

**INCORPORATING STUDENTS IN PUBLIC ENGAGEMENT ASSESSMENT:
AN EXPLORATORY DATA ANALYSIS**

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Abstract

Although it has been increasingly incorporated as the third mission of higher education institutions, public engagement is still a growing area of study. One avenue of this expansion is the inclusion of students in the assessment of public engagement. This report addresses this gap with a summary of findings from a survey of students at Memorial University of Newfoundland. Through exploratory data analysis, student perceptions of Memorial's public engagement capacity are presented, and their motivations, challenges, and past engagement history are described. Relationships between demographic variables and student survey responses are also suggested. While it is acknowledged that there are some limitations to the research, there is potential for this survey to strengthen Memorial's duty-bound relationship with the people of Newfoundland and Labrador through its continual administration.

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Incorporating Students in Public Engagement Assessment: An Exploratory Data Analysis

Many modern higher education institutions have a tripartite mission. Typically, the first two prongs of this mission are obvious when thinking of the goals of a university: to advance knowledge through research and to disseminate knowledge through teaching (Millican & Bournier, 2011). However, the third portion of this mission (termed the ‘third mission’ by Laredo [2007]) is often more abstract, typically centering around the provision of service to the community. This goal can cover a broad range of activities such as sharing expertise with the public, being involved in policy and planning, collaborating with others outside the institution on research, programs, and events, and much more. Together, these activities are now commonly referred to as “public engagement,” or the synonymous term “community engagement” that is found in much of the literature on the topic. There exist many definitions of public engagement, but many distill down to mean any interaction between individuals or groups inside the institution and individuals or groups outside the institution that results in mutual benefits and is based on an understanding of mutual contribution and mutual respect (Benneworth et al., 2018; Cook & Nation, 2016; Memorial University of Newfoundland, 2019).

This concept of public engagement, as well as the fixation on it by many higher education institutions, has been around for some time and may have stemmed from an increasing policy pressure on these institutions since the 1980s (Benneworth et al., 2018). Temple (1999) posits that since this time, there has been a steadily growing commodification of knowledge whereby social status is based on the ability of a person to attain, transform, and share knowledge. Thus, as the predominant source of knowledge for much of society, higher education institutions have adopted a civic responsibility to

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provide knowledge to their community, thereby enhancing the social welfare of the surrounding public.

Despite the widespread inception of public engagement as a fundamental goal, it is a concept that has proved to be difficult to implement and instill as a core practice in many institutions (Cook & Nation, 2016). As Patterson and Silverman (2014, as cited in Cook and Nation (2016)) acknowledge, reward structures for faculty, students, and even staff are still mainly based on research and teaching accomplishments. A primary example of this is the faculty tenure and promotion system, which has traditionally placed little value on public engagement activities. Additionally, many efforts to combine all three aspects of the tripartite mission (research, teaching, and public engagement) have not been successful, as one part of the equation usually suffers from the attempted incorporation of all three (Cook & Nation, 2016). For example, inclusion of community members in the conceptualization and execution of a research project may diminish the methodological rigor of the study. The challenges associated with public engagement will be discussed further in later sections.

Types of Public Engagement

To properly discuss public engagement as a concept, it is important to impart an understanding of the diverse range of activities that is encompassed by the term. There have been many attempts to generate a comprehensive typology of engagement activities, one of which was presented by Benneworth, Charles, Conway, Hodgson, and Humphrey (2009, as cited in Benneworth, Charles, Hodgson, & Humphrey, 2013). They outlined four main categories of public engagement: engaged research, knowledge-sharing, service, and teaching. Engaged research includes research projects that are carried out in

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collaboration or consultation with a community member or group, or studies that are commissioned by the public. Knowledge-sharing involves efforts of the university to build capacity in the community, through actions like consultation and the promotion of public dialogue. Service encompasses actions that enhance the accessibility of university resources, as well as actions that contribute to the social welfare of the community.

Lastly, teaching, although similar to knowledge-sharing, consists of activities like public lectures and practical education workshops that involve the direct dissemination of knowledge from those within the university to those outside. This typology makes clear that public engagement goes beyond a mere transfer of knowledge from the university to members of the public; it is a collaboration in which both parties contribute and receive.

To support this point, Falk and Vine (2017) discuss how publicly engaged research is the pinnacle of public engagement. They suggest that as a collaborative effort where both parties can offer their own expertise to the research, both researchers and members of the public have the opportunity to contribute and benefit. As an example, if a student was working with a local non-profit organization to conduct an internal evaluation project, the student would gain experience in communicating with community leaders, applying research skills they learned in class to “real world” situations, and presenting the results in an effective way to different groups of stakeholders. The community member would acquire skills in research design, would likely benefit from the research findings and would gain experience in communicating with researchers. As such, publicly engaged research clearly exemplifies the mutual contributions and benefits required for an activity to be considered public engagement.

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To further elaborate on the types of activities that qualify as public engagement, Burns and Squires (2011, as cited in Cook & Nation, 2016) suggested three distinct categories of publicly engaged research. These categories are knowledge transfer, knowledge exchange, and knowledge co-generation. Knowledge transfer, although it is a one-way dissemination of information, involves any research that is relevant to the community and then shared with them. Consultation also belongs in this category, so knowledge transfer is not altogether exclusive of collaboration.

Knowledge exchange represents a two-way interaction in which both sides contribute. Many examples of this type involve the integration of public perspectives into research questions or projects. Knowledge exchange often results in research that relates to or addresses social issues or imbalances in power due to the incorporation of the public viewpoint.

Knowledge co-creation is an entirely collaborative approach in which community members are fully involved in the creation of research questions, implementation of methods, analysis of results, and communication of findings. Research projects of this nature often involve long-term relationships between researchers and community members with the objectives of both groups being met over the course of multiple projects.

It is clear that public engagement encompasses a broad spectrum of activities, but that does not make it easy to implement in the regular activities of higher education institutions. Indeed, the vast array of activities, procedures, and stakeholders involved in public engagement has contributed to one of the greatest challenges surrounding the concept: measuring and evaluating an institution's public engagement efforts.

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Assessment of Public Engagement

A key challenge in the assessment of public engagement is that there are no standardized measurement tools or broadly-accepted indicators for measuring a university's success in engaging with the community (Mason O'Connor, Lynch, & Owen, 2011). Mason O'Connor et al. (2011) point out that as a relatively new field of research, the measurement of public engagement is not a concrete or unified practice. Many examples of public engagement and the impacts of them are not being monitored or evaluated properly and there are many wasted opportunities for researchers who are engaging with the public to advance the understanding of best practices. Additionally, as Benneworth et al. (2018) acknowledge, public engagement activities are often carried out by several different units and faculties in any given institution, making it difficult to consolidate and subsequently assess all the public engagement efforts of a single university.

Furthermore, many of the tools that do exist are not comprehensive. In their review of the most prevalent public engagement assessment tools, Benneworth et al. (2018) highlight that they all rely on reports provided by institutional and senior administrative staff. The most prestigious of these assessment tools is the Carnegie Classification, which is an accreditation-like distinction given to universities in the United States that demonstrate a high level of public engagement efforts (Carnegie Foundation for the Advancement of Teaching, 2006). The process of receiving the Carnegie Classification involves the completion of a several-hundred-page document that is completed entirely by university management and staff. There is no component of the assessment that seeks input from the other two main stakeholders in public engagement,

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students and the public. Additionally, there have been concerns that the Carnegie Classification is now seen more as a status symbol for the institution than as an actual measurement tool, so its effectiveness in evaluating the actual efforts of the institution (as opposed to the self-reported efforts) is questionable (Benneworth et al., 2018).

Another tool that Benneworth et al. (2018) reviewed was one designed by the Australian Universities Community Engagement Alliance (AUCEA; Garlick & Langworthy, 2008). This tool was notable for its inclusion of a partner perceptions survey, representing the only measurement of the experiences of community partners among all of the instruments that were reviewed (Benneworth et al., 2018). The authors lauded this tool for its inclusion of the public in assessing the public engagement efforts of the institution, signifying just how uncommon the incorporation of multiple groups of stakeholders is in the assessment of community engagement.

