Public Engagement Toolkit

Grenfell Campus, Memorial University

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Welcome

Welcome to Grenfell's Public Engagement (PE) Toolkit. This document has been compiled by a team from Grenfell's Office of Engagement and is intended to assist faculty, staff, and students as they venture into the exciting and, at times, challenging world of PE. It draws primarily on *Memorial University's PE Framework* document, and Grenfell Campus' 2020-2025 Strategic Plan *Committing to Communities*, as well as on national and international best practices. We know that a few pages cannot cover everything there is to know about engagement, so this toolkit will include links to additional resources and contacts. This document is also intended as a first step toward ongoing conversations about engagement and will be updated periodically based on feedback and suggestions. We hope that this toolkit is a helpful guide for all who want to follow the path of engaged scholarship and projects.

About Grenfell's Office of Engagement

MUN's PE Framework identifies each member of the MUN-campus system (i.e., Staff, faculty, students, etc.) as the drivers of PE. One of the main goals of Grenfell's Office of Engagement is to create spaces and provide supports to make this happen. Our mission is "to embed PE and a culture of entrepreneurship at Grenfell Campus by supporting students, faculty and staff to build respectful, mutually beneficial relationships with community partners in Western Newfoundland and beyond." Recognizing the strength of the relationship between Grenfell Campus and the broader community, Grenfell's Office of Engagement continues to implement significant engagement and collaborative initiatives, including engaged research and experiential learning among faculty, students, and staff.

Grenfell's Office of Engagement is able to support PE initiatives in the following ways:
- Setting up meetings between faculty, researchers and students with existing or potential partners for engaged research or teaching and learning
- Coordinating events that provide faculty, researchers and students the opportunity to connect with extisting or potential partners for engaged research or teaching and learning
- Providing support to engaged research or teaching and learning projects that are ongoing
- Supporting the development of PE funding applications
- Connecting the campus with potential or existing partners from communities, industry, government, etc. throughout Western NL to determine opportunities for engaged research or teaching and learning

This toolkit is divided into four sections as follows. Section one explores Memorial's definition of engagement and some key questions to assist in planning engagement initiatives. Section two discusses what engaged scholarship is and how it can help strengthen careers of faculty and students. Section three explores the topic of knowledge mobilization and how is differs from and overlaps with engagement. Finally, section four offers a list of funding opportunities for engaged projects.

The toolkit also compiles resources that can help researchers, and staff implement good practices in their initiatives. It also brings to the forefront some familiar challenges in engagement and provides some ideas on how to address these. Finally, it provides contact information for various units and departments within Memorial University for assistance on important topics.

1.1 What is PE?

The term 'Public Engagement' (PE) is broadly used in a range of sectors, including arts and heritage, the private sector, and various levels of government. As can be expected, each sector tends to define and measure it differently. At Memorial University, PE is defined as "Collaborations between people and groups within Memorial and people and groups external to the University – i.e., the "public" – that further Memorial's mission. Drawing on the knowledge and resources brought by all involved, PE involves mutual respect, mutual contributions and mutual benefits for all participants." As Newfoundland and Labrador's only University, Memorial's mission is deeply connected to its communities. Our mission inserts us into community in a unique way. Thus, PE for furthering the university's mission means, engaging so that faculty, students and staff can make this contribution as relevant as possible.

Central to this definition is the idea that engagement is primarily a two-way process that requires trust, or at least, the willingness to develop that trust. Another key factor at the heart of this definition is the key value of mutuality, not only related to benefits, but more broadly to contributions to knowledge, skills, financial contribution and so on. As Figure 1 illustrates, engagement is ideally a relationship where all parties make mutual contributions and obtain mutual benefits, and that is implemented through a myriad of activities. It must be noted that the engagement activities you choose will depend on the objectives that all parties identify. We will discuss more about the various levels of engagement in section 1.3.
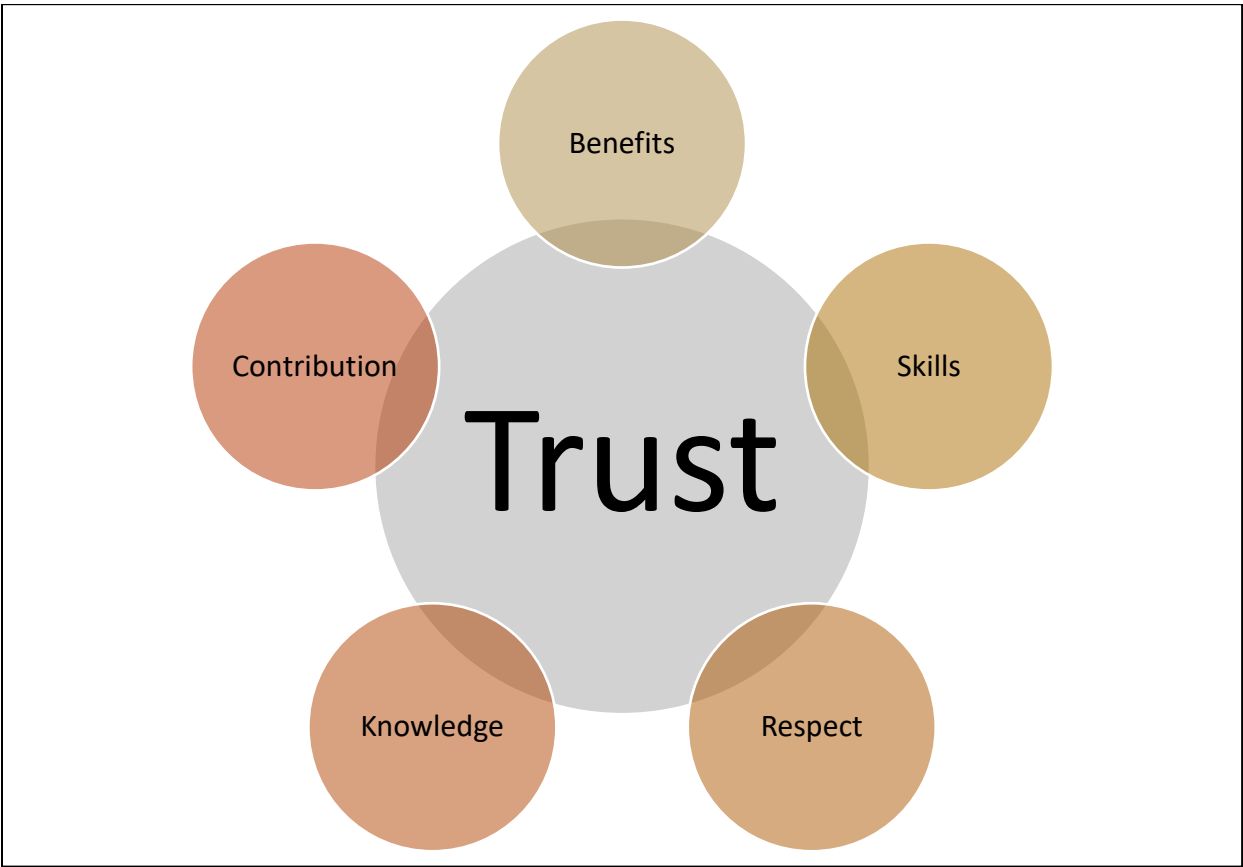

Figure 1: MUN's PE Engagement Framework

The two-way nature of PE means that, while Memorial researchers share expertise, knowledge, and resources in response to civic opportunities and needs, the university is also enriched and advanced by the unique perspectives, knowledge, experience, and expertise of communities, industries and other participating stakeholders or partners.

Engagement categories

Memorial's PE Framework[i] categorizes PE activities into the three areas of faculty activity. These areas may (and often do) overlap and include a) teaching and learning, b) research, scholarship and creative activities, and c) service activities.

Engaged *teaching and learning* includes the development of experiential learning opportunities with a community, industry, or non-profit partner such a field trip or a collaborative course. Engaged *research, scholarship and creative activities* include examples such as a collaborative art exhibit incorporating non-university artists, or research done through a partnership to address problems raised by industry or communities. Engaged *service activities* include the work that many members of our staff and faculty carry out as they serve on boards of local organizations. Additionally, the work carried out by various academic units and departments in community and regional capacity building would also fall under the service category.

Levels of engagement

As mentioned above, PE cannot be a single, blanket approach that is implemented between the university and the public. Outside of PE activities, there are many reasons why researchers or university representatives would reach out to communities, industries, and governments such as providing requested information, undertaking consultations, or community and regional capacity building collaborations. One key thing to keep in mind is that an engaged scholar or staff member will always foster respect and trust, regardless of the level of engagement being undertaken.

