



MEMORIAL UNIVERSITY'S PUBLIC ENGAGEMENT FRAMEWORK 2012-20

Evaluation Report

August 2022, Written by Peter Alexander Parker

TABLE OF CONTENTS

Acknowledgements	5
1. EXECUTIVE SUMMARY	7
2. INTRODUCTION	10
Memorial University's Public Engagement Framework 2012-2020.....	10
Summative Evaluation of the Framework.....	10
3. METHODS	12
4. RESULTS	15
Was Memorial's Public Engagement Framework implemented as planned?.....	15
Actions taken to meet goals specified in the PEF.....	15
What are the levels of public engagement across different parts of Memorial?	19
Overall levels of public engagement at Memorial	19
Public engagement by faculty/department	30
Memorial University's public engagement compared to other universities in Canada.....	36
Did the implementation of the Framework lead to an increase in levels of public engagement at Memorial?	41
Overall change in public engagement at Memorial	41
Changes by area	42
Changes reported by people external to the university.....	43
Changes by faculty/department.....	47
If there were changes in the levels of public engagement at Memorial, did they meet expected standards?	52
Impacts of the Introduction of the Public Engagement Framework.....	52
Were the goals of the Public Engagement Framework achieved?.....	56
Current levels of public engagement compared to internal expectations.....	60
Did the implementation of the Framework benefit the population of Newfoundland and Labrador?	71
What external/internal factors influenced public engagement changes and to what degree?	72
What were the unintended consequences of implementing the Framework, if any?.....	78
Future Directions.....	82
Ways to increase public engagement at Memorial.....	82
Priorities for the future	89
5. SUMMARY	92
6. REFERENCES.....	98
7. APPENDICES.....	100
I. Memorial University's Public Engagement Framework 2012-2020 – Goals and Objectives.....	100

II.	Evaluation Framework.....	102
III.	List of Data Sources	116
IV.	Key Informant Interviews – List of Participants	117
V.	Memorial Staff and Faculty Survey – Questionnaire	118
VI.	Memorial Public Partners Survey – Questionnaire	133
VII.	Memorial External Survey – Questionnaire	138
VIII.	Data Tables – Co-op and Other Student Placements	142
IX.	Data Tables - Public Engagement by Area and by Faculty.....	143
X.	Data Tables - Public Engagement Activities in the last 12 months by Faculty.....	145
XI.	Data Tables - Public Engagement as Percentage of Research and Teaching and Learning	147
XII.	List of New Units and Locations Created	149
XIII.	List of Memorial University-CNA Collaborations and Transfer Programs	151
XIV.	The EDGE Tool	153

INDEX OF PUBLIC ENGAGEMENT PROFILES AND CASES

Dr. Ray Gosine: Building Foundations and Looking to the Future.....	18
Cold Oceans and Arctic, Science, Technology, and Society (COASTS): Something in the Water: Supporting Collaboration from the Inside, Out.....	24
Dr. Max Liboiron: Beginnings and Endings	28
On the Move Partnership: A First-of-its-kind Engaged Study on Employment-related Mobility in the Canadian Context	35
Dr. Sevtap Savas: Social Accountability through Community Engagement	39
SmartICE: Traditional Knowledge, Cutting-Edge Technology, and Public Engagement	45
Nunavut Arctic College and Memorial University: Long-Term, Large-Scale Partnership	50
Faculty of Medicine: Addressing Rural Medicine through Place and Partnerships.....	51
Dr. Mark Stoddart: Researchers Benefiting from Public Engagement Brokers	54
Leslie Harris Centre of Regional Development: A Bridge Between the University and the Community	58
Signal Hill Campus: Connecting Campus with Community.....	62
Innovation at Memorial: An Emerging Strength.....	67
Yaffle: An Armful of Knowledge (and Connections!)	69
Transforming the Labrador Institute: University Education for the North, by the North	74
Food First NL: Local Solutions to Global Issues.....	76
Penny Cofield: Memorial’s Champion of Public Engagement Support	80

Lullaby Project-NL: Songs for Healing, Connection, and Growth86
Municipalities Newfoundland and Labrador: Memorial’s Long-Standing Partner87
Grenfell Office of Engagement (GO Engagement): Supporting Public Engagement, In Place.....94

Glossary of Acronyms:

- PEF – The Public Engagement Framework
- HC – Leslie Harris Centre of Regional Development
- OPE – Office of Public Engagement
- CIAP – Centre for Institutional Analysis and Planning
- P&T – Promotion and Tenure



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Executive Summary

1. EXECUTIVE SUMMARY

The Memorial University Public Engagement Framework 2012-2020 (the Framework) was introduced to help the university fulfill its “special obligation to the people of Newfoundland and Labrador,” and to be “a public university serving the public good.” In 2021, the Office of Public Engagement (OPE), supported by an external consultant, began a summative evaluation of the Framework. During this process, OPE and partners collected primary data from multiple sources, including dozens of interviews with key informants, a number of focus groups, and hundreds of responses to internal and external surveys; we also collected secondary data in a variety of forms, including internal documents, reports, and analytics.

The Framework was implemented as planned, and between 2012 and 2020, a considerable amount of public engagement activity took place. Memorial University's Office of Public Engagement (OPE) was established, together with 22 new units/locations for public engagement. Through various public engagement funds administered by OPE, \$1.9M was distributed and leveraged, at a 2.5:1 ratio, to 369 public engagement projects.

As part of a Staff and Faculty Survey completed by 600 people, we assessed levels of public engagement within nine categories using [the EDGE Scale](#) (a 1 to 4-point scale). The highest assessed levels were for institutional support for public engagement (2.95) and public engagement in policy and planning (2.94), and the lowest were for students' public engagement (2.28) and for rewards and recognition for public engagement work (2.30). 37% of respondents included public engagement as a part of their research projects, and 19% included it in their teaching and learning overall, with significant variance between units. 60% of faculty and staff felt that Memorial University is fulfilling its public engagement mission. Finally, 82% of the public partners surveyed felt that the university was serving the public good.

When comparing Memorial University's public engagement to that at other Canadian universities, 36% of respondents of the Staff and Faculty Survey said that it was higher, and 27% that it was lower. A much more positive assessment was presented by 90% of staff and faculty respondents at other Canadian universities (collected through the External Survey), who believed that Memorial's public engagement was higher compared to other universities in Canada.

When asked about the change in levels of public engagement since 2012, 75% of faculty and staff at Memorial stated that the level of public engagement at Memorial increased. All staff and faculty of other Canadian universities who were asked in the External Survey thought the same. 87% of the key informant interviewees (including Memorial leadership, faculty, and public partners) thought that the levels of public engagement at Memorial increased.

When asked about their desired level of public engagement, 78% of respondents stated that they would like to be more publicly engaged. Faculty wanted to increase the overall share of their research with public engagement from 37% currently to 46% ideally, and their teaching and learning with public engagement from 19% currently to 31% ideally. While individual schools and faculties differed in their desired levels, every school and faculty

would like to see more public engagement in their research and teaching and learning. 64% of key informants interviewed also would like to see higher levels of public engagement; the remaining 36% of informants were more concerned with better quality public engagement than merely higher levels, and, depending on which school and/or faculty, noted a desire for more nuanced approaches.

79% of the key informants saw positive impacts resulting from the introduction of the Framework, with only 3% seeing negative impacts. Similarly, most of the staff and faculty saw beneficial impacts of the Framework for the university (96%), and for the people of the province (95%). 74% of them also thought that the goals of the Framework were either successfully met (52%) or mostly met (22%). Comparable results were obtained for assessment of impacts for the people of the province, as 85% of the key informants assessed the impacts as positive. More importantly, 83% of public partners thought that the university was helping make a positive difference in the province, and 81% thought that Memorial was a public university serving the public good.

The survey revealed that several external factors affected the extent to which the Framework was able to meet its goals. For example, budget cuts and decreased funding, administrative changes, new focus areas for the university, and not enough value for public engagement in the Promotion and Tenure process were all identified by respondents as challenges to implementing the Framework. One positive external factor identified was increased pressure applied by the provincial government to make Memorial University more relevant to the province and its people.

Key informants identified some positive, unintended consequences of the introduction of the Framework, such as improved reputation of the university, nationally and internationally; improved connections with communities; and a positive change in how the university understands scholarship. An ambivalent consequence seen by some key informants was a change in the balance between scholarship and public engagement. A few saw a negative unintended consequence in the fact that limited university resources were moved from other areas to public engagement.

Several potential approaches were identified to raise the existing levels of public engagement to the levels desired by the faculty and staff. The most popular answer was to address the problem of recognition of public engagement work overall, and specifically in the Promotion and Tenure Process. 58% of faculty assessed that public engagement was only slightly valued or not valued at all in the P&T process. Only 13% felt this was an appropriate level of valuation. The majority (59%) wanted public engagement to be very valued or extremely valued in the P&T process. The second and third most cited ways identified to increase public engagement were to provide extra supports for public engagement work, and to provide more funding for public engagement work. Other remaining suggestions included improved coordination of public engagement and more public engagement training.

In summary, the data collected during this evaluation indicates that numerous activities were conducted to meet the goals and objectives of the Public Engagement Framework that led to increased levels of public engagement at the university. There was not enough data available to unequivocally state that it met every single one of its

goals and objectives (no baseline data). Nevertheless, there was a wealth of data collected that suggests that it was successful overall, as it had positive impacts that led to multiple benefits both for the university (e.g., increased reputation, increased relevance to the province) and for the people of NL. While more work still needs to be done, as the levels of public engagement are not where the faculty and staff would like them to be, the Framework brought the university closer to that desired state.



2. INTRODUCTION

Memorial University's Public Engagement Framework 2012-2020

As former Premier Joseph R. Smallwood articulated during the House of Assembly debate to create the [Memorial University Act](#) in 1949, Memorial was expected to become “a true peoples’ university.” Memorial University recognizes public engagement in its mission by stating, “Memorial University is an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship, and to public engagement and service.” The Memorial University Public Engagement Framework (or the Framework), 2012-2020, was introduced to help the university fulfill its “special obligation to the people of Newfoundland and Labrador”, and to be “a public university serving the public good”. The Framework was developed to enhance public engagement within the university’s everyday functioning and the core business of the university, so that Memorial could become “a leader nationally and internationally in developing policies and programs that value and support effective public engagement”. To view all the goals and objectives of the Framework, please see [Appendix I](#).

Summative Evaluation of the Framework

[The Office of Public Engagement \(OPE\)](#) was created not only to be the steward for the Public Engagement Framework, but also to be responsible for monitoring its activities and evaluating its outcomes and impacts. Once the Framework’s initial term was concluded in 2020, the OPE fulfilled its responsibility by starting a summative evaluation of the Framework in 2021. The main goal of the evaluation was to collect data providing insights about the results of all activities implemented, enabling informed assessment of the Framework’s goal attainment, and evaluating outcomes and impacts of activities conducted. This document is a summary of conclusions reached by analyzing multiple data sources, including dozens of interviews with key informants and focus group responses; hundreds of responses to internal and external surveys; and secondary data in a variety of forms, e.g., internal documents, reports, analytics, and past surveys.



Methods



3. METHODS

The evaluation approach followed the utility-focused evaluation process developed by Michael Queen Patton (Patton, 1997). Evaluations following this model are responsive, situationally adaptive, explicitly pragmatic and eclectic (Patton, 2012a, 2012b). They also follow high-quality standards for evaluations, which emphasize propriety, accuracy, accountability, as well as feasibility and utility (Joint Committee on Standards, 2010). Following this model, the goal of the evaluation was to provide the best possible comprehensive data, within constraints of time and resources available, which is methodologically rigorous, answers important questions, and affects decisions, as prescribed by the approach (Patton, 2012a).

To focus and provide a structure to all evaluation activities, an evaluation plan of [the Framework](#) was developed in June 2021. This was created by a collaboration between staff and student supports of the Office of Public Engagement (Rebecca Cohoe, Adam Saunders, Penny Cofield, Kelly Lynn Greenfield, and Sydney Snow); an external evaluation consultant, Peter Alexander Parker; and Dr. Rob Greenwood, Associate Vice President of Memorial University.

The main goal of the evaluation, as agreed upon by all evaluation team members, was to collect data that could provide answers to seven important questions about the outcomes of the implementation of the Framework:

Was Memorial's Public Engagement Framework implemented as planned?

What are the levels of public engagement across different parts of Memorial?

Did implementation of the Framework lead an to increase in levels of public engagement at Memorial?

If there were changes in levels of public engagement at Memorial, did they meet expected standards?

Did implementation of the Framework benefit the population of Newfoundland and Labrador?

What external/internal factors influenced public engagement changes and to what degree?

What were unintended consequences of implementing the Framework, if any?

Once the main evaluation questions were developed, [the evaluation framework](#) was designed to link all evaluation activities with specific outcomes related to the questions, and Memorial University's Public Engagement Framework 2012-20. An evaluation committee including individuals from inside and outside the university also helped to steer the evaluation process, providing input and ideas as the data collection methods were developed. The members of the committee were: Dr. Sevtap Savas, Susan Hollett, Lynn Squires, Rick Meaney, Rebecca Hefferton, Ken Carter, Dr. Roza Tchoukaleyska, Rob Nolan, and Dr. Gavan Watson, supported by OPE staff and students, including Rebecca Cohoe, Penny Cofield, Adam Saunders, Akseli Virratvuori, Courtney Lucas, and Peter Alexander Parker. The work of the evaluation was also supported by an undergraduate student Shaviennath Sundar.

The data collection process used mixed methods to obtain diverse perspectives on the evaluation questions as

well as in-depth descriptions and explanations of the processes and issues; these methods also helped triangulate insights into the questions and increase their validity, generalizability, and credibility, while recognizing that all research and evaluation methods have strengths and weaknesses (Creswell, 2009; Morgan, 2014). The addition of qualitative data to the existing quantitative data collection had benefits as well; for example, unexpected findings for unintended consequences of the introduction of the Framework were obtained, which would not be possible using quantitative data collection alone. The results section of this evaluation report highlights both quantitative data and qualitative data, including large number of quotes matched to the specific section of results.

The data collection process included the following [data sources](#): Memorial University Staff and Faculty Public Engagement Survey; Memorial University Public Partners Survey; External Survey; Key Informant Interviews; Staff and Faculty Focus Groups; Public Partners Focus Groups; Students Focus Groups; case studies; administrative data; past primary data; and other secondary data (e.g., the university's strategic plans, reports, presentations, and analytics data).

While some qualitative data was left in its original form (and is included in the results section), an inductive analysis (Patton, 2015) was performed on the remaining qualitative data. A procedure of theme development was used, with emerging themes being grounded in data, without entering the analysis with preconceived analytical categories. Once a coding scheme was established, all data were categorized and later quantified, where themes were turned into frequency counts. Two members of the evaluation team (Peter Alexander Parker and Courtney Lucas) conducted coding and worked independently on the data to ensure high inter-rater reliability.





Results

4. RESULTS

Was Memorial's Public Engagement Framework implemented as planned?

Actions taken to meet goals specified in the PEF.

The first step in evaluating the outcomes and impacts of the Public Engagement Framework was to see whether activities outlined in the Framework were implemented as intended. Without knowing this, both positive and negative changes that have happened at the university since the introduction of the framework could not be credibly attributed as effects of the Framework.

The Office of Public Engagement was established in 2013

One of the first important activities that happened after the introduction of the Framework was the establishment of [Memorial's Office of Public Engagement \(OPE\)](#) in 2013. OPE is the steward of the Public Engagement Framework, and the catalyst for action on public engagement at Memorial, working with internal and external groups to design programs and initiatives that advance the goals and objectives of the Framework. Led by the AVP (Public Engagement and External Relations), OPE also provides leadership and supports for a range of Public Engagement-related units and activities within Memorial, and is the lead on strategic external relations and initiatives such as the Cold Ocean and Arctic Science, or COASTS. The Office is also home to Memorial's Northern Liaison, responsible for developing networks and connections related to Memorial's northern and Arctic work. Another public engagement unit, [Grenfell Office of Engagement \(GO Engagement\)](#), was created in 2015 to help support public engagement at Grenfell Campus, specifically.

22 new public engagement units/locations created since 2012

Altogether, there are 49 units and/or locations across Memorial University that facilitate public engagement activities and collaborations with external partners. 22 of them (45%) were created after the introduction of the Framework in 2012. Some examples of these new units and locations include [Signal Hill Campus](#), [the Centre for Social Enterprise](#), [the Navigate Business Incubator](#) and [the Ocean Frontier Institute](#).

A dedicated fund, similar to those accompanying Memorial's Research Framework and its Teaching and Learning Framework, was established to support and carry out the vision laid out in the Public Engagement Framework. To this end, the OPE administers [a suite of funding programs for public engagement projects](#) that include external partners and the public – [the Quick Start Fund for Public Engagement](#), the Public Engagement Accelerator Fund, the Catalyst Conference Fund for Public Engagement, and the Public Engagement Postdoctoral Fellowship. It also manages Memorial's highest award for public engagement, [the President's Award for Public Engagement Partnerships](#).

369 projects supported
\$1.9M distributed
Funding leveraged at a 2.5:1 ratio

Since inception, 507 applications were submitted through the two largest programs: Quick Start and Accelerator. The Quick Start fund offers up to \$2,500 for projects that contribute to meeting the goals and objectives of

Memorial's Public Engagement Framework. Like its name suggests, the fund supports the creation of new public engagement projects and initiatives such as preliminary meetings, events and service-learning projects. The fund also signifies Memorial's support for the project, making it easier for it to receive funding from additional sources.

Where Quick Start supports the beginning stages of a project, the Accelerator fund is meant to further increase the capacity of Memorial faculty, students and staff to collaborate with partners outside the University (i.e., the public) in order to initiate and extend public engagement projects linked to Memorial's academic mission. Ultimately, 369 projects were supported, with a total of \$1,908,800 distributed. That funding was leveraged at a 2.5:1 ratio for both funding programs. While information about progressive applications from the Quick Start Fund, which is intended to help get new projects off the ground, to the Accelerator Fund, for more established projects, was not specifically tracked, it is estimated that approximately 20-30% of partnerships start with Quick Start and progress through other OPE fund programs.

\$45,000 - the President's Award for Public Engagement Partnerships

\$289,800 - Public Engagement Postdoctoral Fellowships

\$40,000 - Catalyst Conference Fund for Public Engagement

As for the ongoing quality of the funding applications received, quantitative criteria to assess these applications were not developed, but in the opinions of the reviewers for the funds, there has been an increase both in the quality and in the scope of the proposed projects over time.

Since inception, 101 applications were received for the President's Award for Public Engagement, with nine winning partnerships, for a total of \$45,000. The award celebrates the exemplary public engagement partnerships, projects and programs carried out by Memorial staff and faculty and community partners. The winning collaboration also receives a cash award of \$5,000 to support ongoing activities. Recent winners include SmartICE, an internationally recognized social enterprise and the world's first climate change adaptation tool to integrate traditional knowledge of sea ice with advanced data acquisition and remote monitoring technology. An additional \$289,800 funded 50% of salaries of 11 recipients of the two-year Public Engagement Postdoctoral Fellowship offered in collaboration with a Memorial faculty member or academic unit and participating external organizations. Finally, \$40,000 in funds were administered to support eight conferences under the Catalyst Conference Fund for Public Engagement, which supports academic conferences that align with the goals and objectives of the Public Engagement Framework by encouraging opportunities for public participation in conference activities.

Moreover, in 2015, the Grenfell Office of Engagement established the Vice-President Engagement Award for Faculty, Vice-President Engagement Award for Students and Vice-President Engagement Award for Staff. These awards are only available to students, faculty, and staff at Grenfell Campus. Altogether, \$9,000 was distributed for these three awards every year from 2015 to 2020.

Awards set-up by OPE and the Grenfell Office of Engagement were not the only ones that recognized and celebrated public engagement work. There were 30 such awards during the terms of the Framework; for example, [the Outstanding Community Service Award](#), [Science Co-op Student of the Year Award](#) (Science) and the [Newfoundland and Labrador Community Research Engagement/Research Partner Award](#) (Faculty of Arts/HSS).

Since the introduction of the Framework, public engagement has made its way to core university documents, such as Memorial University's mission and strategic planning. In total, it was present in 33 strategic plans/mission statements and other significant planning documents across Memorial's units, faculties, and schools. Public engagement was present in communications with leadership within a number of presentations, annual reports and briefings provided to the president and Board of Regents. It was also prominent in wider Memorial University's communications – there were 814 articles about public engagement published in Memorial's newspaper, *The Gazette*.

Public engagement communication and content was also very present online. Between 2014 (when OPE's website was created) and 2020, [the website](#) was viewed more than 132,000 times. [The Harris Centre website](#) was viewed approximately 320 thousand times since 2013. In total 2,436 users registered for [Yaffle](#), Memorial's public engagement connecting tool, between 2012 and 2020, and 713 projects were added during that time.

Moreover, public engagement activity has happened through experiential learning and student co-ops at Memorial. Between 2012-2013 and 2020-2021, there were a total number of 14,585 co-op placements involving 1,349 external employers. There were 39 experiential learning programs in total, including 6 new programs launched since 2012. In total, 32,970 students enrolled in experiential bachelor's degree programs or diploma/certificate programs and 985 students that graduated from experiential graduate programs ([see Appendix](#) for details). Additionally, 1,317 social work students completed their BSW or MSW Practica and approximately 1,600 students had practice experience placements through the School of Pharmacy through BSc and Pharm D programs. And finally, all nursing and medicine students complete various community placements throughout their studies.

More than **132,000** views of OPE website

Approx. **320,000** views of Harris Centre website

2,436 registered users for Yaffle and **713** projects



Public Engagement Profiles: Dr. Ray Gosine Building Foundations and Looking to the Future

"Memorial has always been particularly attentive to having its research considered in the context of the needs of the province. We value both the creation and the transfer and application of that knowledge."

Dr. Ray Gosine is Memorial's Associate Vice-President of Research. His research and teaching cover a wide range of engineering topics, including robotics, automation, computer vision and adaptive pattern recognition. As a researcher, he focuses on understanding how technological change and its effects are perceived by the public, and how those perceptions shape their implementation.

In his pan-university role, he is one of the academic leaders responsible for both the development, and the ongoing implementation, of Memorial's Research Strategy, which guides Memorial's research and is linked to the Public Engagement and the Teaching and Learning Frameworks. While many types of engaged and non-engaged research are part of the document, there is a strong public engagement focus, including a commitment to research with relevance to this province and beyond.

Dr. Gosine's own work relates to technology that is disruptive by nature and applied in industries where it can displace labour, but also bring benefits. In recent years, Dr. Gosine's personal research has focused on developing an understanding of the opportunities, challenges, and consequences associated with automation and digitalization of Canada's underground mining and offshore oil and gas industries.

"The University can act as a neutral space and explore the pros and cons of technology and help articulate what the real impacts may be."

This focus came about in part due to his experiences interacting with the public in the context of chairing a public review panel on hydraulic fracturing, or fracking, in Western Newfoundland. The conversations around this challenging and polarizing topic led him to explore how public perception can impact the implementation of science and engineering.

In places like Newfoundland and Labrador, any changes to the resource sector will invariably ripple through the province, which is why conversations relating to them must be built on a strong foundation of cooperation and mutual understanding.



What are the levels of public engagement across different parts of Memorial?

Overall levels of public engagement at Memorial

Memorial University is a large organization with thousands of staff, faculty and students working and studying in a variety of geographical locations, which are further divided into numerous functional areas. Therefore, it is challenging to provide one accurate, global assessment of the university's level of public engagement. With that said, there are different methods available that can be used to provide such an assessment. This evaluation uses the EDGE tool, an approach that was specifically designed to measure levels of public engagement at universities and was developed by the [UK's National Co-ordinating Centre for Public Engagement](#) (see [Appendix XIV](#)). This tool assesses levels of public engagement across nine areas of the university grouped by three focal points: the university's purpose, processes, and people. Each assessment is based on a four-point scale, where each statement is labelled along the following continuum of public engagement: Embryonic (1), Developing (2), Gripping (3) and Embedding (4).

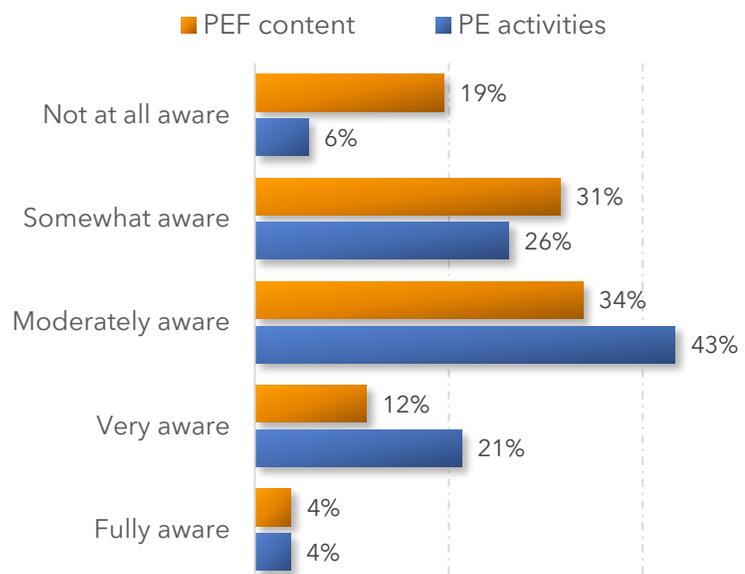
While this approach could be biased on an individual level, an aggregate of all such assessments done by hundreds of people can provide useful information about approximate levels of public engagement at the university. Of course, this assumes that respondents were at least somewhat knowledgeable about the topic in question. Overall, 600 people at Memorial University (including 299 faculty members) were asked for their level of awareness of public engagement activities (or lack thereof). Only 6% of respondents indicated that they did not have any awareness of public engagement activities. Therefore, 94% of respondents had at least some basis to make an informed assessment of levels of public engagement at Memorial.

The overall results of the average public engagement assessments provided by Memorial University's staff and faculty across different domains of the university can be found in Figure 2. Public engagement across different areas of the university was

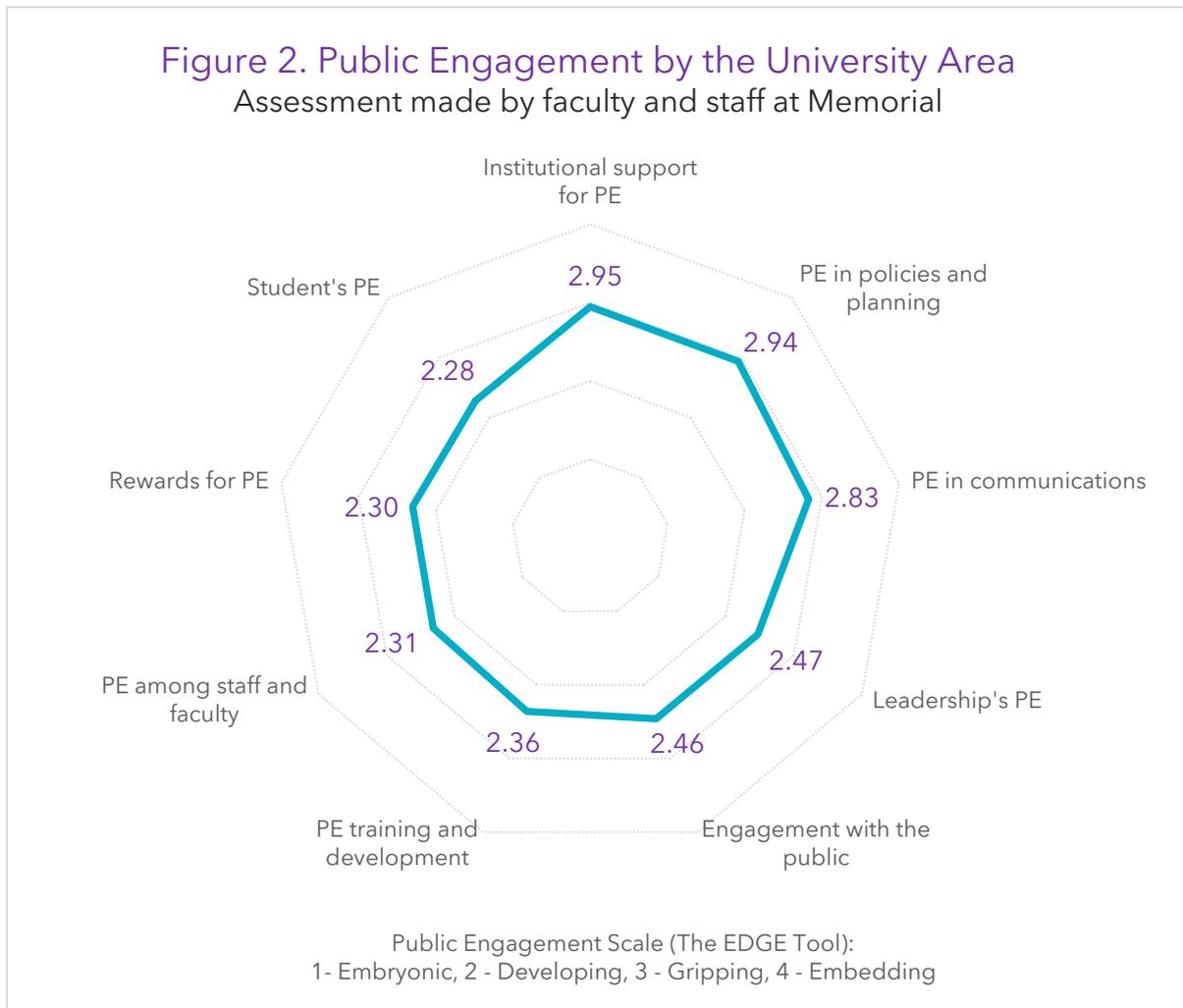
assessed to be between 2.28 and 2.95 points on the EDGE Scale. Points 2 and 3 on [the EDGE scale](#) correspond to "Developing" and "Gripping" levels of public engagement. The highest levels were reported for the institutional support for public engagement (2.95), public engagement in the university's policies and planning (2.94), and public engagement in communications (2.83). The lowest assessed areas were public engagement among students (2.28) and rewards and recognition for public engagement work (2.30).

While the numeric aggregated values presented above could provide some informational value and labels, all of these could potentially mean different things according to the various areas assessed. This is because participants didn't choose between numbers 1 to 4, but between concrete descriptions of how public engagement is integrated within each area of the university. So, what words best describe the levels of public engagement

Figure 1. Awareness of Public Engagement Among Faculty and Staff at Memorial



among different areas of Memorial University as perceived by staff and faculty? Figure 3 answers this question by matching the descriptive words from [the EDGE tool](#) with specific results by areas of university activity.



"I have been extensively involved, for many years, in public engagement and provision of relevant information to the public, patients and Health Care Workers. I have travelled over all the province to do this. It has been challenging but VERY REWARDING."

"Public engagement is such a central component of my work, and I am happy to be at MUN to pursue this, I hope throughout my career."

"Engagement is prominent in all of the university's documentation and planning, but very few resources are allocated to support this."

- Opinions about experiences with public engagement from faculty and staff at Memorial University (collected as part of survey)

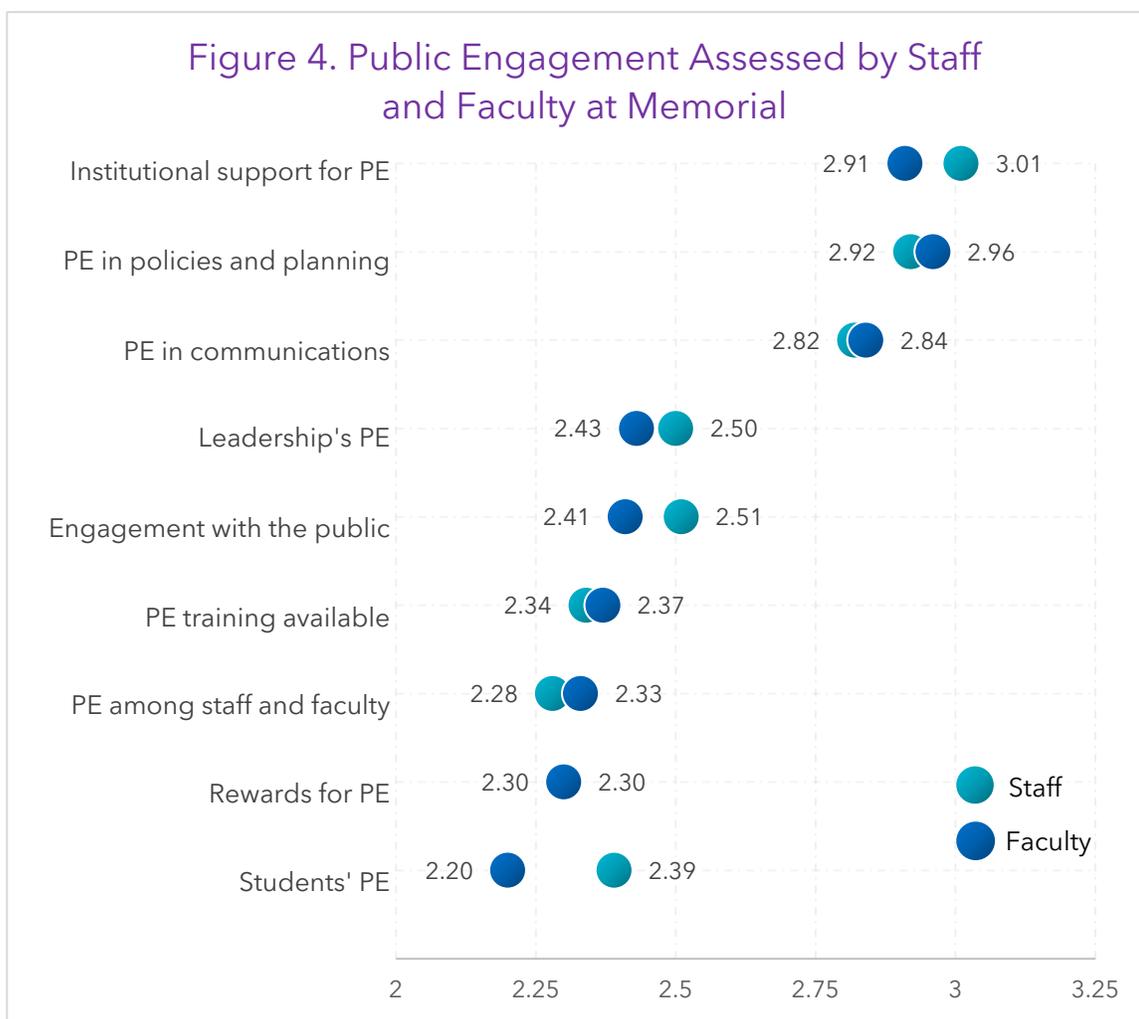
Figure 3. Public Engagement at Memorial University by Area and by Descriptive Statements

	DEVELOPING (2.00)	Level of Public Engagement	GRIPPING (3.00)	
Mission	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	2.94	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Mission
Leadership	Some of the institution's senior team act as informal champions for public engagement.	2.47	Some of the institution's senior team act as formal champions for public engagement	Leadership
Communication	Public engagement occasionally features in internal and external communications.	2.83	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance	Communication
Support	There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	2.95	Oversight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	Support
Learning	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	2.36	There are some formal opportunities for staff or students to access professional development and training in public engagement	Learning
Recognition	Some departments recognise and reward public engagement activity on an ad hoc basis.	2.30	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	Recognition
Staff	There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties.	2.31	There are structured opportunities for many staff members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all.	Staff
Students	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	2.28	Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all.	Students
Public	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	2.46	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	Public

Table above presents "Developing" and "Gripping" levels of [the EDGE Tool](#), which are relevant to the findings. For descriptions of "Embryonic" and "Embedded" levels see Appendices.