Another stakeholder group that is integral to public engagement but sorely missing from any of the assessment tools reviewed by Benneworth et al. (2018) is students. Indeed, their exclusion from literature on public engagement assessment is indicative of a larger theme; the general base of literature on public engagement has generally left out the perspectives and experiences of students (Fleischman, Raciti, & Lawley, 2014). Despite this distinct dearth, there have been some articles that focus on or mention students and their role in public engagement. These articles, which will be reviewed in the proceeding sections, mostly focus on the motivations, benefits, and unique challenges experienced by students when engaging with the community through university activities.

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Student-Public Engagement

Students' motivations to engage. Aside from service-learning courses and some work placement programs, public engagement does not usually factor into grades and other reward structures for students, so there is often some other motivation they have for pursuing engaged activities. As discussed by Millican and Bournier (2011), there is now an expectation for universities to produce students that can adapt their knowledge to applied contexts in the community and have a desire to be a contributing member of society. They argue that public engagement is the best way to promote these qualities in students, and there is therefore a pressure on higher education institutions, and by extension students, to engage with the community through their education. This is all to say that students may be motivated to participate in public engagement activities because of an expectation from inside the university, as well as from the public in general, that they can apply their knowledge outside the classroom.

Another factor that may contribute to a student's motivation to engage with the public is their own learning tendency. Pope-Ruark, Ransbury, Brady, & Fishman (2014) compare extrinsically and intrinsically motivated students. They describe intrinsically motivated students as being interested in higher education as a challenge or to glean some fun, enjoyment, or satisfaction of curiosity from learning. However, many of the tasks common in education, such as assignments and examinations, appeal more to extrinsically motivated students who seek a single correct answer or who are most concerned with specifically what the instructor is looking for. In this regard, public engagement activities may be particularly interesting to intrinsically motivated students who are looking to apply what they learn (and enhance their learning) in a dynamic

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context. They are more likely to see the success of their engagement as a function of their impact on the community, rather than as a function of the letter grade they received.

Further research has investigated just how important it is that students who pursue publicly engaged work are motivated to do so. Cress (2012) argues that because of the many unknown factors and challenges that are specific to public engagement, it can be a negative experience for the student if they are not interested in engaging with community partners. As such, the author suggests that public engagement activities be incorporated into coursework and program objectives so that every student, whether intrinsically or extrinsically motivated, can find incentive to engage with the public.

Challenges for student-public engagement. Despite being motivated, even the most passionate students may feel daunted by the unique challenges that arise when engaging with the public. Firstly, as discussed by Falk & Vine (2017), community-engaged work is subject to many more sources of unpredictability than typical curricular activities. Working with community partners puts the student at the mercy of deadlines and other priorities these partners have. Public engagement thus requires a student to be patient and understanding and to have keen critical thinking and problem-solving skills. If the student does not possess these qualities, the project may be more likely to become problematic or fail and thus have a negative impact on the student.

Along with these challenges, there is also the potential for uncomfortable dynamics in the student-community partner relationship that may present a challenge (Falk & Vine, 2017; Przednowek, Goemans, Wilson, & Wilson, 2018). Community partners may not value the students' perspective as much as expected, or they may not see the student as an expert. Additionally, obstacles regarding communication may be an

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issue, particularly in the case that either the community partner or student is not sufficiently comfortable to communicate efficiently or effectively enough to complete the expected work. In this manner, one student's experience on a work term or in a service-learning course may be vastly different (and sometimes of lesser quality) than that of another student. As such, student-community engagement can introduce uncontrollable factors that may affect a student's educational outcomes, which is something that not all students will be comfortable with.

Benefits for students who engage with the public. Although there are many challenges involved in successfully engaging with the public, students can reap many rewards from the process. These benefits typically fall in two categories: academic and social.

Some of the academic benefits that students may take from public engagement activities are that they will enhance their learning of academic content by applying theory to complex and dynamic contexts (Cress, 2012). Students may also feel a stronger personal attachment to a field of study after engaging with the public, as they take on the role of expert in this field when working with community members (Huddleston, 2017). One study assessed the abilities of pharmacy students before and after a public engagement project (Haddad, Ryan, Coover, Begley, & Tilleman, 2012, as cited in Huddleston, 2017). The researchers found that the pharmacy students improved in all post-engagement measures, which included skills specific to pharmacy but also items related to cultural competency and soft skills, such as confidence. Indeed, other studies have asserted that students' soft skills are enhanced through public engagement work. Isa, Yusoff, and Ahmad (2017) created a framework depicting skills like teamwork,

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leadership, communication, and critical thinking as being augmented through engagement with community partners.

Although soft skills have an impact on academic ability, they are also important to a student's social ability, which is another category of benefits that students may get from public engagement work. Much of the literature on this topic points to the influence of public engagement work on students' tendency toward civic engagement during and after their education. Students may feel a greater responsibility and passion for the improvement of the social welfare of their community (Cook & Nation, 2016; Cress, 2012; Falk & Vine, 2017; Huddleston, 2017). This commitment to public good will often carry on after they graduate, thus fulfilling the expectation of the university to create contributing and socially-minded members of society (Millican & Bourner, 2011). As such, despite the clear benefits for students, all stakeholders involved (students, the university, and the public) will benefit from student-public engagement.

The Applied Context: Public Engagement at Memorial

Just as the preceding sections demonstrate a theoretical need for research on student-public engagement, there was also an applied rationale for the research that will be presented in this report. This applied context came from Memorial University's Office of Public Engagement (OPE), which is a unit that facilitates relationships between those inside Memorial and those outside (i.e. the public). The rationale was twofold: OPE strove to address a gap in student involvement within the unit, and they wanted to complement other research they had done and were doing on the other two stakeholders of public engagement: the public as well as staff and faculty.

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Addressing the student gap. As set out in the founding legislation of the institution, and reinforced in its mission, Memorial University has a special obligation to the people of Newfoundland and Labrador: to educate the people of the province and contribute to social economic development. Engagement is integral to why the university was created and continues to permeate everyday aspects of its work.

In October 2018, delegates from across Canada and around the world convened in St. John's, Newfoundland and Labrador for the inaugural *People, Place and Public Engagement* conference to explore how universities and the public, including communities, governments, industry, not-for-profits, and others, collaborate and work together. A keynote speaker noted that future federal research funding for emerging researchers (graduate students and junior faculty) will be focused on publicly engaged projects and scholarship.

Another significant finding from the conference arose from a closing commentary regarding the limited student participation in the conference. This critical observation revealed a need to recognize and better support this unique constituent group as part of greater capacity-building efforts for public engagement.

Complementing previous and ongoing research. In an effort to evaluate the effectiveness of the guiding goals and objectives behind Memorial's public engagement activities, known as the Public Engagement Framework (PEF), interviews and survey data were collected from staff and faculty in July, 2017 (Krajewski, 2017). This data provided insight into staff and faculty's perceptions of public engagement at Memorial, and the dominant theme from the final report was that staff and faculty value public

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engagement, but they are often unable to pursue it as it is not rewarded as much as research and teaching accomplishments in the tenure and advancement process.

With the perspective of faculty and staff members gathered, the next priority of OPE was to assess Memorial's public engagement efforts from the perspective of the public. This was the main goal of my work term with OPE, as I helped draft, distribute, analyze and report on a survey of the public that received 335 complete responses. From this data, it became clear that the public is interested in engaging with the university but is generally not adequately aware of how to engage. Enhanced communication and marketing of events and activities was the main suggestion the public provided to improve Memorial's engagement with the community.

Although the focus of the public survey was to collect data from members of the community, separate streams of questions were created so that students, as well as faculty and staff, could respond. The student stream of the survey is the main subject of this report, and the descriptive results will be presented in this document.

The main research goal of this project was to assess students' opinions of and suggestions for Memorial's public engagement activities as well as to investigate their previous engagement tendencies, their motivations to engage, and barriers they experience in pursuing public engagement work. There were no explicit a priori hypotheses for this research because an exploratory data analysis approach was chosen instead of a traditional confirmatory data analysis. According to this exploratory approach, the goal of the research is to describe the central tendencies and trends of the data and investigate the relationships between variables (Tukey, 1977). Due to this "data

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diving” method of analysis, no conclusions or causal inferences are made from the data, but instead potential relationships and areas of future research are suggested.