Figure 2 on the following page provides a visual representation of the various levels of public or stakeholder engagement; it is based on the IAP2 Spectrum of Public Participation and incorporates modifications made by Bammer (2020)[ii]. You may find additional information on the IAP2 Website: https://www.iap2canada.ca/foundations

STAKEHOLDER ENGAGEMENT SPECTRUM

The following engagement framework and spectrum draws from, and is consistent with, Memorial University's definition of public engagement.
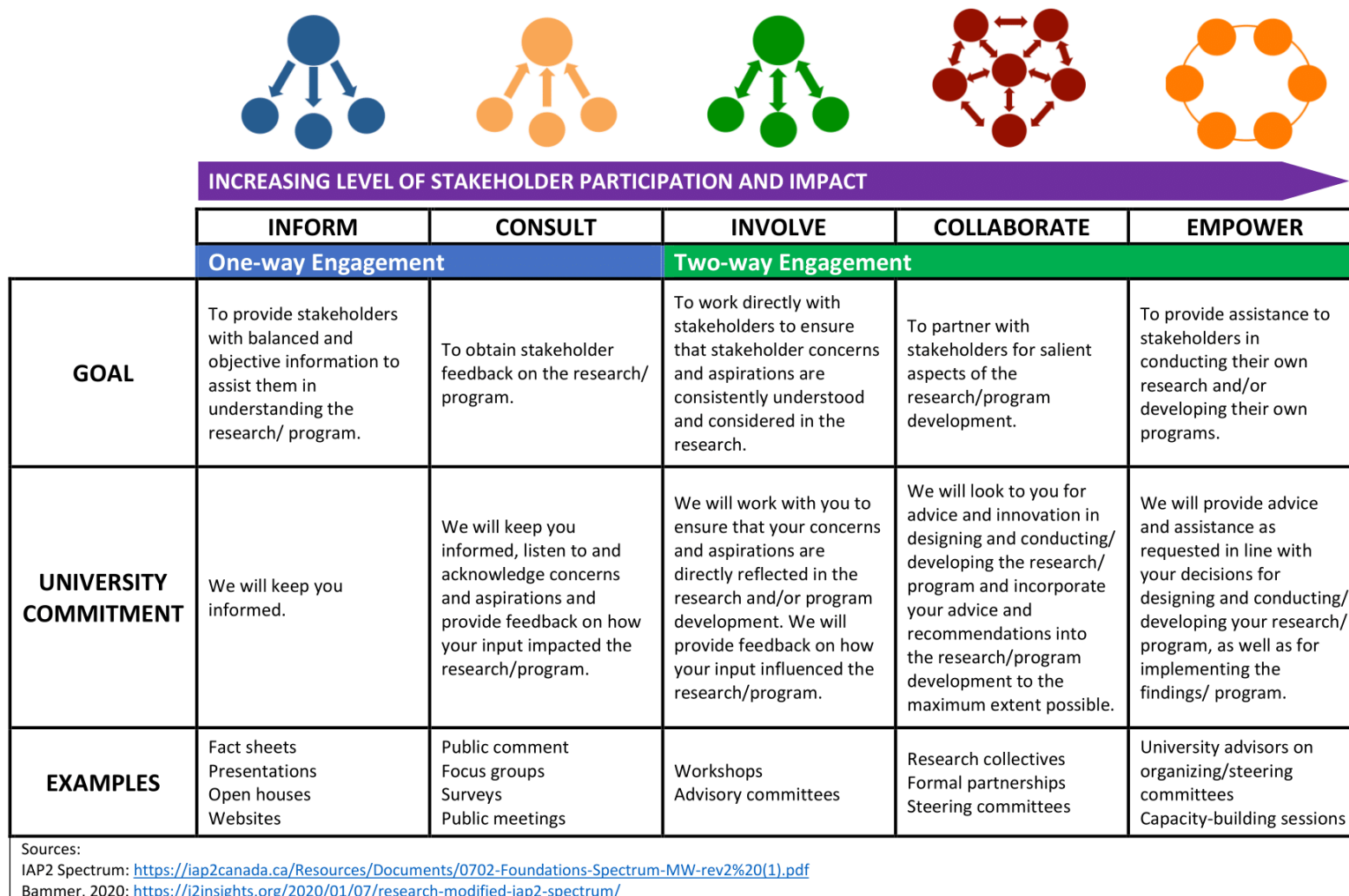
INCREASING LEVEL OF STAKEHOLDER PARTICIPATION AND IMPACT

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
	One-way Engagement		Two-way Engagement		
GOAL	To provide stakeholders with balanced and objective information to assist them in understanding the research/ program.	To obtain stakeholder feedback on the research/ program.	To work directly with stakeholders to ensure that stakeholder concerns and aspirations are consistently understood and considered in the research.	To partner with stakeholders for salient aspects of the research/program development.	To provide assistance to stakeholders in conducting their own research and/or developing their own programs.
UNIVERSITY COMMITMENT	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations and provide feedback on how your input impacted the research/program.	We will work with you to ensure that your concerns and aspirations are directly reflected in the research and/or program development. We will provide feedback on how your input influenced the research/program.	We will look to you for advice and innovation in designing and conducting/ developing the research/ program and incorporate your advice and recommendations into the research/program development to the maximum extent possible.	We will provide advice and assistance as requested in line with your decisions for designing and conducting/ developing your research/ program, as well as for implementing the findings/ program.
EXAMPLES	Fact sheets Presentations Open houses Websites	Public comment Focus groups Surveys Public meetings	Workshops Advisory committees	Research collectives Formal partnerships Steering committees	University advisors on organizing/steering committees Capacity-building sessions

Sources:
IAP2 Spectrum: https://iap2canada.ca/Resources/Documents/0702-Foundations-Spectrum-MW-rev2%20(1).pdf
Bammer, 2020: https://i2insights.org/2020/01/07/research-modified-iap2-spectrum/

Figure 2: Stakeholder Engagement Spectrum

1.2 Who are we engaging?

Memorial University's PE Framework defines the 'public' as "people and groups outside of the University" (p. 6). This definition encompasses diverse demographics with various interests, values, problems, and contexts. In the context of PE, different terminology can be used to refer to these individuals and groups such as citizens, residents, or stakeholders, the latter referring to those with an interest in a particular place, issue, topic, or matter at hand. Planning for engagement activities, it will be important to think about which sector of the public is being engaged. It is often useful to understand the 'public' as groups (often overlapping; sometimes informal or even not-yet-organized) of people based on some shared characteristic(s). In general, all public groups fall under one of four categories: a) the general public, b) civil society, c) businesses, and d) the public sector.[iii] Figure 3 below lays out these categories.
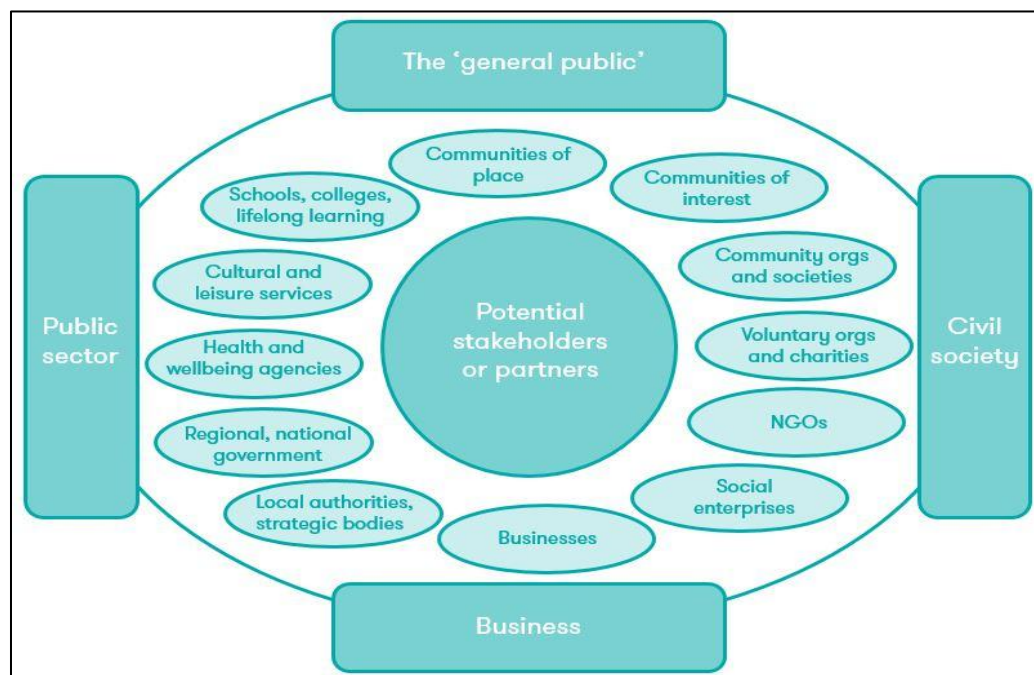

Figure 3: Who is The Public? (Source: National Coordinating Centre for PE [iii][iv]).