It is important to emphasize that, while the EDGE Scale has a range of scores from 1 to 4, this does *not* mean that 2.0 is low or that 2.5 is the average level of public engagement at a university. Scores itself can only be understood in the wider context of descriptive sentences presented above by each area of the university. Please note, there are no publicly available scores for other universities in Canada, so the EDGE scores obtained for Memorial University are difficult to put in the wider context of university public engagement in this country. This discussion, together with other data comparing Memorial University to its past and to other universities in Canada, will be continued in the following chapters.

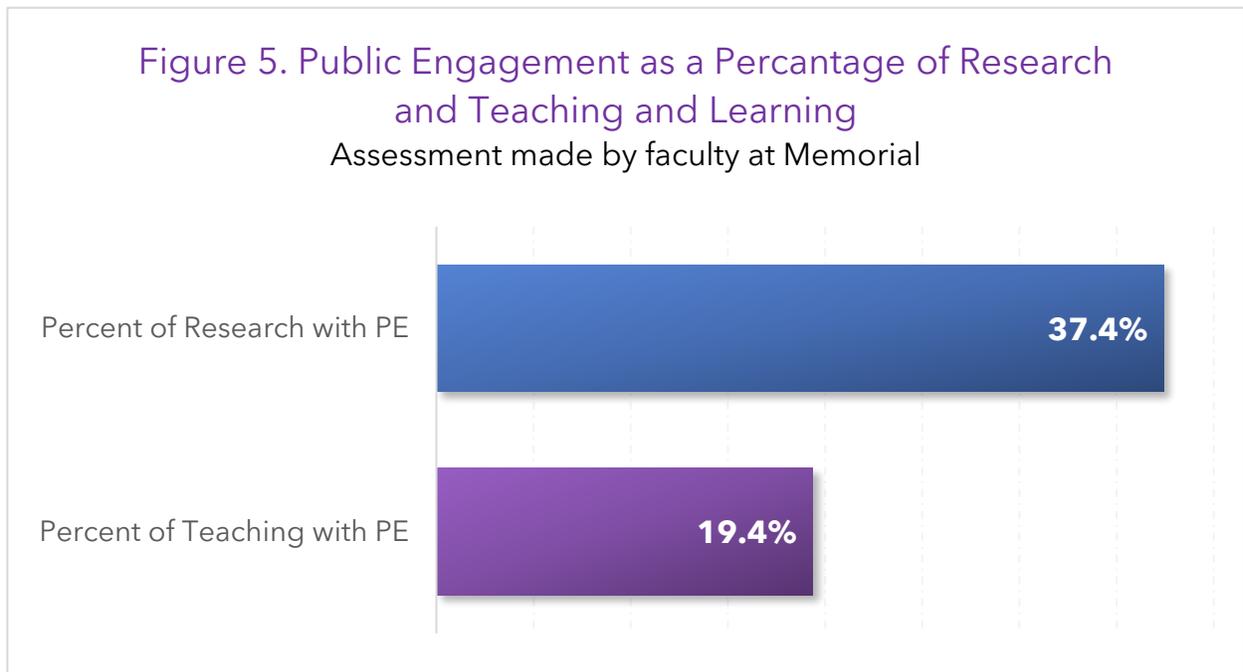
Overall, the results indicate that while public engagement has been successfully integrated within some of areas of the university, there is still a considerable amount of space for improvement across different domains. With that stated, some people could argue that achieving level four ("Embedding") should not necessarily be a goal for the university, given its complex web of responsibilities and limited resources. This issue of desirable levels of public engagement will be addressed in the following chapters as well.



Since the results above were created using assessments made by a large number of people that could experience various levels of public engagement due to their relationship with the university, it is important to explore distinctions between staff and faculty's perceptions. Figure 4, above, depicts the differences in assessment of levels of public engagement by these two separate groups.

Overall, there was a fair amount of consistency in assessments provided by both staff and faculty. The minor variances in assessments were observed in the perception of public engagement among students (2.20 versus 2.39) and institutional support for public engagement (2.91 versus 3.01). Assessment levels for rewards and recognition for public engagement work were identical (2.30). While assessments of public engagement levels obtained using the EDGE Tool are informative, there is also value in exploring other approaches and perspectives.

We also measured the average percentage of research and teaching and learning that involves public engagement components. The results are illustrated in Figure 5.



The results show that 37.4% of research and 19.4% of teaching and learning include elements of public engagement, as defined by the Public Engagement Framework. Knowing these numbers on their own is beneficial and can increase the overall understanding of the role that public engagement plays in the everyday functioning of the university. Questions about whether these percentages are high enough, or whether there has been any increased observed in the previous years, will be addressed in the following chapters.

“It seems to me that the senior administration is heavily supported in their outreach activities, whatever they are, while faculty have less and less supports to avail of in their research and publicity activities, and the students hardly supported at all.”

- Opinions about experiences with public engagement from faculty and staff at Memorial University (collected as part of survey)

(Continued on page 26)

Public Engagement Cases

Cold Oceans and Arctic, Science, Technology, and Society (COASTS) Something in the Water: Supporting Collaboration from the Inside, Out

Like the province of Newfoundland and Labrador, Memorial University has been shaped by wind, water, and ice. It is an area of specialization that has emerged from the university's long-standing connection to the people and place it serves, and in which the university has distinguished itself as a world-leader.

Coordinating, Connecting, and Communicating

Of course, with so much work at Memorial relating to this area of specialty, it can be easy for silos to form, minimizing connections within the university, and limiting partnership opportunities with external collaborators.

Cold Oceans and Arctic, Science, Technology, and Society (COASTS) is a pan-university strategic initiative that seeks to grow the university's impact and meet its obligation to the people of Newfoundland and Labrador by building on the strengths and strategic advantages of both Memorial, and the province.

As a pan-university initiative, COASTS is part brand development, part marketing campaign, part fundraising initiative, and part public engagement exercise. It is about collecting and celebrating the things the university does well, and exploring innovative, inclusive, and courageous ways Memorial can combine the diverse strengths and perspectives from across the university and community to build new successes.

COASTS was initiated in 2013, and is coordinated through the Office of Public Engagement, and led by a committee of Vice Presidents, Deans and the CEOs of key social enterprises as directed by the President. At its outset, an inventory of Memorial's COASTS related expertise, projects, resources, and infrastructure was undertaken and by 2015, a COASTS visioning exercise was completed,
(Continued on the next page)



Public Engagement Cases

Cold Oceans and Arctic, Science, Technology, and Society (COASTS) Something in the Water: Supporting Collaboration from the Inside, Out

incorporating input from across the university and external partners. A plan was finalized in 2016, COASTS addresses several broad goals, including: building and strengthening relationships with external partners to raise awareness of opportunities to work together (including governments, industry, NGOs, other universities and national and international organizations); assistance and support for Memorial faculty, students, and staff do more COASTS-related work together, and with external partners.

From Strategy to Action

A number of high-level priority projects emerged in the first years of COASTS, many of which involved ensuring that our partners in the provincial and federal governments had an understanding of our capabilities. This included a significant lobbying effort: hundreds of meetings with politicians, political staff and public servants took place. By developing these relationships, new collaboration opportunities flourished?”

For example, when a Transport Canada official in Ottawa remarked that the department hadn't realized the breadth of oceans and Northern/Arctic work happening at Memorial, the COASTS team organized a networking session featuring researchers from the faculties of Arts, Engineering and Applied Science, Science, as well as C-CORE and the Marine Institute. In response, transport Canada had 28 officials from their department, as well as Natural Resources Canada, Environment Canada, Aboriginal Affairs and Northern Development Canada, Fisheries and Oceans Canada, the Coast Guard to join the session.

During the call, Memorial representatives shared brief overviews of their units' capacity and expertise, and answered questions from the officials. This netted a number of collaboration opportunities between Memorial and the federal departments.

Other key government relations exercises included working closely with the provincial government to develop a cohesive and mutually supportive approach to the Northern Lights Conference in Ottawa, making the most of connections made through the Federal Deputy Minister Champion program, and working with NRC to reestablish a collaborative relationship.

Partnering Across the Atlantic Region

In 2016, Memorial was part of a partnership that submitted an application under the Department of Innovation, Science, and Economic Development's Canada First Research Excellence Fund, in collaboration with Dalhousie University and the University of Prince Edward Island.

This was a new approach for universities in the Atlantic region, and was based on advice that was shared as part of Memorial's COASTS lobbying efforts: we had heard that there wasn't much likelihood of a successful application from a single Atlantic Canadian institution, but there was an appetite for something that would take a more regional approach.

(Continued on the next page)

Public Engagement Cases

Cold Oceans and Arctic, Science, Technology, and Society (COASTS) Something in the Water: Supporting Collaboration from the Inside, Out

The three partners decided to address sustainable ocean development as the Ocean Frontier Institute, with a vision of being a global leader in transnational interdisciplinary ocean research and producing demonstrable and enduring social, economic, and environmental benefits. An application was developed that integrated expertise from a broad range of Memorial units (along with Dalhousie and UPEI,) and that emphasized Memorial's partnership and public engagement excellence.

The application was successful, with funding of nearly \$94 M, the largest amount of funding distributed within that phase of the funding program, and an incredible opportunity not just for Memorial, but also the entire Atlantic region.

The success of OFI also paved the way for an even larger Atlantic collaboration opportunity. In March 2018, the federal government announced that Atlantic Canada's proposal to the supercluster initiative was successful to the tune of \$153M. This led to the creation of Canada's Ocean Supercluster, a cross-provincial partnership between industry, not for profits, and academia designed to improve competitiveness in Canada's ocean-based industries, including fisheries, oil and gas, and clean energy. Memorial expertise is supporting this work, and companies associated with Memorial, including graduates and partners, are undertaking world-class ocean sector related projects.

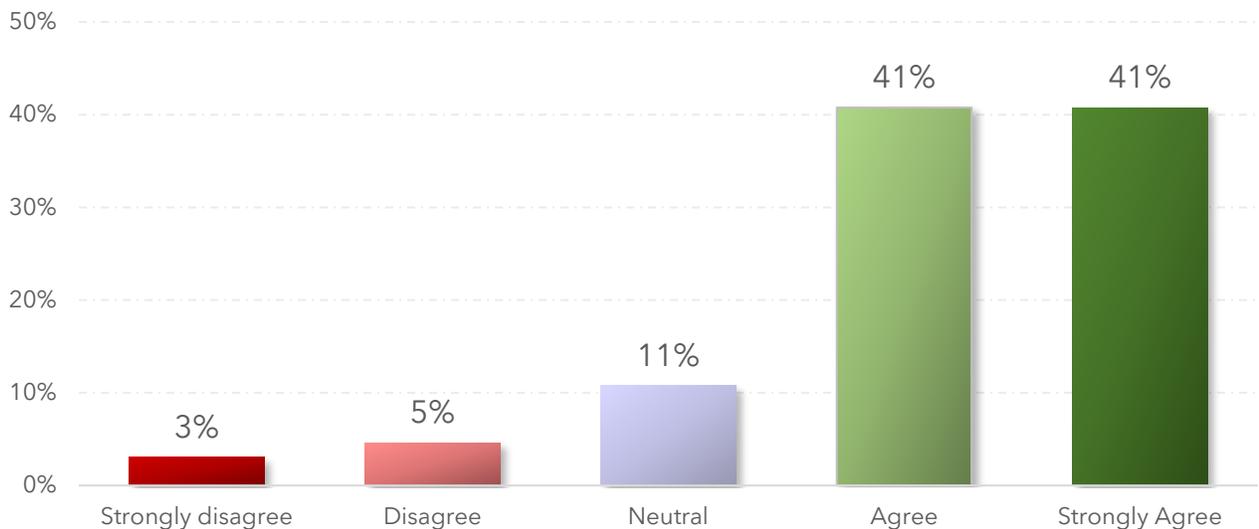
Envisioning the Future

While the pandemic presented some challenges to the COASTS initiative, Memorial was still able to contribute to a significant federal process over the spring of 2020. The Department of Fisheries and Oceans' Blue Economy Strategy is a national plan for Canada's ocean future. In May 2020, Memorial hosted the only university-planned consultation on the strategy paper, bringing together Memorial faculty and staff, public partners, industry, governments, not for profit organizations, labour groups, and others to discuss the ocean sector. It was an opportunity for Memorial to act as a convener, leading to new connections and a province-wide submission to the federal process.

Looking ahead, Memorial is interested in continuing to play that convening and brokering role. The COASTS initiative is in the process of developing its next phase of work, including a strategy and a work plan. This planning process will be informed by both Memorial stakeholders and our public partners, and will strive to support and enhance Memorial's and Newfoundland and Labrador's stellar reputation within the global ocean sector.

A different approach to assessing the levels of public engagement at Memorial is to explore how people external to the university (especially public partners) perceive the institution. 131 external partners responded to a survey that was distributed to people living in Newfoundland and Labrador; they were asked to assess Memorial's public engagement activities. Participants were specifically asked if they thought that Memorial University was '*a public university serving the public good.*' The results are displayed in Figure 6.

Figure 6. "Memorial University is a public university serving the public good."
Assessment made by the public



More than four out of five respondents (82%) have either agreed or strongly agreed with the statement that *'the university is a public university serving public good'*. Fewer than one in twelve respondents (8%) disagreed with the statement. While this is not a specific assessment of the level of public engagement at Memorial, it is closely related to the core concept, that Memorial is a public university serving the public good, which is intrinsically linked to being publicly engaged.

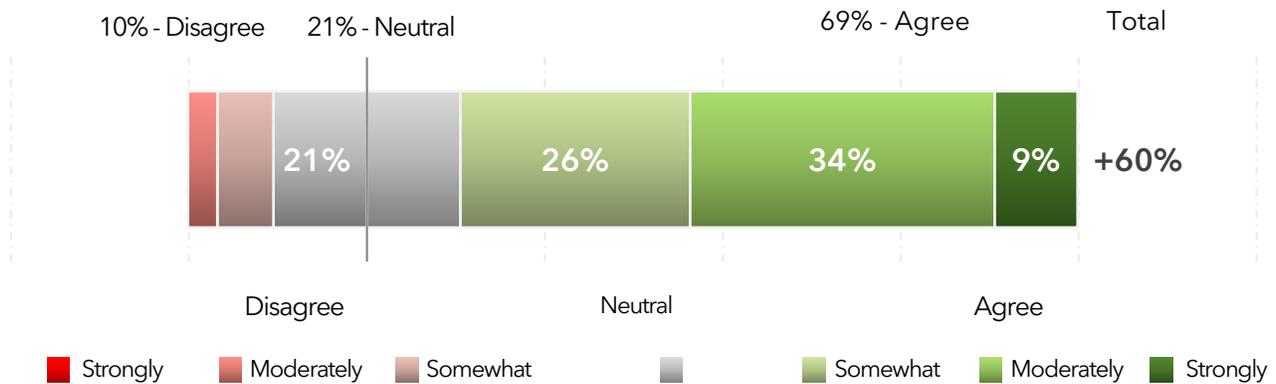
"Public engagement benefits everyone in the university, but it is not valued by everyone at the university. Academic Staff often have very little incentive (support/recognition) for public engagement."

"It is an important activity to be engaged with the public and there should be a pathway for everyone to contribute"

- Opinions about experiences with public engagement from faculty and staff at Memorial University (collected as part of survey)

Similarly, 600 staff and faculty at Memorial University were asked if the university was fulfilling its public engagement mission (as defined in Memorial's academic mission.) 69% of respondents agreed with the statement to a various degree, while 10% disagreed (Figure 7). Again, while this does not provide specific details about Memorial's level of public engagement by area, it nevertheless provides useful insights and an approximate estimate of the extent to which public engagement has been incorporated into the university's processes and functioning. These results suggest that the university has integrated public engagement into its core functioning.

Figure 7. "Memorial University fulfills its public engagement mission"
 Assessment made by staff and faculty at Memorial



Public Engagement Profiles: Dr. Max Liboiron Beginnings and Endings

Dr. Max Liboiron is an Associate Professor at Memorial's Department of Geography. Liboiron is a leader in both developing and promoting anticolonial research methods into a wide array of disciplines and spaces. As founder of the Civic Laboratory for Environmental Action Research (CLEAR), an interdisciplinary natural and social science lab space dedicated to good land relations, Liboiron has influenced national policy on both plastics and Indigenous research, invented technologies and protocols for community monitoring of plastics, and created protocols for fostering research collectives.

Dr. Liboiron's community partnerships upend deeply rooted dominant ideas on what constitutes a "good" relationship between the university and an external partner. They object to the way rhetoric concerning public engagement can portray communities as existing in a deficit while portraying the academic institution as having expertise and skills to bestow.

Rather than approaching a partner with a collaboration in mind, Dr. Liboiron focuses on relationship-building without a clear partnership objective. This way, the community knows the researcher and can make an informed choice about working together. Dr. Liboiron prefers to wait until there are multiple invitations from multiple community members. This ensures that participation is truly a community choice.

(Continued on the next page)



Public Engagement Profiles: Dr. Max Liboiron Beginnings and Endings

"My largest partnership took four years. And that's exactly the appropriate amount of time for an Indigenous group and government to check out someone who is new in the province. I don't think it could have happened sooner. The invitations come at an appropriate time."

Dr. Liboiron's work is defined by the natural course of ongoing partnerships. The relationship goes on as long as the partner wants to continue, and Liboiron needs to be invited anew each time. In the meantime, Liboiron works to leave as much funding, skills, and equipment in the community as possible so that by the time they part ways, the community will be fully equipped to carry out research on whatever topic it deems relevant.

"The primary goal with public engagement is to become obsolete as the researcher in the partnership because if you've done it right, everything the community needs will be available to them. This makes the ending a good thing."

This approach pushes conventional thinking on what beginnings and endings mean in the context of relationships between academics and community members, asking a simple, but challenging question: "what is, or should be, the ultimate goal of public engagement?"



Public engagement by faculty/department

We have already discussed the overall levels of public engagement at Memorial, but those were created by aggregating many smaller organizational units within the university, which are naturally very distinct. Creating a synthetic average that includes such diverse units as the [Faculty of Medicine](#), [School of Music](#), and [the Marine Institute](#) has noticeable limitations, as it flattens important differences between each of them. For example, some faculties naturally have a higher share of research that falls under the category of “pure research” without obvious opportunities for public engagement. Others do work that would be almost impossible to undertake *without* some degree of public engagement. Furthermore, creating one synthetic average could potentially create an artificial number that does not represent any of the internal environments of the university.

For all these reasons, it is important to look closer at levels of public engagement across various schools and faculties within Memorial. Figure 8 displays assessments of levels of public engagement made by faculty and staff who represent different schools/faculties. Detailed numbers are available in a data table in [Appendix IX](#). The numbers represent the EDGE Tool Scale (see Appendices), with questions and results coded between 1 (Embryonic) and 4 (Embedded) levels of public engagement.

Faculties and schools in the figure were organized by their average level of public engagement across all the areas, from the highest to lowest. Schools and faculties with the highest assessed ratings of public engagement across all categories were the [School of Social Work](#) (3.22), [the School of Arctic and Sub-Arctic Studies](#) (Labrador Campus - 3.17), the Faculty of Nursing (3.10), [the School of Music](#) (3.02) and the [Faculty of Business Administration](#) (2.93). On the other side of the spectrum are the [Faculty of Science](#) (2.41), [the School of Maritime Studies](#) (Marine Institute, 2.23), and the [School of Fisheries](#) (2.11). While it might be tempting to make comparisons between faculties and schools, it is important to reiterate that there are vast differences between faculties, both in terms of the work undertaken, valuing of public engagement, and even discipline-specific definitions of what actually constitutes public engagement. Some faculties may have even higher levels of public engagement according to the Framework, but they themselves may not recognize the work they do as publicly engaged.

Another way to gain insight about levels of public engagement at Memorial across its departments is to collect information about specific types of public engagement that fall under the official definition. Academic staff that responded to the Staff and Faculty Survey were asked about the number of times that they engaged in various public engagement activities. The summary of those results is available in Figure 9, while detailed numbers are available in a data table in [Appendix X](#).

While there is some overlap between findings obtained using this and the previous method (both [Faculty of Business Administration](#) and [School of Music](#) are in the top 5 most engaged units), there are some important differences as well. For example, the Faculties of Medicine and Science both placed much higher in this table. There also appears to be a pattern where many faculties specialize in certain types of public engagement activities: e.g., [Science](#) and [Engineering](#) are undertaking high levels of collaborative research; [Human Kinetics and Recreation](#) seem to be quite strong when it comes to the use of traditional media and social media; [School of Maritime Studies \(Marine Institute\)](#) ranks high at teaching courses or programs that include experiential, service-learning or internships; and the [Faculty of Medicine](#) is very high on collaboration with external partners both on research and non-research projects.

Figure 8. Levels of Public Engagement by School/Faculty

Faculty/School	Institutional support for PE	Memorial's engagement with the public	Opportunities for PE training	PE among leadership	PE among staff and faculty	PE in communications	PE in strategic policies and planning	PE recognition and rewards	Students' PE	Total
School of Social Work	4.00	3.33	3.67	2.67	2.67	3.00	3.33	3.00	3.33	3.22
School of Arctic and Sub-Arctic Studies (Labrador Institute)	3.00	3.00	2.00	3.50	3.00	3.50	3.50	3.00	3.00	3.17
Faculty of Nursing	3.25	3.00	3.20	3.20	3.00	2.83	3.50	2.67	3.25	3.10
School of Music	3.38	2.50	2.67	2.83	3.00	3.60	3.20	2.67	3.25	3.02
Faculty of Business Administration	3.38	2.75	2.82	3.25	2.54	3.21	3.27	2.42	2.67	2.93
School of Pharmacy	3.00	2.40	2.57	3.00	2.57	3.38	3.33	2.83	2.40	2.86
School of Fine Arts (Grenfell Campus)	3.40	2.75	2.50	2.80	2.50	3.00	3.25	3.00	2.40	2.85
School of Ocean Technology (Marine Institute)	3.00	3.00	2.50	3.00	2.33	2.67	3.50		3.00	2.85
Faculty of Engineering and Applied Science	3.05	2.58	2.65	3.04	2.68	3.00	3.20	2.45	2.72	2.81
Faculty of Education	3.00	2.67	2.38	3.00	2.69	2.88	2.87	2.40	2.43	2.71
School of Science and the Environment (Grenfell Campus)	3.00	3.00	2.56	2.30	2.50	3.11	3.00	2.38	2.50	2.70
School of Arts and Social Science (Grenfell Campus)	2.91	2.40	2.15	2.70	2.60	2.75	3.22	2.75	2.00	2.61
Faculty of Medicine	2.86	2.40	2.45	2.88	2.35	2.74	3.00	2.42	2.33	2.60
Faculty of Humanities and Social Sciences	2.85	2.30	2.35	2.65	2.25	2.95	2.86	2.31	2.11	2.52
School of Human Kinetics and Recreation	2.71	2.43	2.67	2.63	2.29	2.60	2.70	2.14	2.14	2.49
Other	2.83	2.25	2.67	2.50	2.00	2.83	2.88	2.00	1.75	2.47
Faculty of Science	2.89	2.31	2.08	2.69	2.28	2.73	2.81	1.86	1.88	2.41
School of Maritime Studies (Marine Institute)	2.30	2.25	1.80	2.73	2.00	2.58	2.57	1.89	1.90	2.23
School of Fisheries (Marine Institute)	2.57	2.00	1.88	2.38	1.86	2.38	2.33	1.57	2.00	2.11
Total	2.94	2.45	2.40	2.78	2.39	2.87	2.97	2.31	2.29	2.61

Numbers in the table represent the EDGE Tool average score received per area per faculty/school. These could vary from a minimum value of 1 (Embryonic), to a maximum value of 4 (Embedding).

Data tables with averages, standard deviations and samples sizes are available in [Appendix IX](#).

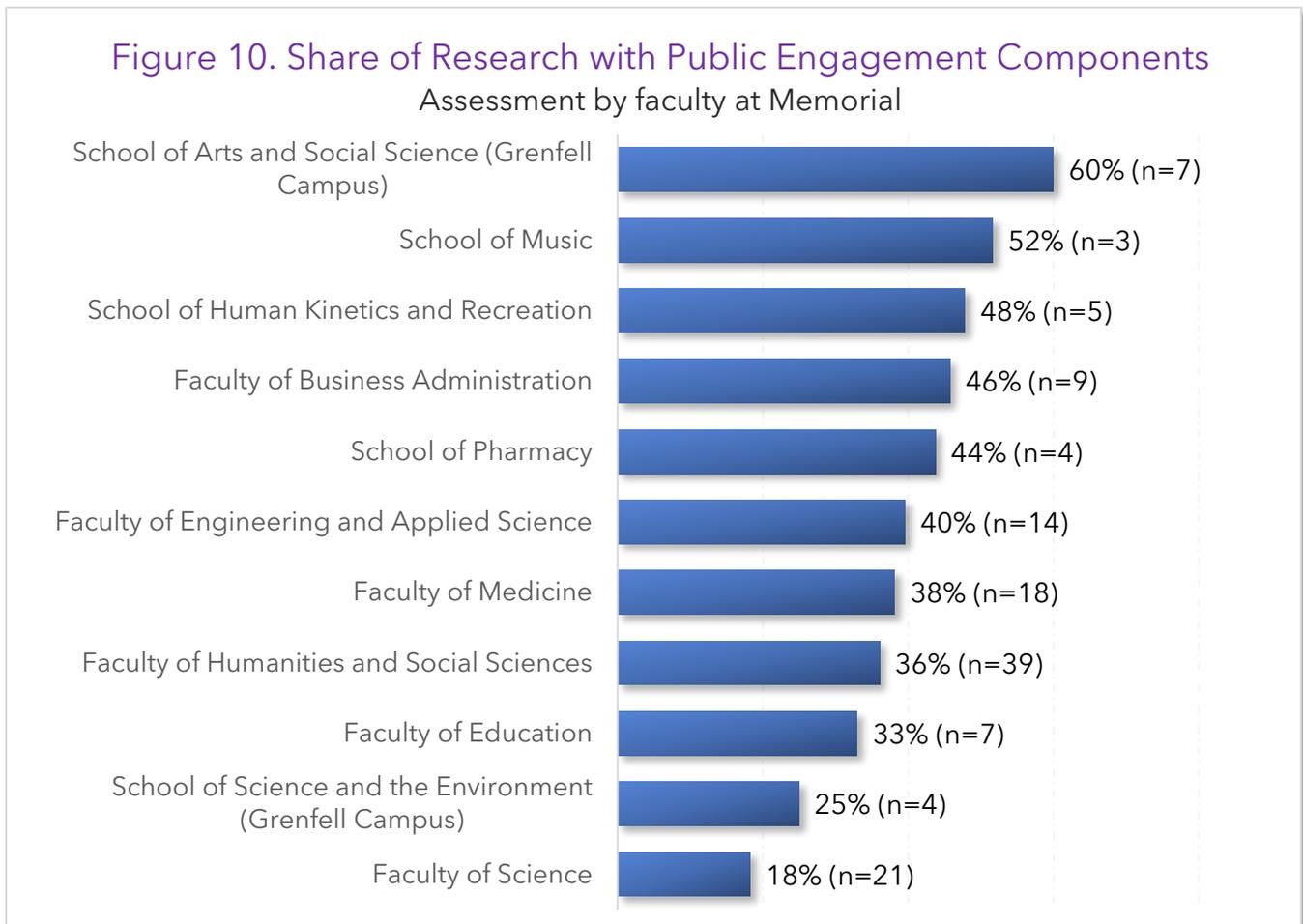
More information about the EDGE Tool is available in [Appendix XIV](#).

Figure 9. Public Engagement Activities by Their Frequency by Faculty

Faculty/School	Collaboration on a research project or program with an external partner	Collaboration on a non-research project or program with an external partner	Dissemination to non-academic audiences	Use of media (newspapers, tv, radio etc.)	Workshops or lectures with a group or person external to Memorial	Taught a course or program at Memorial that included an internship, service learning or experiential	Use of social media to communicate about research (Twitter, Facebook, LinkedIn etc.)	n
Faculty of Business Administration	2.5	3.1	9.5	6.4	6.9	6.4	0.8	11
School of Music	4.3	3.6	19.8	10.8	7.0	0.6	0.4	5
Faculty of Humanities and Social Sciences	2.6	2.2	4.8	6.2	2.9	0.6	2.3	51
Faculty of Medicine	5.0	5.2	2.3	4.3	2.8	1.2	0.4	30
School of Human Kinetics and Recreation	2.4	1.8	2.2	6.8	2.0	2.2	4.2	5
Faculty of Science	6.3	1.7	1.3	1.7	3.5	0.6	1.6	35
Faculty of Engineering and Applied Science	5.8	2.3	2.0	0.5	3.9	1.1	0.3	20
School of Science and the Environment (Grenfell Campus)	3.1	1.1	1.0	1.1	3.1	3.5	0.9	7
Faculty of Education	1.8	2.2	1.9	1.3	1.4	1.8	1.1	13
School of Pharmacy	2.0	1.3	1.3	3.8	2.5	0.5	0.5	4
School of Arts and Social Science (Grenfell Campus)	1.1	1.7	1.2	1.3	2.7	1.5	0.4	11
School of Fine Arts (Grenfell Campus)	0.5	1.0	25.5	0.5	4.0	0.3	0	4
School of Fisheries (Marine Institute)	0.8	1.2	0.8	1.0	2.2	2.2	0.4	5
School of Maritime Studies (Marine Institute)	0.8	0.7	1.4	0.2	0.7	15.6	0	9
Total	3.6	2.6	3.7	3.6	3.2	1.9	1.2	210

*Faculties/Schools with three or less respondents are not shown

The third and final approach used to assess the levels of public engagement across different schools and faculties was to examine the overall share of research and teaching and learning that includes public engagement components. Faculty respondents of the Staff and Faculty Survey were asked to report on what percentage of their research and teaching and learning involved public engagement components. The summaries of results are displayed on Figure 10 for research and Figure 11 for teaching and learning.



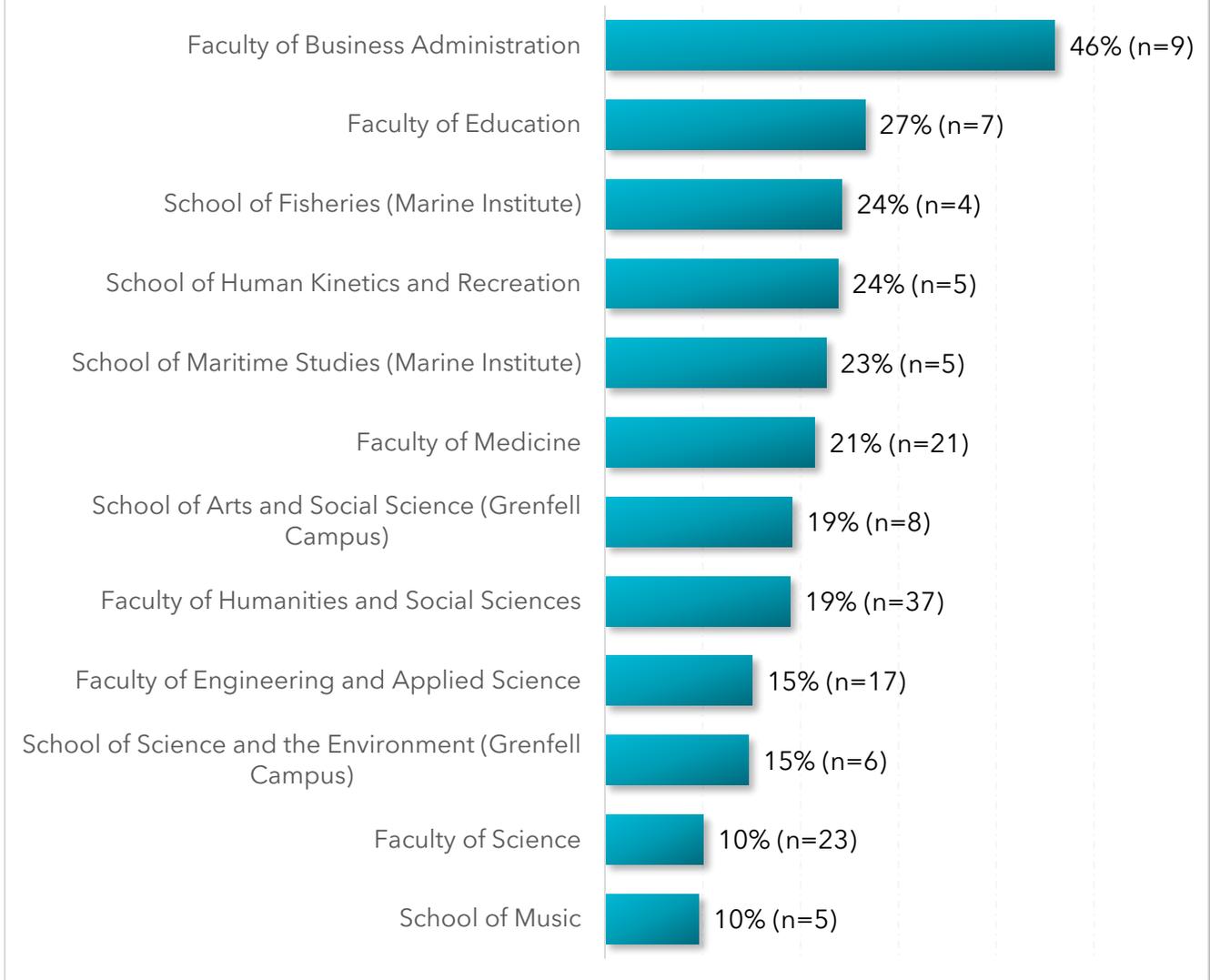
Schools and faculties with less than 3 responses were omitted from the figure. Detailed information available in [Appendix XI](#).

"I will continue to do some public outreach, including popular writing, media production, etc. However, I don't see myself as likely to do community-based research partnerships again. It is a lot of work that is not valued by the institution. The amount of travel and stress (dealing with the community partners) wore at me, and is best left in my younger days. (...) I found that the institutional barriers coming from the Research Office were also a time-consuming headache, with every contract, agreement, arrangement, subject to intense scrutiny and hassles. It's just not worth it."

- Opinions about experience with public engagement from faculty member at Memorial University (collected as part of survey)

Figure 11. Share of Teaching & Learning with Public Engagement Components

Assessment by faculty at Memorial



Detailed information available in [Appendix XI](#).

"There are a lot of [public engagement] opportunities. But focused more on St. John's Campus, not as many opportunities in Grenfell/outside town."

"Doing research is time consuming, lack of time for everything."

"Would have more time if there was less struggle with logistics and bureaucracy."

"University is appreciative, but there are no formal or official rewards [for public engagement]."

- Opinions about public engagement collected during the Student Focus Group.

Public Engagement Cases

On the Move Partnership: A First-of-its-kind Engaged Study on Employment-related Mobility in the Canadian Context

From daily commutes that take hours, to jobs that take workers away from home for days, weeks, months or years, the phenomenon of employment-related geographic mobility or extended commuting for work, is widespread in the Canadian workforce. A large number of workers in Canada (though difficult to document exactly how many) work in different municipalities, provinces or even countries from those in which they live including several hundred thousand non-Canadians who come to Canada as temporary foreign workers.