Method

Participants

In total, 115 students participated in the survey, 105 of whom completed all questions. The ten incomplete responses were excluded from all analyses. Due to the chosen method of survey distribution, detailed in a later section, it is not certain how many students this survey reached. As such, an exact response rate cannot be calculated. However, considering the approximate student population of Memorial University is over 18,000, the results of this relatively small sample do not generalize to the entire student body of the institution and are instead specific only to this group of respondents. This will be discussed further in a later section.

Of the 105 respondents, 67 were female (64%) and 35 were female (33%), one person identified as agender (1%) and two people did not wish to disclose their gender (2%). Regarding other personal attributes, 17 people identified as a member of a racialized group (16%), 13 identified as a member of the LGBTQ+ community (12%), six identified as Indigenous (6%) and six disclosed that they have a disability (6%). Most participants were either 18-24 years old (41%) or 25-34 years old (41%). Some participants were older, with 13 reporting they were 35-44 years old (13%), four were 45-54 years old (4%), one was 55-64 (1%) and one person was between 65 and 74 years old (1%).

Most participants reported that they live in the St. John's/Metro area (80%), while ten reported living in Western Newfoundland (10%), seven in Eastern Newfoundland

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(7%), three in Central Newfoundland (3%), and one in Labrador (1%). Regarding current level of education, 37 respondents indicated that they were Master's students (35%), 27 were third-year or higher undergraduates (26%), 20 were first or second year undergraduates (19%), and 14 were PhD students (13%). Additionally, nine participants selected "other," citing that they were pursuing a second degree or that they were an undergraduate of an unspecified year.

Participants were pursuing programs in many different faculties and schools at Memorial, the complete results of which are depicted in Table 1. The most common faculty/school among respondents was the Science faculty at the St. John's campus (28%), followed by Humanities and Social Sciences (24%). "Other" responses mostly indicated that the respondent was doing general studies.

Table 1

<i>Faculties and schools of participants</i>		
<u>Faculty/School</u>	<u>Number of Respondents</u>	<u>Percentage of Total</u>
Arts and Social Science (Grenfell)	1	1%
Business	9	9%
Education (St. John's)	9	9%
Engineering	2	2%
Fine Arts (Grenfell)	1	1%
Fisheries (Marine Institute)	1	1%
Human Kinetics and Recreation	1	1%
Humanities and Social Sciences	25	24%
Maritime Studies (Marine Institute)	1	1%
Medicine	8	8%
Nursing (St. John's)	2	2%

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Ocean Technology (Marine Institute)	2	2%
Pharmacy	3	3%
Science (St. John's)	29	28%
Science and the Environment (Grenfell)	3	3%
Social Work	1	1%
Western Regional School of Nursing (Grenfell)	1	1%
Other	3	3%
Prefer not to say	3	3%

Materials

As previously discussed, there is no commonly used data collection tool to assess public engagement from a student perspective. As such, a committee of students and staff was formed by OPE to create a survey and plan its administration. This committee consisted of two OPE staff, one PhD student and a Master's student, who is the author of this report. The diversity of this team enabled meticulous scrutiny of the wording of each survey question, as well as a multitude of ideas about what items should be chosen for the final product. This survey was initially intended to be distributed to the public, but it was decided that although public responses were the focus, separate streams of questions would be developed for students as well as faculty and staff, ensuring that anyone could complete the survey and that the data of willing respondents would not be lost. The only portion discussed in this report is the student survey.

After many drafts, the survey was piloted to a small group of two students, three staff and faculty, and three members of the public, and changes were made to the wording of some questions based on their suggestions. These changes mainly consisted of clarifying the wording of questions, response options, and the introduction to the survey.

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The survey was designed to be clear and understandable for all, no matter their level of experience or familiarity with public engagement. The survey was therefore concise and designed to be completed in a short amount of time, thus increasing the completion rate. See the attached Appendix for the full student survey protocol.

Procedure

The survey was available online from March 4, 2019 to March 19, 2019 through the online platform Qualtrics. It was advertised on the OPE Facebook and Twitter pages, as well as on the social media sites of other University units and groups such as Student Life and MUN Student Union. Additionally, email invitations to complete the survey and disperse it through networks were sent to Memorial faculty, staff, and students, community partners, former OPE conference attendees, and Memorial University alumni. As such, the sampling method that was used was convenience sampling. An entry to win a \$100 Amazon gift card was offered as an incentive to participate.

Students, once they clicked on the link in the advertisement or email, would be directed to the landing page of the survey, where they were informed about why the research was being conducted and that their responses would be anonymous and confidential. By clicking to go to the next page, participants were informed that they had consented to participate in the survey. The first item was a screening question that would direct the participant to the appropriate set of questions depending on if they were a member of the public, a student, or a staff or faculty member. Once directed to the student questions, participants could freely skip any question if they desired. Once they completed the last question, they would be redirected to a separate Qualtrics survey where they could enter their personal information to be entered in the gift card contest.

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This separate contest page ensured that no personal information was tied to a respondent's survey responses.

Descriptive Analysis

Descriptive analysis was used for all survey items, depicting the number of respondents who selected each response option. For the qualitative analysis of open-ended data, inductive thematic analysis was used to determine the main themes present in the responses. For these main themes, further analysis drew out subthemes from the responses. Due to the varying length and content of responses, some were coded into multiple themes, meaning percentages will not add to 100%. This coding was completed in Microsoft Excel.

Subgroup Analysis

To compare the responses of participant subgroups to the rest of the public, inferential statistical tests were performed using SPSS Statistics software. Chi-square tests were used to compare the proportion of the subgroup that gave a particular response to the proportion of the rest of the student sample that gave the same response. This approach was used for each response option for all select-all-that-apply questions, as other statistical tests were not usable due to their violated assumption of non-overlapping groups.

For tests where at least one expected value was less than five, Fisher's adjusted p-value was reported. Additionally, t tests and ANOVAs were used to compare average values, specifically between-group differences in average levels of agreement on a Likert scale. Post hoc pairwise comparisons for ANOVAs and Chi-square tests with three or more groups were performed in SPSS. The alpha value was not corrected for these

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multiple tests as an exploratory data analysis process was used to uncover these between-group differences (see Althouse, 2016, for further discussion on this topic).

Six factors were investigated in the subgroup analyses: gender, LGBTQ+ identification, race, education level, faculty/school, and previous awareness of public engagement. For the analysis of gender, three responses were excluded from analysis as they either selected “another gender identity” or “prefer not to say” in response to the gender question.

Education level was broken into four groups: first- and second-year undergraduate, third-year or higher undergraduate, Master’s student, and PhD student. Ten “other” responses were excluded from this analysis as they could not be definitively recoded into one of the provided response options.

Three groups were created for the analysis of faculty/school: Humanities and Social Sciences (HSS), Healthcare, and Science. The HSS subgroup consisted of respondents who indicated they are in a HSS, Fine Arts, or Arts and Social Sciences program. The Healthcare subgroup consisted of students in Medicine, Nursing, Pharmacy, or Social Work programs. The Science students were in Science or various Fisheries and Marine Science programs. Other groups, such as Education and Business students, were excluded from this analysis as they had too few respondents to be representative (less than ten each), and they could not be intuitively and meaningfully combined. Additionally, those who responded “other” or “prefer not to say” were excluded if they could not be recoded into another response option, making for 27 total respondents excluded from this subgroup analysis.

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The last subgroup analysis factor, previous awareness of public engagement, was based on respondents' answers to the first question of the survey, which asked if they had heard the term "public engagement" at Memorial. Two subgroups were created for this analysis: those who responded "yes" (the "Aware" group) and those who either responded "no" or "can't recall" (the "Unaware" group).

Results

Descriptive Results

When asked if they had ever encountered the phrase "public engagement" at Memorial, 54% of respondents responded that they had while 22% responded that they had not. Additionally, 24% responded that they could not recall.

Participants were also asked whether they had done or would like to do any of a list of specific types of engagement activities. Figure 1 depicts participants' responses to this question.

