Developing, Writing Your Nascent Identity for NSF Proposals:

For Undergraduates and Graduates

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Why Should You Care About BI!!!

1. You typically are not trained to think, write, and develop your BI, BIA’s and BI identity in graduate school but you will have to if you become tenure-track faculty- so get a head start.

2. BI can be the difference between you getting funding or not, especially from NSF.

3. BI will help you get known in the world (develop, discover, Disseminate and Communicate Knowledge and change learning, change behavior and change conditions).

4. BI will help you be a better teacher, researcher, provide better service as well become a more well-rounded and functioning faculty in today’s current environment.

5. All money is public money so BI is part of your professional and ethical responsibility

6. BI will help you to Develop and Leave a Legacy*.

7. You will be able to train your graduate students in BI when you become faculty. You will be their mentor and therefore it will really be your responsibility to make sure they are also successful.

8. Developing BI will help you learn how to develop successful partnerships for your research and in general.

9. BI will help you as faculty align yourself with the culture and identity of your institution.

10. Benefitting society through your research and what you do is an INTERNATIONAL ISSUE so no matter where you go it will be required of you.
*Uncovering Your Nascent BI identity:

Leverage who you are and what you do for maximum impact that leaves a legacy!

Explicitly Develop:
Professional Identity/ Broader Impacts Identity

What should guide your plan?

BI Identity Non-Academic definition: Is who you are and how you plan to engage and benefit others by leaving a legacy through your research, teaching, occupation, and/or service.
What is BI/Professional/ Nascent Identity?
**Broader Impacts Identity (BII)** - Is who you are, the way you think about yourself, the way you are viewed by the world, and the characteristics that define you based off of a process/es with stakeholders/people to achieve a societal benefit in a finite amount of time that is measured. Everyone has a BI identity. (BICF Lexicon and SBT&P, 2014).

**BI Identity Non-Academic definition:** Is who you are and how you plan to engage and benefit others by leaving a legacy through your research, teaching, occupation, and/or service.

**Identity Development** is closely tied to **Career Development** which embodies crystallization, specification, and implementation, (Kail and Cavanaugh, 2000), can be extrapolated to Undergraduate, Graduate, Faculty, and etc., Development.
The Components that Make up Your BI Identity

1. Research and/or Teaching and/or Service

2. Societally Centric Beneficial Engaged Outcomes (SCBEO)

3. Legacy in Addition to Your Field
The Five Structures of Broader Impacts (BI):

**BI IDENTITY:**
Is who you are, the way you think about yourself, the way you are viewed by the world, and the characteristics that define you based off of a process/es with stakeholders/people to achieve a societal benefit in a finite amount of time that is measured. Everyone has a BI identity.

The Broader Impacts Conceptual Framework (BICF):

**BI Identity Non-Academic definition:** Is who you are and how you plan to engage and benefit others by leaving a legacy through your research, teaching, occupation, and/or service.
Uncovering Your Nascent BI Identity Exercise...

BI Identity is Personal
Starting with Nascent Broader Impacts Identity:

- **Nascent BI Identity**
- **Developing BI Identity**
- **Maturing BI / Professional Identity**

Graduate Individual Identity Strategic Assessment Profile (GII-SAP)

Faculty Individual Identity Strategic Assessment Profile (FII-SAP)

Becoming Less Multitasking Oriented and Becoming More Impact, Success, & Legacy Generation Oriented
BENEFITS...

1. Help map out a trajectory for their career

2. Help newly people find a way to focus on what’s next

3. Provides a way for people to develop who they are as professionals

4. Provides a way for people to communicate: to the public, who they are, and what they do

5. Allows better strategic planning for people, organizations, depts..

6. Lets others know how to help and connect with you

7. *Allows one to change from a multi-tasking framework to a success and impact framework

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**Broader Impact Identity**

The Smith Collaboratory (TSC)*, using participatory and co-communal methods to produce geographic knowledge, seeks to benefit local, university, regional, and trans-border communities by investigating, understanding, and portraying the impacts of cultural policies, political atmospheres, and environmental imagery about, from, with, and in response to historically underrepresented perspectives – particularly those formulated and fostered in terms of Indigenous, gender and nation. This is done in three main ways.

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**Creative Scholarship & Research**

Interpretive study of the organizational geography and exhibition circuits of Indigenous media, as well as collaborative visualizations of Indigenous geographies.

- Recently Completed Projects:
  - Organizational ethnography of Indigenous video production and curatorial content
  - Exhibitions and related publications of societies and book chapters
  - Production of two Indigenous videos: Listening for the Rain and Reclaiming Tur Creek: A Peoples’ Line

- Future Work:
  - Video portraits of Indigenous Professionals
  - Examination of Indigenous video production in Peru
  - More media arts projects centered on geopolitical and field-based informed data

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**Teaching & Mentorship**

Post-colonial pedagogies for exploring the cultural and technological geographies of authoritative knowledge production and encouraging inquiry into how scientific diplomacy and performance changes over time and space.

- Undergraduate Courses:
  - Introduction to Human Geography
  - What is Science?
  - Justice & Landscape
  - Research Methods and Professional Development

- Undergraduate/Graduate Course:
  - Integrating Society & Environment: Qualitative Research Methods

- Graduate Course:
  - Introducing Critical Theory
  - Contemporary Geographic Thought
  - Geographies of Development
  - Critical Geopolitics

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**Community Engagement**

Catastrophic, presenting, and participating in events that showcase Indigenous media and facilitate helpful conversations about social and environmental justice.