To understand this reality, how it affects employers, workers and their households and communities, Memorial University's SafetyNet Centre for Occupational Health and Safety Research developed a successful joint application to the Social Sciences and Humanities Research Council's Partnership grants program and InnovateNL. Starting in 2012, the resulting [On the Move Partnership](#) has been carrying out the first comprehensive study of the spectrum of employment-related geographical mobility in the Canadian context ranging from daily commutes in large urban centres through prolonged absences for work. On the Move has involved more than 100 researchers including faculty, postdoctoral fellows and graduate students, from multiple disciplines and more than 20 universities, as well as more than 30 community organizations representing industry, labour and government. It has involved a close collaboration with Memorial's Harris Centre and has been supported by leveraged funding from Memorial's Office of Public Engagement.

Complex Topic, Engaged Approach

Employment-related mobility is fueled by a number of factors varying from trade, transportation and communication to population demographics and policy. In order to truly get a sense of the degree to which it affects the lives of Canadians, On the Move partnered with more than 30 community organizations representing industry, labour and government, and dozens of students. Participating researchers undertook in-depth field research among employers, employees and their families, community leaders, and service agencies in seven provinces in order to assess how employment-related mobility affects these groups in different contexts.

As of October 2020, On the Move had resulted in more than 1,100 knowledge mobilization initiatives ranging from datasets and websites through special journal issues, articles and books (including an open-access edited collection entitled *Families, Mobility and Work* forthcoming from Memorial University Press in July 2022), to films, radio documentaries and podcasts and webinars. Themes covered in the resulting outputs include (among others) the mobile labour force and social relations at work, in work camps and on the road; the effectiveness of policy and planning at the municipal, provincial and federal levels; work-life balance and spousal and parent-child relations within families; and (through its impact on investments and consumption patterns) regional economic and community development; and COVID-19.

(Continued on the next page)

Public Engagement Cases

On the Move Partnership: A First-of-its-kind Engaged Study on Employment-related Mobility in the Canadian Context

Engaged Public, Mobilized Results

Extended/complex mobility for work is both a key mechanism for promoting innovation, leadership and prosperity in Canada and an ongoing source of serious challenges for employers, workers and their families and communities. It is a complex topic that can only be fully understood and addressed by collaborating with the employees, employers, families and communities it affects.

Of course, getting information to the people who can use it is an important element of the work, so there have been extensive efforts to translate and mobilize the resulting findings. On the Move has used film, photo essays, radio documentaries (including a series of CBC Ideas programs and Rural Routes Podcasts), webinars, conferences and symposia, including some jointly sponsored with partners like the Vanier Institute for the Family, Synergy sessions hosted by Memorial's Harris Centre, websites, multi-stakeholder roundtables, media interviews and open-access working and policy papers as the basis for outreach and consultation around the research and the findings.

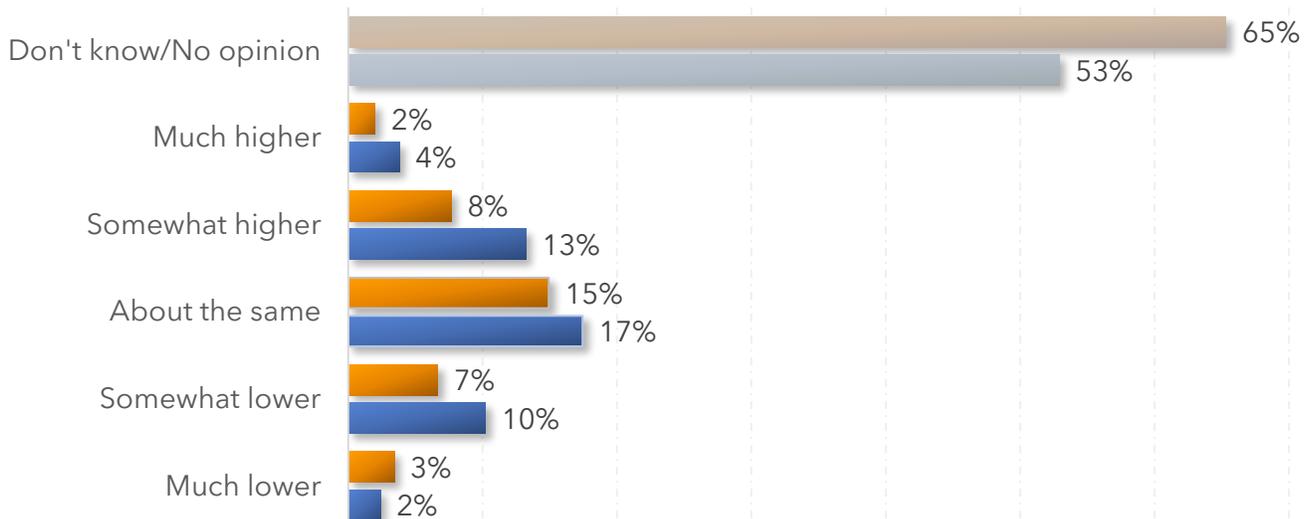
Memorial University's public engagement compared to other universities in Canada

Thus far, Memorial's levels of public engagement were compared against a somewhat abstract scale (the EDGE tool), or within different individual areas of the university. Another helpful approach to evaluate public engagement at Memorial is to compare Memorial's engagement with that at other universities. The initial approach was to ask Memorial faculty and staff for experiences and opinions about the topic. While over half of

Figure 12. Comparison of Memorial's Public Engagement with Other Universities

Assessment by staff and faculty at Memorial

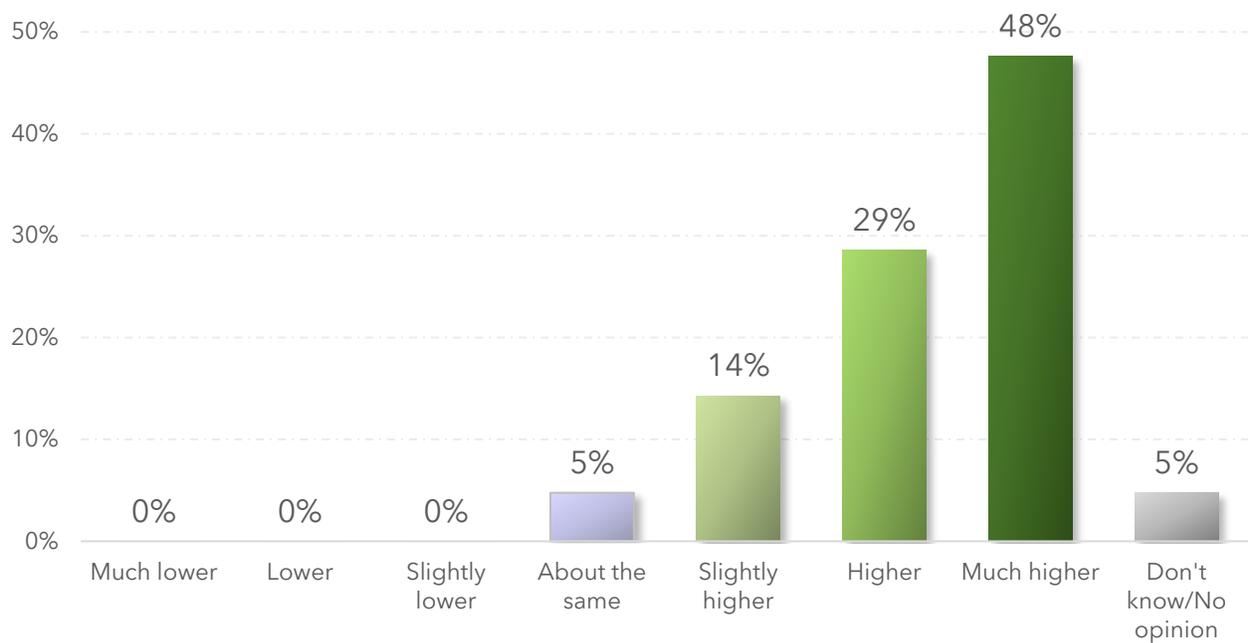
■ To worldwide universities ■ To Canadian universities



staff and faculty asked did not have sufficient information to compare our levels of public engagement to other universities, those that were able said that Memorial ranks somewhat higher compared to other Canadian universities (17% higher vs 12% lower), and on par with other worldwide universities (10% higher vs 10% lower).

A complementary approach was undertaken, where the same question was asked, but this time to staff and faculty employed at other universities in Canada. The results were quite different in this survey, as presented in Figure 13. Nine out of ten of those that responded (90%) were of the opinion that Memorial University's public engagement is higher than at other universities in Canada. This was further substantiated by comments by respondents, which praised different efforts and achievements at Memorial University.

Figure 13. PE at Memorial Compared with Other Universities in Canada
Assessment by staff and faculty at other universities

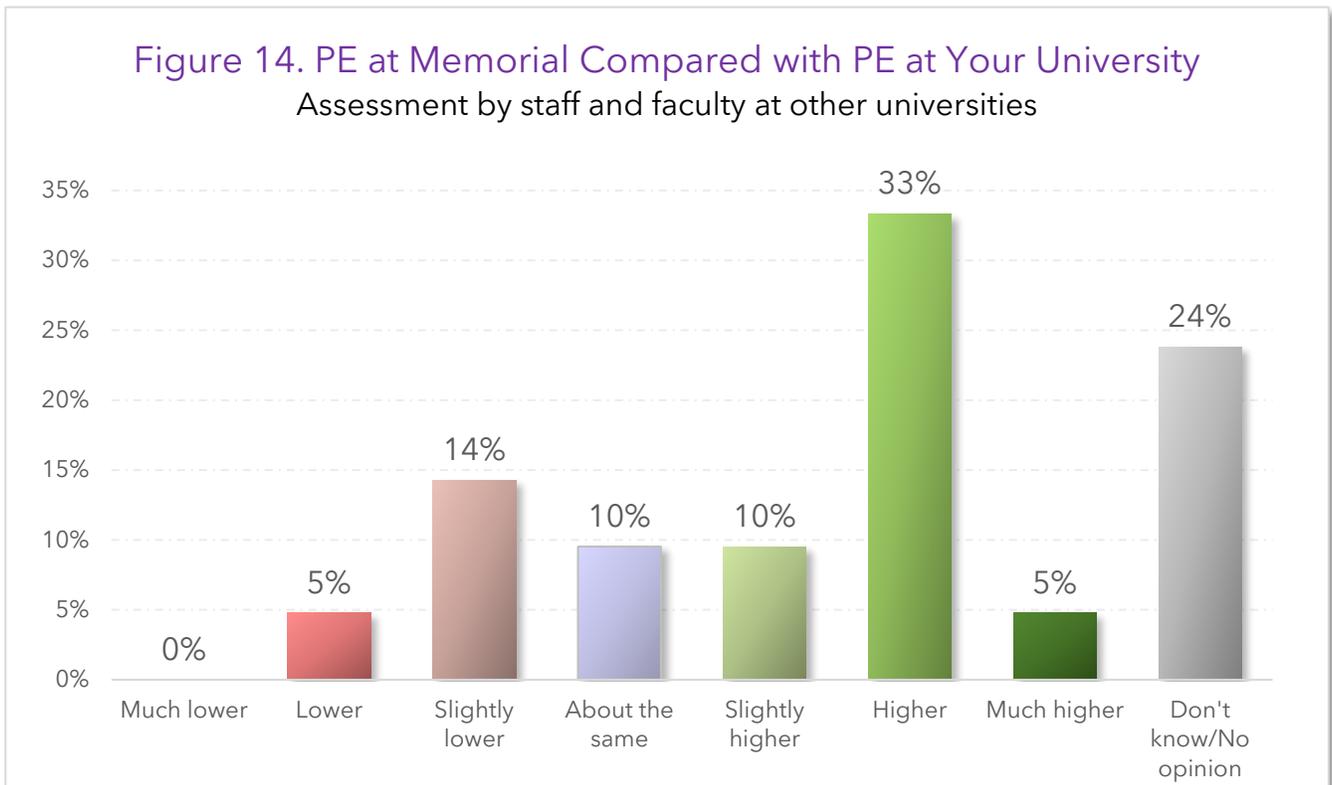


"I have always looked at public engagement at MUN as 'good practice' that one should (try and) follow. The deep respect for academic input by MUN to industry as well as government is simply admirable and so commendable. Keep up the stellar work."

"Memorial is a leader in public engagement, and a pioneer of leading-edge public engagement tools and processes."

- Opinion about public engagement at Memorial from respondent employed at other Canadian universities (collected by survey).

In order to avoid one of the potential problems with interpretation of these results (participants could not be very familiar with what happens at other universities), another question was posed to compare Memorial's levels of public engagement with public engagement at the participant's university. The results of this comparison are presented in Figure 14. Likewise to Figure 13, Memorial's public engagement was assessed very favourably, as 48% said that it was higher, compared with only 19% stating that it was lower.



"I know of the work of the Harris Center, which I have admired from afar. In one research/writing project I worked with them on they took the opportunity to convene a government/industry/university symposium to both alert the community to our project [and also] bring in their insights and advice on the scope of the work. Now that the project is coming to the end, Harris is the first group across Canada to suggest reconvening a symposium to disseminate the results. This full life-cycle engagement is good practice."

- Opinion about public engagement at Memorial from respondent employed at other Canadian universities (collected by survey).

Public Engagement Profiles: Dr. Sevtap Savas Social Accountability through Community Engagement

As a professor within Memorial University's Faculty of Medicine's Division of Biomedical Sciences and Discipline of Oncology, Dr. Sevtap Savas is dedicated to identifying the determinants of clinically and socially important outcomes in cancer patients.

While her work has always included significant clinical aspects and partnerships with researchers across the country and around the world, in recent years, her research approach has expanded to include significant collaboration with members of the public, here in Newfoundland and Labrador.

Motivated by the Faculty of Medicine's commitment to Social Accountability, Dr. Savas began her public engagement journey in 2019, when she applied to the Office of Public Engagement's (OPE) Quick Start Fund, a low barrier fund that supports new public engagement initiatives and partnerships. She was awarded funding to organize a Public Conference on Genetics, bringing together scientists and members of the public.

"I am grateful for OPE funding. It changed my understanding and the trajectory of what I can and will do as a scholar and cancer researcher. It is a great thing that Memorial has a dedicated office for public engagement with supportive and encouraging staff. They help people like me do unimaginable things."

The event was a success and the experience inspired Dr. Savas to seek further funding through the OPE, this time for a Public Interest Group on Cancer Research. Developed in partnership with two community members, Ms. Rebecca Roome and Mr. Doug Smith, and two other colleagues from the School of Medicine, Dr. Holly Etchegary and Dr. Teri Stuckless, the group brings together researchers, cancer patients and family members from Newfoundland and Labrador to discuss the needs and priorities of the cancer patients and families in our province.

Through these relationships, Dr. Savas has been able to better understand, advocate for, and respond to, the realities facing patients and their family members. Their work has been shared with the provincial cancer care centre and in academic and local media settings, and may help guide both clinical and policy approaches in the future. The Public Interest Group on Cancer Research has also developed research and additional public engagement proposals. One of these proposals, The Public Conference on Cancer, has been funded by an Accelerator Fund by OPE and will be held in Fall 2022.

(Continued on the next page)



Public Engagement Profiles: Dr. Sevtap Savas Social Accountability through Community Engagement

For Dr. Savas, this kind of public engagement has enabled genuine communication, which has enhanced her work as a cancer researcher and enabled her to better serve the Faculty of Medicine's commitment to Social Accountability.

"One thing integral to public engagement is to recognize that we, scholars, physicians or researchers, should not assume what the public wants or needs. Their voices must be the centre of the conversation that we then build our efforts around."

In the future, Dr. Savas hopes to take what she has learned from her public engagement efforts and address health challenges facing rural Newfoundland and Labrador. This means actively advocating for change via research and policy and coming up with new solutions, such as virtual hubs, to ensure equal access to healthcare for all inhabitants of the province.

The task is challenging but she knows she can tackle it with the help of fellow researchers, health authorities, engaged patients, and community members.



Did the implementation of the Framework lead to an increase in levels of public engagement at Memorial?

Overall change in public engagement at Memorial

While knowing the current levels of public engagement at Memorial University is of great value, this may not necessarily mean that the introduction of the PEF in 2012 was responsible for, or contributed to, raising the levels of public engagement at the university. Moreover, knowing that a series of activities were implemented to raise public engagement at Memorial after the Framework was introduced does not automatically mean they were successful or that the levels of public engagement were increased. It is plausible that they have led to some positive outcomes, but without further data supporting this claim, this conclusion is not grounded in solid data.

One way of approaching this important question is by using the experiences of people working at Memorial, who were present before and after the introduction of the Framework. If anything has changed since 2012, Memorial staff and faculty would likely have noticed, especially in areas that affect the nature of their work, work expectations, work environment, the overall culture at the university, or even the types of conversations happening around water coolers.

The Staff and Faculty Survey, which collected 600 responses, explicitly asked respondents about perceived changes of levels of public engagement since 2012. Figure 15 below presents a summary of responses from participants who had an opinion about that question.

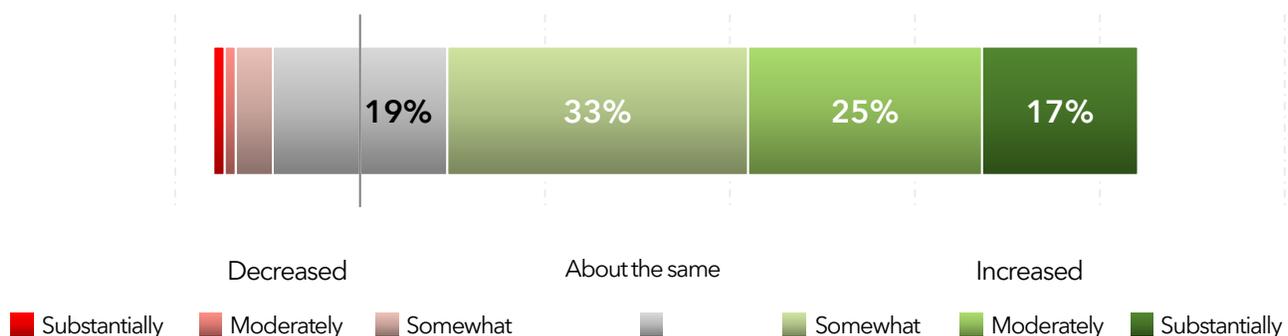
The results obtained clearly indicate that there was an increase in the levels of public engagement at Memorial since the introduction of the Framework. Three out of four participants (75%) stated that public engagement has increased, including 41% that said it moderately or substantially increased and 32% that said that it somewhat increased. Approximately one in five (21%) stated that it was about the same, and only one in sixteen (6%) stated that it decreased since 2012.

Two issues are important to consider when interpreting this data. Firstly, 41% of respondents stated that they did not have information or opinion on the topic. This could be partly explained by the fact that some people have not worked at Memorial long enough to have an informed perspective on the changes since 2012. In the group of respondents that worked less than 10 years at the university, 55% had no opinion/information, while the same was true for 33% of group that worked at the university for ten or more years.

Figure 15. Changes in Levels of Public Engagement since 2012

Assessment by staff and faculty at Memorial

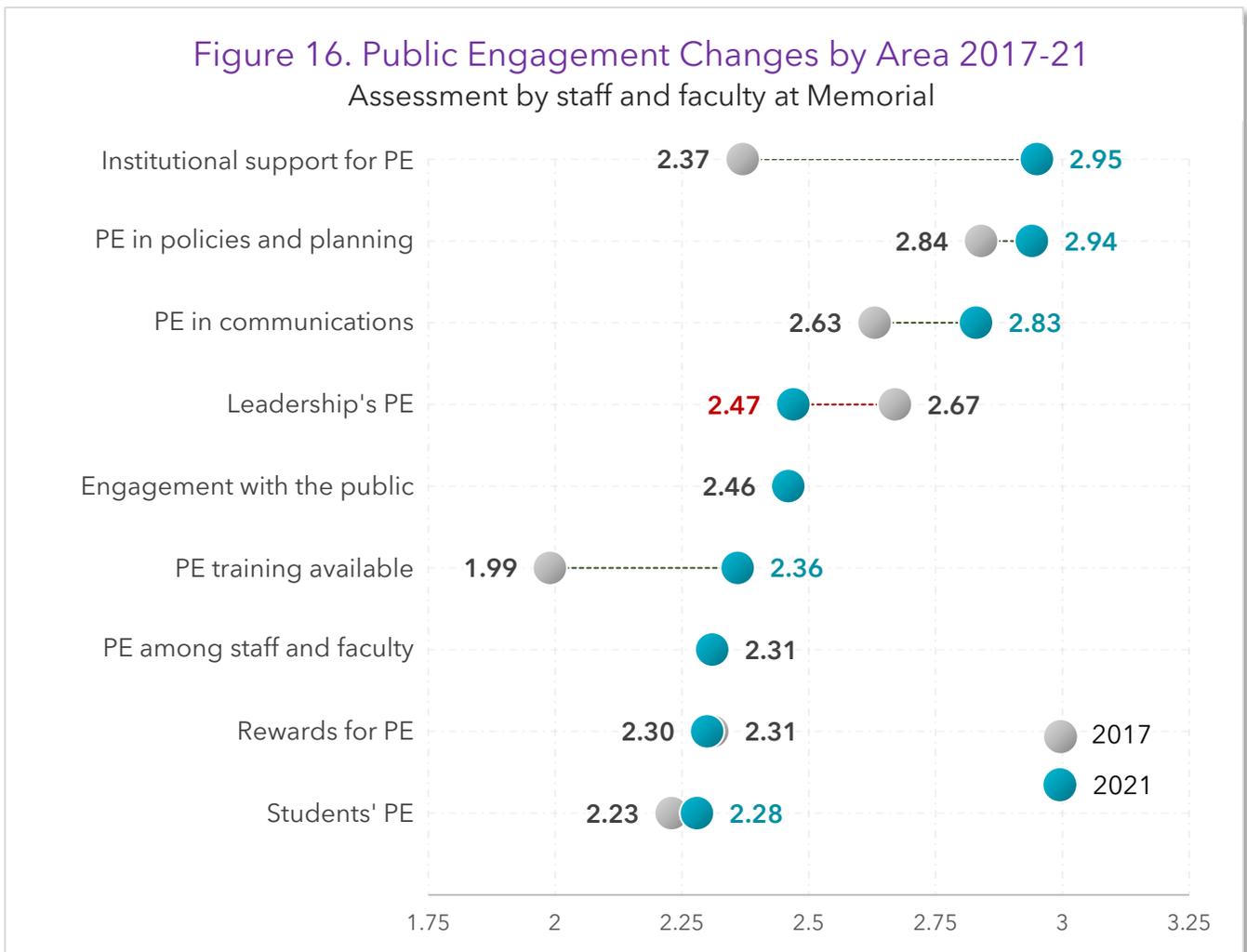
6% - Decreased 19% - About the same 75% - Increased



Changes by area

Another potential limitation of these findings is the fact that the results obtained used self-reported data, which can be subjective. However, both the large sample size obtained and the fact that many of the respondents to the question *were* well positioned to answer (and thus capable of making informed assessments) implies that these findings are rooted in the experience of a considerable number of people working at Memorial. This suggests that these findings are of high credibility.

Another approach used to assess changes in variables across time is to use longitudinal data and match pre and post-conditions. Unfortunately, there was no assessment of the levels of public engagement at Memorial conducted before or at the time that the Framework was introduced, so there is no baseline data available. However, a formative evaluation was conducted in 2017, and during that process, the levels of public engagement at Memorial were measured using the EDGE Tool in a public engagement staff and faculty survey. While this was already several years after the introduction of the Framework, many activities and changes at an institutional level only take effect after a few years. Moreover, in 2017 the Framework was still a few years before its conclusion, thus a considerable amount of work was still to be initiated. If the Framework was at least partly successful in changing the levels of public engagement, it should be evident in the pre (2017) and post (2021) data. Figure 16 below compares the levels of public engagement found in 2017 and in 2021.



Measures of public engagement among staff and faculty and engagement with public were not taken in 2017.

Several areas at Memorial experienced an increase in levels of public engagement between 2017 and 2021, including a large increase for institutional support for public engagement (from 2.37 to 2.95), public engagement training (from 1.99 to 2.36), public engagement in communications (from 2.63 to 2.83) and public engagement in policies and planning (from 2.84 to 2.94). The only noticeable decrease observed was for public engagement among the university's leadership (from 2.67 to 2.47).

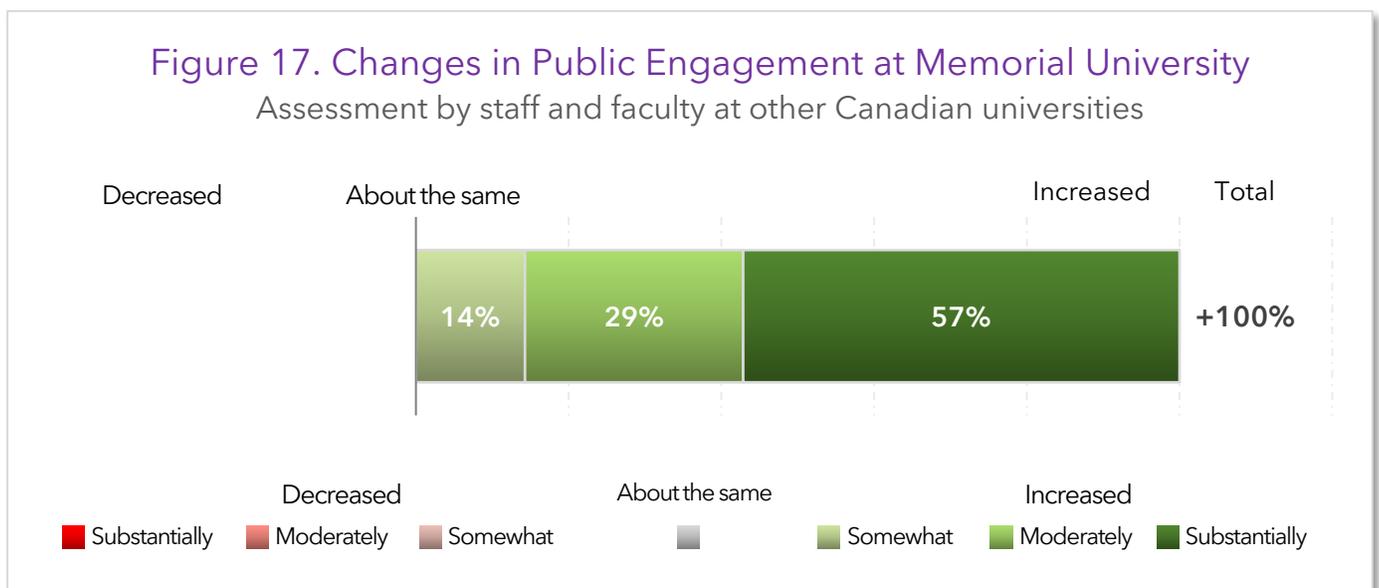
Since the first measurement was taken a few years after the introduction of the Framework, and because the formative evaluation in 2017 found evidence of increased levels of public engagement between 2012 and 2017, the total changes during the eight years since the Framework was implemented in 2012 were higher than those reported on Figure 16.

In summary, the data above indicates that there were indeed increases in the levels of public engagement across several distinct areas at Memorial University, even though the measurement was taken within a time period that was significantly shorter than the original intended eight years of the Framework's implementation (2012-20), (this could suggest that the actual changes were actually higher.)

Changes reported by people external to the university

A third approach to examine whether there were any changes in the levels of public engagement at Memorial is to look at experiences and assessments conducted by people external to Memorial. This could complement the previous approaches and add new valuable perspectives. Furthermore, it could be argued that such perspectives may be even more objective, as they are from external respondents who have less of a stake in specific outcomes.

The External Survey and the Public Partners Survey collected responses from people external to Memorial University that asked specific questions about their experience and assessment of the levels of public engagement at Memorial and its changes since 2012. A summary assessment of responses received from staff and faculty that work in public engagement at other universities in Canada is available at Figure 17. A summary of responses received from public partners across Newfoundland and Labrador is presented on Figure 18.



"Total" represents the total sum of percentages for all "Increased" minus the total sum of percentages for all "Decreased".

(Continued on page 45)

Public Engagement Cases

SmartICE: Traditional Knowledge, Cutting-Edge Technology, and Public Engagement

Sea ice is of vital importance to life in the North. It connects communities and acts as both a highway and a hunting platform. As the climate changes, the ice becomes less predictable and disturbs local travel and economy. SmartICE is a community-based not-for-profit Work Integrated Social Enterprise (WISE) that offers the world's first climate change adaptation tool that integrates local traditional Inuit knowledge of sea ice with monitoring technology. The technology and initiative have received countless awards, including the 2020 Memorial University's President's Award for Public Engagement, the Arctic Inspiration Prize, and recognition from the United Nations.



Technology That Runs Off Community Knowledge

SmartICE began as a piece of monitoring technology developed by Dr. Trevor Bell of Memorial's Department of Geography. His work resulted in the creation of an ice thickness sensor that measures the thickness of ice, guiding the operator safely across. In order to decide where to embed the device, SmartICE works with Inuit traditional knowledge holders to map out paths that are most relevant for their communities. The gathered data is portrayed on a real-time map accessible to other travellers in the community, allowing them to plan a safe travel route and supporting local economic development such as outfitting and fisheries-related industries. SmartICE technology is now in use in 24 communities across the Arctic, and the organization has trained and employed over 100 Inuit as producers, operators and technicians.

Social Enterprise in the North

The technology that Dr. Bell developed now forms the basis of the organization's social enterprise work, headed by Chief Executive Officer, Carolann Harding. Training offered by SmartICE is especially valuable to Inuit youth who are involved in the manufacture and deployment of the SmartBUOY monitoring devices, sometimes in their home communities. The SmartICE team, including local mentors and leaders, takes a personalized approach with the youth, lowering barriers to participation and providing skills and training to help prepare them for future employment.

Learning that Goes Beyond

The initiative also offers significant benefits to Memorial, providing numerous opportunities for collaboration and experiential learning opportunities for co-op students and graduates. This has led to a deeply engaged relationship between Inuit communities and Memorial's students, faculty, and staff. These relationships are built on a strong foundation of collaboration and honoring local ways of doing and knowing. They represent the principles that guide Memorial's culture of public engagement: respect, equity and diversity, accessibility and responsiveness, and reflect the university's ongoing commitment to northern communities and Indigenous reconciliation.

Public Engagement Cases

SmartICE: Traditional Knowledge, Cutting-Edge Technology, and Public Engagement



Two thirds of respondents to the External Survey (67%) felt they had enough information to make their assessment of changes of levels of public engagement at Memorial since 2012. Of those, 57% stated that public engagement increased substantially, 29% that it increased moderately, and 14% that it increased somewhat. No participants thought that it decreased or stayed on the same level.

"MUN's performance is assisted in part by its position as the sole university in NL and by the way its mission is defined. But the real differentiator in reaching a high level of performance, I think, is its willingness to experiment with new practices and by a commitment to collaboration at the local level."

"On the right track but MUN still has a too UK view of the role of a university. US Land Grant universities have a much clearer focus because it is a part of how they are formally organized"

- Opinions about public engagement at Memorial from respondents employed at other Canadian universities (collected by survey).

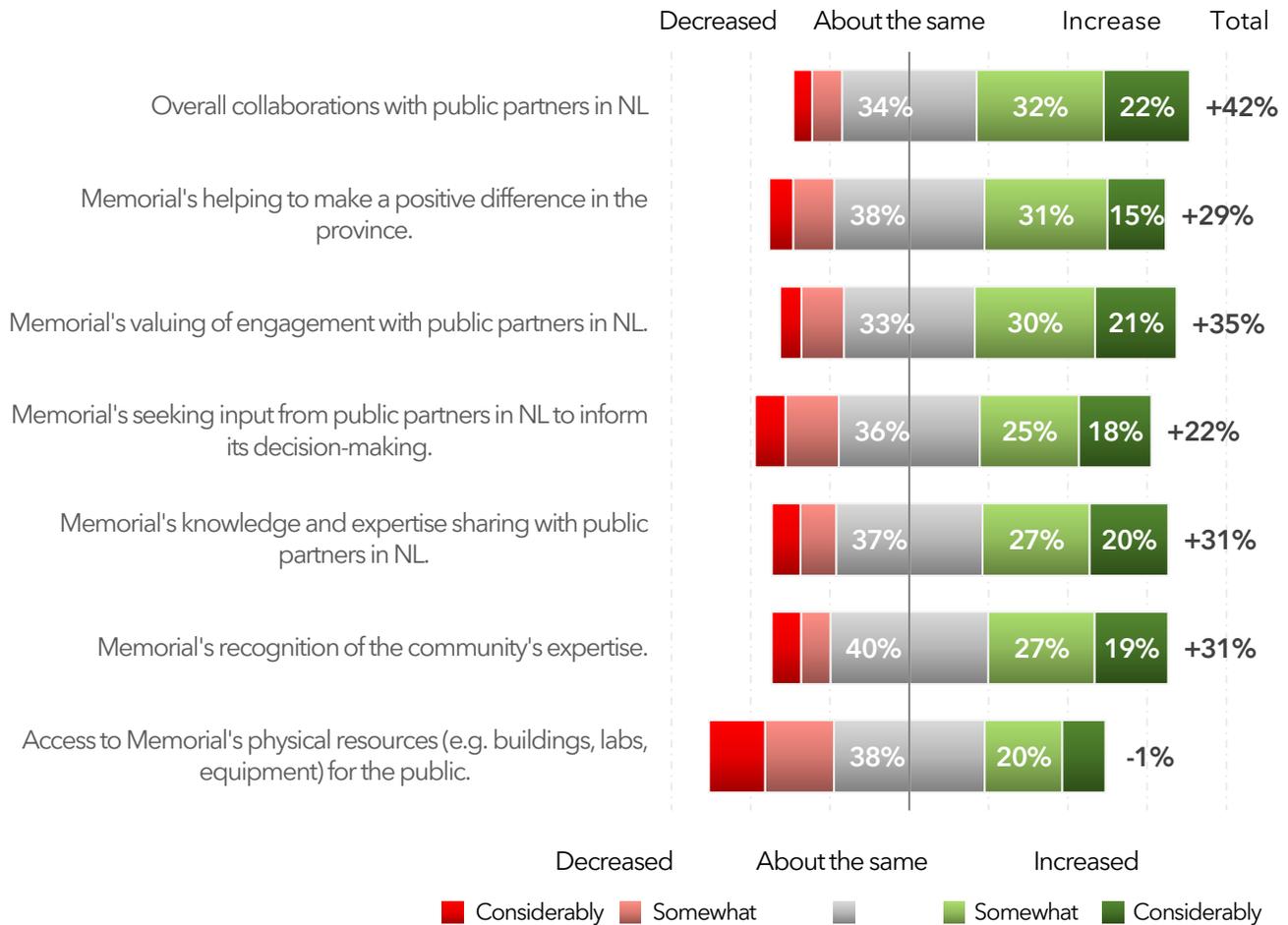
Consistent with the findings above, the summary of responses from the Public Partners Survey indicates that the levels of public engagement at Memorial University increased since the introduction of the Framework. According to participants in the survey, engagement with the public was increased or improved in six out of seven specified areas. The largest reported differences between increased and decreased public engagement were: the university's overall collaborations with public partners (+42%); valuing of engagement with public partners (+35%); recognition of community expertise (+31%); knowledge and expertise sharing with public partners (+31%); help making a positive difference in the province (+29%); and the university's seeking input from public partners to inform its decision-making (+22%). A slight decrease was reported in access to the university's physical resources (e.g. building, labs, and equipment) for the public (-1%). A detailed breakdown of degree of increase/decrease is available in Figure 18.