Below are some basic principles for researchers to consider when engaging each of these unique sectors. These principles are not exhaustive but provide a good starting point. They were developed by the National Coordinating Centre for PE. Please see the resources list at the end of section 1 for more information about these principles.

Principles for engaging with industry

- Have clear partnership objectives that align with the expectations and needs of both industry and the university.
- Reach out to the office of engagement to find out about previous, current, and planned projects with related businesses, or to help make contact or build the relationship.
- Develop partnerships incrementally, perhaps by starting to work with a business in an advisory capacity.
- Be clear and realistic about what you can offer and about your limitations.

- Plan regular review meetings to facilitate communication, monitor progress, and manage expectations.
- Celebrate and promote the partnership whenever possible to key stakeholders.

Principles for engaging with government

- Acknowledge and respect the expertise and needs of the government entity you are working with.
- Keep in mind that the department or government organization you are partnering with may have their own priorities and evaluate whether your project objectives can align with these.
- Consider applying for financial support for engagement with governments.
- Detailed, clear, and consistent reporting on financial support is essential for government-funded projects. Make sure you keep the necessary records to make drafting these reports easier.

Principles for engaging communities

- Respect and appreciate local and Indigenous knowledge which resides within the community. Remember that the community is the expert when it comes to their lived experience.
- Aim for equitable collaboration with community partners by planning joint governance, development, evaluation, and dissemination structures/activities.
- Think of the specific assets of knowledge and expertise that both the university and the community can contribute.
- Consider the specific needs and challenges that emerge out of the community's context.
- Where possible establish long-term, strategic approaches since communities will not usually welcome short-term initiatives.
- Always plan for a final report or other creative ways to mobilize the knowledge that emerges out of the partnership (according to project agreements).

Principles for engaging other academic institutions

- Plan and communicate. Make early contact with the academic institution to discuss expectations and share ideas.
- Be clear about your expectations and how you are planning to achieve them.
- Keep in mind that every institution can have different rules, guidelines, and deadlines for projects and relationships.
- Think about conflicting priorities and how your activity might align with the priorities of the partner institution.
- Evaluate and get feedback to improve future partnership activities.

Principles of Engaging with Indigenous people[1]

- Engage with Indigenous communities early in the research or project creation process
- Become familiar with local history and past university engagement and how these may relate to colonization
- Identify decision-making structures and priorities in the community through ongoing conversation

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[1] For additional information, please visit:
https://www.mun.ca/research/Indigenous/Principles_of_Engagement_.pdf

- Be ready to acknowledge and be informed by local knowledge systems, keeping in mind that these will vary from one Indigenous community to the next
- Remember that consent needs to be ongoing and must respect collective and individuals aspects

Finally, the challenge of fatigue must be considered when deciding to engage with the public. Community-engagement can lead to fatigue experienced by partners[iv] particularly in rural, small town, or Indigenous community contexts. Participants can get tired of repeated invitations to research or engagement projects and are less likely to participate if results are not effectively communicated or provide measurable impact for communities. Traditionally, research results are shared through formal report writing, however non-academic formats may be favored to increase accessibility and utility of results. Non-academic forms of project deliverables include podcasts, blogs, news releases, infographic, brochures, posters, billboards, flyers, videos, etc. For more guidance on reporting project outputs and dissemination products, see Health Bucks Evaluation Toolkit.

Additionally, community collaborators often participate as volunteers. Increasingly, engaged researchers are finding ways to compensate participants for their time by budgeting for this in funding applications. Compensation refers to anything given to participants as remuneration for their time, donated community space, equipment, or other implications during a project. It can be monetary or non-monetary and can be provided in various forms, such as cash, gift cards, vouchers, etc.[v]. It is important to note that compensation is different from- and often in addition to- reimbursement, in which participants are offered reasonable out-of-pocket expenses associated with participating in a study (e.g., travel costs, parking). More resources on compensation practices are provided at the end of section 1.

1.3 Why engage?

At Memorial University we strongly believe that PE is crucial for the institution to reach its fullest potential as an academic institution, so much so that it is a central theme in Grenfell's Strategic Plan. Historically, Memorial's campuses have provided vital support in regional development with communities as catalysts of innovation for our students, faculty, and staff. The University recognizes that, as Newfoundland and Labrador's only university, we have a unique commitment to the people of our province.

When we engage the public, we benefit as we become stronger academically and can promote learning experiences with concrete real-world applications for our students. Some of the main benefits of engagement include [vi, vii, viii]:
- Improved research quality, accountability, and greater research impact
- Increased trust and public support for the University
- Improved local capacity, entrepreneurship, and innovation
- Improved student experience and employment prospects (i.e., transferable skills).
- Improved individual experiences for faculty, students, and staff (human connections).

Navigate and regional, economic development

The university's public engagement initiatives and insertion in civic society can also be a catalyst for regional economic development. The Office of Engagement also fosters a culture of innovation and entrepreneurship on campus and in local communities through the Navigate Entrepreneurship Centre. With the mission "to transform and grow our communities through entrepreneurship," Navigate is a champion of entrepreneurship in

Western NL, providing business coaching and support to the local entrepreneurial community and to students, faculty, staff, and alumni of Grenfell Campus. Additional information on how Navigate can help local entrepreneurship can be found on their website: https://navigatesmallbusiness.ca/

1.4 The values behind engagement

Memorial's vision for PE aims to make our University "a world leader as an engaged public university, through our special obligation to the people of Newfoundland and Labrador" [i] (p. 9). The values outlined on Figure 4 are key to attaining this goal.
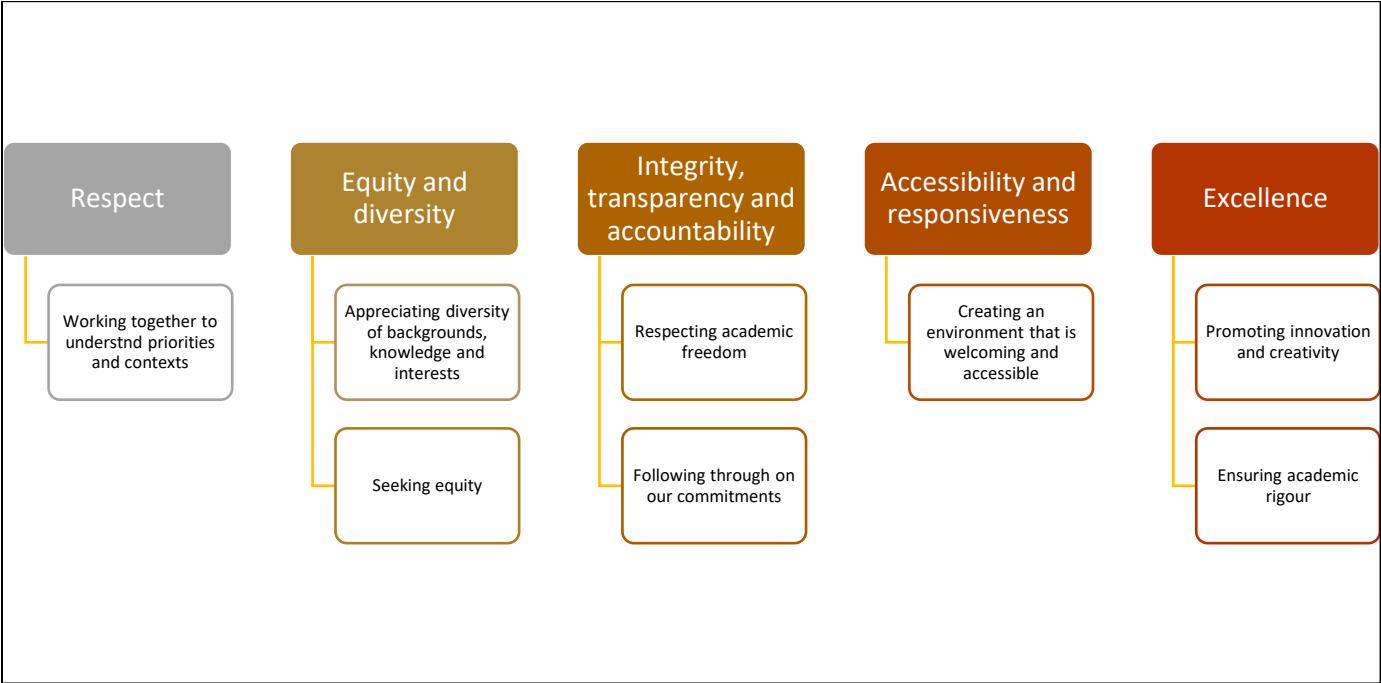