The most commonly selected activities that participants have done are participate in a non-academic public engagement activity organized by Memorial (40%), help organize a public engagement activity through the university (33%), learn about public engagement at Memorial (29%) and take a course that involves public engagement (29%). Regarding activities that participants reported that they would like to do, the most commonly selected were to assist with a publicly engaged research project (61%), to co-design or lead a publicly engaged research project (61%), and to take a course that involves public engagement (59%). The seven respondents (7%) who indicated they would like to do "Other" public engagement activities did not specify what kinds of public engagement they

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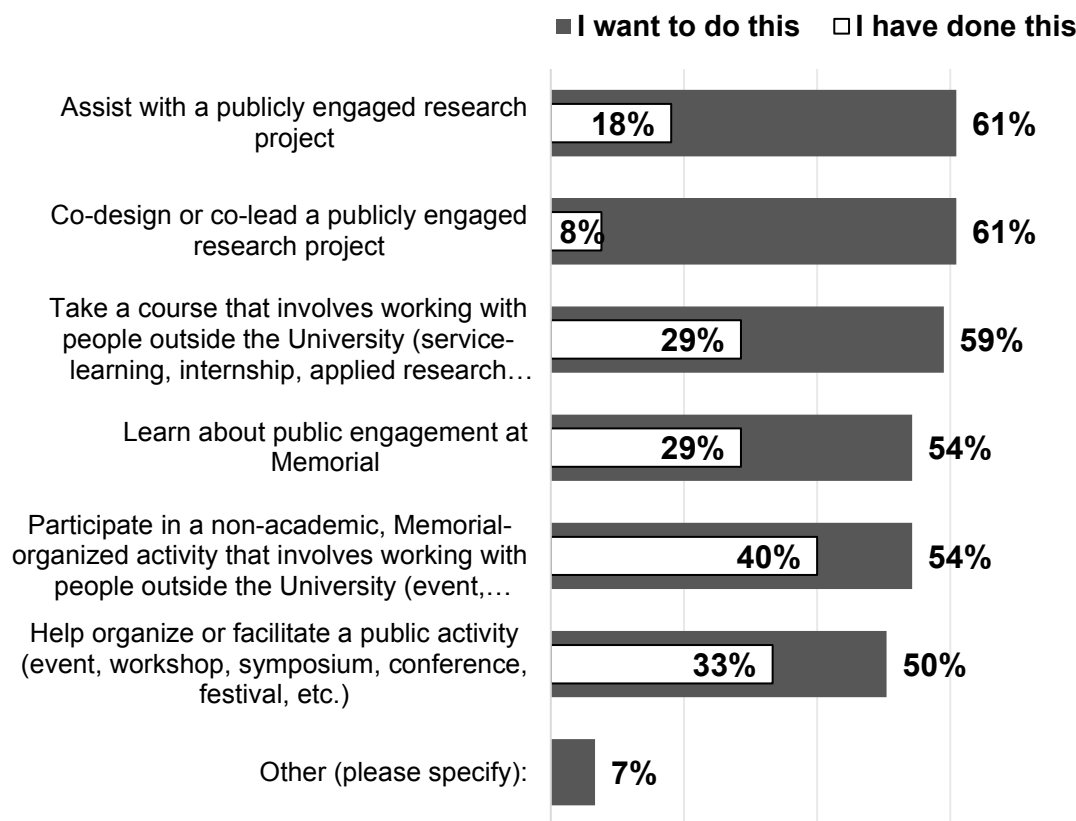


Figure 1. Percentages of respondents who reported having done and wanting to do various types of engagement activities. Participants were able to select multiple options, so percentages do not add to 100%.

would be interested in. Note that for each type of public engagement, participants could select that they had done the activity *and* that they would like to in the future.

Figure 2 depicts the percentages of student respondents that selected various sources of motivation to participate in public engagement activities. The most commonly selected motivations to engage with the public were career development (81%), to contribute their assets to the community (75%), and to meet new people and network (70%). Additionally, six percent of respondents indicated that they were not at all motivated to pursue public engagement work.

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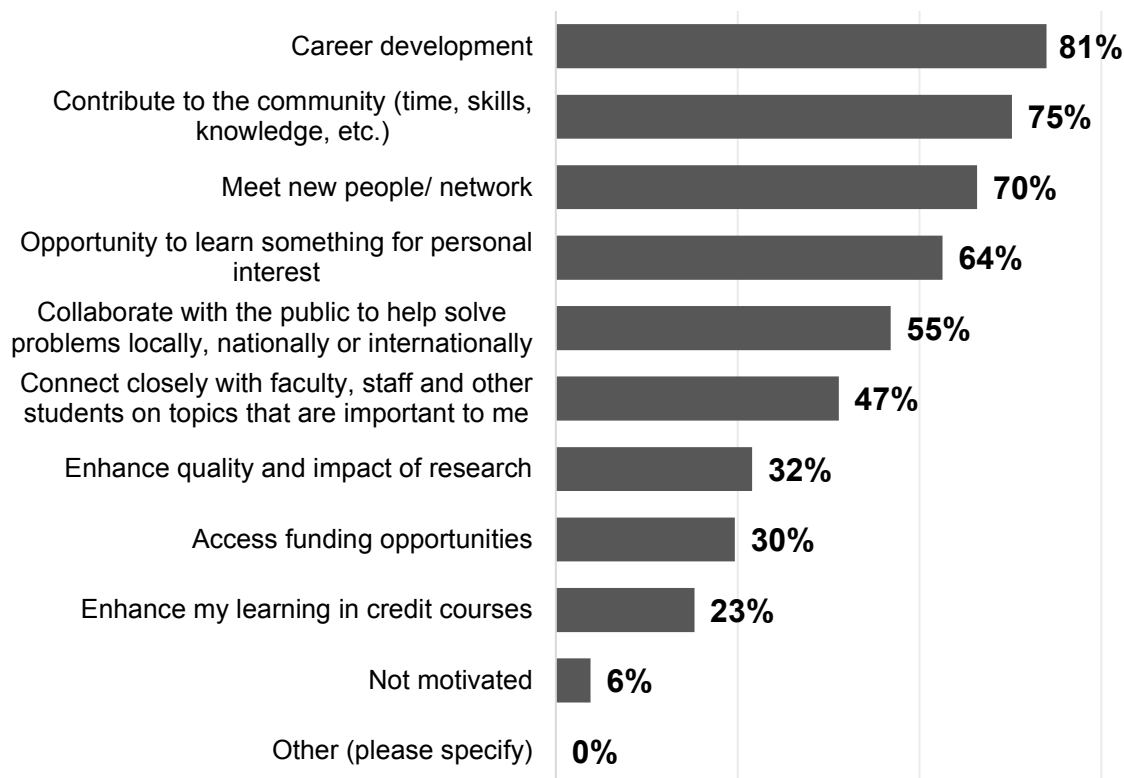


Figure 2. Percentages of respondents who selected various sources of motivation to participate in public engagement. Participants were able to select multiple options, so percentages do not add to 100%.

Regarding barriers that participants reported facing when trying to become involved in public engagement activities, the most commonly selected challenge was time constraints and workload (87%). The percentages of respondents who selected other challenges are depicted in Figure 3. Six percent of respondents indicated that nothing is preventing them from engaging with the public, and four percent indicated that they are not interested in public engagement activities. The four respondents who indicated that they face “other” challenges cited mental health, a lack of knowledge about the topic, the time it takes to properly engage with community partners, and a perception of public engagement as a siloed practice as barriers to engaging.