"I've been pleased to see a greater public presence of MUN experts in fields of medicine, public health, politics, and the environment over the last few years. As for me, I've been drawn to MUN in recent years through their activities which promote and engage the public in health care research. In this increasingly virtual world we live, there are lots of opportunities to increase public engagement in MUN's work. Also, it is important to continue to build public awareness and engagement with MUN in all areas of the province - and beyond."

"As an alumnus and engaged partner with Memorial I am very proud of the work, the product and the capacity that is developed by Memorial. It is a critical component of our community and its contribution to the public discourse is extremely valuable."

- Opinions about public engagement at Memorial of respondents to the public partners survey

Figure 18. Changes Across Different Areas of Public Engagement
Assessment by the public



"Total" represents the total sum of percentages for all "Increased" minus the total sum of percentages for all "Decreased".

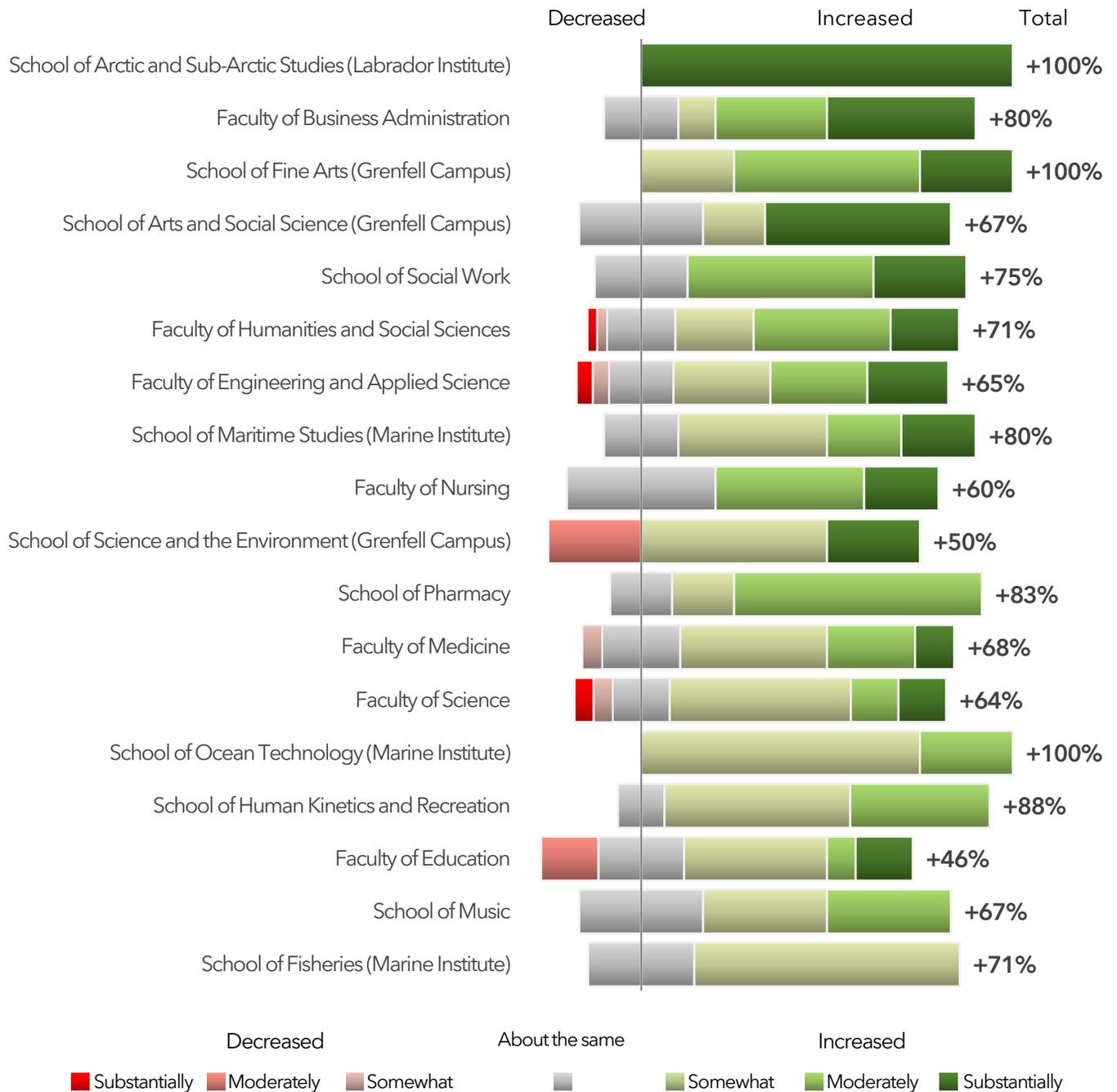
Changes by faculty/department

Knowing the overall level of public engagement at Memorial University is important, but the overall view may conceal many details on how much change happened at each individual school/faculty. This is important to note, as each school/faculty is a unique independent unit, with differing subject matter, needs and goals. Therefore, the introduction of the Framework could potentially have different impacts and affect public engagement differently or could even have no effect. Figure 19 below depicts the summary of changes to public engagement by school/faculty.

While there are considerable variations among the schools and faculties, what is apparent is the fact that all of them reported increases in their levels of public engagement since 2012. The highest increases were reported for the [School of Arctic and Sub-Arctic Studies](#) (Labrador Campus), the [Faculty of Business Administration](#), the [School of Fine Arts](#) (Grenfell Campus), the [School of Arts and Social Science](#) (Grenfell Campus) and the [School](#)

[of Social Work](#). The lowest, but still with noticeable increases, were reported for the [School of Fisheries](#) (Marine Institute), the [School of Music](#) and the [Faculty of Education](#). Of course, it is important to remember that in some cases, if a faculty/school started with a high-level of public engagement, there would be less room for improvement, meaning that reported increases would be smaller or even non-existent. The data has to be interpreted jointly with data presented for the overall level of public engagement by faculty.

Figure 19. Changes in Public Engagement By School/Faculty
Assessment by faculty at Memorial



Public Engagement Cases

Nunavut Arctic College and Memorial University: Long-Term, Large-Scale Partnership

In 2016, the Government of Nunavut issued a call to Canadian universities for expressions of interest to build administrative capacity, promote northern research opportunities, and expand post-secondary programs at Nunavut Arctic College (NAC). The successful partner would work with the NAC to increase the number of programs available to learners in Nunavut through joint credentials with the expressed purpose of increasing Inuit employment. The call for interested universities as well as selection of a partner institution was a joint effort led by the Nunavut Arctic College in conjunction with the Government of Nunavut and Nunavut Tunngavik Inc., based on their understanding of the wants and needs of Nunavummiut.

A History of Collaboration

Memorial University was immediately interested in pursuing the opportunity. A large number of researchers from a wide variety of disciplines at Memorial University had expertise in arctic and subarctic issues. Memorial University's Faculty of Medicine had continuously delivered the NunaFam Stream which provided family medicine residency placements in the territory and had the additional goals of improving access to medical education and other health careers to indigenous students in Nunavut. And finally, Memorial University, the Government of Nunavut, and the Nunavut Fisheries and Marine Training Consortium (NFMTTC) had already worked together for over 25 years. This close collaboration between Nunavut and Memorial's Marine Institute on the development of commercial fisheries in the region and marine-related training was further enhanced in 2015 by a five-year MOU, which included research in the areas of fisheries, marine, safety and ocean technology.

(Continued on the next page)



Public Engagement Cases

Nunavut Arctic College and Memorial University: Long-Term, Large-Scale Partnership

In 2019, it was announced that a joint committee of representatives from Nunavut Arctic College, Government of Nunavut's Department of Education, and Nunavut Tunngavik Inc. had unanimously recommended Memorial University as the best candidate for a partner institution. Final approval of the Memorandum of Understanding codifying the relationship between the two institutions was then approved by both the College's Board of Governors and the Cabinet of Nunavut's Legislative Assembly. This institutional relationship won particular approval at the Government of Nunavut level as the Government of Nunavut and the Government of Newfoundland and Labrador had had a pre-existing Memorandum of Understanding to deepen economic ties between the two jurisdictions with training noted as being of particular importance.

Mutual Benefits

The partnership's aim is to collaborate in such a way that both institutions benefit from each other's knowledge and experience. Partnership activities involve Memorial providing administrative support to NAC in engaging with Northern research opportunities, cultivating administrative capacity, and designing and delivering joint post-secondary programs available in Nunavut, that are reflective of Inuit traditional knowledge and strive to include Inuit pedagogies. An initial focus area is the redevelopment of the Nunavut Teacher Education Program (NTEP), designed to incorporate Inuktitut language and culture that will ensure graduates are well prepared to enter Nunavut's unique bilingual educational system. To reflect this, the parchments issued to graduates of the NTEP are given in both English and Inuktitut and bare the markings of both institutions.

Meanwhile NAC offers Memorial incredible opportunities to improve engagement with Indigenous communities as well as for research that further contributes to an existing area of strength at Memorial: cold oceans, northern- and sub-arctic research. Thanks to the lessons learned and knowledge imparted from Northern, Arctic and Indigenous communities, Memorial has been able to gain greater expertise and insights into issues and opportunities relevant to the region.

Public Engagement Cases

Faculty of Medicine: Addressing Rural Medicine through Place and Partnerships

Newfoundland and Labrador is the most rural province in Canada, with an aging population spread over a large geographic area. To address the needs of rural and remote communities, Memorial's Faculty of Medicine, established in 1967, and its curriculum place an emphasis on community and rural medicine learning environments. The goal is to build and maintain a health-care system that responds to the needs of the province's population in collaboration with community partners, policy makers, health-care providers, administrators and other academic institutions.

The Faculty of Medicine's strategic plan, Destination Excellence: 2018-2023, lays out a roadmap that guides the faculty to achieve excellence by integrating education, research and social accountability to advance the well-being of the people and communities it serves. The faculty's commitment to publicly-engaged work is evident from the numerous projects covering

(Continued on the next page)



everything from cancer research to basic income and digital health undertaken by its faculty, staff and public partners funded by Memorial's Office of Public Engagement, as well as the many other scholarly and engaged projects undertaken by the faculty through other funding sources.

The faculty has a long history of developing solutions that enable health-care access in remote areas. It was home to Dr. A Maxwell House, a renowned neurologist and an internationally recognized pioneer in the field of telemedicine, who in 1977 founded the Telemedicine Centre, which was later named the Telehealth and Educational Technology Resource Agency (TETRA), at Memorial. The centre first ran through telephone lines and now, through the Newfoundland and Labrador Centre for Health Information via virtual health technology, brings access to health services in 65 locations across the province as one of the most advanced tele-health and tele-education service providers in North America.

Dr. House's legacy has lived on in the Faculty of Medicine's medical education curricula. The Rural Medical Education Network (RMEN), created in 2010 and renamed Distributed Medical Education (DME), oversees and supports the development and coordination of medical education for undergraduates and postgraduates throughout the province across regional training sites. As need for distributed teaching sites continues to grow, so too has the number of rural residency placements for the increased class size for the undergraduate Doctor of Medicine program and postgraduate residency programs. Distributed medical education was further enhanced in 2015 by the creation of Discipline of Family Medicine's Streams program, which provided residents with two years of unique longitudinal training in rural and remote sites specific to the communities they serve.

In addition to practical medicine, the faculty also studies and influences health-related policy. The Primary Health Research Unit (PHRU) conducts research geared towards examining health care and health policy in Canada, with a particular focus on differences in policy between urban and rural settings. By participating in local, provincial and national research teams, the PHRU aims at increasing accessibility and quality of health care in rural regions.

Since 1968, the Office of Professional and Educational Development (OPED) has been recognized as a centralized and respected resource within the Faculty of Medicine and the greater health-care system in Newfoundland and Labrador. OPED provides accessible competency development for faculty, health-care professionals, and learners, and specializes in distributed/distance program models to meet the needs of a geographically dispersed audience. Through the advancements in technology and innovative thinking, it has been possible to find ways to address the professional and faculty development needs of rural physicians and other health-care professionals.

The comprehensive approach the Faculty of Medicine has adopted in response to present and future rural health challenges continues to adapt to meet the needs of our communities. Memorial's Faculty of Medicine is committed to fulfilling the university's goal of making a positive difference in the province, country, and the world. It has been nationally recognized for its rural training program and dedication to social accountability. As of 2020, the Society of Rural Physicians Canada (SRPC), had awarded Memorial with the Keith Award seven times since it was established in 2000 – which is presented annually to a Canadian post-graduate program which has excelled in producing rural doctors. It identifies the university with the largest number of graduates practicing in rural Canada for the most recent 10 years after graduation. The SRPC has also received the Rural Education Award, which is presented to the medical school program matching the most graduates to rural family medicine residency programs and as of 2020, the award was received three times since established in 2006.

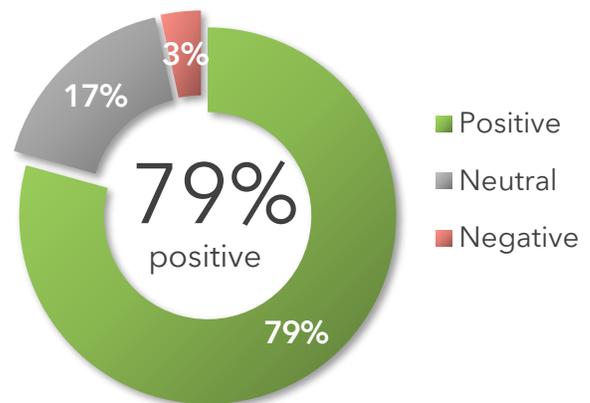
If there were changes in the levels of public engagement at Memorial, did they meet expected standards?

Impacts of the Introduction of the Public Engagement Framework

Key Informant Interviews were conducted with 29 people. The interviewees included people that were in key roles/positions at the university during the Framework implementation. The interviewees were asked to anonymously share their opinions about the effects of the introduction of the Framework. 79% of them (23) offered various degrees of positive assessments of the impacts of the Framework. 17% of them (5) had neutral or mixed assessments, and 3% (one person) expressed their negative assessments.

Multiple positive benefits of the Framework were provided to support these overall assessments. Participants mentioned that: the introduction of the Framework increased public engagement awareness (28%) and understanding of what public engagement is and how it could benefit everyone (24%); new funding and awards were introduced (24%); there was an increase in public engagement in scholarly work (21%) and more recognition of public engagement work (21%); there was an increased value of public engagement (17%); public engagement was made a priority (14%); there were more resources and supports available (10%); public engagement was mentioned explicitly in different university documents and plans (7%); and [Signal Hill Campus](#) was created (7%). Some of the neutral or mixed assessments emphasized the difficulty of estimating impacts of the Framework (10%), while others noted the limited progress or varying progress across different faculties and schools (10%). The single negative assessment was accompanied by a statement that the Framework was not as effective as desired. One very

Figure 20. Impacts of Introduction of PEF Assessment by Key Informant Interviewees



"I think it has been very beneficial to the university and really (...) it created a brand recognition for MUN."

"Public engagement is a huge focus and I think a lot of that is driven by having the Public Engagement Framework and strategy, and one of the pillars of the university."

"I think it was [beneficial] because I think reflecting back to what we had before prior to that was very disorganized, quite a bit haphazard. I think it did provide some organization, get people thinking about it and give it sort of an institutional focus."

"I think it's good, but it's got to move to great if we want to truly be that bridge to the general public."

- Opinions about the success of the Public Engagement Framework of key informant interviewees.

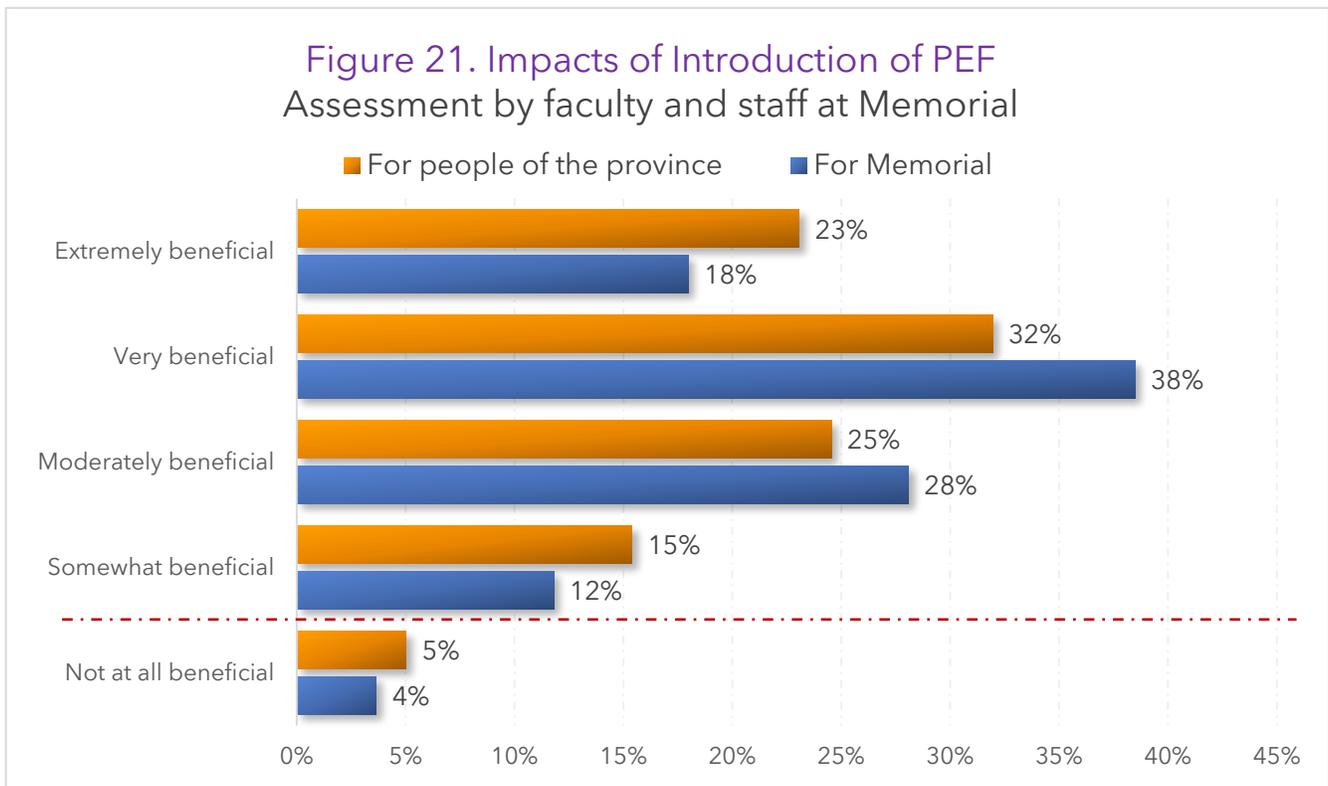
frequently mentioned theme was the role of public engagement in [the Promotion and Tenure Process](#) (38%), and how it is often (but not always) undervalued, which may have limited the potential impact of the Framework.

"Look at our institutions, if you look at our non-for-profit organizations, and if you look at our industry, Memorial is inextricably linked to all of those areas of our society."

"A really great example is the Discovery UNESCO World Heritage Site. It's a Geo Park. We've had people for maybe more than 10 years engaged, along with other stakeholders, in the development of the concept of this unique heritage area that as a result of the discovery of some unique fossils. So that goal was achieved with the support of both faculty members and students of Memorial ... To me it was such a fabulous example of meeting the community where its needs were."

- Opinions about the success of the Public Engagement Framework of key informant interviewees.

Key informant opinions are helpful in understanding changes, outcomes and impacts of the Framework: many of the people interviewed were directly involved in its implementation. However, their views have certain limitations, and may not necessarily reflect the views of staff or faculty at the university. That is why a question about impacts of the Framework was also included in the Staff and Faculty Survey completed by 600 respondents. The summary of the results for that question is available at Figure 21 below.



The graph includes only answers from respondents that had an opinion/information on that subject. 27% of respondents didn't have an opinion on impacts of the framework for the university, and 29% for the people of the province.

(Continued on Page 55)

Public Engagement Profiles: Dr. Mark Stoddart Researchers Benefiting from Public Engagement Brokers

Dr. Mark Stoddart is a professor in Memorial's Department of Sociology. His research, teaching, and student supervision orients around ecopolitics, social movements, and environmental governance in relation to climate change, oil and energy, and tourism development. By virtue of his interests, his academic trajectory had always steered towards public engagement, and his arrival at Memorial in 2010 and introduction to Memorial's approach to public engagement led to even more avenues for community collaboration.

During his time at Memorial, Stoddart's research has incorporated a wide range of community engaged practises, from undertaking multiple projects funded by the Harris Centre's Applied Research Fund, where community partners are directly involved in the research process, to large, national projects with a focus on community-oriented communication on current topics such as the changing climate.

"Public engagement is a spectrum that runs from non-academic communications: reports, blog posts, interviews, events, to projects with community partners involved at various levels from research design up to the final outcomes. It's as much defined by the particular project as it is by your area of expertise."

Creating connections and addressing community concerns is crucial to Dr. Stoddart's work on social and ecological sustainability, which are tied to public perceptions of issues like climate change, the energy industry, and the economy. Stoddart is currently the principal investigator on the SSHRC-funded research project, "The Oil-Tourism Interface and Social Ecological Change in the North Atlantic." This project – which is the basis of the recent book *Industrial Development and Eco-Tourisms: Can Oil Extraction and Nature Conservation Co-Exist?* – examines connections and ecopolitical tensions between offshore oil and nature-oriented tourism as forms of social-ecological development and environmental governance at sites across the North Atlantic: Denmark, Iceland, Newfoundland and Labrador, Norway, and Scotland.

For Stoddart, university brokers like the Harris Centre are an important part of the public engagement process and provide opportunities for connections between researchers and community members that might not otherwise take place in the form of public forums, workshops, and other programming. This allows all involved parties to focus on defining their relationships and the issues they want to address together.

(Continued on the next page)



Public Engagement Profiles: Dr. Mark Stoddart Researchers Benefiting from Public Engagement Brokers

"I probably have a couple of pages in my CV that are just Harris Centre activities from the last twelve years or so. For me, and a lot of other people at Memorial, they've been the gateway to public engagement."

Looking ahead, Dr. Stoddart foresees his publicly engaged work continuing to involve climate change and sustainable development. He believes Memorial's future public engagement efforts would be best served by increasing opportunities for training for faculty, staff and students, and by recognizing public engagement as a part of the normal faculty workload alongside research, service and teaching. He would also like to see more resources for units that act as brokers between the university and the wider community so that they may continue their work in the service of both.

There appears to be a wide consensus that the introduction of the Framework has had positive benefits both for the university and for the people of the province. 24 of 25 respondents (96%) thought that the Framework's introduction was beneficial for the university to some degree. The same was true for 19 out of 20 respondents (95%) when asked about positive benefits for the people of the province. More than half of respondents stated that the Framework was either very or extremely beneficial for the university (56%) and for the people of the province (55%).

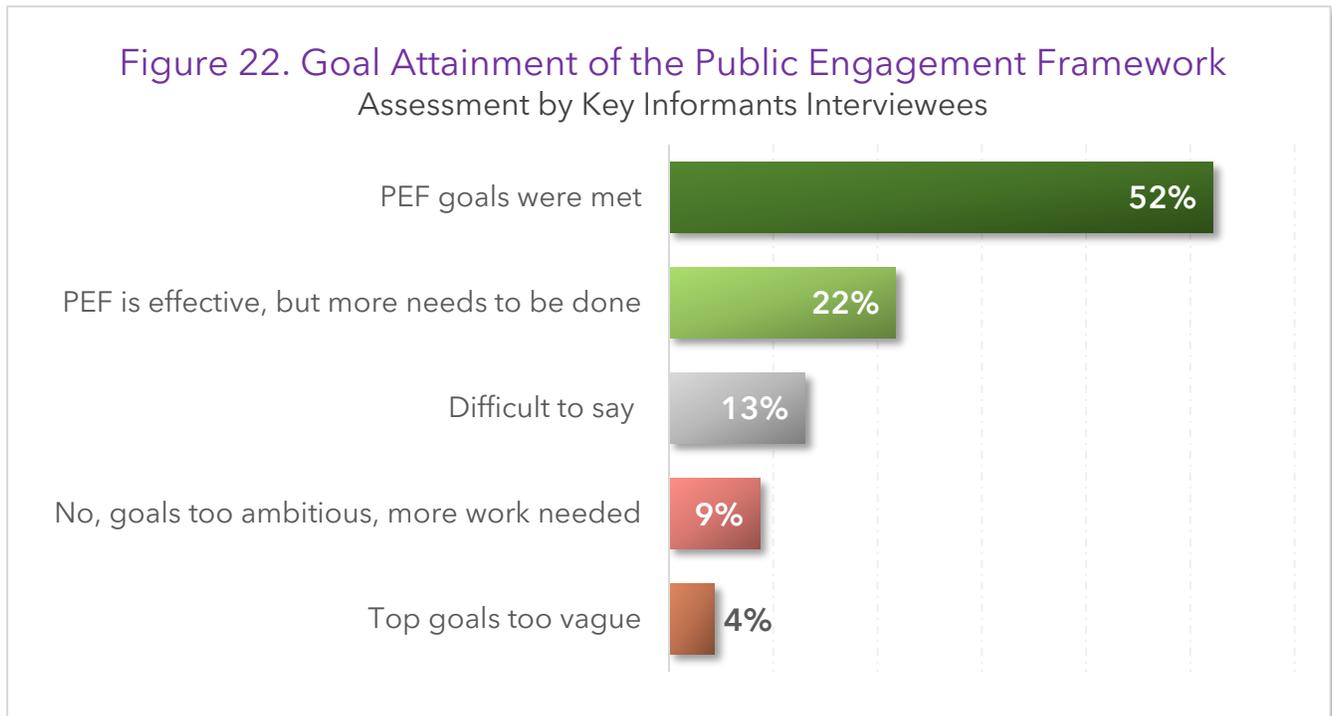
"I've been happy to see a movement towards more connections between the university and external partners ... I do think that it was beneficial from the perspective of making at least some of the university community more aware of the importance of that, potentially, and providing opportunities and supports to do that of course."

"Beneficial to Memorial University, publicity wise and connection wise. To the people of the province, beneficial because you were able to access more expertise, but also that put weight on people like me who were working in communities, more work to find the right connections and to find people that came with a good heart when it came to working with my community specifically."

- Opinions about success of the Public Engagement Framework from faculty and staff at Memorial University (collected as part of survey)

Were the goals of the Public Engagement Framework achieved?

Interviews were conducted with 23 present and past leaders (directors, deans, vice-presidents and presidents) of Memorial University, who were at Memorial during the Framework's implementation period, to obtain their assessment of the impacts of the Framework. During these interviews, they were questioned on whether the Framework met its original goals. Analysis of responses provided was conducted, and it can be found summarized on Figure 22 below.



Assessment of three out of four of the leaders interviewed (74%) found that the Framework was effective in achieving the goals that it set out to accomplish in 2012. The difference within this group was in how closely it came to reaching its goals. More than half of leaders interviewed (52%) were of an opinion that the Framework met its goals. 22% thought that despite reaching many objectives, it did not reach all of its goals. What members of both respondent groups had in common was that they believed that, despite the successes of the Framework, more work was needed to embed public engagement within the institution to bring it closer to the people of the province.

A second group, comprised of 17% of respondents, believed that it was impossible to make any assessments about the achievement of goals, because either there was an insufficient amount of data available (13%), or because the Framework's goals and objectives were too vague, so the progress couldn't be properly tracked (4%).

Lastly, the final group (9%) was composed of people that thought the Framework's goals were too ambitious, and therefore unrealistic. Due to this assessment, whatever progress was made during the Framework's time would inevitably fall short of the goals. The people in this group didn't claim that there was no progress, and that the Framework was unsuccessful in bringing about desirable changes. Rather, they claimed that the changes were modest compared to the very ambitious goals, and that it was impossible to attribute any of the developments in public engagement to the effects of the Framework's implementation.

"I think overall, it did a great job defining, you know like I found the definition of public engagement really clear and helpful ... I think we did a great job on it; I think we are much more well known, and we've got a great President who is always out there and bringing back attention."

"I think there's been some systems put in place, some encouragement, some support, you know, I'm thinking about all the awards and the money that's been given to people to set up some projects and I think that really has motivated some work, pushed people. So, without that kind of stuff, I think the public engagement, this university would be well behind what it is now."

"Public engagement is critical in this province, as the only institution, only university in this province, it's critical. But now, how do we take what we did and go forward and embed it into the strategic themes and priorities of the strategic plan, so we don't lose what we did"

- Opinions about the success of the Public Engagement Framework from key informant interviewees.

In summary, the overall assessment of the impacts of the Framework and its goal attainment was very positive. Even though the interviews were confidential and anonymous, not one interviewee judged the Framework to be ineffective. Few people had reservations around making statements about goals attainment where its goals were difficult to operationalize and when the baseline data was unavailable. The majority, however, did view the objectives as being met and were able to provide a number of important examples of areas where the Framework had had a significant impact on the university. Some of the examples provided included the following:

- defining public engagement
- increasing understanding of public engagement
- building awareness of public engagement
- increasing public engagement value by increasing recognition and introducing awards
- increasing value of public engagement in the Promotion and Tenure Process
- integrating public engagement within the official, core university documents
- creating new systems and units that support development of public engagement and build capacity for public engagement
- making a need for public engagement explicit
- rebranding university/improving its reputation through its public engagement focus
- increasing collaborations with public partners
- adding new funding opportunities for public engagement projects
- increasing focus on public engagement within internal and external communication
- increasing levels of public engagement among the university's leadership
- intensifying public engagement activities (e.g. conferences)
- creating new ways of engaging with the public (e.g. Signal Hill campus)
- introducing public engagement activities monitoring and evaluation
- adding more experiential and co-op programs for students

Public Engagement Cases

Leslie Harris Centre of Regional Development: A Bridge Between the University and the Community



There's a very long history of regional development and public policy activities between Memorial University and Newfoundland and Labrador.

Before the Harris Centre, there was MUN Extension - a community-based program where individual fieldworkers led capacity building, and supported projects and conducted applied research in various communities across Newfoundland and Labrador. Following the closure of Memorial University Extension in the 1980's the program became two separate entities: The Public Policy Research Centre (PPRC) and Centre of Regional Development Studies (CORDS) were established to help address the continuing need to connect Memorial to the needs of the province. Both offered public-facing programming with a focus on the province, one on public policy, the other on rural and regional development.

Eventually though, it became apparent that the PPRC and CORDS could assist in the responsible development of the economy and society of Newfoundland and Labrador and stimulate informed discussion on important provincial issues more effectively as a single unit. The result was the Leslie Harris Centre of Regional Policy and Development, named in honour of Memorial scholar and former president, Dr. Leslie Harris, who exemplified Memorial's contribution to regional policy and development in Newfoundland and Labrador, and the integrity and independence that became the Harris Centre brand.

Working with all units at Memorial, the Harris Centre builds connections, encourages informed debate and supports collaboration, enhancing Memorial and the province through mutually beneficial partnerships. For many external partners and the public, the Harris Centre and its programming are their first interaction with Memorial, with the Harris Centre linking Memorial researchers with groups all over the province, supporting active community engagement throughout the research process. The work of the Harris Centre is widely reported by the media, and its success has led other universities to come to Memorial to discover how to apply the model in their own institutions.

A number of core programs were developed in the first years of the Harris Centre with a full roster of community-based collaborative events (Regional Workshops) and panel-discussion opportunities (Memorial Presents, Synergy Sessions, and the Galbraith Lecture) taking place every year. The development of Memorial's Yaffle tool was another highlight, putting research, teaching and learning, and public engagement projects front and centre, and making it easier for researchers and community members to connect.

In the years following the launch of the Public Engagement Framework (and the creation of the Office of Public Engagement), a number of new initiatives were being led by the Harris Centre. Vital Signs, an annual publication that provides an overview of the province's current socioeconomic state using accessible statistics and stories, was shared widely through newspapers and organizations across Newfoundland and Labrador. During this time, MUNButtoned was also underway. This annual festival was designed to showcase applied research and connect the work of the Harris Centre with the general public, funders, and the university community in exciting and engaging ways.

Public Engagement Cases

Leslie Harris Centre of Regional Development: A Bridge Between the University and the Community

Not simply content to mobilize knowledge in and around St. John's, the Harris Centre organized four annual Regional Workshops, one in each of the province's four major regions: Labrador, Western Newfoundland, Central Newfoundland and Eastern Newfoundland, from 2005 to 2016. The workshop locations were determined annually in consultation with the Regional Economic Development Board partners and were dedicated to informing local stakeholders about the activities Memorial was conducting in the region, hearing from them how the university could assist in the region, and brokering projects with Memorial faculty, staff and students collaborating with community partners.

Building on the success of the Regional Workshops, the Harris Centre launched the Thriving Regions Partnership Process in 2017. This process provides funding and support to Memorial and Grenfell faculty, staff and students to build meaningful research partnerships that help promote thriving social and economic regions. Several workshops are held in each region over a multi-year period, and dedicated research funding is provided to complete research on priorities that have been identified by people in each region.

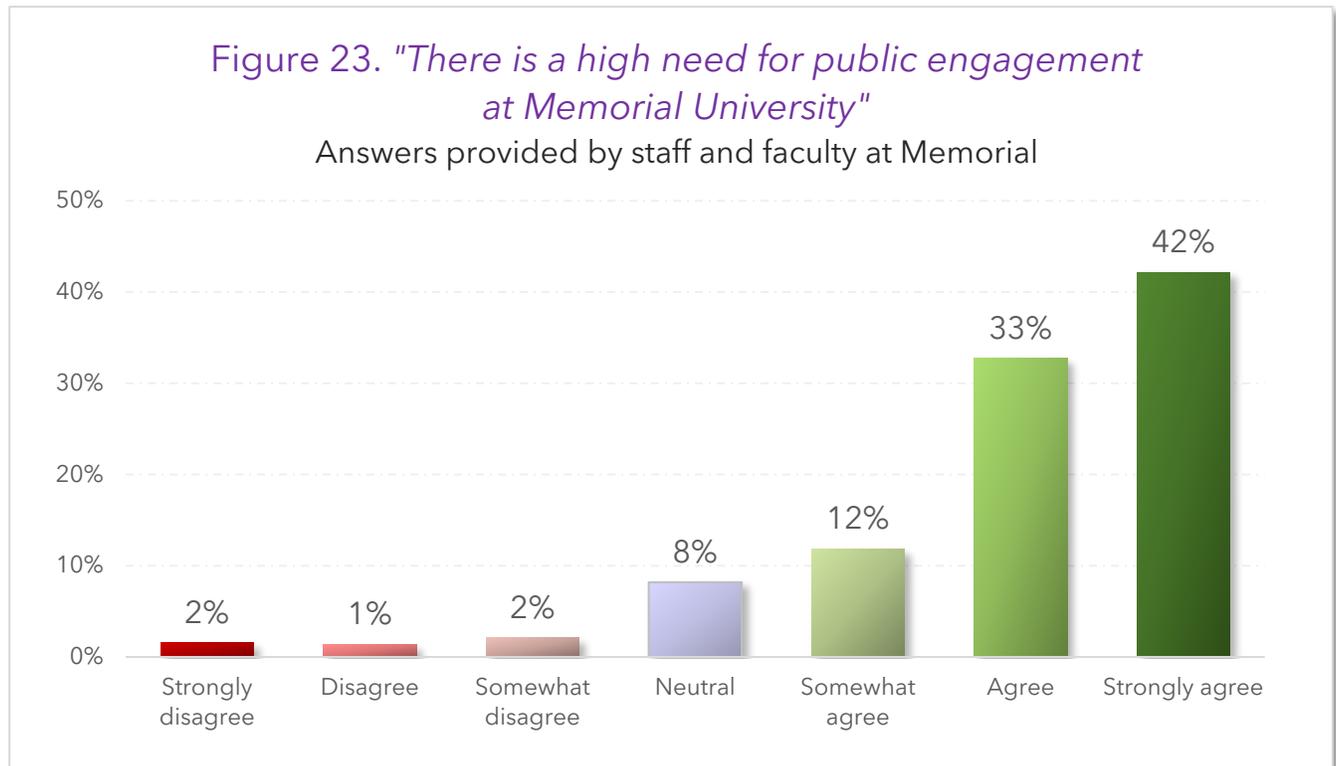
2016 saw the Harris Centre looking into how changing demographics in Newfoundland and Labrador would affect the province's future. The Population Project employs expertise from both inside and outside the university to explore the implications of the demographic changes projected for the next 20 years. The research covers a spectrum of topics intended to inform and contribute to government policy, as well as strategies that private and non-profit sectors may need to respond to a broad range of issues. These pertain primarily to health care, governance, transportation and housing; key areas that are likely to realize significant impacts from future population shifts taking place within the province. The Population Project was followed by Forecast NL, a multi-year program engaging faculty, students and staff, and an innovative non-provincial citizens forum tackling climate change and its impacts on economy and society.