Figure 4: MUN's PE Values

1.5 How to build strong partnerships

A partnership with the public can be viewed as a high-order, potentially rewarding, yet often resource-intensive, form of PE. In terms of depth of engagement, and overall complexity, partnerships exist at the opposite end of the PE continuum from information dissemination. The act of engaging in a partnership is often much more challenging than sharing information. Although partnerships are not needed for every PE context, developing, and maintaining productive partnerships is an essential objective and activity of most ambitious, productive, and successful PE initiatives or programs. There are many ways that a researcher can benefit from strong partnerships: some partners inspire great ideas, some provide essential insights and knowledge, some help to design engagement activity, some help with professional development, and some can assist in reaching a wider audience, etc. [ix]. Here are some things to keep in mind as you build successful partnerships:

Before you begin:

- Invite the involvement of your partners at the start of idea development
- Outline mutual expectations
- Decide leadership, roles, and responsibilities
- Keep partners informed
- Identify goals and objectives, key milestones and deliverables for each partner

Staying in touch

- Maintain regular contact with each of your partners
- Schedule regular opportunities to check in
- Schedule regular planning meetings
- Reflect and monitor your progress continually and adjust where necessary.

Respecting partners' needs

- Find out the working style of your partners and consider their methods when planning their involvement
- Consider and respect your partners' constraints and responsibilities within their own organization

Accountability

- Ensure that both (or all) entities deliver on commitments
- Share knowledge and reports as appropriate at the end of the project
- Provide follow-up once the project has concluded

Figure 5: Steps for successful partnerships (adapted from National Coordinating Centre for PE. Partnership working principles[ix][x]).

- Canada's Strategy for Patient-Oriented Research. (2017). *Compensation Guidelines for Engaging Patients as Partners in Research*. https://diabetesaction.ca/wp-content/uploads/2018/02/CIHR-DRAFT-SPOR-Compensation-Guidelines-for-Patient-Partners-in-Research-draft_CLEAN.pdf
- Health Bucks Evaluation Toolkit. *Dissemination of Findings: How to Share Results.* *http://www.centertrt.org/content/docs/intervention_documents/intervention_evaluation_materials /health_bucks/5_dissemination_of_findings.pdf*
- IAP2 Canada / AIP2 Canada. *Public Participation Spectrum.* https://www.iap2canada.ca/foundations
- National Coordinating Centre for PE. (2017). *Working with Local Communities.* *https://www.publicengagement.ac.uk/sites/default/files/publication/working_with_local_communit ies.pdf*
- National Coalition for Dialogue and Deliberation. Welcome to NCDD. https://ncdd.org
- National Coordinating Centre for PE. (n.d.). Partnership working. https://www.publicengagement.ac.uk/do-engagement/partnership-working
- National Coordinating Centre for PE. *Partnership working principles.* https://www.publicengagement.ac.uk/do-engagement/partnership-working/partnership-working-principles
- National Coordinating Centre for PE. Who Are the Public? https://www.publicengagement.ac.uk/about-engagement/who-are-public
- The Government of Newfoundland and Labrador, Office of PE. *PE Guide*. https://www.gov.nl.ca/pep/files/Public-Engagement-Guide.pdf
- University of Toronto. (n.d.). *Compensation & reimbursement of research participants*. https://research.utoronto.ca/compensation-reimbursement-research-participants

Section 2: Engaged scholarship

2.1 What is engaged scholarship?

The term "Engaged Scholarship" was introduced by [Ernest Boyer (1996)](x) as "connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers, and to our cities..." (p. 19). We can think of engaged scholarship as an umbrella term that encompasses academic life, namely research, teaching, and service. This is illustrated in Figure 6.
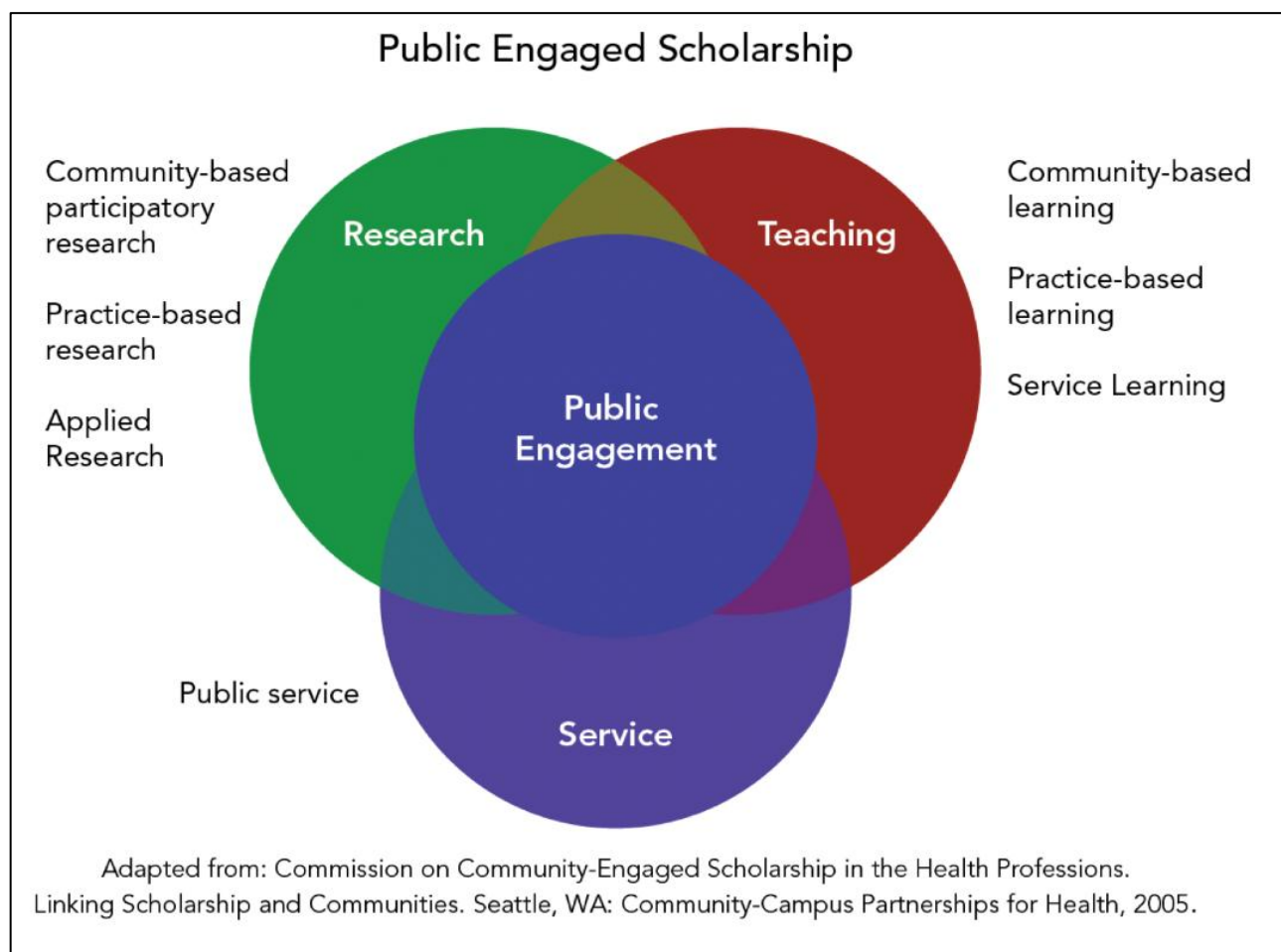

Figure 6: ENGAGED SCHOLARSHIP (SOURCE: MUN's PE FRAMEWORK, P. 7)

2.2 Engaged research vs. engagement

As a subcategory of engaged scholarship, engaged research specifically brings rigorous academic inquiry into collaborative relationships with the public. In this type of research, the questions, and objectives to be addressed reflect both the public and the academic researcher's concerns and seeks to address context-specific societal challenges. Engaged research is not only about recruiting research participants and/or dissemination of research via outreach activities. Instead, engaged research requires the meaningful and active collaboration of stakeholders throughout project and beyond. More information about engaged research practice and principles can be found on the resource list for section 2.