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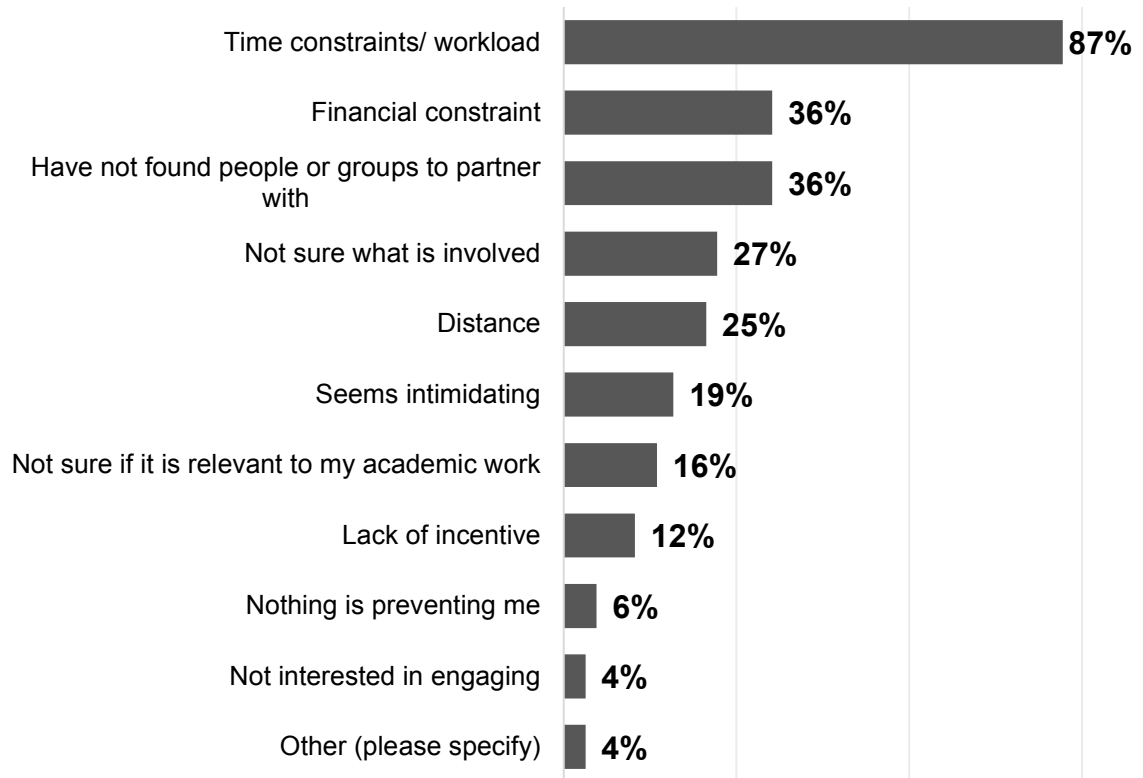
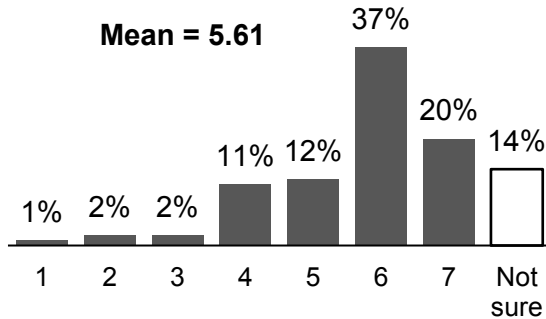


Figure 3. Percentages of respondents who selected various barriers that prevent them from participating in public engagement. Participants were able to select multiple options, so percentages do not add to 100%.

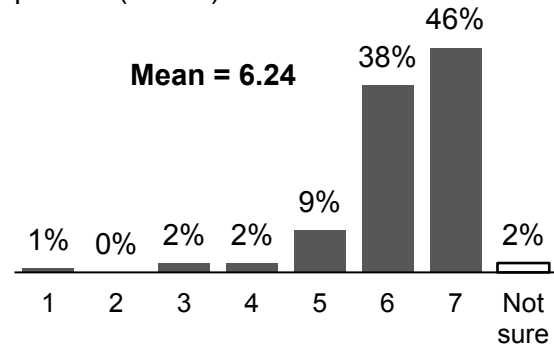
Participants were asked to select the level with which they agreed or disagreed with multiple statements about public engagement at Memorial. These responses were on a seven-point Likert scale, with one signifying strong disagreement and seven indicating strong agreement. As such, means that are closer to seven for each item depict higher levels of overall agreement among the participant sample. The distributions of responses, as well as the mean level of agreement for each statement, are shown in Figure 4. The most highly rated statement was *Memorial has a responsibility to engage with the public* (M=6.24), followed by *the work Memorial is doing to engage with the public is valuable* (M=5.61), *I am likely to attend public engagement events in the future* (M=5.46), and *I*

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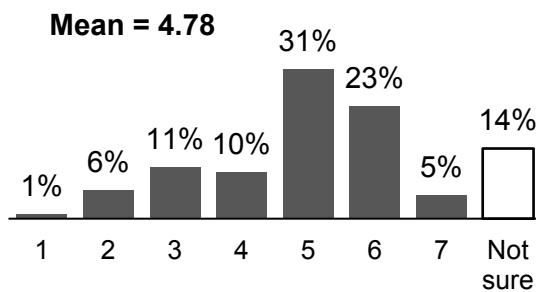
4a. "The work Memorial is doing to engage with the public is valuable." (n=105)



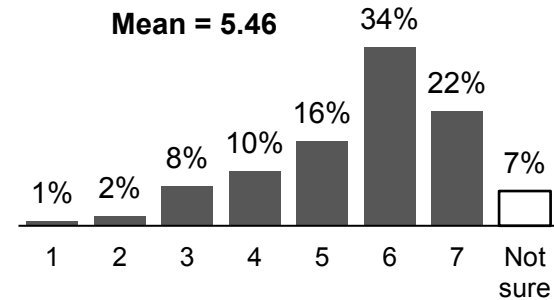
4b. "Memorial has a responsibility to engage with the public." (n=104)



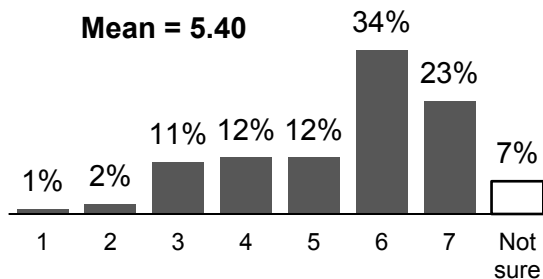
4c. "Memorial is doing a good job engaging with the public." (n=104)



4d. "I am likely to attend public engagement events in the future." (n=105)



4e. "I am likely to do publicly engaged work (research, teaching and learning or creative activity) in the future." (n=104)



Scale

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree
- 7 - Strongly agree

Figure 4. Distributions of the levels of agreement indicated by respondents for multiple statements.

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am likely to do publicly engaged work (research, teaching and learning or creative activity) in the future (M=5.40). The statement with the least overall agreement was *Memorial is doing a good job engaging with the public* (M=4.78). As depicted by Figure 4, not all questions were answered by every respondent and some statements received substantial frequencies of “not sure” responses.

Qualitative analysis. Toward the end of the survey, participants were asked to write what they felt was the most important thing Memorial could do to improve its public engagement efforts. Seventy students responded to this question, and their responses were coded into five categories: enhance communication; and enhance events; mobilize Memorial to engage with the public; focus on students; and educate about what public engagement is. The percentage values in the following paragraphs indicate how many of the 70 respondents fall into each category and sub-category, so sub-category percentages may not add up to the total percentage of the category they all fall under as responses could fall under multiple categories and sub-categories.

The most prevalent category of open-ended recommendations included suggestions for Memorial to enhance its communication efforts (47%). This group encompassed several sub-categories, including general comments that Memorial should improve its communication efforts, mainly through social media (29%); that Memorial should reach out and connect more with diverse audiences, such as rural communities and marginalized groups (11%); and that the university should consult more with the public on various decisions and initiatives (11%).

The second most common category of responses indicated that Memorial should enhance the events they organize (27%). These responses fell into two sub-categories:

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events should be more approachable, appealing, and accessible to the public (20%) and Memorial should increase the number of events that are open to the public (7%).

The mobilization of Memorial to engage with the public was the third most common category (24%). These responses comprised three sub-categories: Memorial should focus more on addressing social issues in the community and should have more of an action orientation with its research and priorities (13%); Memorial should be more present at local events and gatherings and should be more visible “on the ground” (7%); and Memorial should show more administrative transparency and change some aspects of their institutional process (4%).

Some respondents suggested that Memorial should focus more on students when engaging with the public, making it the fourth most prevalent category of responses (21%). The sub-categories included in this group suggest that Memorial provide more opportunities and supports to engage with the public (14%), and that the university should work to improve its relationship with the student body and further promote them as the face of the institution (7%).

The least common group of responses involved the education of various groups about what public engagement is and how it can benefit them (11%). These comments suggested two groups that should receive this education: students (9%) and the public (4%).