During more recent years encompassing the first phase of the Public Engagement Framework, the Harris Centre expanded its capacity throughout the province. In 2018, the freshly renovated, Battery facility, later forming part of Memorial's Signal Hill Campus, was officially opened, further deepening the connection between Memorial and governments, businesses, community organizations, post-secondary educational institutions and citizens. The Regional Analytics Lab (RANLab) has become a backbone for governments and community organizations, providing them with data related to the economy, health and social planning.

More recently, 2021 saw the Harris Centre partnering once again with Grenfell's Office of Engagement on the pan-provincial pilot of the Community Hubs program that builds on the Thriving Regions Partnership Process, and on the rural learning hubs established by the Grenfell Campus in response to the COVID-19 pandemic and the virtual requirements that came with it. The expanded model will enable more communities to consider their existing community spaces with a view to transforming some into learning hubs. The goal is for residents to have access to creative spaces, with appropriate and necessary technology and programming supports in place that will help facilitate ongoing educational opportunities, workshops and collaborative projects in the community.

Current levels of public engagement compared to internal expectations

Another important question is whether public engagement at Memorial University reached desired levels, and whether there was, and still is, any need for an increase in public engagement, or even a need for public engagement at all. Figure 23 presents a summary of answers received in the Staff and Faculty Survey regarding the need for public engagement at Memorial University.



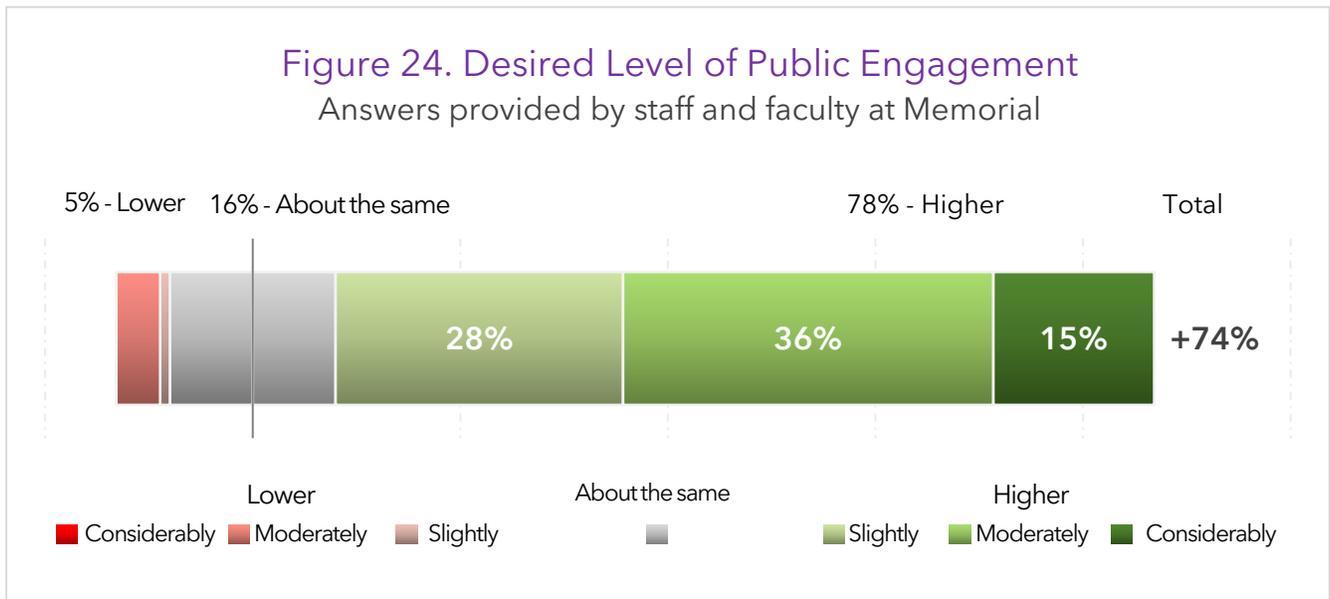
The graph includes only answers from respondents that had an opinion/information on that subject. 3% stated that they didn't have an opinion.

When asked about the extent to which they agree or disagree with a statement that there was a high need for public engagement at Memorial, more than 6 out of 7 of respondents (87%) agreed to a varying degree. 8% stated that they were neutral about this question, while one in twenty (5%) disagreed. Faculty agreed at an even higher level, 89%, compared to 85% of staff. Furthermore, four out of five of faculty respondents (80%) stated that they either agreed (33%) or strongly agreed (47%) with that statement, compared with 70% of staff that either agreed (32%) or strongly agreed (37%).

"I firmly believe those same opportunities [experiential learning] need to be embedded in the humanities courses, in all the sciences courses, yeah. If the students are experiencing that and the university is setting that example as part of the curriculum, it is only going to grow."

- Opinion about experiential learning from staff or faculty at Memorial University (collected through survey)

The second question of faculty and staff was whether the increases in public engagement already reached the desired level. Figure 24 depicts the summary of answers.



"Total" represents the total sum of percentages for all "Higher" minus the total sum of percentages for all "Lower".

The graph includes only answers from respondents that had an opinion on the above question. 18% of respondents had no opinion.

More than three out of four of respondents (78%) with an opinion would like to see the levels of public engagement become higher, from 28% of respondents wishing for slightly higher levels, through 36% of respondents wishing for moderately higher levels, ending with 15% who would like to see considerably higher levels. Approximately one in six of respondents (16%) thought that public engagement at Memorial has reached desired levels, one in twenty (5%) would like to see them decreased. 18% did not have any opinion about this subject.

"An answer to that statement is that we always want more public engagement, it's good. Because it supports the curriculum, it supports the community, and we always strive for more. But I would say, I think we need to be very clear and accountable to specific intentions."

"We don't see any real on-going positivity for someone to show up in the community, study something and then leave. But if we ask you to come and study something with us, then we're all better off."

"I don't desire a level, I desire ... appropriate public engagement. I desire engagement based around the needs and wants of the people who you feel that you have the desire to engage."

- Opinions about public engagement from staff and faculty at Memorial University (collected through survey)

(Continued on page 63)

Public Engagement Cases

Signal Hill Campus: Connecting Campus with Community

Named after the location it stands on, Memorial's Signal Hill campus sits on a rich site that has been central to the history of St. John's for hundreds of years. Prior to becoming a campus, the location was home to the Battery Hotel, site of countless weddings, Christmas parties and significant events over the course of its history. When the hotel hit the real estate market in 2012, then-President Dr. Gary Kachanoski saw an opportunity to address Memorial's increasing need for operating space and graduate housing, and to address the strategic priorities as outlined in the Public Engagement Framework, particularly in relation to increasing community access to Memorial.

After extensive renovations, the facility opened its doors in September 2018. The development enabled Memorial to co-locate a number of public facing units (the Gardiner Centre, Genesis, the Leslie Harris Centre of Regional Policy and Development, and the Office of Public Engagement) forming a broad provincial public engagement and innovation platform with active participants including governments, businesses, community organizations, post-secondary education institutions and citizens. By acting as a bridge between these partners, Signal Hill Campus contributes to the growing knowledge economy of Newfoundland and Labrador by engaging in innovation, entrepreneurship, leadership development, regional development, and civic engagement.

As the hotel was renovated, the former guest rooms were refreshed into graduate student accommodations. Especially popular with international students, the ability to live, study, and work on Signal Hill campus provides an opportunity to connect with others, both inside and outside the university, to engage with the community through their research, and to build lasting connections with the province.

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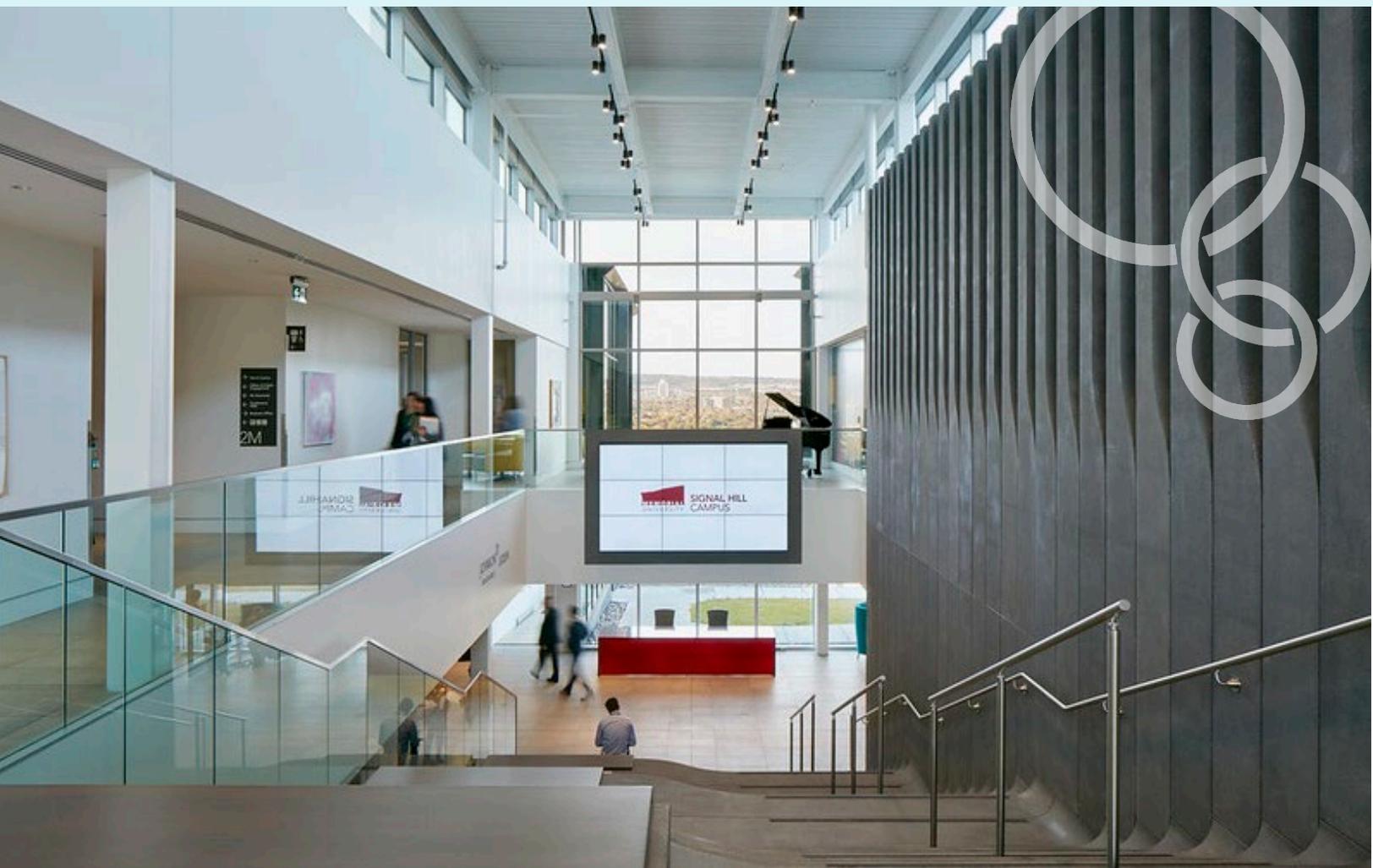


Public Engagement Cases

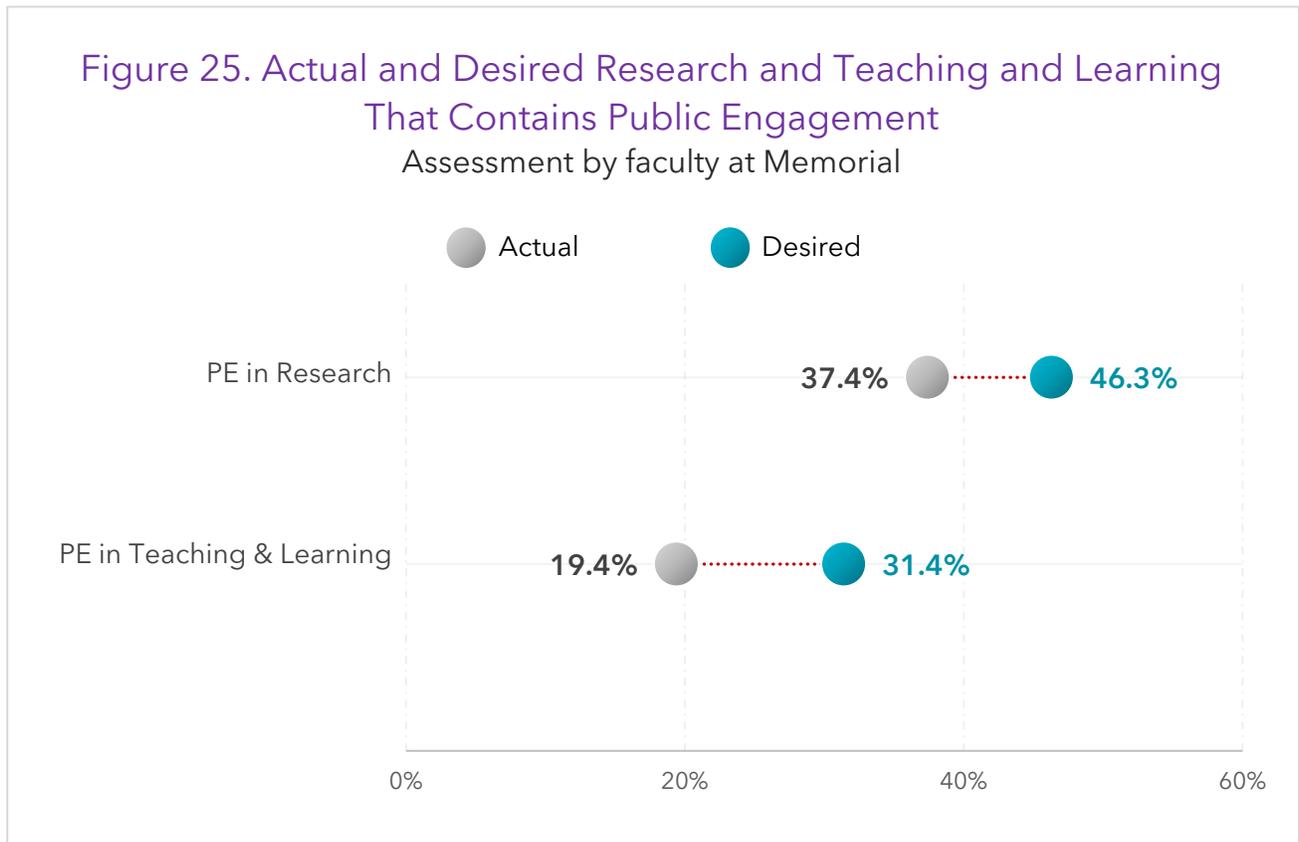
Signal Hill Campus: Connecting Campus with Community

The facility includes a conference centre and public space, as well as state-of-the-art web casting capabilities that allow units and visitors to connect to the entire province. The campus is home to the Emera Innovation Exchange, a public engagement and innovation space that houses the award-winning professional development and start-up hubs [Gardiner Centre](#) and [Genesis](#), [The Leslie Harris Centre of Regional Policy and Development](#), [Conference and Event Services](#) and the Office of Public Engagement, Canada's longest running magazine [Newfoundland Quarterly](#), [Yaffle Connects](#) - the "live" version of Yaffle, Memorial's online connecting tool and the [Memorial University Pensioners' Association office](#), a non-profit organization that represents the interests of all retired faculty and staff. [Business and Arts Newfoundland and Labrador](#), a provincial non-profit organization is also co-located at the site and works to identify and foster alliances between the arts and community collaborators in the private, public and social sectors.

In 2019, Signal Hill Campus was bolstered by [the gifting of the Johnson Geo Centre to Memorial University](#), which became a part of the campus. The science centre educates and informs visitors on Newfoundland and Labrador's geology and is home to a variety of facilities that further enable the Memorial community to share its expertise with the public and foster curiosity in science.



While it would be very challenging to quantify the gap between the overall levels of public engagement found and the desired levels, it is possible to evaluate this gap specifically for research and teaching and learning.



Memorial faculty were asked to estimate a share of their research and teaching and learning that contains public engagement in the Staff and Faculty Survey. A summary of these results is represented in Figure 25.

Faculty reported that public engagement was a part of 37.4% of their research and 19.4% of their teaching and learning. When asked about their desired levels, respondents stated that they would like to have public engagement included within 46.3% of their research and 31.4% of their teaching and learning. This means that there were gaps identified between the current levels of public engagement within research and teaching and learning. Faculty wanted to see more of their research including public engagement (by 8.9 percentage points, a 24% increase) and much more of their teaching and learning including public engagement (by 12 percentage points, a 62% increase).

These are aggregated numbers reported by the university's faculty across all schools and faculties, which could obscure some wider differences between academic units, as these vary greatly with the different nature of research and teaching and learning among departments. Indeed, once these numbers are broken down by schools and faculties, a rich picture of actual and desired levels of public engagement is observed. Figure 26 presents summarized differences between the actual levels of research with public engagement by faculty and the desired levels of research with public engagement. Figure 27 displays the same summarized differences but for teaching and learning. Results presented on both graphs suggest that while there are large differences between each faculty and school at Memorial, all academic units displayed would like to see more public engagement included in their research, and considerably more public engagement in their teaching and learning.

Figure 26. Actual and Desired Research with Public Engagement by Faculty/School

Assessment by faculty at Memorial

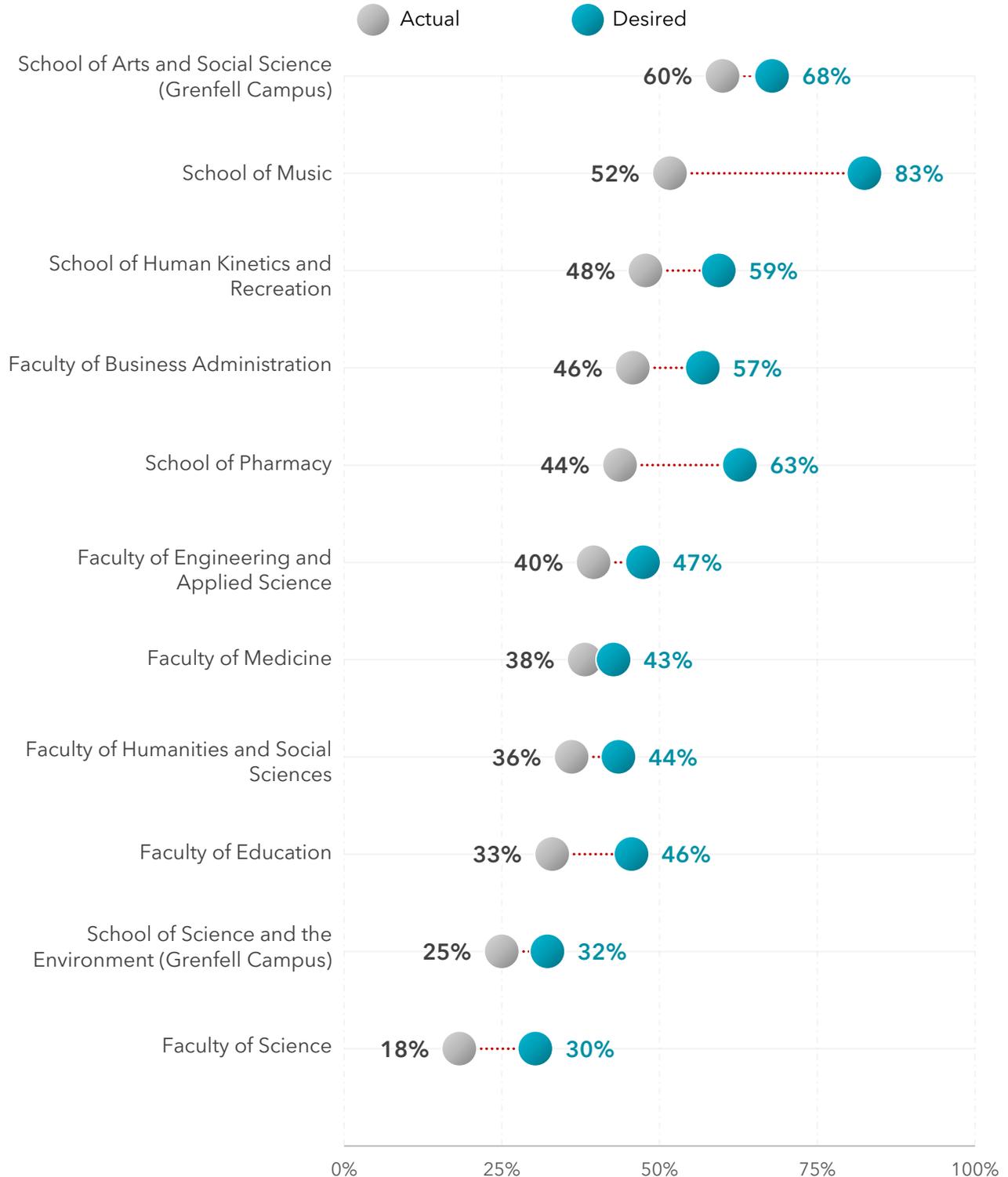
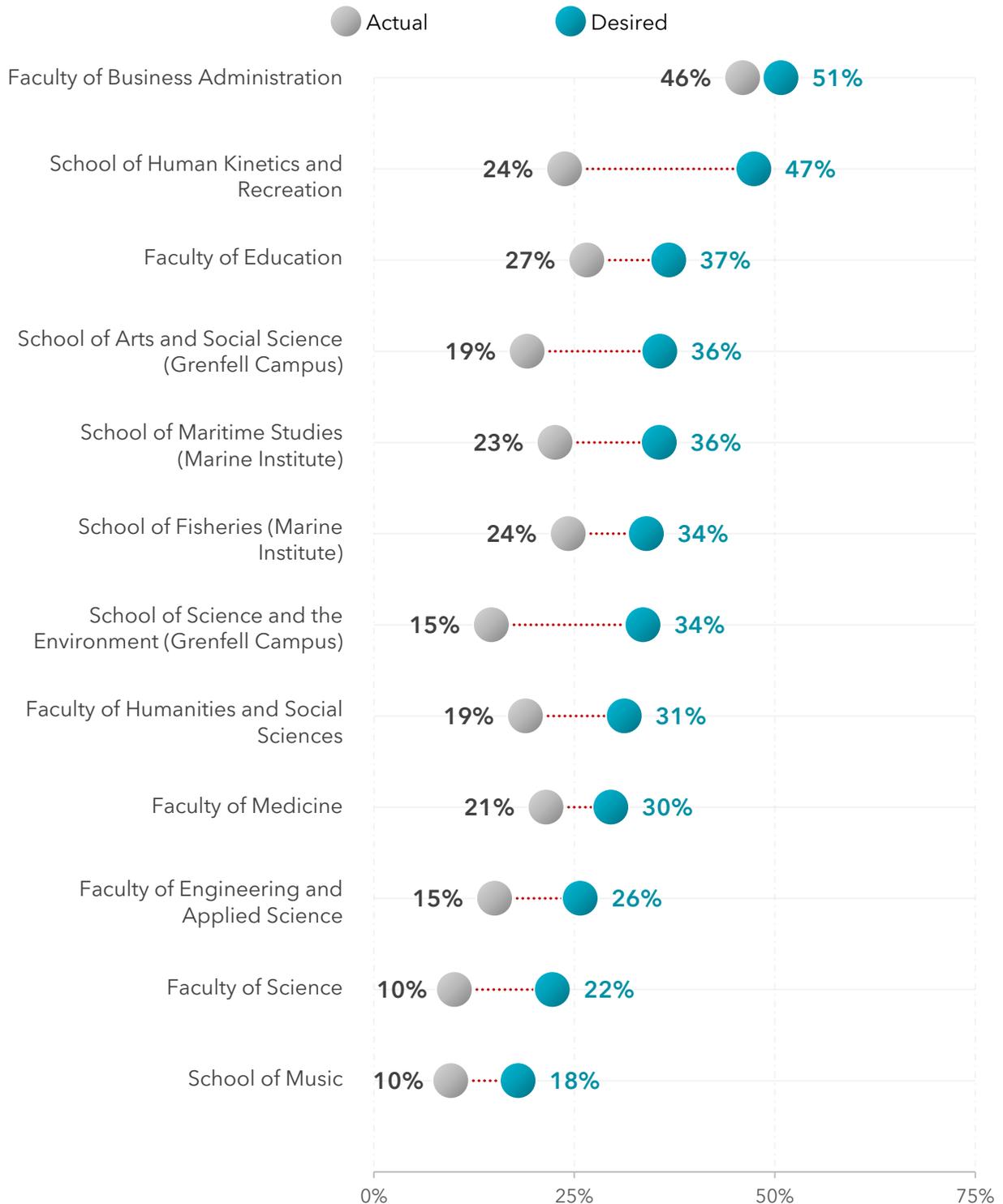


Figure 27. Actual and Desired Teaching and Learning with Public Engagement by Faculty/School
 Assessment by faculty at Memorial



Public Engagement Cases

Innovation at Memorial: An Emerging Strength

As Newfoundland and Labrador looks towards new economic opportunities, Memorial has emerged as a key element of this province's innovation eco-system, working with external partners to build new pathways.

While innovation has always been a core element of many Memorial units and departments, the past ten years or so has seen the launch of new programs and players, and the extension and evolution of some long-standing innovation leaders. Innovation supports have been reimagined in the context of the changing needs of our province and our world.

Supporting Start-ups and Entrepreneurship

Genesis, Newfoundland and Labrador's innovation hub, has been supporting entrepreneurship and innovation for more than 25 years, and has been the starting point for some of Newfoundland and Labrador's most significant tech success stories, including Verafin and Solace Power. Genesis' offerings include pre-incubation, incubation, a Women in Tech Peer Group, and a start-up visa program.

The Memorial Centre for Entrepreneurship (MCE) also supports aspiring entrepreneurs offering entrepreneurial foundational training, encouragement, guidance, access to funding and connections to, and for, students at the undergraduate and graduate levels.

(Continued on the next page)



Public Engagement Cases

Innovation at Memorial: An Emerging Strength

Navigate Entrepreneurship Centre has locations at both [Grenfell Campus](#) and [College of the North Atlantic \(CNA\) Corner Brook Campus](#), providing access to business tools, one-on-one business counselling, financial resources, start-up programming, events, and opportunities for networking, mentorship and learning. The Navigate Program is a joint initiative between Grenfell Campus and CNA Corner Brook Campus.

Social Enterprise as a New Strength

Social innovation – innovation that is socially beneficial both in terms of its goals and the way it is undertaken – is an emerging innovation strength at Memorial. The Centre for Social Enterprise (a partnership between the Faculty of Business Administration, the School of Social Work and the School of Music) opened in 2017, and its focus is on developing new social enterprises, strengthening existing ones, and building resilience through social innovation to foster economic success throughout Newfoundland and Labrador.

In 2018, the Faculty of Business Administration launched the Master of Business Administration in Social Enterprise and Entrepreneurship, a 12-month program that helps develop entrepreneurs committed to sustainable and social business practices in public, private and not-for-profit sectors.

Along with a Canada Research Chair in Social Enterprise (Dr. John Schouten of the Faculty of Business Administration) there are a number of high profile social enterprises with strong connections to Memorial and the public, including Fishing For Success and SmartICE, both winners of Memorial's President's Award for Public Engagement Partnerships, and Shorefast, a social enterprise whose mission is cultural and economic resilience on Fogo Island.

Enactus Memorial is another social enterprise-focused organization. Led by students, the group aims to create local, sustainable solutions to global challenges. They are one of the most successful student competition groups in Canada, and are the only Canadian team ever to have won the Enactus World Cup twice.

Deliberate Collaboration

With innovation work happening across disciplines, faculties and campuses, there is also planning underway to coordinate innovation on an institutional level, making connections and supporting collaboration inside and outside of Memorial.

In December 2020, Memorial announced the creation of [the Signal Initiative](#) which co-ordinates a group of members of the provincial innovation ecosystem and Memorial for discussion and collaboration, all with the goal of linking and strengthening innovation in Newfoundland and Labrador.

There is also work currently taking place on the development of Memorial's first Innovation Strategy. This strategy will help determine approaches Memorial can take to enhance its support of innovation programming, social and cultural innovation, entrepreneurship and innovation-driven research. The strategy will also build upon the university's [Technology Transfer and Commercialization Strategy](#), approved in 2015, and Memorial's institutional [strategic plan](#), approved in May, as well as other initiatives to support innovation.

Public Engagement Cases

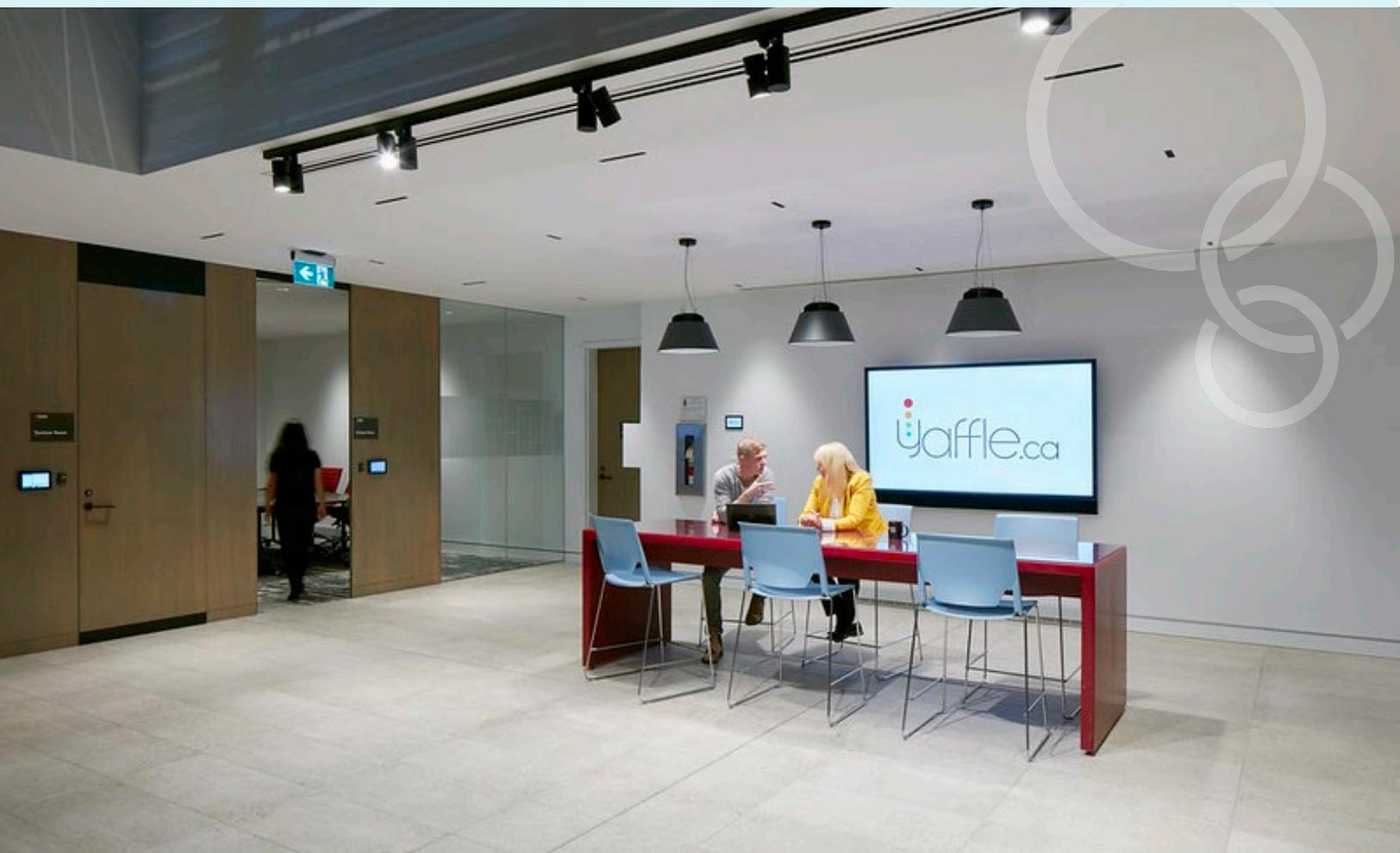
Yaffle: An Armful of Knowledge (and Connections!)

As part of its role as an engagement broker between Memorial University and the organizations and communities of Newfoundland and Labrador, the Harris Centre regularly helps members of the public find Memorial students, faculty, and staff to collaborate on projects. There are a number of ways that the requests can come in, including emails and phone calls, requests made at community events, and personal inquiries. Once a request is made, the next challenge is finding someone at Memorial who is both willing and able to respond. In the past, Harris Centre staff would call on professional connections or put out a general call to the university community. Many partnerships were formed as a result, but there were always hard to match opportunities and people outside the university still weren't always sure where to turn to ask for help.

An Armful of Knowledge

Enter Yaffle. With a name that means “an armful” in Newfoundland and Labrador vernacular, this online tool was developed at Memorial to help make the process of connecting public and university partners easier. The tool acts as an entry-point connecting users to expertise and work carried out at the university.

(Continued on the next page)



Public Engagement Cases

Yaffle: An Armful of Knowledge (and Connections!)

It enables users to browse profiles showcasing the expertise of Memorial's faculty, staff, and students, view completed and ongoing projects, and find opportunities to collaborate with others. Recent examples of projects brokered by Yaffle include [a project on sustainable indigenous tourism in the community of Flat Bay](#) that has resulted in a sustained partnership between the community and university and a [first-of-its-kind project examining how the Arts are supported in Newfoundland and Labrador](#).