2.3 Qualities of an Engaged Scholar

Engagement requires a range of skills, personal qualities, and reliable techniques. Figure 7 outlines some of these qualities.[xi] An engaged researcher, educator, or facilitator must develop their communication, empathy, and reflections skills as follows:
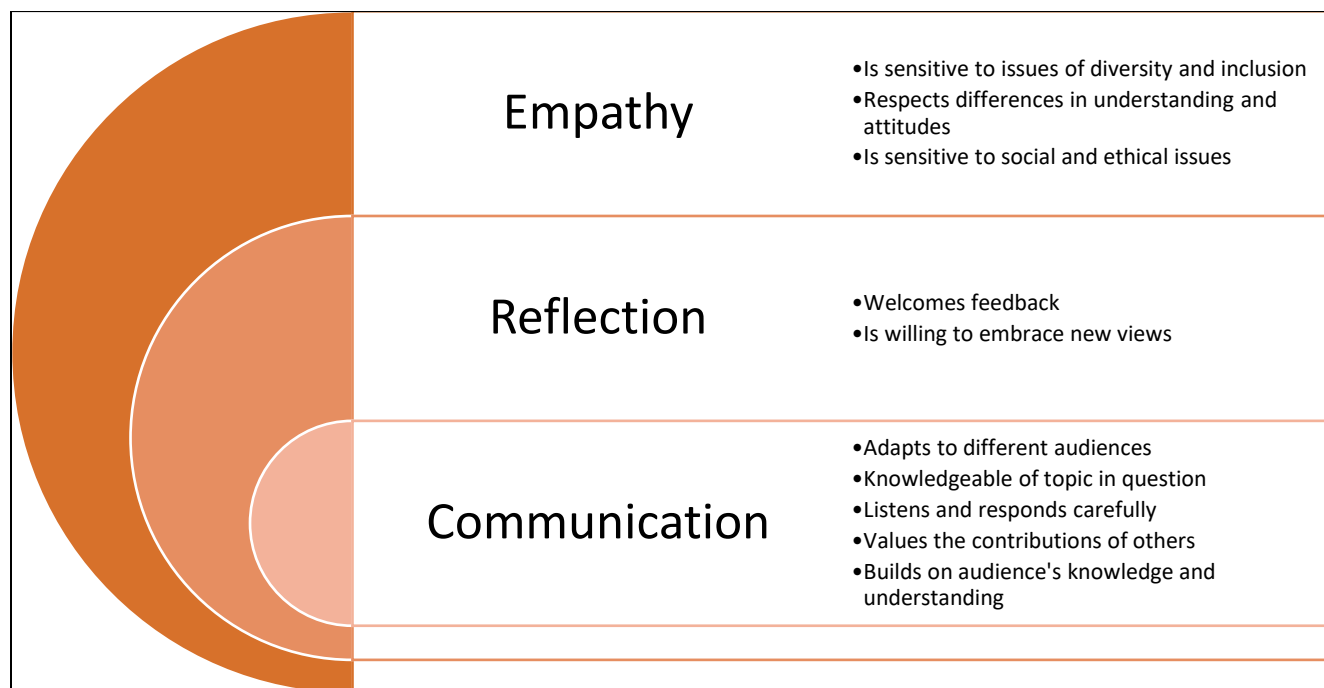
Empathy
- Is sensitive to issues of diversity and inclusion
- Respects differences in understanding and attitudes
- Is sensitive to social and ethical issues

Reflection
- Welcomes feedback
- Is willing to embrace new views

Communication
- Adapts to different audiences
- Knowledgeable of topic in question
- Listens and responds carefully
- Values the contributions of others
- Builds on audience's knowledge and understanding

Figure 7: Qualities of an engaged scholar (SOURCE: Johnson, Williams, & Manners, 2010).

2.4 Engagement and promotion and tenure

The promotion and tenure (P & T) process guides the career path of academics, and engagement can add to your portfolio in meaningful ways. At MUN, the criteria for P&T , which is outlined on its official Collective Agreement[xii] (Article 12), considers a candidate's performance in their field as a teacher and researcher. Faculty can significantly increase the impact of their teaching practice through engaged learning. Additionally, knowledge creation and knowledge mobilization can improve academic publications through collaborative work with partners. Engaged scholarship certainly takes more time and effort, but it can strengthen your practice and your P & T application.

2.5 Students and Engaged Scholarship

Students are offered engaged learning opportunities through partnerships with communities or organizations. These provide them with transferable skills that can meet the needs of employers in Newfoundland and Labrador and beyond. These engaged learning opportunities come in the form of in-class projects or assignments where students work with an external partner to create a deliverable. Additionally, there are opportunities for engaged learning through research that is conducted at the undergraduate and graduate level under the supervision of a faculty member.

In addition to in-class engaged learning, students can participate in co-curricular or outside the classroom activities that provide them with a variety of skills. These opportunities can be articulated as part of the Grenfell Campus co-curricular record and then inform a student's resume. You may find a link to our co-curricular record website at the end of this section. The experiences students have through cirricular and co-curricular engaged learning are important for career development not only through the skills developed, but also for the networking opportunities made available through these opportunities.

2.6 A road map for PE

Guiding questions

The key to successful PE under any of the three categories of teaching and learning, research, and service is careful planning. Before getting started, it is important to think about the following five questions [xiii]. This section will offer further reflections on these questions.
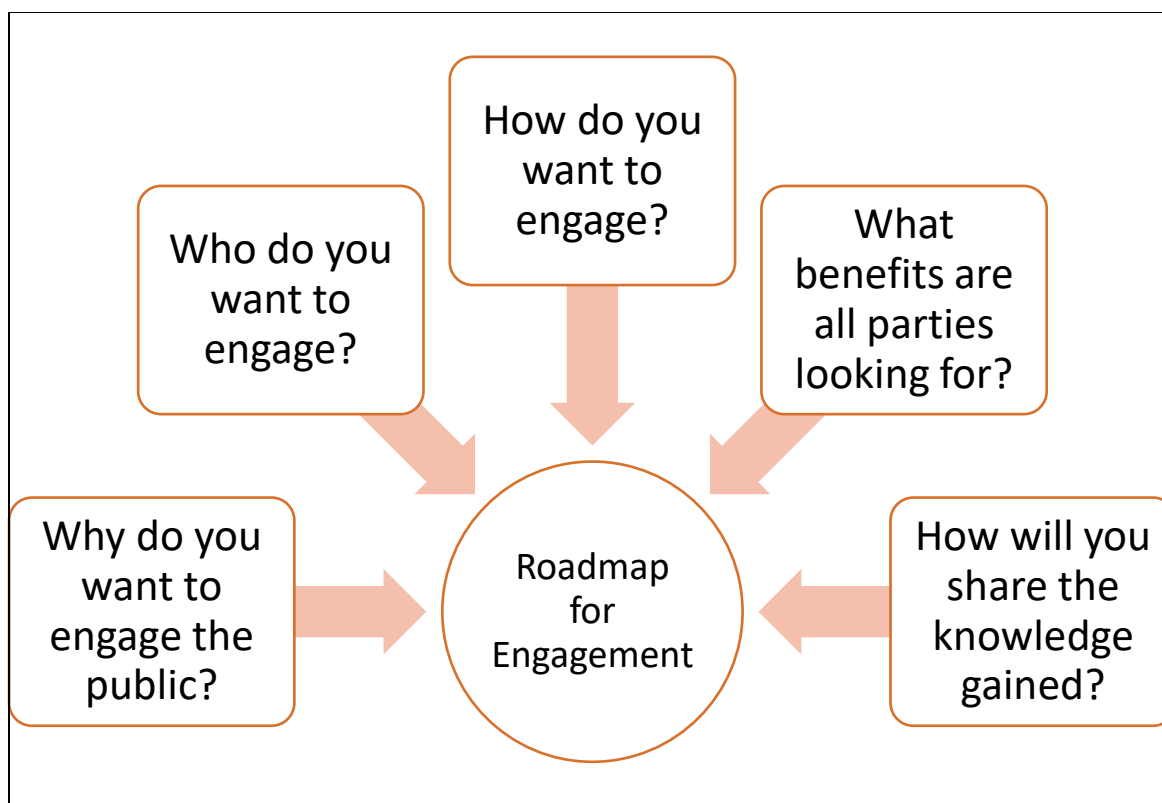
Figure 8: Drafting your engagement roadmap

A. Why do you want to engage the public?

There might be a range of reasons to engage the public and the approach to engagement that you implement will be informed by this reason. Are you seeking to inform, consult or gather data? If so, you may be implementing one-way processes of data collection or knowledge sharing. You may also be looking to engage in two-way collaboration if you have mutual benefits in mind such as when you are hoping to co-create knowledge with the public. For example, when you enter into projects that involve partners in decisions or planning, collaboration, or processes of empowerment you will need to implement multi-directional relationships of

exchange. It is possible to have more than one reason for engagement and that sometimes it is appropriate to implement one-way processes if that is what the external partner is looking for. Some common guiding reasons for engagement include[xiv, xv] (see resources at the end of this section for more information about reasons to engage the public):