Additionally, participants were given the opportunity to provide additional comments at the end of the survey. Of the seven respondents that provided a response, three gave general suggestions that public engagement should be promoted and enhanced; two shared comments about the conference organized by OPE in Fall 2018; two

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suggested further connecting with the public, specifically more diverse groups; and one comment provided criticism of the management of Memorial.

Subgroup Differences

Gender. Males and females differed in their selection of some responses, as shown in Table 2. Specifically, males were more likely to want to participate in certain engagement activities, including taking a course involving public engagement, organizing a non-academic public engagement activity, and co-designing or leading a publicly engaged research project.

Table 2

Significant differences between the survey responses of males (n=35) and females (n=67)

Chi square tests					
<u>Response</u>	<u>Group</u>	<u>Percentage “Yes”</u>	$\chi^2_{(1)}$	<i>p</i>	ϕ
I want to do this: take a course involving public engagement	Female	51%	5.26	0.022	0.227
	Male	74%			
I want to do this: help organize a public activity	Female	42%	4.08	0.043	0.200
	Male	63%			
I want to do this: co-design or lead a publicly engaged research project	Female	52%	4.65	0.031	0.213
	Male	74%			

LGBTQ+. Respondents who identified as part of the LGBTQ+ community were more likely to report experiencing some barriers to public engagement than those who did not identify as LGBTQ+. Specifically, not being sure what is involved in public engagement and experiencing financial constraint were more commonly reported among LGBTQ+ respondents than others. See Table 3 for the results of the statistical tests.

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Table 3

Significant differences between the survey responses of those who identify as LGBTQ+ (n=13) and those who do not (n=92)

Chi square tests					
<u>Response</u>	<u>Group</u>	<u>Percentage “Yes”</u>	$\chi^2_{(1)}$	<u>Fisher’s p</u>	ϕ
Barrier: not sure what is involved	LGBTQ+ Not	54% 23%	5.61	0.038	0.231
Barrier: financial constraint	LGBTQ+ Not	69% 32%	7.01	0.013	0.258

Race. Student respondents who identified as a member of a racialized group selected some responses at different frequencies than those who did not identify as such, as depicted in Table 4. Specifically, racialized folks were more likely to report having previously learned about public engagement at Memorial, were less likely to experience time constraints or workload as a barrier to public engagement, and expressed a higher average agreement that Memorial is doing a good job engaging with the public.

Table 4

Significant differences between the survey responses of those who identify as a member of a racialized group (n=17) and those who do not (n=88)

Chi square tests						
<u>Response</u>	<u>Group</u>	<u>Percentage “Yes”</u>	$\chi^2_{(1)}$	p	<u>Fisher’s p</u>	ϕ
I have done this: learn about public engagement at Memorial	Racialized Not	57% 24%	5.90		0.021	0.237
Barrier: time constraints and workload	Racialized Not	71% 90%	4.54		0.049	0.208
t tests						
<u>Statement</u>	<u>Group</u>	<u>Mean \pm SD</u>	$t_{(df)}$	p	<u>Cohen’s d</u>	
Memorial is doing a good job engaging with the public	Racialized Not	5.69 \pm 1.25 4.58 \pm 1.31	3.10(87)	0.003	0.856	

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Level of education. Respondents at different levels of education selected some responses at different frequencies, as depicted by Table 5. Specifically, first- and second-year undergraduate students were less likely to have heard of public engagement at Memorial, were less likely to have taken a course involving public engagement and were more likely to want to take a course involving public engagement. Third-year or higher

Table 5

Significant differences between the survey responses of first- and second-year undergraduates (n=19), third-year or higher undergraduates (n=26), Master's students (n=36) and PhD students (n=14)

Chi square tests						
Response	Group	Percentage "Yes"	$\chi^2_{(df)}$	<i>p</i>	Fisher's <i>p</i>	Cramer's <i>v</i>
I have heard the phrase "public engagement" at Memorial			7.98 ₍₃₎	0.046		0.290
<i>Post hoc</i>	1-2Y UG Other	32% 62%	5.66 ₍₁₎	0.017		0.244
I have done this: take a course involving public engagement			8.82 ₍₃₎		0.029	0.290
<i>Post hoc</i>	1-2Y UG Other	5% 43%	7.13 ₍₁₎	0.008		0.274
I want to do this: take a course involving public engagement			9.84 ₍₃₎	0.020		0.322
<i>Post hoc</i>	1-2Y UG Other	90% 51%	9.12 ₍₁₎	0.003		0.310
Motivation: career development			9.52 ₍₃₎		0.017	0.318
<i>Post hoc</i>	3+Y UG Other PhD Other	96% 74% 57% 84%	5.86 ₍₁₎ 5.38 ₍₁₎	0.016 0.020		0.248 0.238

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undergraduate students were more likely to see career development as a motivation to participate in public engagement activities, but PhD students were less likely to be motivated by this factor.

Faculty/school. The faculty or school of respondents also influenced their responses, as shown in Table 6. Specifically, Humanities and Social Sciences students were more likely to want to take a course involving public engagement, were more likely to have assisted with a publicly engaged research project, and were more likely to see access to funding opportunities and the enhancement of the quality of research as motivations to engage with the public. They also expressed a lower average level of agreement than Healthcare students that Memorial is doing a good job engaging with the public.

Conversely, Healthcare students were less likely to want to take a course involving public engagement, were less likely to have assisted with a publicly engaged research project and were less likely to see access to funding opportunities as a motivation to engage with the public. They also expressed a higher average level of agreement than Science students that Memorial's public engagement work is valuable.

Science students were less likely to see the enhancement of the quality and impact of research as a motivation to engage with the public.

Table 6

Significant differences between the survey responses of Humanities and Social Sciences (HSS; n=27), Science (SC; n=36) and Healthcare (HC; n=15) students

Chi square tests						
<u>Response</u>	<u>Group</u>	<u>Percentage</u> <u>"Yes"</u>	$\chi^2_{(df)}$	<u>p</u>	<u>Fisher's</u> <u>p</u>	<u>φ</u>
I want to do this: take a course			15.63 ₍₂₎	<0.0005		0.448

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involving public engagement					
<i>Post hoc</i>	HSS	74%	4.54 ₍₁₎	0.033	0.241
	Other	49%			
	HC	13%	14.97 ₍₁₎	<0.0005	0.438
	Other	68%			
I have done this: assist with a publicly engaged research project			8.00 ₍₂₎	0.017	0.310
<i>Post hoc</i>	HSS	37%	4.53 ₍₁₎	0.033	0.241
	Other	16%			
	HC	0%	5.57 ₍₁₎	0.018	0.267
	Other	29%			
Motivation: access funding opportunities			10.59 ₍₂₎	0.005	0.378
<i>Post hoc</i>	HSS	52%	9.94 ₍₁₎	0.002	0.357
	Other	18%			
	HC	7%	4.65 ₍₁₎	0.031	0.244
	Other	35%			
Motivation: enhance quality and impact of research			13.17 ₍₂₎	0.001	0.411
<i>Post hoc</i>	HSS	63%	13.15 ₍₁₎	<0.0005	0.411
	Other	22%			
	SC	22%	5.43 ₍₁₎	0.020	0.264
	Other	48%			
ANOVAs					
<u>Statement</u>	<u>Group</u>	<u>Mean ± SD</u>	<u>F_(df)</u>	<u>p</u>	<u>η²</u>
Memorial's public engagement work is valuable			4.11 _(2,66)	0.021	0.111
<i>Post hoc</i>	HC	6.50 ± 0.67		0.016	
	SC	5.38 ± 1.39			
Memorial is doing a good job engaging with the public			4.02 _(2,66)	0.023	0.112
<i>Post hoc</i>	HC	5.73 ± 0.79		0.020	
	HSS	4.44 ± 1.33			

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Awareness of public engagement. Respondents who indicated that they had previously heard of public engagement at Memorial selected some responses at different frequencies than those who expressed a lack of awareness. The results of the relevant statistical tests are presented in Table 7.

Specifically, those aware of the concept of public engagement were more likely to have learned about public engagement at Memorial, were more likely to have participated in a non-academic public engagement activity through Memorial and were more likely to have assisted with a publicly engaged research project. They were less likely to want to learn about public engagement at Memorial, but more likely to want to co-design or lead a publicly engaged research project. They were also more likely to see the provision of assistance in solving local problems and the enhancement of the quality and impact of research as motivations to engage, but less likely to see career development as a motivation. Additionally, those aware of public engagement were less likely to find it intimidating.