This has enabled users to find new partners, and graduate recruiters have employed Yaffle in helping students find supervisors. In addition, all funding given out by the Harris Centre and the Office of Public Engagement results in a lay summary of the project that is uploaded to Yaffle and made accessible for the residents of Newfoundland and Labrador.

Negotiating Challenges

Since it was first launched in 2009, Yaffle has shown great potential and undergone various iterations which have increased its functionality and enhanced its ability to connect universities and promote the work they do. In many ways, the platform was ahead of its time. It came at a time before it was the norm for internet users to have multiple online accounts for their personal and professional life and employed cloud-based infrastructure long before universities adopted it.

And while Yaffle has been met with enthusiasm by its users, it has not yet found the necessary audience it requires to truly reach its full potential. The main factors limiting the platform have been a lack of available funding and staff, and the capacity of researchers to upload their projects and collaborations onto the platform. As with so many technologies, you get what you put in; however, many researchers, especially those who undertake publicly engaged work, are stretched for time. As a result, the Yaffle team has pivoted to leading on content entry for faculty and staff, supporting them in every way possible to help them get the most benefit out of their Yaffle Profile.

Future Possibilities

Despite some of the challenges, the Yaffle team has managed to continue the work and prepare the platform for expansion to other universities. Yaffle's potential has been long recognized by numerous organizations, such as other post secondary institutions, governmental organizations, and research networks. including Bishop's University and York University. Each of these universities is currently piloting their own instance of Yaffle.

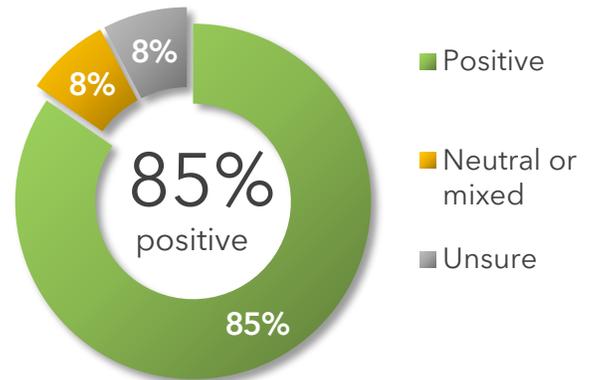
In addition to actively searching new partnerships, Yaffle is also constantly reinventing itself. In 2019, it expanded from the digital space into [Yaffle Connects](#), a physical space within the Signal Hill Campus intended to act as a commons area. With a comfortable co-working space connected to the building's expansive technology infrastructure, the space hosts sessions where researchers, community groups, and individuals present ideas and projects in order to build connections and collaborations. This development further extends the public's exposure to Yaffle and strengthens the Signal Hill campus's position as a knowledge commons and public engagement hub, serving the community and supporting community-university collaboration.

Did the implementation of the Framework benefit the population of Newfoundland and Labrador?

Key informant interviewees, both internal and external, were asked about their assessment of the impacts of the Framework on the people of the province, since its introduction. The vast majority of them (85%) offered a positive assessment of the impacts and benefits to the public. Two other smaller groups of respondents stated that they did not have a sufficient amount of information to make this assessment (8%) or made a neutral or mixed assessment (8%).

Reasons given for the mixed assessments included the desire for a more respectful approach in communities and having more presence in areas outside of St. John's. On the other hand, people who stated that the Framework had benefitted the population of the province mentioned: improved mutual understanding, new collaborations with the public partners, new resources allocated to such projects, positive examples of impacts in specific communities, new programs and solutions offered to people of the province, and the overall mutual benefits gained.

Figure 28. Impacts for the People of NL
Assessment by Key Informant Interviewees



"Keep up the good work!"

"Love what the Harris Centre does, the connections there, and the impact. Bravo."

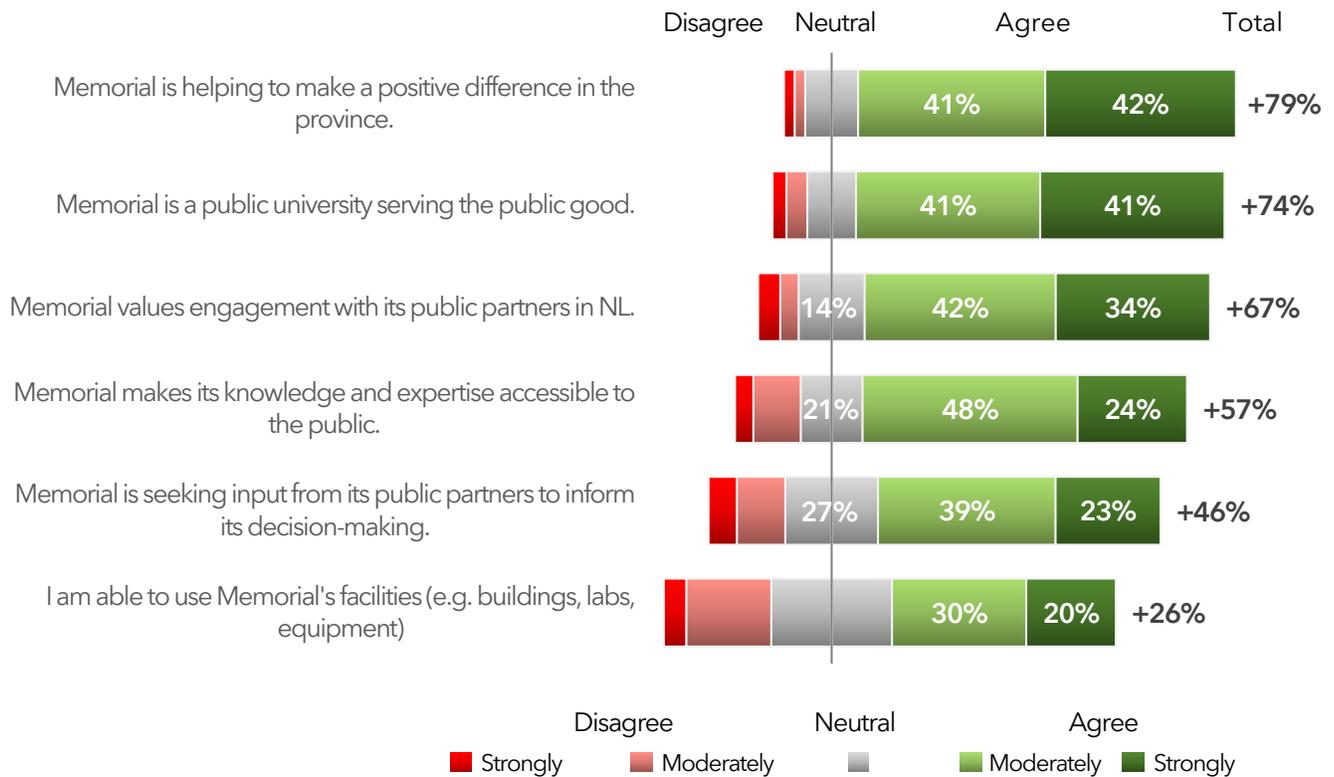
"My experience is within a very specific area, of course, but it's been a most satisfactory and beneficial collaboration that allows both the university and my company to accomplish our mutual goals. I do hope MUN's community partnerships will continue since it allows small and large companies to benefit from the knowledge and experience of university personnel while raising the university profile in the community and the province, thereby demonstrating the continued value of the University to the people of our province."

"The Town of Grand Falls-Windsor enjoys an exceptional relationship with Memorial University. The Faculty of Medicine has directly contributed to the Central region through their expertise, the openminded view to community led collaborations in improving health outcomes in Grand Falls-Windsor and the large region it serves in rural NL. The Town is excited about new collaborations on the horizon that is going to make a positive socio-economic impact in rural NL."

- Opinions about collaboration with Memorial from public partners (collected through survey)

The Public Partners Survey asked external respondents about their assessment of the university and its role in making positive impacts in the province. The results are presented in Figure 29 below.

Figure 29. Memorial University Assessed by Its Public Partners



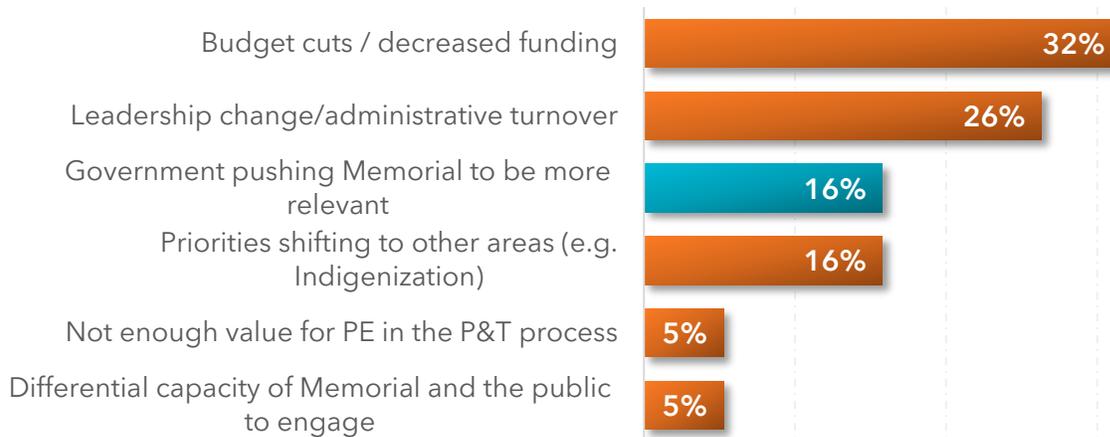
The majority of respondents agreed that the university is making a positive impact for the people in the province (83%) and that the university is serving the public good (82%). Respondents also thought that the university values engagement with the people on the province (76%), that it makes its knowledge and expertise accessible to the public (72%), and that it is seeking input from its public partners to inform its decision-making (62%). The lowest agreement reported was for the public’s ability to use Memorial’s facilities (e.g. buildings, labs, and equipment), where half of respondents agreed that they were able to do so, and 25% disagreed.

What external/internal factors influenced public engagement changes and to what degree?

This evaluation would not be complete without assessing the external or internal factors that may have influenced the implementation of the Framework. Even the best programs or interventions to implement change can be affected by unexpected and uncontrollable factors influencing their outcomes.

The key informant interviewees were asked to note any external and internal factors that could have played a role in how successful the Framework was in reaching its goals and objectives. The summary of their responses is presented on Figure 30.

Figure 30. External/Internal Factors Affecting the PEF's Impacts
Assessment by Key Informant Interviewees



Almost a third of those with an opinion (32%) emphasized potential impacts that budget cuts and limited resources might have had. This was linked to a downturn in the oil and gas industry, the provincial budget and consequently the university's budget. Initial plans were created in a financial reality that has changed with time, potentially affecting the university's capacity to meet them.

The second most frequent factor identified by key informants was leadership changes, and a subsequent administrative turn on public engagement and its priority (26%). While the original leadership/administration demonstrated deep commitment to the Framework and to implementing changes to raise public engagement, some key informants thought that this commitment was difficult to maintain as administration leadership changed. There have been changes at the university that have led to focus on different areas, such as innovation, Indigenization, and others, which could impact the potential focus on public engagement; the more areas of focus that exist, the less focus each can receive (although, it is also possible various areas of focus could complement each other.) This view was expressed by 16% of respondents.

(Continued on page 77)

"The Framework was introduced in 2012. We saw a big downturn in the oil and gas industry in about 2015-16, which had a huge impact on the province overall. I would imagine this had some impact on goals and objectives as identified within the framework. I know that the university was impacted significantly by this downturn in the oil and gas sector."

"I think there were enough resources at the beginning, but I think all the budget cuts that we've had have hit everybody. I know it hit OPE (...), and it's just a lot more challenging to do what we want to do and need to do when resources we've had are taken away."

- Opinions of key informant interviewees.

Public Engagement Cases

Transforming the Labrador Institute: University Education for the North, by the North

Across Canada, there have been repeated calls by First Nations, Inuit, and Métis governments, communities, and leaders for place-based and accessible university education offered in the North. Memorial University has had a full-time presence in Labrador since 1979 through the Labrador Institute, connecting the needs and priorities of Labrador to the university. Yet, access to undergraduate and graduate educational opportunities still required students to leave Labrador to achieve their educational goals.

In 2018, and to act on Memorial University's special obligation to both Newfoundland and Labrador, and to the responsibilities outlined by the national Truth and Reconciliation Commission (TRC,) a task force was established to identify opportunities to support and collaborate with Indigenous governments and organizations, and to transition Memorial's Labrador Institute into a full campus of Memorial University.

The task force consisted of members of the Nunatsiavut Government, the NunatuKavut Community Council, and Innu Nation, as well as leadership, faculty, and staff from all campuses. Following a two-
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year process, a unanimous decision was made to recommend that the Labrador Institute transition into a full Campus of Memorial University, in partnership with the three Indigenous governments of Labrador, to offer Indigenous-led and Northern-focused undergraduate, graduate, and post-graduate certificates, diplomas, and degrees.

After four years of task force planning and preparation, hundreds of consultations and meetings, and five historic Senate and Board of Regents votes, the School of Arctic and Subarctic Studies was created in July 2020, and the Labrador Campus was officially established in January 2022. The Labrador Campus is Memorial's newest location based in Happy Valley-Goose Bay, and is a leading centre of research, education, policy, and outreach by and for the North. Home to the School of Arctic and Subarctic Studies and the Pye Centre for Northern Boreal Food Systems, the Labrador Campus provides place-based, Northern-focused, and Indigenous-led education and research opportunities in Labrador and across the North. Uniquely, the School of Arctic and Subarctic Studies has an Academic Council, which includes voting representation from the three Indigenous governments, to ensure that all academic, research, and governance decisions are led by and inclusive of Innu and Inuit needs and priorities.

Responding to the Call

The creation of the Labrador Campus directly responds to decades of advocacy from Labrador and the North for more access to university education in Labrador. It also aligns with **Memorial's Framework for Indigenization**, which presents a set of actions grounded in consultation and framed in such a way that enables Memorial to advance reconciliation through four strategic priorities: Leadership and Partnership; Teaching and Learning; Research; and Student Success. The Labrador Campus was listed as a key recommendation in the Framework, and supports and promotes the core values and mandates of Indigenization and decolonization in educational programming, research, governance structures, and infrastructure. The creation of the Labrador Campus also aligns with the goal of strengthening Indigenous education as outlined in the government of Newfoundland and Labrador's strategic plan: **The Way Forward**.

More Opportunities for Northern Students

The Labrador Campus is continuing to grow, develop, and deliver place-based, Indigenous-led, and Northern-focused undergraduate, graduate, and post-graduate degrees, diplomas, certificates, and micro-credentials, by, in, and for the North. The Labrador campus is currently working with key partners in Labrador, Memorial University, and throughout the North to lead the development of the Campus, oversee the creation of interdisciplinary undergraduate, graduate and post-graduate programming, and to continue supporting the growth of the campus, including infrastructure design and curriculum development. The first students begin in Fall 2022, with a five-year plan for growth and expansion of programs and infrastructure.

As one of the only university-based units in Canada in the North, the Labrador Campus will contribute to mending past inequities in access to post-secondary education, and continue to work with people, communities, and governments to create high quality and leading-edge education and research infrastructure in Labrador.

Public Engagement Cases

Food First NL: Local Solutions to Global Issues

Newfoundland and Labrador's food systems face many challenges. The province has among Canada's highest rates of food insecurity and diet-related disease, sits at the end of long global and national supply chains, and is losing more farms and farmland every year.

To address Newfoundland and Labrador's food systems' challenges, Food First NL, a provincial non-profit, has promoted comprehensive, community-based solutions ensuring access to healthy, desirable and affordable food since 1998. The organization raises awareness via their diverse network of strategic partners and catalyzes and supports action across sectors at the local, regional, provincial and national levels.

Partnering for Sustainable Futures

Food First NL has a strong ongoing relationship with Memorial University, and the two collaborate frequently. This happens at many scales. At the larger scale, for example, one of Food First NL's current projects, "Great Things in Store" is a multi-year effort to work with food retailers to improve food access for Nlers with low-income, in partnership with a research team based at Memorial and led by Dr. Rachel Prowse. A partnership with Dr. Sarah Martin was also instrumental in accomplishing the recent "Eat the City" food assessment process in St. John's. At the smaller scale, Food First NL is a regular partner in Memorial's public engagement activities, including the ForecastNL initiative. Food First NL also sits on the Great Northern Peninsula Research Collective and are developing partnerships with the Pye Centre as part of an ongoing initiative around traditional food access in Labrador.

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Public Engagement Cases

Food First NL: Local Solutions to Global Issues

These kinds of partnerships are long standing. Memorial University was, for example, a partner in the “Our Food NL” project, which Food First NL led from 2017-2020. The project saw Food First NL collaborating with Nunatsiavut communities, the Hamlet of Baker Lake in Nunavut, and communities in the Coast of Bays region in south-central Newfoundland, selected with the help of various advisers including Memorial’s Office of Public Engagement and the Harris Centre, to address issues related to access to food and self-sustainability.

During the “Our Food NL” project, each of the communities facilitated a Community-Led Food Assessment (CLFA), which engaged the entire community in a dialogue process where residents and community leaders identified issues affecting the community’s access to food. With support from Food First NL, each community took the information from their CLFA and used it to design and implement unique community food programs to improve their access to healthy, affordable, and culturally appropriate food. Food First NL hired a member of each community to act as a Food Security Coordinator, leading the work with the assistance of a food security committee made up of community members who knew—better than anyone—what would make a positive impact locally.

Looking to the Future

The examples listed above are just a small piece of the work that Food First NL does to ensure that the people of Newfoundland and Labrador and the communities they inhabit have access to healthy affordable food all year round. Food security is a complex issue that requires an extensive network of partners across all sectors and regions. To this end, Food First NL continues to effectively engage and mobilize key players, including Memorial University, on common goals and actionable work and advances food security in the province.



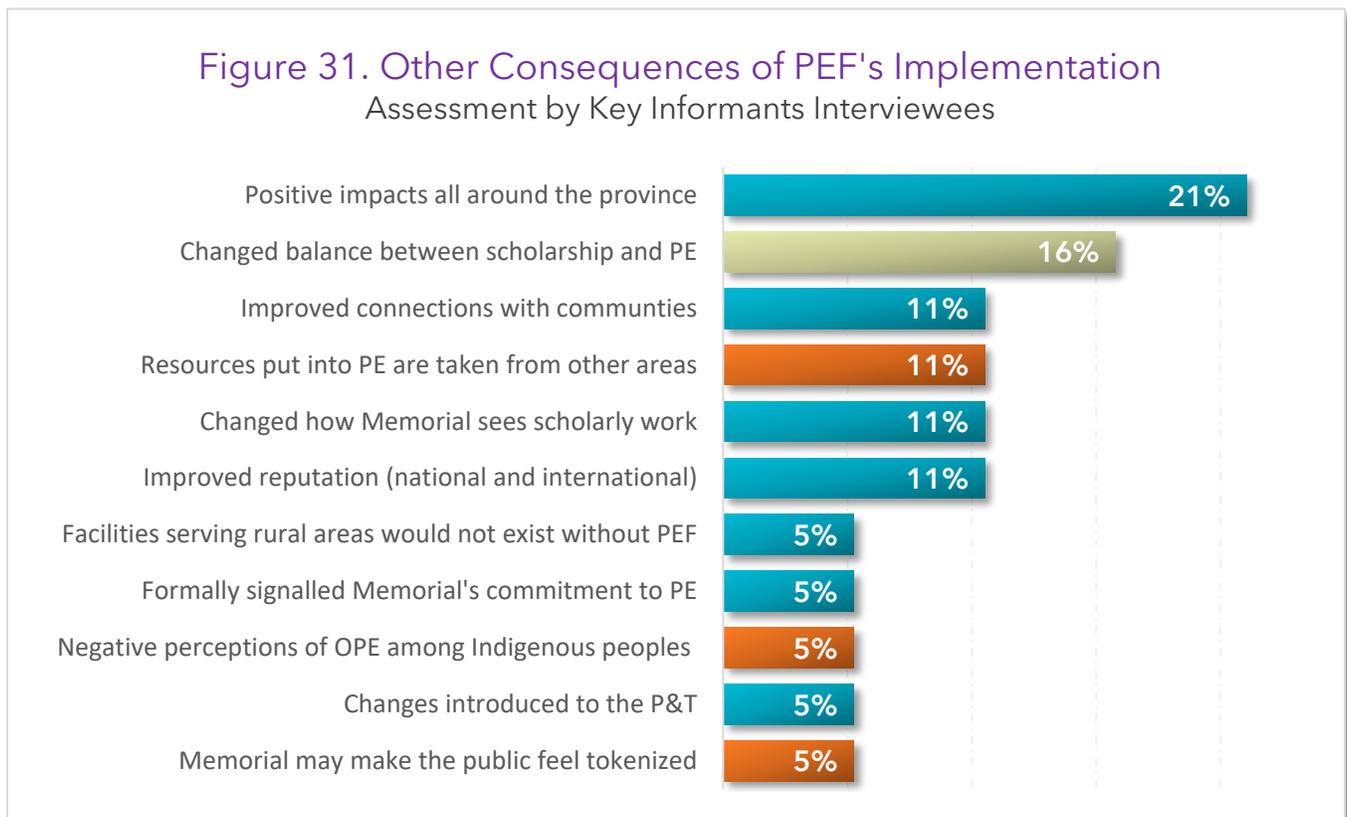
Another external factor identified—the provincial government stressing the need for the university to be more relevant—was viewed by some key informants (16%) as a positive nudge for the university to demonstrate more serious commitment to public engagement.

A relative value of public engagement in the [Promotion and Tenure process](#) was mentioned by participants in the Staff and Faculty Survey, the Staff and Faculty Focus Groups, and again here in the key informant interviews (5%). An opinion was expressed that the insufficient value of public engagement work assigned within the Promotion and Tenure process was an important internal factor, which could have limited the degree to which public engagement activities of the faculty met the goals and objectives set out in the Public Engagement Framework.

And finally, the last factor identified was a differential capacity of Memorial and the public to engage (5%). It was suggested that due to the vast advancement with respect to access and use of technologies there may be substantial gaps between the people within the university and the people outside of it, which affects public engagement.

What were the unintended consequences of implementing the Framework, if any?

The key informants were also asked for their assessment of other consequences of the introduction of the PEF, outside of its desirable outcomes specified in its goals and objectives. Various groups of consequences—positive, mixed, and negative—were described during the interviews, and their overall summary is available in Figure 31 below.



The most commonly mentioned group (21%) consists of overall positive changes that occurred outside of the university in Newfoundland and Labrador. This includes influential entities, like the provincial government and

the ways in which it relates to the public, but also smaller organizations, and new and pre-existing programs and services. Some people referred to this process as a ripple effect or a chain-reaction effect, where changes that resulted from the introduction of the Framework at Memorial led to a number of positive consequences outside of the university, including the province creating an office focused on public engagement after Memorial's was created.

The second group of key informants talked about a changed understanding of the relationship of scholarship and public engagement. As faculty members have limited time and resources at their disposal, any increases in public engagement work could potentially come at some expense of their traditional scholarly work. People in this group emphasized that a proper balance or integration is needed between these activities. This is also linked with the other two themes identified, one mentioning side effects of diverting resources for public engagement from other important areas (11%), and one mentioning a positive effect of changing how scholarly work can be improved with more public engagement (11%).

"It's changed some of where people draw the boundaries of what's considered to be valid work for an academic to perform, for an individual academic to perform, and I think that that's really positive"

"Faculty will ultimately work in their best interest. And, so, the Public Engagement Framework is useful, but it is not necessarily the driver which is going to change behaviour. So, again, criteria for promotion and tenure, criteria for access to resources such as external research grants. Those, I think, are going to be much more significant in terms of changing faculty behaviour, and absolutely, they have changed."

- Opinions about public engagement of key informant interviewees.

Some key informants described how Memorial University's reputation, not only in Canada, but also internationally, was improved as a result of the implementation of the Framework (11%). The university was becoming recognizable for its leading work with public engagement and was setting a good example to follow.

Another two outcomes described by the key informants, which are linked to the first theme of the positive impacts in the province, are improved connection with communities in the province (11%) and that some facilities serving rural areas would not exist without the Framework (5%), which would essentially deprive some people in rural areas of valuable resources.

Additional positive outcomes identified by key informants included changes introduced to the Promotion and Tenure process that increased value of public engagement (5%), and that the introduction of the Framework formally signalled the university's commitment to public engagement (5%). However, while at least one key informant identified improvements in valuing public engagement in promotion and tenure processes, that may not be the dominant perception among those who completed the faculty and staff survey, as noted above (see figure 33.)

And lastly, one informant noted that, to them, an unintended consequence of the introduction of the Framework was the negative perception of public engagement and OPE among some Indigenous people (5%) and the possibility that sometimes the public may feel tokenized because of institutionalized actions of Memorial's representatives.

Public Engagement Profiles: Penny Cofield Memorial's Champion of Public Engagement Support

Penny Cofield is the Coordinator for Public Engagement Supports with Memorial's Office of Public Engagement. The Office is the steward of Memorial's pan-university public engagement strategy, offering support through funding programs and public engagement education and training opportunities.

Committed to Public Engagement

Penny has been part of public engagement at Memorial since the early days of the development of the Public Engagement Framework.

During her time with Student Life at Memorial, Penny recalls participating in the development of the Public Engagement Framework and attended one of the many strategic planning sessions and its subsequent launch. Several years later, she joined Memorial's Office of Public Engagement in her current role, and is now part of the team evaluating the framework's success in guiding Memorial's public engagement efforts.

"The university wanted to make public engagement more central to its mission. It was very heartening because of the work I was doing at that time in service-learning programming: helping students get involved with community partners through curricular and co-curricular service-learning opportunities and apply their knowledge in different ways. It was great to see how the framework developed and took root."

Here to Help

At the Office of Public Engagement, Penny works with faculty, staff, students, and external partners to support their work through various funding programs aimed at creating and deepening relationships between Memorial and its public partners. She coordinates the Office's suite of funds (over \$400,000 annually) from start to finish, including bringing together adjudication committees that include students, faculty, staff, and community partners. A successful application reflects a strong relationship between Memorial applicants and community partners. The presence of mutual benefits, mutual contributions, and mutual respect, are as important as the set project goals and intended methods and outcomes within the adjudication process.

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Public Engagement Profiles: Penny Cofield Memorial's Champion of Public Engagement Support

After the successful applicant's project is underway, Penny acts as a guiding steward:

"We aim to support the project from application submission to implementation and wrap-up: if there are changes needed by the collaborators to achieve their goals, we'll work with them to make the process as fluid as possible. We really are here to help."

These shifts have been especially prevalent during the pandemic, as partnerships have had to adapt their approaches to reflect changing circumstances. While public engagement has looked different since 2020, the range and depth of collaboration happening at Memorial continues.

Responsive Approach

Part of the success of Penny's work with students, faculty, staff and members of the public is her continual focus on making improvements to OPE programming and supports.

"If we do something just because we've always done it in a certain way, we need to step back and rethink things. It's exciting to consider about how we can reimagine things going forward."

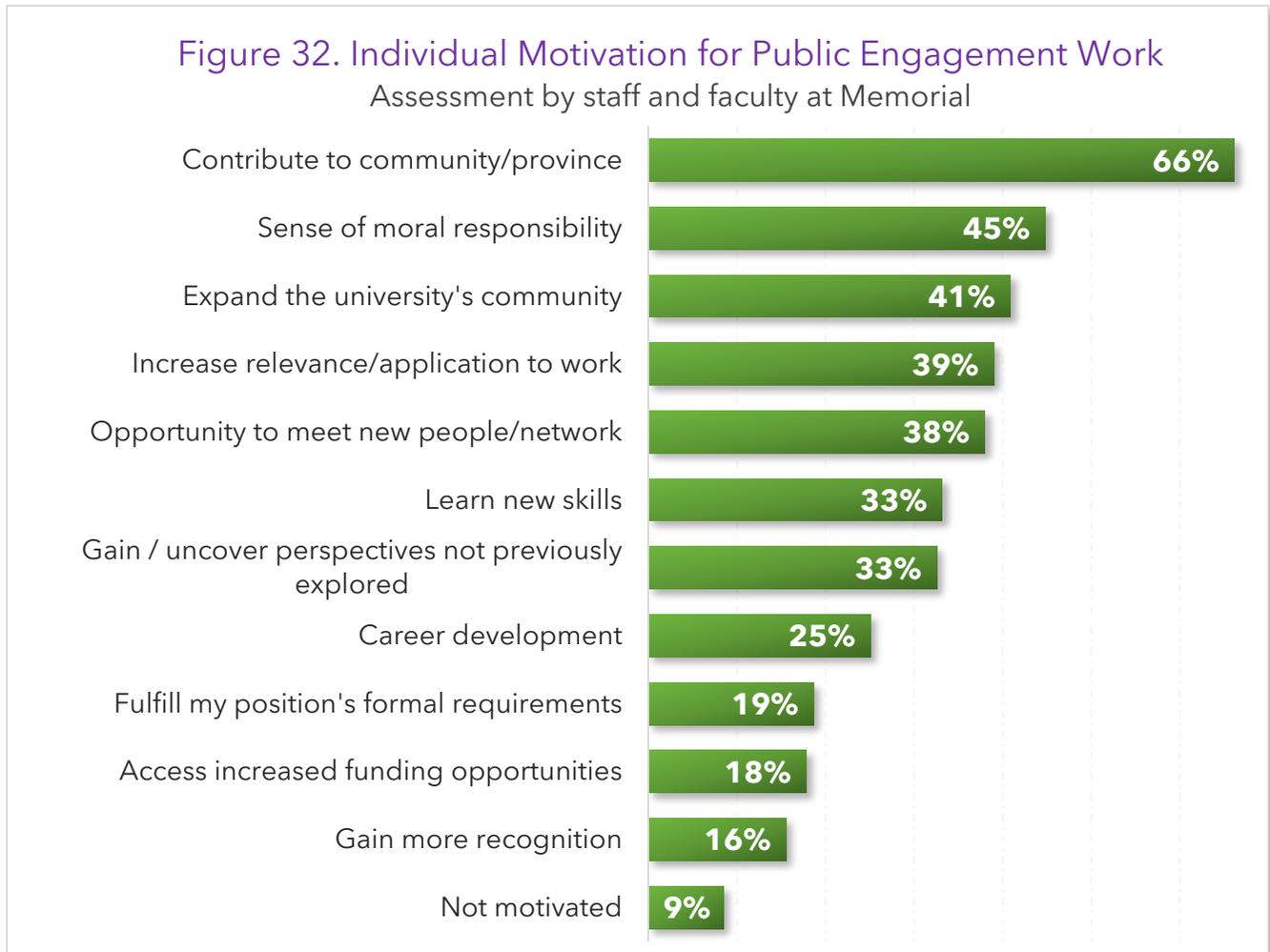
For Penny, it's all about helping others collaborate as respectful partners, and to help support meaningful relationships between the university and the public. As for the future of public engagement at Memorial, Penny hopes that there will be continued support for engagement to take place with more communities and groups working with the university in partnership. She would also like to see all students having the opportunity to apply learning in varied ways as part of their degree.

"With the completion of the Public Engagement Framework evaluation, we will take what we learned and begin interesting new conversations about what the next phase of public engagement at Memorial will look like. Those conversations will be interesting and reflective. I'm looking forward to taking our next steps!"

Future Directions

Ways to increase public engagement at Memorial

In an earlier chapter a finding was reported that a significant majority of faculty and staff at Memorial University (78%) would like to see increased levels of public engagement at the university. To corroborate those findings, respondents of the Staff and Faculty Survey were asked a question about what motivates their public engagement activities to see if those match the earlier findings (they could say that they are not interested or motivated to do more public engagement themselves). Figure 32 below displays the summary of responses obtained in the Staff and Faculty Survey.



Two-thirds (66%) of staff and faculty admitted to having a desire to do public engagement to contribute to the province or community, 45% did it out of their sense of moral responsibility, and 41% to expand the university's community. These findings suggest that the majority of faculty and staff would not only like to see the overall levels of public engagement at Memorial University increased, but they would like to do more public engagement themselves.

Given that there is an expressed need for more public engagement at the university, and an interest in doing so among faculty and staff, how could the levels of engagement be increased? One option would be to look at the main drivers or motivations for this kind of work to see if people can be somehow more incentivized to do more public engagement. With that said, three top types of motivations behind public engagement activities seem to

be largely intrinsic. It would appear that the majority of staff and faculty at Memorial University don't need extra motivation to do this kind of work, but rather a removal of roadblocks, which might be stopping them from pursuing this kind of work.

"I think it's [PE] is really important because the true strength of Memorial is that connection with the community and with the province."

"So, I thought about giving back to the community, and that's what we are trying to do. And it's really special that Memorial University is trying to do a lot of public engagement activities and making sure that everyone is getting engaged."

"If we are prioritizing all our tasks, PE may be the lowest priority."

"If there was a bit more help, I think it would be less time spent on red tape and more time spent on engagement."

- Opinions about motivation for public engagement from the Student Focus Group.

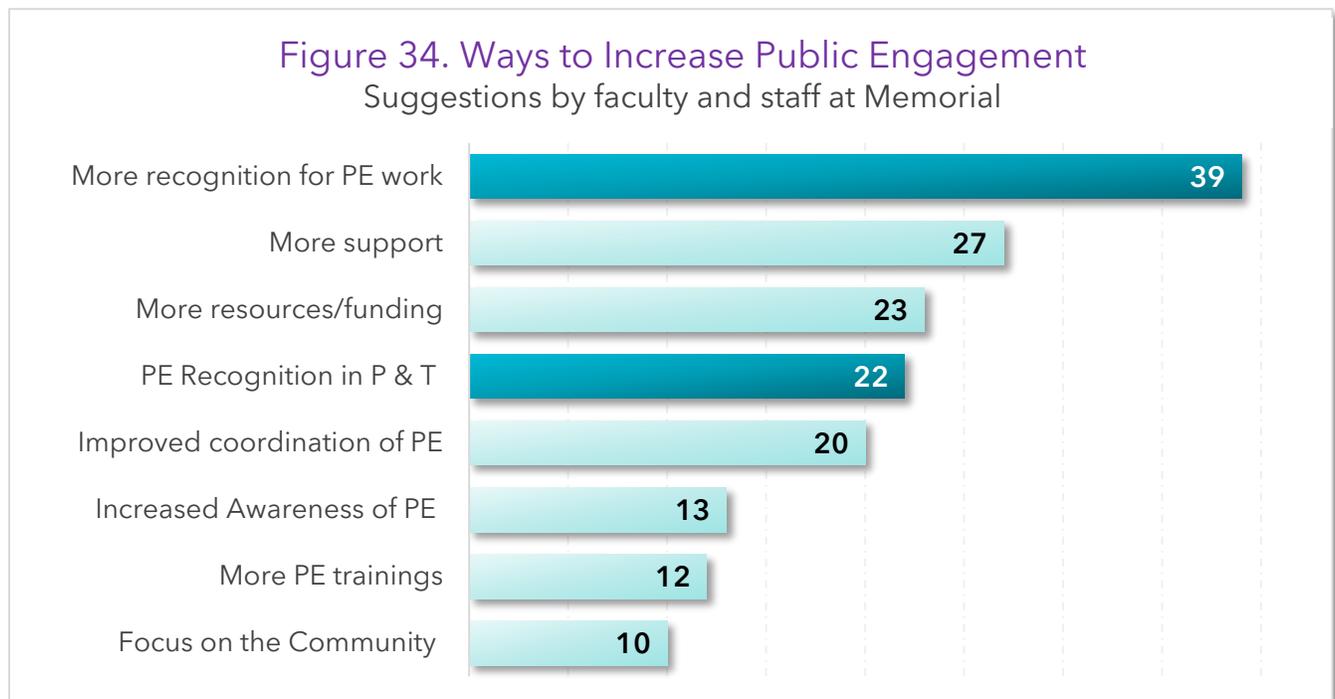
In order to identify such inhibitory factors, respondents of the Staff and Faculty Survey were asked a question about the challenges and barriers that stop them from doing more public engagement. The summary results are available in Figure 33.