Aspirational
- to inspire the public about knowledge in a particular disciple
- to give opportunities for researchers to share their enthusiasm for their subject by engaging with different audiences

Promotional
- to raise the profile of the university or researcher
- to encourage recruitment to degree programs

Learning-driven
- to teach and inform the public about a specific body of knowledge
- to communicate the findings of research to the public
- to implement experiential learning opportunities for students

Consultation driven
- *to consult and listen to public views*
- *to better understand public views relating to a particular research area*

Collaboration driven
- to build better public relationships that benefit all stakeholders
- to improve community capacity and regional development through innovation and entrepreneurship
- to involve the public in developing research questions, research design and knowledge co-creation

B.   Who do you want to engage?

An essential part of PE planning is to think about who you want to engage with. The group you want to engage with depends on the nature of the planned initiative and reasons to engage. Successful PE initiatives are context-specific and work with key, local actors and/or stakeholders rather than the broadly defined "general public." As we identify our target partner, group, or collaborator, it is crucial that we be mindful of that group's history, as well as its priorities. Engaging business partners, for example, may require that we pay special attention to timelines as businesses and industries often need prompt results to their questions due to rapidly changing business contexts and markets.

Different contexts require different approaches to engaged scholarship. For example, engaging in research activities with Indigenous communities requires respect and acute awareness of the history of colonialism perpetuated by research that has disproportionately alienated Indigenous groups from research activities and has traditionally dismissed / invalidated Indigenous knowledge systems. Grenfell's Office of Research and the Office of Indigenous Affairs at MUN offers a wide array of resources for carrying out research and engagement with Indigenous communities. Additional information can be found on Grenfell's website: https://grenfell.mun.ca/academics-and-research/Pages/Research/research-ethics/Indigenous-Research.aspx or MUN's website: https://www.mun.ca/indigenous/. All research impacting Indigenous groups must adhere to Memorial University's Policy on Research Impacting Indigenous Communities.

C. How do you want to engage?

How you want to engage the public depends on the responses to the questions: why do you want to engage, and who do you want to engage? Defining the purpose and target audience or partners might help to co-design the most effective method. For techniques and methods for engaging the public, please see NCCPE's guides on methods that also include skills required, things to bear in mind, and cost and time requirements.[xvi]

D. What benefits are all parties looking for?

It is important to identify the potential benefits for you (and the University), and for the sector of the public that you are engaging (i.e., government, community, industry, etc.). This expected benefit will guide your deliverables and the commitments that you make to your project partners. Will there be privacy considerations regarding your research findings or your project outcomes that will prevent you from or limit sharing knowledge or reports?

E. How will you share the knowledge gained?

Engaged research projects in particular are likely to generate knowledge that is relevant to partners, including co-created knowledge. Also, academics are likely to want to make contributions to the body of knowledge fostered by their academic field or discipline. This contribution will also need to honour any commitments made to the collaborators related to the knowledge produced or co-produced. For example, in many cases it would be appropriate to share publications in draft for review for input by a community that co-created knowledge with the researcher. Often, these commitments are outlined in collaborative research agreements (see section # below).

Publishing in an academic context cannot be the only way knowledge emerging from engaged research is shared. For engaged scholarship to have an impact beyond academia, knowledge needs to be "mobilized," that is, it needs to be the focus of further dissemination and conversation with communities, industry partners and even government. More information on knowledge mobilization can be found under section # below.

2.7 Addressing social and ethical issues

It is important to prepare yourself to deal with any social or ethical issue that may arise during the implementation of the intended PE initiative such as community capacity building sessions, focus groups, etc. These may include accessibility of activities (time of day, physical barriers, safe spaces, etc.) To address these, the guiding questions outlined above will help begin to identify areas of attention related to the context of partners and stakeholders. It is also important to engage in conversations about context, backgrounds, and concerns with intended collaborators and partners. Additional ideas can be found here: Social and ethical issues.

In the case of engaged research, all activities will need to obtain clearance from the Research Ethics Board (REB) prior to starting. Other engagement such as experiential learning activities and service do not need REB approval. However, they must adhere to Memorial University's engagement values. Students are also expected to follow the Student Code of Conduct when officially engaging with partners.

When engaging the public in discussion forums such as focus groups or engagement sessions, it is possible that conflicts among participants or community facilitators may arise due to differences in opinion. It is important to provide students with support when they are facilitating such groups or sessions and that you consult or include professional facilitators if possible. You may always reach out to Grenfell's Office of

Engagement, MUN's Office of PE, or the Harris Center for guidance. If you are engaging Indigenous partners, you may find additional resources here: MUN's Policy on Research Impacting Indigenous Groups

2.8 Evaluation

The last step of successful planning is to prepare for evaluation. The evaluation will enable you to identify:
- Factors that contributed to the project's success or failure
- The return on investment (such as your investment of time and financial resources)
- Measurable change for partner regions/communities

Evaluating PE is a particularly challenging task because of the diversity of stakeholders and their priorities. Thus, including the voice and perspectives of all stakeholders becomes much more important when evaluating your initiative. Although evaluation itself can take place before, during, and after the activity, it is best to develop an evaluation strategy at the beginning. Developing an evaluation plan at the beginning of your intended PE activity helps to think about what you want to achieve, how you will achieve it, and how you will know if you have achieved it. A careful look at your project plan even before it is launched can help maximize its impact and benefits for you, your students, community, and partners[xvii]. The following link provides a list of useful resources for planning your project's evaluation: Evaluation Resources (also included at the end of this section).

Looking at your project from a reviewer's perspective can help to organize your plan. It also can help increase your success rate with funding applications. Here is a link to an example of how reviewers may assess a research project's impact plan[xviii]: Assessing Impact Plans

2.9 Reporting and delivering on commitments

Memorial's PE values emphasize that researchers and engagement personnel need to follow through on their commitments to their partners. These commitments will certainly vary depending on the level of engagement, its goal and objectives, and the characteristics of the group or partner with whom we engage. As researchers who benefit from the knowledge that we gather from our participants and collaborators, it is important to share the project or research outcomes with others in ways that go beyond traditional academic platforms.

Because engagement is not a one-size-fits-all experience, there are times when academic freedom or the nature of the research we have carried out (such as in the case of medical sciences, psychology, etc.) requires that the privacy and anonymity of research participants be safeguarded. Because of this, it is important that we set those boundaries with our partners at the beginning of our project planning stages. Often, researchers and partners set these boundaries through various mechanisms. Figure 9 outlines some of these tools for outlining mutual commitments. See Resources at the end of this section to get more information about each of these tools.
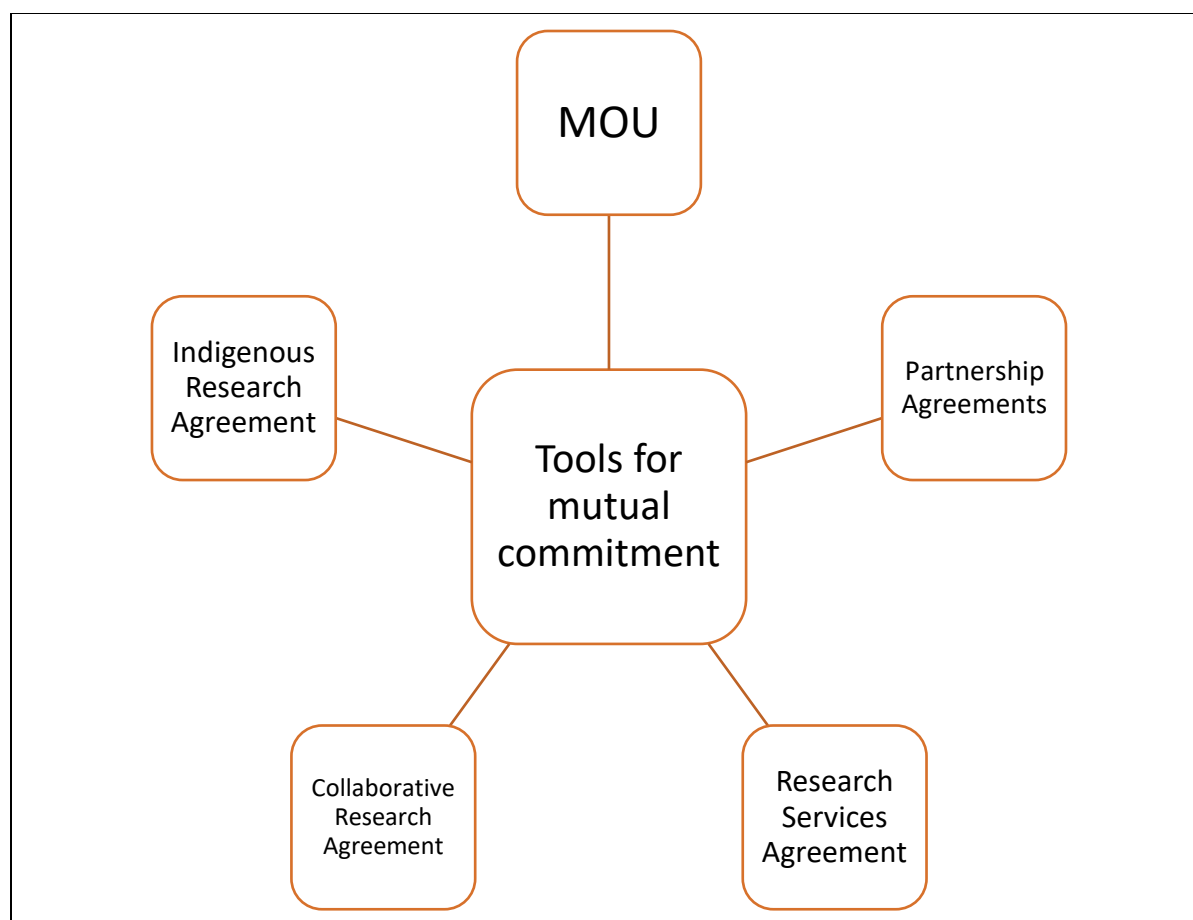
Figure 9: Common tools for outlining commitments

