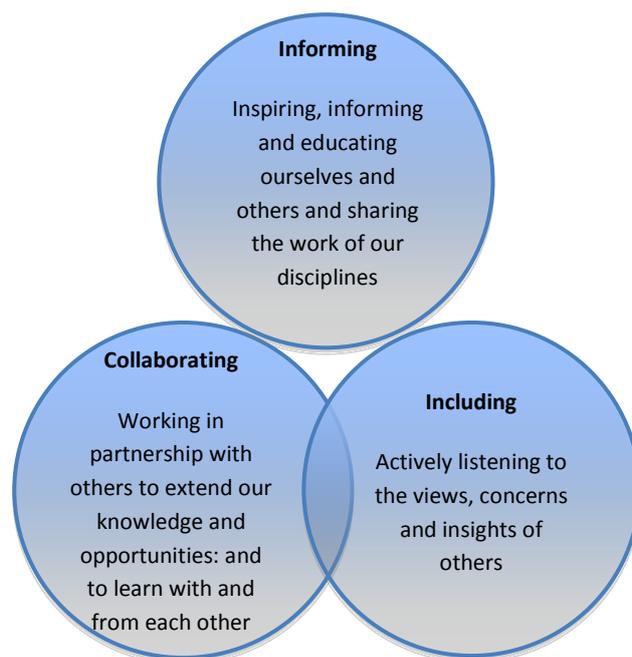
The principles outlined below will underpin all public engagement activities undertaken by staff, students and external partners when working with the Glasgow School of Art (GSA).

Guidance on the application of these principles to Live Projects and other Work Related Learning activities is available from the Work Related Learning Lecturer m.mackenzie@gsa.ac.uk . GSA's Research Ethics Policy and specific guidance for researchers is available from the Research and Graduate School.

At GSA, our commitment is to active and responsible public engagement locally, nationally and beyond

Our aim is to cultivate relationships with external partners that are mutually beneficial, that support innovation and creativity and where all involved learn from each other.

Our engagement with others is multi-faceted and has a variety of purposes, sometimes falling clearly into one of the three categories in the diagram below, more often occupying the overlapping areas.



- **Informing**
Letting people know about our work at GSA, inspiring others and communicating the relevance of what we do. This type of activity includes public lectures, exhibitions, publications, continuing and professional education and marketing. Informing is not a one way process, we may initiate the interaction but listening to and responding sensitively to the interests, concerns and insights of the public is essential.
- **Including**
Views, insights and feedback are actively sought and used to inform the work we do, the plans we make, and the services we deliver. This type of activity includes public meetings, discussion events, user groups, online feedback and student surveys.
- **Collaborating**
Working with a range of partners to solve problems, develop new ideas, pool expertise and learn from each other. This type of activity includes live projects, knowledge exchange, internships and student competitions.

Irrespective of form and purpose there are a number of principles that guide our staff and students in all externally and publicly engaged activity. These principles are fundamental to the strategic and practical challenges of meaningful and effective public engagement. The application of these principles ensures that we are able to strengthen existing good practice and secure further opportunities for working with others.

The principles below draw upon a number of existing approaches to public engagement and seek to offer a framework that supports purposeful, innovative and ethical practice on the part of our staff, students and partners

1. CLARITY OF PURPOSE AND TRANSPARENCY

The purpose of the engagement, the processes involved and intended outcomes will be clearly communicated and, where applicable, negotiated and agreed.

2. PLANNING & PREPARATION

The roles and responsibilities of all partners will be clearly developed and understood in the context of the purpose, processes and intended outcomes of the engagement. The leadership and management of the engagement will be clearly communicated to all those involved.

3. CONTEXT

It is the responsibility of all involved parties to consider, debate and clarify context, and to ensure that the engagement, its purpose and processes are understood within that context.

4. ETHICS

The ethical implications of the engagement will be explicitly considered within planning and throughout the engagement. Specific mechanisms will be put in place to manage ethical issues should these arise.

GSA's Research Ethics Policy will be considered, in consultation with the Research and Graduate School, when undertaking publicly engaged research.

5. EQUALITY AND DIVERSITY

All public engagement and partners of GSA will give due regard to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations between people in the terms of the Equality Act 2010. Different voices, ideas and approaches will be valued and considered with respect.

6. INTEGRITY AND RELEVANCE

Staff, students and partners will understand and support the agency of the practitioner, and the work produced, to question and take considered and reasonable risks with ideas, processes and forms of engagement with diverse publics. The impact of the engagement on learning, teaching and research will be critically evaluated throughout the process.

7. OPENNESS

All participants will be encouraged to share, explore and listen to new ideas uninhibited by anticipated outcomes or existing assumptions

8. IMPACT AND OUTCOMES

All engagement has the potential to make a difference. A period of reflection, review and evaluation with partners will enhance practice and contribute to a supportive framework for ongoing, high quality public engagement.

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