Figure 33. Individual Barriers to More Public Engagement
Assessment by faculty and staff at Memorial



The most commonly reported barriers were lack of time (70% faculty, 59% staff), followed by lack of support (36% faculty, 25% staff), lack of funding (29% faculty, 24% staff) and lack of recognition (28% faculty, 15% staff). The faculty respondents also specifically mentioned lack of recognition of public engagement within the Promotion and Tenure process (22%). Some participants also mentioned lack of necessary skills or training in how to do public engagement work (20% faculty and 28% staff). There were also respondents who either did not feel that public engagement was a part of their position's requirements (23% faculty, 36% staff), or that they were not interested in doing more public engagement (8% faculty and 11% staff).

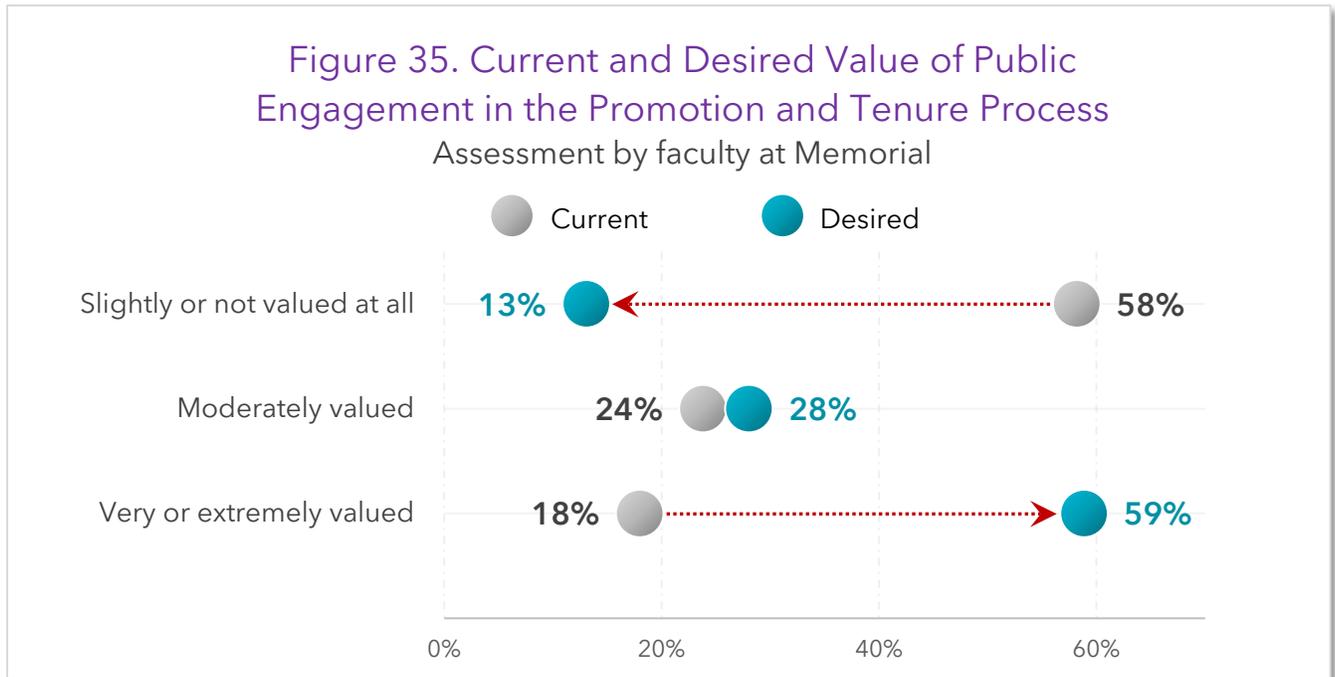
These results are certainly informative, but there is a considerable problem with interpreting the most important barrier identified – lack of time. It is not actionable, as usually a lack of time is a response that hides other underlying issues, and is linked with priorities. Respondents to our Staff and Faculty Survey were also asked specifically what could be done to improve public engagement at Memorial. Here, they were able to freely express their opinions, as this was an open-ended question. A thematic analysis was conducted and its results, with numbers of themes represented, is available in Figure 34.



The analysis revealed that the “lack of time” identified as the main barrier is likely due to a lack of sufficient recognition for public engagement work. This work is important, and relevant to the province and the community, but it often consumes additional time, as compared to pure research or teaching (building relationships with external partners doesn't necessarily follow a clear timeline). If this work is not sufficiently recognized in the Promotion and Tenure process, or in teaching workloads, then faculty will lean towards doing traditional research and teaching, which takes less time and is properly rewarded. Since this is the most important factor identified in the comments by respondents, addressing this would also likely lead to the biggest impact on the levels of public engagement.

Do members of faculty at Memorial University want this issue to be addressed? Results obtained from the Staff and Faculty Survey suggests that, indeed, the majority of faculty would like to see changes to how much public engagement is valued within the Promotion and Tenure Process (Figure 35). The majority of faculty responding

to the Staff and Faculty Survey (58%) thought that, at the time of the survey administration (2021), public engagement was only slightly valued, or not valued at all, in the Promotion and Tenure Process. A small minority, only 13% of faculty, were happy with this. The majority (59%) would like public engagement to be very valued or extremely valued. This discrepancy between how public engagement was valued and how it should be valued in the faculty's opinion strongly suggests that this could be one of the most important ways in which public engagement could be improved at Memorial University.



"PE is pushed from administration, but this does not align with P&T responsibilities of academics. Until it "counts" for something, many faculty will not engage."

"Work such as engagement with media, sharing research in non-refereed journal ways (e.g. podcasts, social media, videos, blogs, magazines, etc.) needs to be recognized as real, valued work rather than considered as a nice addition to publishing in refereed journals. This is especially true when comparing a body of work that includes PE to a body of work of a researcher who does not do as much PE; they cannot be expected to publish at the same rate."

We have historically had very successful PE activities (whale research group, extension services) but choices had been made to phase these out over the years. With these choices, we risk the erosion of public support.

- Opinions about public engagement activities of faculty and staff at Memorial University (collected by survey)

(Continued on page 89)

Public Engagement Cases

Lullaby Project-NL: Songs for Healing, Connection, and Growth

Lullaby Project-NL received early funding through the Office of Public Engagement's [Quick Start fund](#), a low-barrier fund that supports new public engagement partnerships, projects and initiatives such as preliminary meetings, events and service-learning activities.

That funding helped kick off a partnership with the Clarenville Correctional Centre (CCWC) - the first of its kind in Canada. The 8-week program led to the creation and [composition of lullabies](#) and songs and was very positively received with a culminating conference performed by the women at the Correctional Centre. For many of the participating women this was the first time they could voice their lived experiences publicly, and the resulting songs became empowering and emotional demonstrations of beauty, compassion and creativity.

Since then, the project has expanded, undertaking a new partnership with St. John's -based charity, Stella's Circle, and their Just Us Women's Centre for women who are marginalized or in the process of re-entering the community after their sentence has ended. While the pandemic interrupted the project in 2020, programming has continued through the Iris Kirby House in St. John's and the O'Shaughnessy House in Carbonear.

Lullaby Project-NL has opened opportunities for creative expression, development of creative skills and capacity for social and community interaction. Approximately 70 women have participated in Lullaby Project-NL since 2018, and the Buleys have initiated a new partnership with the Association for New Canadians in the fall of 2022. The knowledge resulting from the project will also contribute to research on creativity and storytelling as it impacts one's self-esteem and well-being in general. It is an excellent example of the kind of collaboration and engagement envisioned in the Public Engagement Framework.

Public Engagement Cases

Municipalities Newfoundland and Labrador: Memorial's Long-Standing Partner

Since 1951, Municipalities Newfoundland & Labrador (MNL) has been representing the interests of municipal councils in this province. MNL develops and delivers economic development workshops, conducts research and facilitation of inter-municipal cooperation, and provides membership services for the more than 200 incorporated municipalities representing 89 percent of the provincial population.

For more than 15 years, MNL has had a deeply engaged relationship with Memorial University that manifests itself in collaboration around engaged research, teaching and learning, and use of facilities. This relationship runs so deep that when the Public Engagement Framework was first developed, members of MNL leadership played a key role in providing input, participating in consultation sessions and working very closely with the development team.

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Tackling Big Issues Together

The connections between Memorial and MNL are threaded throughout the university, but there are specific and close ties with the Leslie Harris Centre of Regional Policy and Development especially. MNL has been involved in numerous committees reviewing applied research funding applications through the Harris Centre programs. MNL and Harris Centre's Regional Analytics Laboratory (RANLab) are currently involved in [the Big Data: Big Ideas](#) project that brought together six Newfoundland municipalities on the Northeast Avalon to collaborate around rich new data that will inform their economic development efforts. Five other regions across the province are currently finalizing their own work with MNL and RANLab. The Harris Centre is also providing a secretariat role and participating as a member in a task force on Regional Economic Development Led by MNL and the Provincial Association of Community Business Development Corporations.

Another key partner has been Memorial's Grenfell Campus, especially the Environmental Policy Institute (EPI). In 2012, [a project saw](#) Municipalities Newfoundland and Labrador partner as a contributing research partner with Dr. Kelly Vodden and her team at the EPI Lab to produce a report on sustainable drinking water systems, province-wide. The 2014 report, "Exploring Solutions for Sustainable Rural Drinking Water Systems: A Study on Rural Newfoundland and Labrador Drinking Water Systems", through a Harris Centre funding program supported by a long-term grant from the CBC Blue Water Campaign, was the product of significant research endeavors and numerous consultations with representatives from municipalities across the province. That specific research project, and the many other collaborations that have happened in the past and that are happening now, are a great example of Memorial's Public Engagement Framework in action. By working with government and community partners throughout the research process, and approaching issues from a community perspective, this long-term, meaningful relationship has led to tangible and executable solutions to some of the biggest challenges facing MNL's members, while also providing Memorial researchers with knowledge and access to relevant research questions. It's a mutually beneficial partnership that continues to grow.

Quality over Quantity

For Municipalities Newfoundland and Labrador, the advent of the Public Engagement Framework signalled a real change, which saw institutional recognition and support of public engagement by Memorial. Where organizations like MNL had in the past relied on individual scholars who had taken the mantle of public engagement onto themselves to collaborate with them, the Framework meant that they were now partnering with the university institution itself. It elevated the relationship between Memorial and MNL into a true partnership that has since seen MNL members who had previously been engaged mostly in local events, get more actively involved in pan-provincial projects.

Municipalities Newfoundland and Labrador is currently in the process of looking into the quality of their engagement with different municipalities. While quantity of engagement matters, MNL knows that true impact requires that their members feel empowered as participants in a two-way conversation between themselves and MNL where both sides participate and listen actively. To this end, MNL is looking to establish a new research relationship with Memorial. Compared with the past where the onus for initiating something like this would have typically been with the university, MNL is now actively coming to it with ideas that it wants to make into realities, and this is largely due to the collaborative environment that the Framework has nurtured.

Apart from more recognition for public engagement work (39 comments) and, specifically, recognition in the Promotion and Tenure process (22), other ways of increasing public engagement include extra support for people willing to do public engagement activities (27) and providing them with more financial resources/funding (23). Other ways of addressing this issue involve improving coordination of public engagement throughout the university (20), increasing awareness of public engagement (13), and providing more opportunities for public engagement training (12).

"Have two roles, maybe one person, maybe distributed, but 1) Outgoing engager, whom researchers have as point of contact as a resource for training, how to's, who, etc.; 2) Incoming engager for anyone from the public looking to access the plethora of resources at Memorial and/or connect with specific researchers, Entrepreneurship Centre, EDI training, indigenous affairs, etc."

"Recognize authentic and effective PE. For years I have watched administrators neglect good PE, dismiss requests for additional (very modest) supports, and create barriers for PE that involves a significant level of collaboration with the public. It's been frustrating, to say the least. The solution to enhance PE is simple. We must devote more time and resources toward them. If professors are encouraged to find and develop local engagement activity, it will happen. Unfortunately, doing this means that choices must be made that could negatively impact our competitiveness on the national stage. These trade-offs fright us, and we only make half-hearted commitments that end up wasted.

- Opinions about how to improve public engagement by faculty and staff at Memorial University (collected by survey)

Priorities for the future

When asked about future priorities for another iteration of the Public Engagement Framework (PEF), the key informants interviewed suggested a variety of important areas for focus. There was some consensus that the future framework should build on what worked well in PEF, that it should focus on community engagement and relationships, and that it should be aligned with the new strategic plan. The full list of areas of focus for the next iteration of the Framework is presented in Table 1.

Table 1. Future Priorities Suggested by Key Informants

Build on what worked well (4)	Focus on community engagement and relationships (4)	Align with new strategic plan (3)
Create protocols/understanding around engagement (2)	Think forward to the future (2)	Global issues e.g., climate change (2)
Students (2)	Make PE everyone's responsibility (1)	Introduce formal incentives/rewards (1)

More support for PE (1)	Simplify PEF (1)	Experiential learning (1)
More focused PEF (1)	Revisit definition of PE (1)	Regulate communication with external groups (1)
Broaden PE view and who is involved (1)	Support for international students/new Canadians (1)	Rural communities (1)
Allow communities to identify problems they want solved (1)	UN Sustainable Development Goals (SDGs) (1)	Build research capacity within the community (1)
Cover social issues (1)	Ensure benefits to the province (1)	The value of the university and its benefits to community (1)
Rebrand (1)	Indigenization (1)	Focus on the university (1)

"A new framework should really maybe focus on two or three problems, unique to this province. Dedicate it to that. Start working with the faculties to streamline curriculum, learning, teaching, research around two or three strategic directions that are grounded in real life problems."

"More, better public engagement in the development of the framework. I know that I haven't seen it for a university plan, but I know that for some publicly engaged projects for example, community helps develop what constitutes success. So, right now, we are determining what constitutes success ... Figuring out a way to meld in responsibility in terms of the outcomes to the public would be a really interesting approach."

"I think it should go to grass roots organic and story telling of the value of what MUN brings to community without shoving it down peoples' throats. But, through those connections and stories is how it's, the information about the value of MUN and what MUN does, it's not all about the economics, comes out organically."

- Opinions of where public engagement at Memorial should go next from key informant interviewees.



Summary

5. SUMMARY

Memorial University is the only university in Newfoundland and Labrador, and as such, it has a special obligation to the people of the province. The results of this evaluation show that this is not an empty or unwarranted statement. The vast majority of the 600 people at Memorial University (299 faculty and 301 staff) that responded to the Staff and Faculty Public Engagement Survey (2021), alongside the 29 key informants that were interviewed, support this statement. 87% of respondents to the survey (89% faculty, 85% staff) agreed that there was a high need for public engagement at Memorial University. This special obligation to the people of the province and the high need for public engagement at the university led to the design and implementation of Memorial University's Public Engagement Framework (2012-2020). Last year (2021), a summative evaluation was initiated to assess the outcomes and impacts of the Framework. During that process, a large volume of data was collected from hundreds of respondents to surveys (Staff and Faculty PE Survey, External Canadian Public Engagement Professionals Survey, Public Partners Survey); interviews with key informants (at the university and external to it); focus groups conducted with staff, faculty, students and the public; and secondary data collected about public activities and outcomes.

Before analyzing the outcomes, it was necessary to verify that the Framework was implemented as planned. Without it, none of the changes and outcomes found could be plausibly attributed to the effects of the Framework's introduction. Indeed, between 2012 and 2020, there was a considerable amount of public engagement activity undertaken. Firstly, Memorial University's [Office of Public Engagement \(OPE\)](#) was established, together with 22 new units/locations that the Framework enhanced its supports for, including [Signal Hill Campus](#) and [Grenfell Office of Engagement](#). Through various public engagement funds administered by OPE, \$1.9m was distributed and leveraged at a 2.5:1 ratio to 369 public engagement projects. Public engagement made its way to 33 foundational documents within the university (strategic plans, mission statements), being explicitly recognized as an important pillar of the university. The OPE website saw more than 132 thousand page views and the [Harris Centre website](#) approximately 320 thousand views. 2,436 users registered for [Yaffle](#), and 713 projects in Yaffle were created. Finally, 32,970 students enrolled in undergraduate experiential learning programs, 985 students graduated from experiential graduate programs, and 1,349 external employers offered placements for [Memorial's co-op students](#).

While these activities appear to indicate that public engagement activities were completed as intended in the Framework, which should indicate a high level of public engagement, this conclusion is not straightforward. Without baseline data, and other comparison data, it is difficult to get a wider context that would enable making such inferences. Nevertheless, many of these factors could plausibly contribute to increased public engagement levels. For example, without the existence of OPE, there would be no monitoring of public engagement activities or evaluation of such activities, and therefore this document would not exist; there would be no funding specifically designed for public engagement projects; there would be no new Signal Hill Campus, where much public engagement happens; and there would be no awards for public engagement work. Many projects and conferences would not have been held, and public engagement would not be explicitly mentioned in the core university documents, which guide staff, faculty and departmental behaviours. These actions are objectives from the Framework that were met, and there is a strong probability that they did indeed raise public engagement levels throughout the university.

There are various ways to assess the actual levels of public engagement at Memorial University. One of them, which was employed during the data collection, was a use of [the EDGE scale](#). The EDGE scale was specifically designed to measure levels of public engagement at post-secondary institutions. It was employed in the Staff

and Faculty Survey, where 600 respondents assessed the validity of a number of statements about public engagement in various areas of the university. Due to these responses, we know that, on average, different areas of the university fall between the “Developing” level of public engagement and the “Gripping” level on the EDGE Scale. The highest assessed levels were for institutional support for public engagement (2.95, on a scale of 4), public engagement in policy and planning (2.94), and public engagement in communications (2.83). The lowest levels were reported for students’ public engagement (2.28) and for rewards and recognition for public engagement work (2.30). There were also, as expected, large differences in levels of public engagement across various schools and faculties at the university, not only as measured on the EDGE Scale, but also by measures of specific public engagement activities reported by faculty (e.g., workshops, communication with public, collaborations). Public engagement was also reported to be a part of 37% of research projects, and 19% of teaching and learning. 60% of faculty and staff felt that Memorial University is fulfilling its public engagement mission. Finally, 82% of the public partners surveyed felt that the university was serving the public good. This indicator suggests that the university was doing some publicly engaged, relevant work, which was positively perceived by respondents external to the university.

To obtain a better understanding of how to position the university’s level of public engagement compared to other universities in Canada, staff and faculty were asked to compare it with the other institutions. More than half of them said that they did not have enough information to make such a comparison. Among those that did have an opinion, 17% said that it was higher, 12% said that it was lower, and 17% that it was the same. A very different picture emerged once the same question was posed to people at other Canadian universities whose work is connected to public engagement: 90% of them thought that public engagement at Memorial University was higher than public engagement at other universities in Canada. This appears to suggest that people employed at Memorial underestimate the true level of public engagement at the university in comparison to other universities.

It is tempting to assume that the reported strength in public engagement was due to the introduction of the Framework, but since we did not have baseline measures with the EDGE scale and other questions used above, it is far from certain. After all, levels of public engagement at Memorial could have been high even before the Framework’s implementation. To shed some light on the actual change of public engagement, we specifically asked this question of faculty and staff. Most of the respondents did work at the university before the introduction of the Framework. Of those that offered an evaluative statement, three out of four respondents (75%) stated that the level of public engagement at Memorial has increased since 2012, while only 6% stated that it had decreased. The same question was asked in the External Survey, to respondents that worked at other Canadian educational institutions, and 100% of them were of the opinion that it has increased since 2012. Moreover, 54% of the public partners surveyed stated that Memorial’s collaborations with public partners increased since 2012, compared with 13% that stated that they decreased. The majority of the key informant interviewees (87%) also stated that the levels of public engagement at Memorial had increased. The consistency of opinions across all respondents with various levels of knowledge and experience strongly indicates that the Framework was successful in raising the levels of public engagement at Memorial University.

Does this mean that the current levels of public engagement at the university have reached their desired level? The EDGE Scale results suggest that there are still many areas for improvement. However, perhaps not everyone agrees that the current levels of public engagement should be considerably higher. Memorial staff, faculty, and the key informants were asked if the current levels had already reached their desired level of public engagement. The large majority of respondents (78%) stated that they would like to see and do more public engagement.

(Continued on page 95)

Grenfell Campus has always had particularly close links to the life of Corner Brook and western Newfoundland, connecting to culture, economy, health and more. The Grenfell Campus is home to significant engagement and collaborative activity, including engaged research and experiential learning carried out by faculty, students and staff.

Acknowledging Local Needs

The establishment of the Grenfell Office of Engagement (GO Engagement) came about as part of Grenfell's long commitment to collaboration and built on the new, pan-university public engagement framework. Like the pan-university Office of Public Engagement, GO Engagement supports the goals and objectives of the Public Engagement Framework, but with a primary focus on the regional needs of western Newfoundland. It is worth noting that OPE still supports Grenfell students, faculty, and staff through its programming and offers pan-university support to all of Memorial's campuses: GO Engagement provides opportunities and support that cater specifically to the needs and opportunities of western Newfoundland. Along with implementing the Public Engagement Framework in the context of Grenfell Campus, Go Engagement also works to manage community education programming, experiential learning and career development, and the activities of the Navigate Entrepreneurship Centre.

Supporting Local Startups

GO Engagement was established to build a culture of collaboration between Grenfell and the western region of Newfoundland and Labrador and beyond. The Navigate Entrepreneurship Centre provides business coaching and support to the local entrepreneurial community, and faculty, staff and alumni of Grenfell and College of North Atlantic campuses. Navigate consists of three major pillars:

- The Navigate Business Makerspace is a collaborative, communal workspace to learn, make, explore, tinker, and share ideas.
- [The Navigate Entrepreneurship Centre](#) is a place for budding entrepreneurs to meet and collaborate with like-minded individuals and receive support from business advisors to help turn business ideas into startup realities.
- [The Business Incubator](#) is a one-stop shop on the CNA Corner Brook with all the resources a new startup needs to take their business to the next level, including free co-working and meeting spaces, and access to other entrepreneurs, expert advisors, mentors, HR support, office equipment, training, potential funders, events and more.

The Navigate Entrepreneurship Centre and Incubator has supported more than 400 small and medium-sized enterprises, startups & entrepreneurs. They have also hosted more than a hundred events since 2018 for more than 5,000 participants.

Engaging the Community in Teaching and Learning

In addition to supporting local entrepreneurs, GO Engagement has strong partnerships with various community organizations, placing students in community settings through academic courses that offer opportunities for experiential learning, or through voluntary co-curricular placement. GO Engagement also provides resources and support to instructors, departments, and faculties to enhance teaching and learning processes.



Examples of GO-supported experiential learning programming includes [the A.C.C.E.S.S. \(Attaining Career Connections to Encourage Student Success\)](#) mentoring program: an 8-week experiential learning mentoring opportunity designed to bridge the gap from education to the workplace. Each term, the program selects ten students who are in their 3rd or 4th year to be placed with professional mentors in their field of interest or area of study. The goal of this nationally-awarded mentoring program is to provide students with an opportunity to gain first-hand knowledge and experience as well as to develop their skills while learning from someone else's experiences.

Meanwhile, [CityStudio](#) applies experiential learning techniques and creates opportunities for collaboration with the city of Corner Brook. The course, which has been offered yearly since 2016, focuses on a topic that has been chosen in collaboration with the city. Some of the topics tackled so far have included public space usage, sustainable waterfront redevelopment, and local transport. In 2020, CityStudio expanded to include the ENVP 6001, a graduate level course taught within the Masters of Arts in Environmental Policy (MAEP) program. CityStudio courses are currently offered at both the undergraduate and graduate levels.

The Future of Engagement on Newfoundland's West Coast

Despite the challenges imposed by the pandemic, Go Engagement has continued its work of connecting and supporting local businesses, industries, and communities on the west coast of Newfoundland. The office is currently working towards the opening of the Centre for Research and Innovation, a physical resource in the heart of Corner Brook that will provide tools, resources and research capacity to enable the development of sustainable and resilient communities in the region.

It is an exciting time for the campus, as industry-engaged research projects continue to move forward, with the recent announcement of a \$15 million Marine Biomass Innovation project, the largest in the campus's history, funded by a Tri-Agency New Frontiers in Research Fund grant. Go Engagement is heavily involved in the project, which will see Grenfell researchers collaborate with Indigenous communities, universities and industry.

The connections between Grenfell Campus and its region run deep, and are expected to grow even deeper over the next decade. Engagement events over the past few years have highlighted the strength of the relationship between Grenfell Campus and the broader community. Engaged learning activities continue through the CityStudio program, and the office is looking to introduce a comparable rural program, which will build on the existing program framework in rural areas of the region.

In addition, Memorial recently announced the pan-provincial pilot of its Community Hubs program, which expands on the rural learning hubs established [by Grenfell Campus in late 2020 in response to the COVID-19 pandemic](#) and the transition to virtual learning it necessitated. These expanded hubs will be established in available community spaces with the aim of providing technology and programming supports to give residents access to creative, collaborative space and the technology required to engage in educational opportunities, workshops and projects. The initiative is led by Memorial's Harris Centre in partnership with Grenfell and Labrador campuses with a Harris Centre hubs coordinator based in the GO Engagement Office. The goal is to establish hubs on the island and in Labrador in collaboration with communities, industries, governments and education sector partners.



The faculty wanted to see a share of their research with public engagement be raised from 37% to 46%, and their teaching and learning with public engagement be increased from 19% to 31%. Naturally, there was a large variance among these numbers across all schools and faculties, but what was striking was that every school and faculty would like to see more public engagement in their research and teaching and learning. Almost two-thirds (64%) of key informants interviewed would also like to see higher levels of public engagement. The remaining opinions included better public engagement instead of more, and having more nuanced approaches depending on the school or faculty.

Four out of five (79%) of the key informants also saw positive impacts of the introduction of the Framework, with only 3% seeing negative impacts. Similarly, the vast majority of staff and faculty saw beneficial impacts of the Framework for the university (6%), and for the people of the province (95%). Three out of four of the key informants (74%) also thought that the goals of the Framework were either successfully met (52%) or mostly met (22%). A minority of 9% disagreed, and 4% stated that the goals were too vague. Comparable results were obtained for assessment of impacts for the people of the province, as 85% of the key informants assessed the impacts as positive. More importantly, 83% of public partners thought that the university is helping make a positive difference in the province, and 81% thought that Memorial was a public university serving the public good.

A number of external factors were identified which have affected the extent to which the Framework met its goals. Factors that made it more difficult to meet its goals included budget cuts and decreased funding, administrative changes, the emergence of new areas of prioritization, and sometimes limited value placed on public engagement in [the Promotion and Tenure Process](#) (with variation across units.) One positive external factor identified was increased pressure applied by the provincial government to make Memorial University more relevant to the province and its people.

Positive unintended consequences of the introduction of the Framework identified by the key informants included various changes such as positive ripple effects within the province, the improved reputation of the university nationally and internationally, improved connections with communities, and a change in how the university understands scholarly work. An ambivalent consequence, as stated by some key informants, was a change in the balance between scholarship and public engagement. Finally, a negative unintended consequence stated by few key informants was the view that limited university's resources were moved from other important areas to public engagement.

Since the vast majority of people expressed a desire to have more public engagement at the university, what is stopping them from doing so? Close to two-thirds of respondents to the Staff and Faculty Survey (64%) said that a lack of time made it impossible for them to do more publicly engaged work. However, when this theme was explored deeper, what surfaced was that there was not sufficient recognition and reward for this kind of work overall, and specifically in the Promotion and Tenure Process. As a result, other activities were prioritized and quickly consumed their time.

Several ways of increasing or improving public engagement were identified. One was to address the challenge of the recognition of public engagement work in the Promotion and Tenure Process. There was a desire among faculty to amend the value of public engagement in the Promotion and Tenure Process: 58% of faculty respondents said that currently public engagement was only slightly valued or not valued at all in the P&T process. Only a small minority, 13%, would like to see this as a desired state. The majority (59%) wanted public engagement to be very valued or extremely valued in the P&T process.

The second and third most recommended methods to increase public engagement were to provide extra supports for public engagement work, and more funding. Other suggestions included improving coordination and awareness of public engagement throughout the university, and providing more training on how to do better and more effective public engagement.

In summary, the data collected during this evaluation indicates that a large number of activities were conducted to meet the goals and objectives of the Public Engagement Framework, which did, indeed, lead to an increase in the levels of public engagement at the university (although, there was not enough baseline data available to clearly state that it met every single one of its goals and objectives). Nonetheless, there was a wealth of information collected that suggests that it was successful: it had positive impacts that led to multiple positive benefits both for the university (e.g., increased reputation, increased relevance to the province) and for the people of the province. While there remains room for improvement, as the results indicate, the Framework brought the university closer to the desired goals as set out in the Public Engagement Framework.



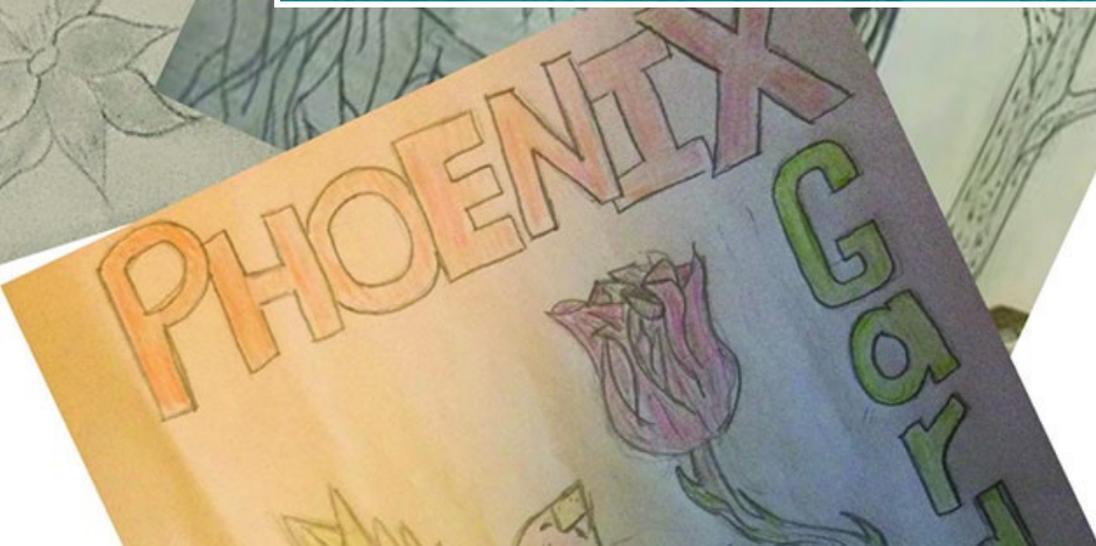
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Appendices



7. APPENDICES

I. Memorial University's Public Engagement Framework 2012-2020 – Goals and Objectives

Memorial's four goals and related objectives provide the substance for moving toward the vision. The goals set out high-level aims of what the university wishes to achieve, while the objectives set out the more concrete action areas that advance each goal:

Goal 1. Make a positive difference in our communities, province, country and world.

Goal 1 is an overarching goal for the framework, speaking to Memorial's desire to have an impact on the world in a positive way and identifying the priority areas that we will support through mobilization of our knowledge, expertise and resources. To make a positive difference in our communities, Memorial will:

- 1.1 Be a leader nationally and internationally in developing policies and programs that value and support effective public engagement.
- 1.2 Develop and improve processes, tools and resources to recognize and understand public needs, opportunities and priorities.
- 1.3 Mobilize knowledge, expertise and resources in support of the public good: social, health, economic, cultural and environmental.
- 1.4 Mobilize knowledge, expertise and resources in support of innovation and economic diversification.
- 1.5 Mobilize knowledge, expertise and resources to support the ability of individuals, groups, organizations and communities to participate in good governance.
- 1.6 Facilitate and participate in informed public dialogue.
- 1.7 Connect university expertise to non-degree and diploma learning opportunities.
- 1.8 Allocate available resources to areas of public engagement priority and seek incremental resources where priority areas are not adequately satisfied.

Goal 2. Mobilize Memorial for public engagement.

Goal 2 identifies the work that Memorial needs to do internally to support and encourage students, faculty and staff in public engagement. To achieve this, Memorial will:

- 2.1 Create a culture throughout Memorial that values, facilitates and celebrates public engagement.
- 2.2 Develop and improve policies, structures and systems throughout Memorial that support public engagement.
- 2.3 Develop new and strengthen existing policies, tools and practices to support, encourage and celebrate faculty public engagement activities.
- 2.4 Increase and enhance experiential learning opportunities for students.
- 2.5 Support, encourage and celebrate undergraduate and graduate student public engagement activities.
- 2.6 Support, encourage and celebrate staff public engagement activities.
- 2.7 Provide training and mentoring in public engagement best practices for undergraduate and graduate students, faculty and staff.

Goal 3. Cultivate the conditions for the public to engage with us.

Goal 3 addresses working with our partners to create the conditions outside Memorial that will further enable public engagement. To achieve this, Memorial will:

- 3.1 Work with others to identify strengths and limitations and provide appropriate supports to facilitate public engagement.
- 3.2 Contribute to building greater capacity for our external partners and collaborators through public engagement activities.
- 3.3 Collaborate with the College of the North Atlantic to harness our respective strengths in support of public engagement activities as a unified public post-secondary system for the province.
- 3.4 Recognize and celebrate our external public engagement partners and collaborators.

Goal 4. Build, strengthen and sustain the bridges for public engagement.

Goal 4 focuses on the bridges that connect Memorial with the public – identifying ways that we can build, sustain and strengthen the mechanisms and supports that enable effective collaborations. To achieve this, Memorial will:

- 4.1 Enable sustained, responsive and co-ordinated public engagement partnerships.
- 4.2 Facilitate greater use of on-campus and off-campus facilities and resources through increased access, outreach and partnerships.
- 4.3 Increase ways for those outside Memorial to understand university systems and culture.
- 4.4 Increase ways for those outside Memorial to inform university decision-making.
- 4.5 Increase tracking and communication of Memorial's public engagement resources, expertise and offerings.
- 4.6 Increase opportunities for and celebration of public engagement participation and contributions by Memorial's alumni and other champions.