Memorandum of Understanding

A memorandum of understanding (MOU) is a bilateral or multilateral agreement between parties intending to build a formal partnership. The MOU indicates the willingness of parties to move forward with a contract and is not a legally binding document. Thus, it is considered as the starting initiative to define the scope and purpose of the negotiations[xix].

Collaborative Research Agreement

A collaborative research agreement (CRA) involves the mutual benefit of the research to the researcher and sponsors with shared rights and access to the results. In this type of agreement, the scope of the research project is defined jointly by the researcher and partner or sponsor[xx].

Indigenous Research Agreement

An Indigenous research agreement (IRA) ensures that researchers adhere to guidelines related to the way in which data should be collected while engaging with Indigenous partners. It also ensures that data and information is "protected, used and shared in partnership and in accordance with Indigenous priorities"[xxi]. A link to a template provided by MUN can be found at the end of this section.

Partnership Agreements

A partnership agreement (PA) is a legal document that details the partnership relationship between two or more parties. It is a legally binding contract and governs the relationship between parties as stated throughout the life of partnership[xxii].

Research Services Agreement

A research service agreement (RSA) is a contract agreement usually signed between the university and sponsor. It ensures the delivery of specific services by the university, the use of the university equipment, and reporting the results of the research to the sponsor[xxiii].

At MUN, the Research Grants and Contracts Services Office can assist with more in-depth information and provide more case-by-case guidance regarding these collaboration tools. More information can be found on their website: RGCS.

Section 2 Resources

- Campus Engage. *Engaged Research Practice and Principles.* http://www.campusengage.ie/wp-content/uploads/2019/01/Engaged-Research-Practice-and-Principles-Web.pdf

- Grenfell Campus' Co-Curricular Record: https://grenfell.mun.ca/academics-and-research/Pages/Co-Curricular-Record/about.aspx

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- National Coordinating Centre for PE. Evaluation resources. https://www.publicengagement.ac.uk/do-engagement/evaluating-public-engagement/evaluation-resources

- National Alliance for Broader Impacts. Broader Impacts Guiding Principles and Questions for National Science Foundation Proposals. https://extension2.missouri.edu/media/wysiwyg/Extensiondata/Pro/ARIS/Docs/nabi_guiding_principles.pdf

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- Marketing91. *What is a Partnership Agreement? Definition, Clauses, and Importance.* https://www.marketing91.com/partnership-agreement/

- University of Ottawa. *Research Agreements.* https://research.uottawa.ca/iss/resources-researchers/research-agreements

- McGill University, Research, and Innovation. (2018, October 01). *Collaborative research agreements*. https://www.mcgill.ca/research/research/types/collaborative

- MUN's Indigenous Research Agreement Template http://www.mun.ca/research/Indigenous/IndigenousResearchAgreementFeb_28-20.pdf

Section 3: Knowledge Mobilization

3.1 What is knowledge mobilization?

The topic of reporting and delivering, discussed above, is connected to the concept of knowledge mobilization. Knowledge Mobilization (KMb) is about making research relevant to society. It is purposeful and much more than simply disseminating findings of conducted research [xxiv]. The Social Sciences and Humanities Research Council (SSHRC) defines KMb as "encompassing a wide range of activities relating to the production and use of research results, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users" [xxv].

In section one we explored the definition of engagement from within a Memorial University context and it is important to note that knowledge mobilization itself does not fall within the spectrum of engagement. For example, giving a conference presentation or giving a talk about your research or area of expertise at a local high school or the library would not usually be considered engagement. Having said that, the way you set out to produce and share knowledge can implement elements of engagement at various stages. An example of this would be if you plan and design a series of presentations with an external partner and their input is central to how this is done, aspects of your knowledge mobilization strategy would certainly be considered engaged. To keep this distinction in mind, as a general principle, always go back to the topic of mutuality. Does the initiative bring together knowledge, skills, and expertise from all partners? And, finally, it is good to keep in mind that it is ok if not everything we do is at the highest end of the engagement spectrum. Engagement is not a one size fits all approach and, at times, a one-way knowledge sharing initiative is what our partners might be asking of us.

There are many ways to share project findings with partners and the greater public, if appropriate. These include developing and using creative products such as podcasts or documentaries and preparing and disseminating more traditional products such as reports, PE session/program summaries, and media articles. When producing a report, it is important to consider who will read the report and how you can adjust the content of the report to their needs. For technical support for creating podcasts, you may reach our IT department. The following link provides a comprehensive list of academic journals for engaged scholarship for anyone interested in submitting relevant publications: Engagement Scholarship Consortium

Memorial's Harris Center provides additional support and ideas for knowledge mobilization. You may find additional resources and contacts here: Harris Center - Knowledge Mobilization. A comprehensive list of resources can be found at the end of this section.

3.2 Developing a knowledge mobilization plan

There are four essential components of a KMb plan to maximize the impact of research as illustrated in Figure 10. Innovation York offers a detailed breakdown of each.
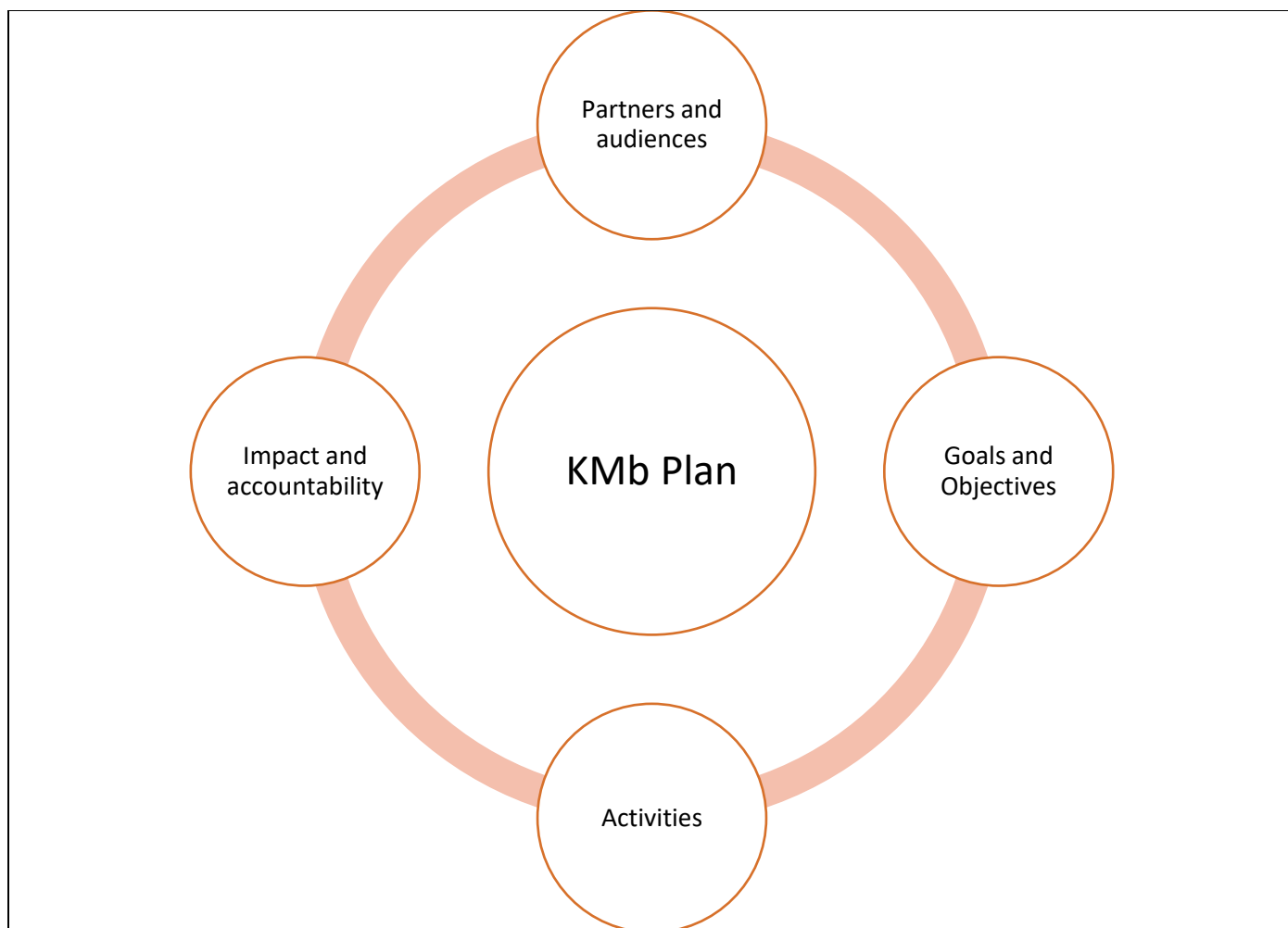
Figure 10: Components of a Kmb plan