Students who were aware of public engagement also expressed different levels of agreement with some statements. They expressed higher levels of agreement that the work Memorial is doing to engage with the public is valuable, that Memorial is doing a good job engaging with the public, that they are likely to attend public engagement events in the future, and that they are likely to do public engagement work in the future.

Discussion

Overall, around half of the students that responded were aware of the concept of public engagement prior to the survey. However, the percentages of the sample that had participated in specific types of public engagement activities were all relatively low, with

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Table 7

Significant differences between the survey responses of students who have heard of public engagement at Memorial (Aware; n=57) and those who have not or cannot recall (Unaware; n=48)

Chi square tests					
Response	Group	Percentage "Yes"	$\chi^2_{(1)}$	p	ϕ
I have done this: learn about public engagement at Memorial	Aware Unaware	49% 4%	25.81	<0.0005	0.496
I want to do this: learn about public engagement at Memorial	Aware Unaware	42% 69%	7.45	0.006	0.266
I have done this: participate in a non-academic public engagement activity	Aware Unaware	54% 23%	10.75	0.001	0.320
I have done this: assist with a publicly engaged research project	Aware Unaware	28% 6%	8.37	0.004	0.282
I want to do this: co-design or lead a publicly engaged research project	Aware Unaware	70% 50%	4.46	0.035	0.206
Motivation: help solve local problems	Aware Unaware	68% 40%	8.76	0.003	0.298
Motivation: career development	Aware Unaware	74% 90%	4.27	0.039	0.202
Motivation: enhance quality	Aware Unaware	46% 17%	9.97	0.002	0.308

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and impact of
research

Barrier: public
engagement
seems
intimidating

Aware
Unaware

11%
29%

5.87

0.015

0.236

t tests

<u>Statement</u>	<u>Group</u>	<u>Mean \pm SD</u>	<u><i>t</i>(<i>df</i>)</u>	<u><i>p</i></u>	<u>Cohen's <i>d</i></u>
Memorial's public engagement work is valuable	Aware Unaware	5.92 \pm 0.93 5.18 \pm 1.54	2.84 ₍₈₈₎	0.006	0.594
Memorial is doing a good job engaging with the public	Aware Unaware	5.23 \pm 1.13 4.14 \pm 1.42	4.05 ₍₈₇₎	<0.0005	0.863
I am likely to attend public engagement events in the future	Aware Unaware	5.82 \pm 1.17 5.00 \pm 1.50	3.04 ₍₉₆₎	0.003	0.615
I am likely to do publicly engaged work in the future	Aware Unaware	5.67 \pm 1.39 5.05 \pm 1.50	2.12 ₍₉₅₎	0.036	0.434

the most common activity (participating in a non-academic public engagement activity through Memorial) being selected by only 40% of respondents. Additionally, only 29% of respondents indicated that they had previously learned about public engagement at Memorial. This lack of awareness relates to some of the barriers that were selected by the participants, as 27% were not sure what would be involved in public engagement work, and 19% reported that it seems intimidating. Additionally, 16% reported that they are not sure if public engagement is relevant to their work, which could indicate a lack of knowledge about public engagement or that their work is not conducive to integration

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with community partners. The qualitative data also supports this notion of a lack of awareness of public engagement. The most common theme from the open-ended suggestions of how to improve public engagement at Memorial was to enhance its communication efforts (47%). Communication about public engagement activities and opportunities would build awareness of the concept among those inside and outside the university. This approach may be especially effective if targeted to wide-reaching audiences on social media, as was specifically suggested by 29% of the respondents to the question. Another theme among the suggestions provided by respondents was that Memorial should educate those inside and outside the university about public engagement (11%). There is thus a bevy of quantitative and qualitative support for the notion that there is a general lack of awareness about public engagement.

Despite the indication of a low level of awareness about public engagement among the sampled students, their interest in the topic is notable. For all the types of public engagement activities that were listed, more than half of the respondents indicated they would like to do that activity in the future. Of particular interest were leading, co-designing (61%), or assisting with a publicly engaged research project (61%), which is particularly promising as this kind of participation in community research can be considered the pinnacle of public engagement, as mentioned in earlier sections (Falk & Vine, 2017). Additionally, low percentages of respondents indicated that they are not motivated (6%) or not interested in engaging (4%), and statements about attending public engagement events and doing publicly engaged work in the future received high levels of agreement ($M=5.46$ and $M=5.40$, respectively). These results suggest that Memorial

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students may be interested in engaging more with the public than they already do, and that efforts to include them should be made.

Regarding the motivations students have in participating in public engagement, many of the results were expected. For example, the most commonly selected motivations were career development (81%), the opportunity to contribute to the community (75%), and to meet new people and build their network (70%). These are all attributes common among socially-minded students that are pursuing an education to advance their future prospects, which, as discussed in the introduction to this report, is the type of student that universities are now being expected to cultivate (Millican & Bourner, 2011). However, many participants also reported being motivated to engage with the public because they see it as an opportunity to learn something for personal interest (64%). This suggests that while some students are interested in public engagement because of the development and prospects they can gain from it, some are just interested because it is an opportunity to advance their learning in a manner that is separate from their future aspirations. Additionally, relatively low percentages of students reported being motivated by the potential of public engagement to enhance their curricular learning (23%) or their research (32%), which may suggest that they are unaware of the benefits that community engagement can have in these respects, furthering the notion that awareness of public engagement is needed.

The most common challenge that students face that prevents them from participating in public engagement is a lack of time and an already heavy workload (87%). As a student, and given the general acknowledgement that students typically have busy schedules that balance their education with part-time work to sustain themselves,

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this was an intuitive result. All other barriers experienced by students were reported substantially less frequently. An encouraging finding is that only 12% of respondents felt that there is a lack of incentive to pursue public engagement efforts, indicating that the lack of reward reported by staff and faculty (Krajewski, 2017; Patterson & Silverman, 2014, as cited in Cook & Nation, 2016) does not extend to the student body.

With regard to student respondents' perceptions of Memorial's public engagement efforts, they are mostly positive. The statement *Memorial has a responsibility to engage with the public* (M=6.24) received a high level of agreement, indicating that students appreciate Memorial's unique responsibility to the people of the province. Most people also expressed agreement that *the work Memorial is doing to engage with the public is valuable* (M=5.61), suggesting that the impact of public engagement on the community is known. However, levels of agreement with the statement *Memorial is doing a good job engaging with the public* received moderate levels of agreement (M=4.78), indicating potential for Memorial to improve its public engagement efforts. This improvement could come from actions based on the many suggestions participants provided on how to improve public engagement at Memorial.

Subgroup Findings

Some findings from the subgroup analyses were intuitive and easily interpreted, while others were not. For example, it is unclear why males reported wanting to do some public engagement activities, such as take a course involving public engagement, organizing an activity that involves community members, and co-designing or leading a publicly engaged research project, more than females did. It is clear, however, why those already aware of public engagement are more likely to have done certain engagement activities, such as learning about the concept of public engagement. As such, explanations

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will be provided for all explicable findings, but not for some of the more spurious relationships found. These unintuitive findings may, after all, be a by-product of the heightened probability of a Type I error that comes with doing multiple tests and attempting to explain them would just be speculation.

Regarding the education level of participants first- and second-year undergraduates were less likely to have heard of public engagement at Memorial. This may be a function of simply having spent less time at the institution but may also be due to the impracticality of implementing public engagement into first- and second-year courses that typically have large class sizes. This notion is also supported by the finding that these novice undergraduates are less likely to have done a course that involves public engagement. They are, however, more likely to want to do such a course in the future, suggesting that they are interested in participating in public engagement.

Career development was more likely to be selected as a motivation by third-year or higher undergraduates and less likely by PhD students. This may reflect the different points these groups of students are at in their careers, with late-program undergrads starting to desire practical experience as they look to join the workforce, and PhD students likely being more secure in their career prospects. Another explanation may involve the research typically done by these groups, as PhD students may be researching a more specialized topic that is less applicable to the general public, while advanced undergraduates may be more flexible in the research projects they take on.