- University of Oklahoma Screening Partners:
  - Native American Film Festivals & Symposiums
  - Department of Anthropology and Department of Geography & Environmental Sustainability
  - College of Interdisciplinary Studies
  - College of Atmospheric & Geographic Sciences

- Other Recent Screening Partners:
  - Smith Center/Climate Science Center
  - Oklahoma City Public Schools, Media Tech, and Oklahoma City Community College

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*THE SMITH COLLABORATORY (TSC)*: The integration of multi-disciplinary national/international partnerships to provide culturally supportive scholarship, teaching, and mentorship.

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The benefits increase across the continuum...
Starting with Nascent Broader Impacts Identity:

- **Nascent BI Identity**
- **Developing BI Identity**
- **Maturing BI / Professional Identity**

Graduate Individual Identity Strategic Assessment Profile (GII-SAP)

Faculty Individual Identity Strategic Assessment Profile (FII-SAP)

Becoming Less Multitasking Oriented and Becoming More Impact, Success, & Legacy Generation Oriented
Uncovering Your Broader Impacts Identity:

BI Identity Non-Academic definition: Is who you are and how you plan to engage and benefit others by leaving a legacy through your research, teaching, occupation, and/or service.

Your Nascent BI Identity

I. **Power.** Gifts and Strengths
II. **Purpose.** Calling and Cause
III. **Passion.** Motivation and Energy
Exercise I: Power:

1. What do I naturally excel at?
2. What unique characteristics describe how I am naturally wired
3. What strengths have I developed over time?
4. What gives you joy when you do it?
5. What strengths or gifts do your close friends or family members see in you?

Purpose:

1. What does the world need?
2. What am I made to do to help fill this need?
3. What can I do to make a difference and leave a positive mark?
4. What breaks my heart?
5. What’s at risk if I don’t do what I am called to do?

Passion:

1. Where do I invest most of my time, energy, and money?
2. What matters to me deeply?
3. What energizes me to take action and motivates me to make a difference?
4. What excites you in general and in your professional career

Exercise I Cont’d:

**Individual work:** Describe your research in 1 - 2 sentences!!!

List the courses you would like to teach!!!

**Group work:** Work with one other person to help you figure out what is the one word that best represents you!!!

Exercise II:
Exercise III:

I. Put your one word, plus research, plus teaching together in one - two sentences

II. Add at what level, local, state, regional, national, or international

III. Move to next section to continue to begin filling in five structures
Developing Your Broader Impact Activities (BIA) Exercise...
Fill in the Four Structures - Start with Outcomes:

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The Broader Impacts Conceptual Framework (BICF):

- **Inputs**
  - Resources dedicated to or consumed during the event

- **Activities**
  - What is done with the inputs to accomplish the goal, purpose, and objectives of the event

- **Outputs**
  - The direct products and services of the inputs and activities of the event

- **Outcomes**
  - Benefits for participants and other beneficiaries as a result of the activities and outputs of the event

**BI Identity Non-Academic definition:** Is who you are and how you plan to engage and benefit others by leaving a legacy through your research, teaching, occupation, and/or service.
The Broader Impacts Conceptual Framework (BICF):

- An explicitly societal centric framework that allows for engagement from society into the institution and engagement from the institution into society.

- An engagement-outcome-impact model for creating sustainable societal beneficial impacts.

- A framework that is relevant for an entire institution, provides insight into how the BI community and engagement community can explicitly interact.

- Provides a way to institutionalize BI and engagement, and introduces and brings together fields of study and practice - Societal Benefit Theory & Practice (SBT&P)

* Impact Identities

* Julie Risien coined this term
Writing Your Broader Impacts (BI) Successfully in NSF Proposals Exercise...
Exercise: Writing up your broader impact identity, broader impact, and broader impact activities
Hints on How to Evaluate / Assess Your NSF BI Exercise...
The Broader Impacts in Research (BIR) organization Framework for Evaluating High-Quality Broader Impacts (BI): Adopted and modified in 2014 for BIR from the Mid-Continent Comprehensive Center (MCC).

Note: Combining, specifying, and implementing who you are (identity) with what you do (teaching, research, and service) to build a beneficial legacy inside and outside the institution is critical to accomplishing high-quality BI and overall faculty success.

This is achieved by developing your Broader Impacts Identity and the development of a BI Identity canvas. After BI identity is developed, outcomes, outputs, activities, inputs can be better articulated and evaluated.

BI Evaluation Plan Information Sheet:

A BI Evaluation Plan should be an integral part of a grant proposal that provides information to improve BI programs, portfolios, projects, and their respective activities during development and implementation.

1. Have you considered the three types of evaluation plans? Yes or No?
   - If yes, consider:
     - Formative: An ongoing process of revising and improving the elements of your project.
     - Summative: A collection of evaluations at the end of the project.
   - Inputs: Formative evaluation plans can be very useful in identifying areas of need.
   - Outputs: Summative evaluation plans can be useful in identifying areas of strength.

2. Have you considered the three types of evaluation plans? Yes or No?
   - If yes, consider:
     - Formative: An ongoing process of revising and improving the elements of your project.
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   - Inputs: Formative evaluation plans can be very useful in identifying areas of need.
   - Outputs: Summative evaluation plans can be useful in identifying areas of strength.

3. Have you completed each part of the BI evaluation plan process below? This includes steps from preparation to implementation and interpretation. Yes or No?
   - Process 1: Have you developed a conceptual model of the BI project and identified key evaluation points?
   - Process 2: Have you developed a conceptual model of the BI project and identified key evaluation points?