

EDGE self-assessment matrix

Leadership

This tool allows you to assess your institution's support for public engagement. You can access a guide to how to use the tool here: www.publicengagement.ac.uk/edge-tool

You are welcome to use the EDGE tool for non-commercial educational purposes, where credit is given to the NCCPE.



National
Co-ordinating
Centre for
Public Engagement

EMBRYONIC



DEVELOPING



GRIPPING



EMBEDDING



Leadership

Focus	EMBRYONIC 	DEVELOPING 	GRIPPING 	EMBEDDING 
Senior 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 / Principal acts as a champion for public engagement; a senior leader takes formal responsibility; other senior leaders informally champion public engagement. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
Engagement Champions	Although some individuals choose to act informally as champions or ambassadors for public engagement, they receive no institutional support.	An informal public engagement champions network is beginning to emerge, enabling them to share approaches and offer some support to each other's work.	A critical mass of champions has emerged. The institution recognises the value of this network and the need to provide some formal support for it. Engagement champions are recognised from within, across and outside the institution.	Formal support for public engagement champions is provided by the institution, with regular opportunities to network with others across the institution and nationally.
Departmental / Faculty leadership	There is very limited or no informal support from departmental leaders for public engagement activity by their staff.	Informal support for public engagement activity is offered by a small but significant number of departmental or faculty leaders. Some department leaders struggle to support staff in this area.	A number of departments / faculties formally support public engagement activity by their staff, e.g. through recognising it in appraisal processes, and workload planning.	The majority of departments / faculties are committed at the highest level to actively supporting public engagement activity by their staff. All heads of department recognise the importance and value of public engagement, and are seeking ways to support it effectively.
Public involvement	There are very limited or no opportunities for the public or community partners to assume leadership roles within the institution (e.g. serving on advisory groups, providing feedback, collaborating on research).	There are some opportunities for the public or community partners to assume leadership roles within the institution, but there is no co-ordinated or planned approach to involving people from outside the institution.	There are a significant number of opportunities for the public or community partners to assume leadership roles within the institution, and attempts are being made to co-ordinate external involvement and to provide structured support.	Appropriate public / community representatives are formally welcomed and encouraged to serve in leadership and ambassadorial roles. External expertise is evidently valued. There is support for community capacity building, and a widespread commitment to seeking mutually beneficial outcomes through engagement.