A theme among the differences found between students of different faculties and schools was that HSS students were more likely than Healthcare students to select certain responses. Specifically, they were more likely to want to take a course involving public

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engagement, more likely to have assisted with a publicly engaged research project, and more likely to be motivated by a desire to access funding through public engagement.

This is likely due to the differences between the typical curricular paths of these programs. Healthcare students may have less flexibility in their choice of courses, may be less likely and less incentivized to participate in research projects, and thus less motivated to acquire funding for research. HSS students were also more likely than Science students to be motivated by the possible enhancement of the quality and impact of research by incorporating public engagement. A potential explanation for this is that the research pursued by HSS students may typically be more applicable and relevant to the community, and may therefore have a higher potential to be enhanced through the inclusion of community partners.

Those who were aware of public engagement at Memorial prior to the survey were less likely to see public engagement as intimidating. This aligned with other findings in this subgroup analysis as well. Aware respondents were less likely to want to learn about public engagement and more likely to want to co-design a publicly engaged research project. They have already learned about public engagement so they may not want to learn about it again, but they may want to move on to more involved engagement activities. Additionally, they were more likely to express agreement that they would like to attend public engagement events and do publicly engaged work in the future.

Awareness of public engagement seemed to also bring about an increase the appreciation of its benefits. Those who were familiar were more likely to express agreement that Memorial's public engagement work is valuable and that the institution is doing a good job of engaging with the public. They are also more motivated by the

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potential to help solve local problems and to enhance the quality and impact of their research, and less likely to be driven by the possibility of career development.

Limitations and Future Directions

As with every research project, there are limitations and shortcomings. Chief among these is that a convenience sampling method was used to recruit students for the survey. This means that these results are not generalizable to students from other campuses or institutions. Indeed, the sampling method may have skewed toward those already interested and involved in public engagement at Memorial as the survey was distributed through the OPE Facebook and Twitter feeds. Students following these pages were more likely to be aware of the survey, and these students were also more likely to have had prior contact and interest in public engagement, so measures of familiarity and experience with public engagement may be inflated. Given this skew and the fact that the sample size was small compared to the total student population of the university, these results are only representative of those who responded to the survey and are not representative of Memorial students in general or of students from other institutions.

Another limitation of this research is that exploratory data analysis does not allow the presentation of definitive findings. As such, this study does not provide sufficient empirical evidence for any of the aforementioned trends or relationships. This report should therefore not be cited as proof of any finding but should instead be viewed as a source of research questions for future studies. In this manner, any of the trends uncovered in the descriptive analysis (e.g. the lack of awareness of public engagement among students) or any of the relationships found between subgroups (e.g. the differences

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between HSS and Healthcare students) should be investigated through future research to determine their veracity.

Conclusion

This report has described research that not only begins to fill a gap in the literature on student-public engagement, but also complements previous research on public engagement at Memorial University. Going forward, this survey tool would be beneficial to implement on a routine basis to continuously measure and assess public engagement at Memorial. Additionally, deeper data collection methods like interviews or focus groups could be utilized to gather more detailed information and personal accounts, students on Memorial's current and potential engagement capacity. Ultimately, this is the beginning of a process of gathering student perceptions that, if expanded and regularized, will enrich Memorial University's duty-bound connection with the people of Newfoundland and Labrador.

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Appendix

Student Survey Protocol

1. Have you ever encountered the phrase “public engagement” at Memorial?
 - Yes
 - No
 - Can’t recall
2. Please indicate which of the following activities you have done or would like to do: (Check all that apply.)

Type of Engagement Activity	I have done this	I would like to do this
Learn about public engagement at Memorial	<input type="checkbox"/>	<input type="checkbox"/>
Take a course that involves working with people outside the university (service-learning, internship, applied research project, guest lecturer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a non-academic, Memorial-organized activity that involves working with people outside the university (event, workshop, symposium, conference, festival, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Help organize or facilitate a public activity (event, workshop, symposium, conference, festival, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Assist with a publicly engaged research project	<input type="checkbox"/>	<input type="checkbox"/>
Co-design or co-lead a publicly engaged research project	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____.	<input type="checkbox"/>	<input type="checkbox"/>

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3. What is your motivation for getting involved in publicly engaged activities?

(Select all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Meet new people/network | <input type="checkbox"/> Collaborate with the public to help solve problems locally, nationally or internationally |
| <input type="checkbox"/> Contribute to the community (time, skills, knowledge, etc.) | <input type="checkbox"/> Career development |
| <input type="checkbox"/> Connect closely with faculty, staff and other students on topics that are important to me | <input type="checkbox"/> Opportunity to learn something for personal interest |
| <input type="checkbox"/> Access funding opportunities | <input type="checkbox"/> Not motivated |
| <input type="checkbox"/> Enhance my learning in credit courses | <input type="checkbox"/> Enhance quality and impact of research |
| <input type="checkbox"/> Other (please specify) _____ | |

4. What is currently preventing you from getting (more) involved in public engagement activities? (Select all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Time constraints/workload | <input type="checkbox"/> Distance |
| <input type="checkbox"/> Not sure if it is relevant to my academic work | <input type="checkbox"/> Financial constraint |
| <input type="checkbox"/> Not sure what is involved | <input type="checkbox"/> Seems intimidating |
| <input type="checkbox"/> Not interested in engaging | <input type="checkbox"/> Have not found people or groups to partner with |
| <input type="checkbox"/> Lack of incentive | <input type="checkbox"/> Nothing, I am already involved |
| <input type="checkbox"/> Other (please specify) _____ | |

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5. Please indicate your level of agreement with the following statements.

Statement	Level of Agreement							
	1 Strongly Disagree	2 Dis- agree	3 Some- what disagree	4 Neithe r agree nor dis- agree	5 Some- what agree	6 Agree	7 Stron gly agree	No t sur e
The work Memorial is doing to engage with the public is valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorial has a responsibility to engage with the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorial is doing a good job engaging with the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to attend public engagement events in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to do publicly engaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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work (research , teaching and learning or creative activity) in the future.								
---	--	--	--	--	--	--	--	--

6. What is the single most important thing Memorial can do to improve how it engages with the public?

7. Additional comments:

Demographics

If you feel you may be identified by your responses to any combinations of items, please leave these blank.

8. Where do you currently live?
- ☐ St. John's/Metro area
 - ☐ Eastern Newfoundland outside the St. John's/Metro area
 - ☐ Central Newfoundland
 - ☐ Western Newfoundland
 - ☐ Labrador
 - ☐ Another Canadian province
 - ☐ Another country

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9. What is your age?

- ☐ 17 years or younger
- ☐ 18-24 years old
- ☐ 25-34 years old
- ☐ 35-44 years old
- ☐ 45-54 years old
- ☐ 55-64 years old
- ☐ 65-74 years old
- ☐ 75 years or older

10. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Another gender identity (please specify) _____
- ☐ I do not wish to answer

11. We want to make sure our programs and services are inclusive. Please check any options that are relevant to you: (optional)

- | | |
|---|--|
| <input type="checkbox"/> An Aboriginal/indigenous person | <input type="checkbox"/> A racialized person (visible minority) |
| <input type="checkbox"/> A member of the LGBTQ2S+ community | <input type="checkbox"/> A person with a disability (a long-term or recurring physical, mental, sensory, psychiatric or learning impairment) |
| <input type="checkbox"/> Other (please specify) _____ | |

12. What is your faculty/school? (DROP DOWN LIST)

- ☐ Arts and Social Science (Grenfell)
- ☐ Business
- ☐ Education
- ☐ Education (Grenfell)
- ☐ Engineering
- ☐ Fine Arts (Grenfell)
- ☐ Fisheries (Marine Institute)
- ☐ Human Kinetics and Recreation
- ☐ Humanities and Social Sciences
- ☐ Maritime Studies (Marine Institute)
- ☐ Medicine
- ☐ Music
- ☐ Nursing
- ☐ Ocean Technology (Marine Institute)

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- Pharmacy
- Science
- Science and the Environment (Grenfell)
- Social Work
- Western Regional School of Nursing (Grenfell)

13. Please choose the option(s) that best describe you. (Select all that apply.)

- ☐ 1st or 2nd year undergraduate ☐ 3rd+ year undergraduate
- ☐ Master's student ☐ Doctorate student
- ☐ Other (please specify) _____