Partners and Audiences

KMb is more effective when it is part of interactive processes and strong relationships. Essential considerations for relationships are: a) Stakeholders – who will you listen to? b) Partners – who will you work with? c) Audiences – who will you share your results with?

Goals and Objectives

Defining clear and concise goals and objectives at the beginning is an essential component of KMb planning. Project goals and objectives explain what you are seeking to achieve with your knowledge mobilization efforts. It is important to describe your goal statement in only one or two sentences to allow more space for other aspects of your plan.

Activities

KMb activities bring research to partners, stakeholders, and audiences, who can use it, learn from it, and build upon it. Choosing the right activities is an important aspect of effective knowledge mobilization. It depends on your goals and how your stakeholders, partners, and audiences like to access information.

Ontario's Center of Excellence for Child and Youth Mental Health has drafted a well-developed and clear knowledge mobilization toolkit that can be used in different contexts. You can access the toolkit here: KMb Plan

Impact and Accountability

Research impact is the desired effect or result from research such as identifiable paradigm shifts, community development or capacity building, or sustained initiatives. It happens at the level of the community member. To plan an effective KMb strategy, it is important to consider it as contributing to a broader research plan. The following questions can help develop a KMb strategy that can be evaluated: a) How will you track and account for the achievements that relate to your goals? b) What qualitative and quantitative measures will you apply? c) What is your timeline for the data collection and final reporting or KMb?

Accountability in KMb planning includes these questions:

- ***Who will be responsible for doing the work?***
  In some cases, partners, project coordinators, or even graduate students can help with KMb activities. If it is not clear who is responsible for doing the KMb work, then it is assumed that the PI is responsible for it.

- ***Is the KMb work properly budgeted?***
  Effective planning of the KMb activity budget enables smooth implementation and increases the overall impact of the activity. You may learn more about key principles that should guide a KMb plan through this video produced by Innovation York University's Knowledge Mobilization Unit: KMb Planning Principles

Section 3 Resources

- Livingston, A., S. (2012, March). How to Write an Effective Research Report. https://www.ets.org/Media/Research/pdf/RM-12-05.pdf
- National Coordinating Centre for PE. *Media Engagement*. https://www.publicengagement.ac.uk/do-engagement/choose-method/media-engagement
- Global Academy Jobs. *A beginner's guide to academic podcasting.* https://blog.globalacademyjobs.com/a-beginners-guide-to-academic-podcasting/
- Knowledge Mobilization Toolkit. *Knowledge mobilization plan.* http://www.kmbtoolkit.ca/sites/all/themes/kmb/assets/images/Knowledge_Mobilization_Planning_Form.pdf
- Innovation York, York University. *Knowledge Mobilization Planning Principles.* https://www.youtube.com/watch?v=lzV2zzv6-18
- Engagement Scholarship Consortium. *Journals.* https://engagementscholarship.org/publications-news/journals

Section 4: Funding opportunities

There are many funding opportunities to help support research and engagement activities. Below are some of the most popular ones available to researchers, staff, and students at Grenfell Campus. Additional information about each program, grant, and award can be found on their website.

- **NSERC Alliance Grants**
  NSERC Alliance Grants are designed to encourage university researchers to establish new research collaborations with private-sector, public-sector, or not-for-profit organizations.
- **NSERC Collaborative Research and Development Grants**
  NSERC Collaborative Research and Development (CRD) Grants are intended to create mutually beneficial collaborations between universities and their private and/or public sector partners.
- **NSERC Discovery Grants Program**
  NSERC Discovery Grants Program supports creativity and innovation-based research programs with long-term goals in the natural sciences and engineering in Canadian universities.
- **SSHRC Insight Program**
  SSHRC Insight Program supports social sciences and humanities research through various funding opportunities to build understanding about individuals and societies and inform thinking for solutions to societal challenges.
- **SSHRC Connection Program**
  SSHRC Connection Program supports knowledge mobilization activities as an important element of publicly engaged scholarship and as means of strengthening research agendas.
- **SSHRC Impact Awards**
  SSHRC Impact Awards are designed to motivate outstanding researchers to celebrate their research achievements, research training, knowledge mobilization, and outreach activities aimed at enriching Canadian society.
- **SSHRC Partnership Engage Grants**
  SSHRC Partnership Engage Grants let non-academic organizations and postsecondary researchers access each other's unique knowledge, expertise, and capabilities through partnered research activities.
- **Mitacs grants, funding, and fellowships**
  Mitacs funding opportunities allow researchers to establish long-term collaborations that build on research partnerships.
- **Harris Centre Sustainable Northern Coastal Communities Applied Research Fund**
  The Harris Centre provides up to $15,000 per project for up to three projects for creative and relevant applied research on the sustainability of the tip of the Great Northern Peninsula.
- **Harris Centre Thriving Regions Applied Research Fund**
- The Harris Centre provides funding up to $15,000 per project for up to three projects and support to Memorial faculty, staff, and students to build meaningful research partnerships that help promote thriving social and economic regions.
- **Harris Centre RBC Water Research and Outreach Fund**
  The Harris Centre provides up to $15,000 per project to Memorial faculty, staff, and students for creative, relevant, applied research on rural and remote drinking water issues in Newfoundland and Labrador.
- **Memorial University Catalyst Conference Fund for PE**
  Memorial's Catalyst Conference Fund for PE offers up to $5,000 to conference organizers to encourage opportunities for public participation in conference activities.
- **Memorial University Quick Start Fund for PE**

Memorial University Quick Start Fund offers up to $2500 to support new PE partnerships, projects, and initiatives.

- **Memorial University PE Accelerator Fund**
  Memorial University's PE Accelerator Fund offers up to $10,000 to faculty, students, and staff to support PE projects.
- **Memorial University President's Award for PE Partnerships**
  Memorial University President's Award for PE offers an award of $5000 to support PE partnerships, projects, and programs.
- **Grenfell Campus Vice-President's Engagement Award**
  Grenfell's Vice-President Engagement Award is an annual award given to a student, staff, and faculty to acknowledge their commitment and engagement in their communities.
- **ARC-NL Fellowships and Grants for Research on Aging**
  Aging Research Centre – Newfoundland and Labrador (ARC-NL) offers graduate fellowships, research, and development grants to support research initiatives relevant to aging in Newfoundland and Labrador.

Contact Us

Grenfell Campus' PE Toolkit was developed to help strengthen the PE initiatives of researchers and students, such as engaged research, teaching and learning, and services. It offers a snapshot of a set of important concepts, values, and strategies, as well as additional resources and contacts. We hope that you find this compilation useful and invite you to reach out to us if you have questions or suggestions or if you need any support related to your engagement initiatives.

You can connect with Grenfell's Office of Engagement as follows:

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Mery Perez
Coordinator, Center for Research, and Innovation
mperez@grenfell.mun.ca

Resources and References

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