II. Evaluation Framework

Memorial University's Public Engagement Framework: Evaluation Framework			
#	Evaluation Question	Indicators	Data Sources
EQ1: Was Memorial's Public Engagement Framework implemented as planned?			
OFFICE OF PUBLIC ENGAGEMENT			
1.01	<p>Were programs and supports to help Memorial value and celebrate PE created?</p> <p>PEF #: 2.1, 2.3, 2.5, 2.6, 3.4, 4.6</p>	<p>PE awards program implemented</p> <p># of awards given</p> <p># of applications received</p> <p>Communications strategy designed and implemented</p> <p># of PE activities promoted at Memorial University</p> <p># of PE events, workshops and activities organized, implemented, supported, led or attended</p>	<p>Administrative data</p> <p>Communication strategy and data</p> <p>PE activities data</p> <p>Key Informant Interviews</p>
1.02	<p>Were PE opportunities through funding programs and high-level relationship brokerage facilitated?</p> <p>PEF #: 1.8, 2.1, 3.2, 4.1, 4.3, 4.5</p>	<p>PE funding program implemented,</p> <p># and \$ in funding allocated</p> <p>Significant MOUs identified, developed, managed, monitored</p> <p>Significant meetings and communication brokered</p> <p># of committees and working groups with PE advisory, consulting and leading roles</p>	<p>PEP funding records</p> <p>MOU data</p> <p>Brokerage data</p> <p>Meeting minutes records</p> <p>Key Informant Interviews</p>

1.03	<p>Were internal and external PE capacities built through mentorship, communications and other activities? PEF #: 1.2, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2</p>	<p># and/or significance of PE capacity-building and brokering events, programs, meetings and workshops # and/or significance of tools and resources for PE created # of positions created through co-ops and postdocs New units and locations created</p>	<p>Administrative data Key Informant Interviews</p>
1.04	<p>Was state of PEF implementation monitored, evaluated and communicated? PEF #: 1.1, 2.2, 2.3, 2.7, 3.1, 4.5</p>	<p>Logic model for OPE and PEF developed Monitoring and evaluation plan developed Formative evaluation completed and results communicated</p>	<p>Evaluation files FE evaluation data Key Informant Interviews</p>
1.05	<p>Was support and advice provided to the implementation of PE Framework and the integration of the PEF with other university frameworks? PEF #: 1.1, 1.6, 2.1, 2.2, 2.7</p>	<p>Significant participation in all relevant committees; consults; advises Reports and updates provided to the President and to the university community</p>	<p>Meeting minutes records, administrative data Key Informant Interviews</p>
1.21	<p>Was training and mentoring in PE best practices for undergraduate and graduate students, faculty and staff provided? PEF #: 1.8, 2.2, 2.3, 2.5, 2.7</p>	<p># of PE training events, workshops and activities organized, implemented and supported</p>	<p>Administrative data</p>

PRESIDENT & UNIVERSITY LEADERSHIP			
1.06	Was Public Engagement discussed and articulated as a university priority? PEF #: 1.1, 2.1	# of high profile messages of leadership and commitment to public engagement Public engagement included in planning documents	Media review, Administrative data Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
1.07	Were resources identified and distributed to help meet PEF objectives? PEF #: 1.8, 2.1	OPE budget and PE awards funds established Adequate human and financial resources provided to implement programming Opinions of staff, faculty and key informants	Administrative data Key Informant Interviews Staff & Faculty Survey, Staff & Faculty Focus Groups
1.08	Was action taken to integrate PE in hiring, Promotion & Tenure processes? PEF #: 2.2, 2.3	Leadership and collaboration with faculties to motivate change An action plan developed and implemented to ensure inclusion of PE in hiring and P&T practices	Meeting minutes records, administrative data Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
1.09	Was collaboration with CNA enhanced in support of public engagement? PEF #: 3.3	# of meeting and discussions with CNA about PE collaborations Joint PE collaborations with CNA	Meeting minutes records, administrative data Key Informant Interviews
1.10	Were opportunities for the public to engage with Memorial University facilitated? PEF #: 1.2, 1.5, 1.7, 3.1, 3.4, 4.4	# and profile of communications to the public to highlight opportunities # of opportunities for input from the public for decision making and priority setting # of committees, boards with members from the public	Meeting minutes records, administrative data Partner Survey, Public Focus Groups Key Informant Interviews

DEANS & FACULTIES			
1.11	Did deans and faculties led efforts to enhance experiential, non-degree and service learning at Memorial University? PEF #: 1.7, 1.8, 2.1, 2.4, 2.5	Inventory and assessment of non-degree, experiential and service-learning programs Establishment of supports for the development of new programs/ enhancement of existing programs	Administrative data Key Informant Interviews
1.12	Were knowledge, expertise and resources mobilized in support of the public good, innovation, economic diversification, public dialogue and good governance? PEF #: 1.3, 1.4, 1.5, 1.6	Current and new PE initiatives to support the public good, innovation, economic diversification, public dialogue and good governance evaluated and implemented	Administrative data, faculty/school profiles
1.13	Was action taken to integrate PE in hiring, Promotion & Tenure processes? PEF #: 2.2, 2.3	An action plan developed and implemented to ensure inclusion of PE in hiring and P&T practices	Administrative data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
1.14	Was support for public engagement to faculty, staff and students articulated? PEF #: 2.1	Inclusion of PE in planning days, presentations, and events Information on the PEF and PE activities disseminated to faculty, staff and students	Annual reports, media review, PE tracking Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
1.15	Were public engagement activities of faculty, staff, students, alumni and partners celebrated? PEF #: 2.1, 2.3, 2.5, 2.6, 4.6	Activities and communications to highlight PE work within faculties	Media review, Administrative records, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
1.16	Was use of Memorial University facilities by members of the public facilitated? PEF #: 4.2	Assessment, creation and dissemination of inventory of available facilities internally and externally	Media review, administrative records, Partner Survey, Public Focus Groups

FACULTY MEMBERS & STAFF			
1.17	Were connections and partnerships between Memorial University and the public facilitated? PEF #: 1.3, 1.4, 1.5. 4.1	# and/or profile of research, teaching and learning, and service collaborations # of fundings approved	Annual reports, media review, Funding records (OPE) Staff & Faculty Survey, Staff & Faculty Focus Groups
1.18	Were experiential learning opportunities for students increased and enhanced? PEF #: 2.4, 2.5	New programs/courses offering experiential learning opportunities developed and promoted Approaches for acknowledgement of student engagement developed	Annual reports, formative evaluation findings media review, administrative data Staff & Faculty Survey, Staff & Faculty Focus Groups, Student surveys, Student Focus Groups
CENTERS & UNITS			
1.19	Were engagement opportunities facilitated through knowledge mobilization? PEF #: 1.3, 1.4, 1.5	# of Yaffle users, projects and collaborations # and profile of Knowledge Mobilization activities \$ spent on funding opportunities to stimulate engagement activities Opinions of staff, faculty and key informants	Yaffle Analytics, annual reports, media stories Staff & Faculty Survey, Staff & Faculty Focus Groups Key Informant Interviews
1.20	Were policies and procedures to support public engagement developed and/or improved? PEF #: 2.2, 3.1	Analyses of policy/procedure gaps within the university conducted Contributions made to policy/procedure discussions and development	Meeting minutes records, administrative data Key Informant Interviews

EQ2: Did implementation of the Framework lead to increase in levels of public engagement at Memorial University?			
2.01	How did levels of awareness of PEF and OPE change since 2012?	# of funding applications Number of web hits accessing OPE resources (e.g. funding and awards; tool kit) % of staff and faculty well aware of PEF and OPE	Administrative data, Web Analytics Staff & Faculty Survey Past surveys
2.02	Was there an increase in valuing of PE as a university priority?	Change in % of staff & faculty that agree with need for PE and that PE is valuable # of applications for and awards for PE # of funding applications Opinions of staff & faculty Increasing # of units/faculties that specify PE in strategic plan Change in desired level of PE in research and teaching and learning	Past surveys Staff & Faculty Survey Case studies Administrative data Key Informant Interviews Staff & Faculty Focus Groups
2.03	Was there an increase in PE capacity?	# of successful funding applications Improving quality of applications Proportion of progressive applications (i.e. QS to ACC) \$ distributed and leveraged through funding programs	Administrative data Key Informant Interviews Case Studies Past surveys; Staff & Faculty Survey
2.04	Was there an increase in PE partnerships and collaborations?	# of partnerships from funded projects # of partnerships at Memorial University # of Yaffle users, projects and collaborations Opinions of staff & faculty	Administrative data Case studies Key Informant Interviews, Staff & Faculty Focus Groups Partner Survey, Staff & Faculty Survey

2.05	How did levels of PE change in Memorial University mission and strategic planning?	PE mentioned in Memorial University mission and strategic planning experiences and opinions of staff and faculty	Administrative data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.06	How did levels of PE change among Memorial University's leadership?	Experiences and opinions of staff and faculty	Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.07	How did levels of PE change in internal communications?	# of times and profile of PE in internal communications, experiences and opinions of staff and faculty	Administrative data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.08	How did levels of PE change in research?	Behavior, experiences, and opinions of faculty	Administrative Data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.09	How did levels of PE change in teaching and learning?	Behavior, experiences, and opinions of faculty	Administrative data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.10	How did rewards for PE change?	# and significance of rewards and incentives for PE, opinions of staff and faculty	Administrative Data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.11	How did students' levels of PE change?	Opinions and behaviors of students, Opinions and behaviors of staff and faculty	Student surveys, Student Focus Groups, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups

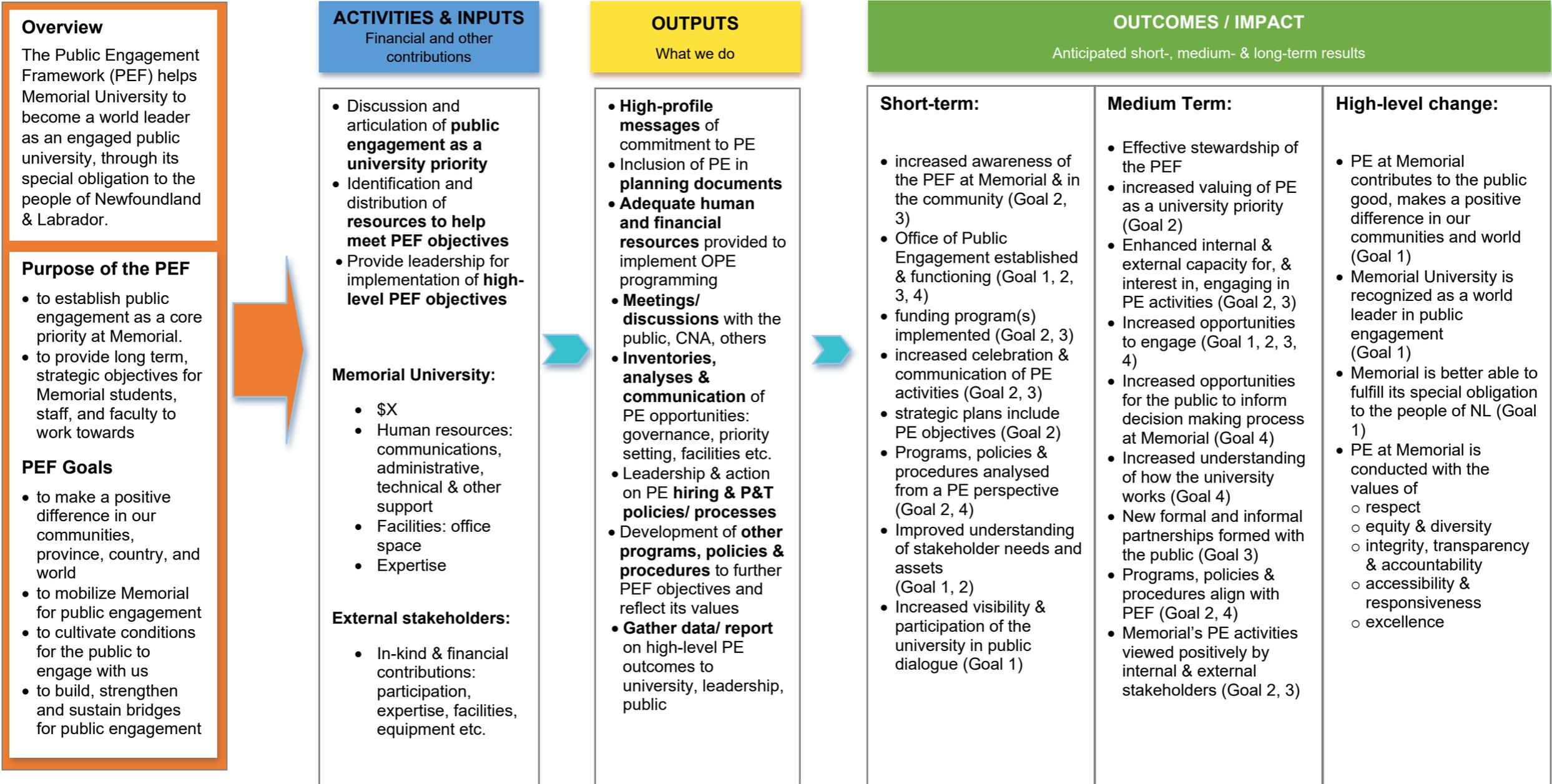
2.12	How did levels of trainings & development in PE change?	Availability of PE developments and trainings, Opinions and experiences of staff and faculty	Administrative data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.13	How did levels of the university's engagement with public change?	# and profile of PE activities engaging public, Opinions and experiences of public, Opinions and experiences of faculty	Administrative data, Partner Survey, Public Focus Groups, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
2.14	How did levels of PE change across faculties/departments?	Faculties and departments reports of PE activities, behavior, opinions and experiences of staff and faculty	Administrative data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
EQ3: If there were changes in levels of public engagement at Memorial University, did they meet expected standards?			
3.01	Did Memorial University become one of national and international leaders in developing policies and programs that value and support PE? PEF #: 1.1	Memorial/OPE approached for expertise National awards related to public engagement Prominent PE conferences and events organized at Memorial University Perception of Memorial University as one of leaders in PE among academic institutions in Canada	Administrative data PE activities data Staff & Faculty Survey, External Survey Key Informant Interviews
3.02	Was a culture created throughout Memorial University that values, facilitates and celebrates PE? PEF #: 2.1, 2.2, 2.3, 2.5, 2.6, 3.4, 4.3, 4.4, 4.6	# / % of people who express positive attitudes about PE # / % of people who state that level of PE has increased versus number/percentage who say PE is valued Units/faculties specify PE in strategic plan Number of web hits accessing OPE resources (e.g. funding and awards; tool kit)	Staff & Faculty Survey, formative evaluation results, benchmarking surveys, MUNFA survey results Key Informant Interviews, Case Studies Administrative data Web analytics

3.03	<p>Did PEF help make a positive difference in our communities and the world. PEF #: 1.0</p>	<p>External funding raised Developing strategic external relationships and initiatives Contribution through funded projects Experiences and opinions of staff, faculty and key informants Experiences and opinions of the public</p>	<p>Administrative data Case studies Staff & Faculty Survey Key Informant Interviews Partner Survey</p>
3.04	<p>Were sufficient resources allocated to significantly change levels of PE at Memorial University? PEF #: 1.2, 1.3, 1.4, 1.5, 1.8, 2.4, 2.7, 3.1, 4.2</p>	<p>Opinions of staff, faculty and key informants</p>	<p>Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews,</p>
3.05	<p>Were policies, procedures, processes and systems developed and improved to significantly change levels of PE at Memorial University? PEF #: 1.2, 1.3, 1.4, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4</p>	<p>Opinions of staff, faculty and key informants</p>	<p>Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews,</p>
3.06	<p>Did PEF help mobilize Memorial for Public Engagement? PEF #: 2.0</p>	<p>Opinions of staff, faculty, key informants, and public</p>	<p>Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews, Partner Survey</p>
3.07	<p>Did PEF help cultivate the conditions for the public to engage with it? PEF #: 3.0</p>	<p>Opinions of staff, faculty, key informants, and public</p>	<p>Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews, Partner Survey</p>

3.08	Did PEF helped build, strengthen and sustain the bridges for public engagement? PEF #: 4.0	Opinions of staff, faculty, key informants, and public	Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews, Partner Survey
3.09	Did PEF make Memorial University better able to fulfill its special obligation to the people of NL? PEF Vision	Opinions of staff, faculty, key informants, and public	Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews, Partner Survey
EQ5: Did implementation of the Framework benefit population of Newfoundland and Labrador?			
5.01	Were processes, tools and resources significantly improved to recognize and understand public needs, opportunities and priorities. PEF #: 1.2, 3.4	Improved processes, tools and resources to understand public needs	Administrative Data, Partner Survey, Public Focus Groups, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
5.02	Did Memorial University increase ways for those outside Memorial University to understand university systems and culture? PEF #: 1.5, 1.7, 4.3	Increased the public's understanding of how the university works	Administrative Data, Key Informant Interviews, Partner Survey, Public Focus Groups
5.03	Did Memorial University contribute to building greater capacity for external partners and collaborators through PE? PEF #: 3.1, 3.2, 3.4, 4.1, 4.2	Enhanced ability of the public to engage with Memorial Increased PE capacity of external partners	Administrative Data, Partner Survey, Public Focus Groups, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups

5.05	Did Memorial University increase ways for those outside Memorial University to inform university decision-making? PEF #: 4.4	Ability for the public to inform the decision-making process at Memorial	Administrative Data, Key Informant Interviews, Partner Survey, Public Focus Groups
5.06	Did Memorial University increase tracking and communication of Memorial University's PE resources, expertise, and offerings? PEF #: 4.5	Tracking systems and other tools to communicate resources, expertise and offerings developed	Administrative Data, Partner Survey, Public Focus Groups
5.07	Did Memorial University increased facilitation and participation in informed public dialogue? PEF #: 1.6	# and prominence of facilitation/participation in informed public dialogue	Administrative Data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups
5.08	Was university expertise connected to non-degree and diploma learning opportunities? PEF #: 1.7	Examples of connection of non-degree and diploma learning opportunities with the university expertise	Administrative Data, Key Informant Interviews, Partner Survey, Public Focus Groups
EQ6: What external/internal factors influenced public engagement changes and to what degree?			
6.01	Were there external/internal factors influencing public engagement changes? If so, what was their impact?	# and prominence of external/internal factors influencing PE changes	Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups, Public Focus Groups, Student Focus Groups
EQ7: What were unintended consequences of implementing the Framework?			
7.01	What were consequences of implementing the Framework?	Open ended opinions of people connected to Memorial University that experienced various consequences of implementing the PEF	Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups, Public Focus Groups, Student Focus Groups

Logic Model – Memorial Public Engagement Framework



Alignment with Public Engagement Framework

Goals and Objectives for Memorial University's Public Engagement and Their Representation in PEF Evaluation Framework

Public Engagement Framework #	Evaluation Framework #
Goal 1. Make a positive difference in our communities, province, country and world.	3.03, 1.02, 1.03, 1.04, 1.05, 1.06, 1.07, 1.10, 1.11, 1.12, 1.17, 1.19, 1.21, 3.01, 3.04, 3.05, 5.01, 5.07, 5.08
1.1 Be a leader nationally and internationally in developing policies and programs that value and support effective public engagement.	1.04, 1.05, 1.06, 3.01
1.2 Develop and improve processes, tools and resources to recognize and understand public needs, opportunities and priorities.	1.03, 1.10, 3.04, 3.05, 5.01
1.3 Mobilize knowledge, expertise and resources in support of the public good: social, health, economic, cultural and environmental.	1.12, 1.17, 1.19, 3.04, 3.05
1.4 Mobilize knowledge, expertise and resources in support of innovation and economic diversification.	1.12, 1.17, 1.19, 3.04, 3.05
1.5 Mobilize knowledge, expertise and resources to support the ability of individuals, groups, organizations and communities to participate in good governance.	1.10, 1.12, 1.17, 1.19
1.6 Facilitate and participate in informed public dialogue.	1.05, 1.10, 1.12, 5.07
1.7 Connect university expertise to non-degree and diploma learning opportunities.	1.10, 1.11, 5.08
1.8 Allocate available resources to areas of public engagement priority and seek incremental resources where priority areas are not adequately satisfied.	1.02, 1.07, 1.11, 1.21, 3.04
Goal 2. Mobilize Memorial for public engagement.	3.06, 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 1.08, 1.11, 1.13, 1.14, 1.15, 1.18, 1.20, 1.21, 3.04, 3.05, 3.02
2.1 Create a culture throughout Memorial that values, facilitates and celebrates public engagement.	1.01, 1.02, 1.03, 1.05, 1.06, 1.11, 1.14, 1.15, 3.02
2.2 Develop and improve policies, structures and systems throughout Memorial that support public engagement.	1.03, 1.04, 1.05, 1.08, 1.13, 1.20, 1.21, 3.05, 3.02
2.3 Develop new and strengthen existing policies, tools and practices to support, encourage and celebrate faculty public engagement activities.	1.01, 1.03, 1.04, 1.08, 1.13, 1.15, 3.05, 3.02
2.4 Increase and enhance experiential learning opportunities for students.	1.11, 1.18, 3.04

Public Engagement Framework #	Evaluation Framework #
2.5 Support, encourage and celebrate undergraduate and graduate student public engagement activities.	1.01, 1.03, 1.11, 1.15, 1.18, 1.21, 3.02
2.6 Support, encourage and celebrate staff public engagement activities.	1.01, 1.03, 1.15, 3.02
2.7 Provide training and mentoring in public engagement best practices for undergraduate and graduate students, faculty and staff.	1.01, 1.03, 1.04, 1.05, 1.21, 3.04
Goal 3. Cultivate the conditions for the public to engage with us.	3.07, 1.01, 1.02, 1.03, 1.04, 1.09, 1.10, 1.20, 3.04, 5.01, 5.03
3.1 Work with others to identify strengths and limitations and provide appropriate supports to facilitate public engagement.	1.03, 1.04, 1.10, 1.20, 3.04, 5.02, 5.03
3.2 Contribute to building greater capacity for our external partners and collaborators through public engagement activities.	1.02, 1.03, 5.03
3.3 Collaborate with the College of the North Atlantic to harness our respective strengths in support of public engagement activities as a unified public post-secondary system for the province.	1.09
3.4 Recognize and celebrate our external public engagement partners and collaborators.	1.01, 1.10, 3.02, 5.01, 5.03
Goal 4. Build, strengthen and sustain the bridges for public engagement	3.08, 1.01, 1.02, 1.04, 1.15, 1.16, 1.17, 3.04, 3.05, 3.02, 5.02, 5.05
4.1 Enable sustained, responsive and co-ordinated public engagement partnerships.	1.02, 1.17, 3.05, 5.03
4.2 Facilitate greater use of on-campus and off-campus facilities and resources through increased access, outreach and partnerships.	1.16, 3.04, 3.05, 5.03
4.3 Increase ways for those outside Memorial to understand university systems and culture.	1.02, 5.02, 3.05, 3.02
4.4 Increase ways for those outside Memorial to inform university decision-making.	1.10, 5.05, 3.05, 3.02
4.5 Increase tracking and communication of Memorial's public engagement resources, expertise and offerings.	1.02, 1.04, 5.06
4.6 Increase opportunities for and celebration of public engagement participation and contributions by Memorial's alumni and other champions.	1.01, 1.15, 3.02

III. List of Data Sources

Administrative Data

These were all secondary data sources available (e.g., administrative documents, funding, activities records, meeting minutes, annual reports) that could be used to answer evaluation questions.

Past Primary Data

These were all past surveys, interviews or focus groups that included public engagement at Memorial as one of its components and the data was collected either immediately before or during PEF years (2012-20).

Key Informant Interviews

These were semi-structured interviews with people who were at key positions at the university throughout duration of the Framework, that could possess significant knowledge about public engagement at Memorial. Overall, 29 people were interviewed, including 23 people internal to the university, and 6 people that were outside of the university.

Staff & Faculty Survey

This was a pan-university survey sent to all faculty and staff employed by the university. The survey contained quantitative questions and instruments (e.g., the EDGE Scale) to measure levels of public engagement at Memorial. It also allowed participants to provide their qualitative comments about changes introduced by PEF. 600 people provided answers to the survey, including 301 staff and 299 faculty.

Staff & Faculty Focus Group

This Focus Groups was used to validate findings obtained using Staff & Faculty Survey, enhance understanding of the findings, and explore some unintended outcomes. Eight people participated in the focus group, including four faculty and four staff.

Student Focus Group

These was used to validate, complement, and elucidate results of past student public engagement surveys. They helped create a better understanding of extent to which public engagement was part of student experience at Memorial. Nine students participated in this focus group.

External Survey

This survey was distributed to people that work with public/community engagement at other Canadian universities. A short description of PEF and PE activities at Memorial was provided to enable participants to make an informed assessment of how these activities compared with the national average, and with the participant's institution efforts. 22 people from other universities responded to that survey.

Public Partners Survey

This was a survey distributed to different people in NL that were external to Memorial and worked in variety of organizations, from non-profit and public sector to private, to obtain their opinion and experiences about Memorial's public engagement. 130 people responded to the survey.

Public Focus Group

Feedback from people external to Memorial was used to get detailed experiences and opinions about the university and its efforts to reach out to public. 10 people participated in this focus group.

Case Studies

Information for 12 case studies was collected to present stories and narratives containing experiences of people and distinct units with public engagement at Memorial.

IV. Key Informant Interviews – List of Participants

Type	Position/Role	Name
Internal	President	Vianne Timmons
	VPR	Neil Bose
	Past President	Gary Kachanoski
	Past VPA	Noreen Golfman
	Past VP MI	Glenn Blackwood
	AVP Grenfell	Kelly Vodden
	VP Advancement and External Relations	Lisa Brown
	AVP	Rob Greenwood
	Dean - Medicine	Margaret Steel
	Dean - Science	Mark Abrahams
	Dean - HSS	Ailsa Craig
	Dean - Business and Administration	Isabelle Dostaler
	Dean - School of Arctic and Subarctic Studies	Ashlee Cunsolo
	VP Indigenous	Catharyn Andersen
	Interim Dean SGS	Aimee Suprenant
	Student life	Jennifer Browne
	Director - Office of Engagement (Grenfell)	Ken Carter
	Director - CITL	Gavan Watson
	Director - Internationalization Office	Sonja Knutson
	Genesis CEO	Michelle Simms
Past Manager OPE	Theresa MacKenzie	
Manager of OPE	Rebecca Cohoe	
Marketing & communications	Victoria Collins	
External	Engagement Academy	Lorelei Sandmann
	Research Impact	David Phipps
	MNL	Craig Pollett
	BBCHHC	Joanie Cranston
	Smart Ice	Carolann Harding
	ANC	Debbie Brown

V. Memorial Staff and Faculty Survey – Questionnaire



Memorial University Public Engagement Survey

Dear participant,

The purpose of this survey is for the Office of Public Engagement to collect critical information necessary for a summative evaluation of Memorial University's Public Engagement Framework. Your input is essential for making an informed assessment of the effects of the introduction of the framework in 2012/13. Your feedback will also help us better understand the state of public engagement at Memorial University and identify barriers and potential improvements for public engagement at the university.

Your responses are anonymous. No identifying information is required, and your responses will not be linked to you in any way. If this survey contains open questions, please do not identify yourself or others in your responses. Your participation is voluntary. Survey results will be prepared in aggregate/summary form only. Please note that while this survey is strictly confidential, the data collected from this survey will be utilized in an evaluation report that summarizes the findings of the evaluation of Memorial University's Public Engagement Framework. Anonymous quotes may be taken from this survey to enhance the report.

An external program evaluation consultant has been contracted to help improve the evaluation quality and reduce any potential biases when designing data collection tools, analyzing data, and interpreting

results. For that reason, the evaluator has access to all data collected for the duration of the evaluation work. The evaluator follows the data confidentiality and anonymity standards outlined above.

The survey is conducted under the authority of the Memorial University Act (RSNL 1990 Chapter M-7) and is used for the purpose of a summative evaluation of Memorial University's Public Engagement Framework.

This survey takes approximately 15 min to complete.

Questions about the survey may be directed to:

Lead: Engagement & Communications - Rebecca Cohoe:

rcohoe@mun.ca

or

Program Evaluation Consultant - Peter Parker:

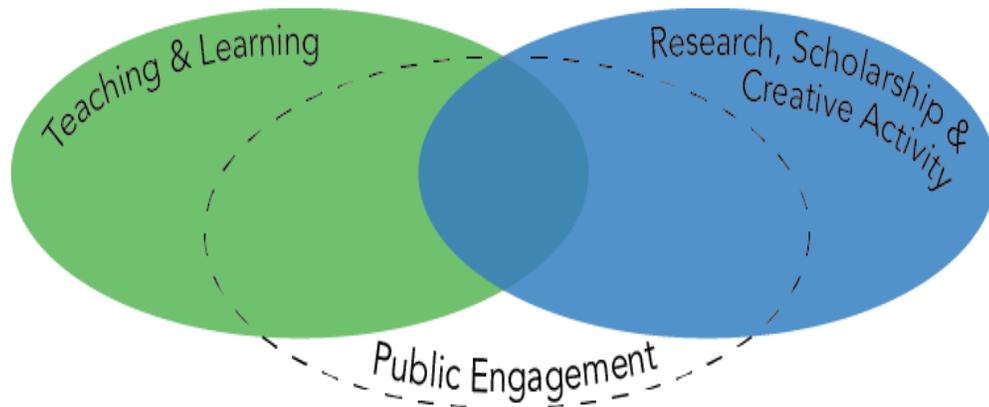
peter.alexander.parker@outlook.com

The survey will be active until December 5th, 2021.

Please note that by proceeding to the survey you acknowledge that you have read the introduction and agree to participate in the survey.

Public engagement is the most important element of this survey; therefore, it is essential to establish a shared understanding and meaning of the term. “Public engagement” at Memorial University is defined as:

collaboration between people and groups within Memorial with people and groups external to the university- i.e., the Public - that further Memorial’s mission. Drawing on knowledge and resources brought by all parties involved public engagement involves mutual respect, mutual contributions and mutual benefits for all participants.



Activities that would be defined as “public engagement” at Memorial include, but are not limited to:

PE in university administration:

Structures, policies, and units that support PE activities, the inclusion of PE in university planning and strategy documents, public access to university locations, facilities, and resources, opportunities for the public to understand and inform university decision-making (boards, committees, meaningful consultation, etc.), tracking and communicating PE, identifying and implementing processes, methods, and systems that support PE, education and training opportunities for PE, recognition and rewards for PE, public events, including talks, forums, conference, etc.

PE in Research:

Research partnerships with public organizations (communities, NGOs, Industry,

Governments, etc.) applied research, research with community relevance/impact, social accountability, co-creation, co-generation and co-authorship with public partners, community-based participatory research, citizen science, community-directed research, knowledge mobilization and knowledge translation, recognition of community expertise, decolonizing methodologies, translational research, involvement in public dialogue (being a public scholar,) community-engaged creative activity, technology transfer.

PE in Teaching & Learning:

Cooperative learning opportunities, experiential learning, internships, service learning, living/learning communities, industry-driven training, occupational training/short courses, continuing education, community-based training/learning, community expertise/knowledge as part of curriculum, community-based class projects, entrepreneurship/social entrepreneurship mentoring, training, and incubation, curricular engagement.

How long have you worked/taught at Memorial University?

- | | |
|--|---|
| <input type="checkbox"/> Less than 5 years | <input type="checkbox"/> 15-19 years |
| <input type="checkbox"/> 5-9 years | <input type="checkbox"/> 20 years or more |
| <input type="checkbox"/> 10-14 years | |

Do you identify as:

Check all that apply

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Staff |
| <input type="checkbox"/> Instructor | <input type="checkbox"/> Student |
| <input type="checkbox"/> Postdoc | <input type="checkbox"/> Other, please specify: |

Your role at Memorial includes:

Check all that apply

- | | |
|---|---|
| <input type="checkbox"/> Administrative / operations / support services | <input type="checkbox"/> Research |
| <input type="checkbox"/> Public Engagement | <input type="checkbox"/> Teaching and Learning |
| | <input type="checkbox"/> Other, please specify: |

Please indicate the location at which you primarily work:

- | | |
|---|---|
| <input type="checkbox"/> Grenfell Campus | <input type="checkbox"/> Signal Hill Campus |
| <input type="checkbox"/> Labrador Institute | <input type="checkbox"/> St. John's Campus |
| <input type="checkbox"/> Marine Institute | <input type="checkbox"/> Other, please specify: |

What type of unit are you primarily affiliated with?

- Academic
- Administrative

SKIP LOGIC: Section for Academic unit only

Please indicate the Faculty or School with which you are primarily affiliated:

- | | |
|--|---|
| <input type="checkbox"/> School of Arctic and Sub-Arctic Studies
(Labrador Institute) | <input type="checkbox"/> Faculty of Medicine |
| <input type="checkbox"/> School of Arts and Social Science (Grenfell
Campus) | <input type="checkbox"/> School of Music |
| <input type="checkbox"/> Faculty of Business Administration | <input type="checkbox"/> Faculty of Nursing |
| <input type="checkbox"/> Faculty of Education | <input type="checkbox"/> School of Ocean Technology (Marine Institute) |
| <input type="checkbox"/> Faculty of Engineering and Applied Science | <input type="checkbox"/> School of Pharmacy |
| <input type="checkbox"/> School of Fine Arts (Grenfell Campus) | <input type="checkbox"/> Faculty of Science |
| <input type="checkbox"/> School of Fisheries (Marine Institute) | <input type="checkbox"/> School of Science and the Environment
(Grenfell Campus) |
| <input type="checkbox"/> School of Graduate Studies | <input type="checkbox"/> School of Social Work |
| <input type="checkbox"/> School of Human Kinetics and Recreation | <input type="checkbox"/> Western Regional School of Nursing (Grenfell
Campus) |
| <input type="checkbox"/> Faculty of Humanities and Social Sciences | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> School of Maritime Studies (Marine Institute) | |

SKIP LOGIC: Section for Administrative unit only

Please provide the name of the administrative unit that you are primarily affiliated with:

What is your level of awareness of:

	Not at all aware	Somewhat aware	Moderately aware	Very aware	Fully aware
Public engagement activities (or lack of activities) throughout the university	<input type="radio"/>				
Content of Memorial University's Public Engagement Framework	<input type="radio"/>				

For each of following statements please select an option that most closely matches your opinion:

	Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree	Don't know/No opinion
Memorial University fulfills its public engagement mission.	<input type="radio"/>							
I see little value in the university's public engagement activities.	<input type="radio"/>							
There is a high need for public engagement at the university.	<input type="radio"/>							

SKIP LOGIC: How long have you worked/taught at Memorial University? >=5 years

To what extent was the introduction of the Public Engagement Framework beneficial/not beneficial to:

	Not at all beneficial	Somewhat beneficial	Moderately beneficial	Very beneficial	Extremely beneficial	Don't know/No opinion
Memorial University (1)	<input type="radio"/>					
The people of the province (2)	<input type="radio"/>					

Please indicate changes in public engagement between the introduction of the Public Engagement Framework (2012) and the conclusion of the first phase of the framework (2020, pre-Covid-19).

	Substantially decreased	Moderately decreased	Somewhat decrease	About the same	Somewhat increased	Moderately increased	Substantially increased	Don't know/No opinion
Public engagement at Memorial University overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public engagement partnerships and collaborations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge and expertise sharing with external organizations and 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"/>
Public engagement in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public engagement in teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What would be your desired level of public engagement overall at Memorial University compared to its current level?

- Much lower
- Moderately lower
- Slightly lower
- About the same
- Slightly higher
- Moderately higher
- Much higher
- Don't know/No opinion

What consideration is given to public engagement in the university's mission, strategic policy and planning?

- There is little or no reference to public engagement in the organizational mission or in other institution-wide strategies
- Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area
- Public engagement is clearly referenced within the institutional mission and strategies and Memorial is developing an institution-wide strategic approach
- Public engagement is prioritized in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution
- Don't know/No opinion

How do you rate the university leadership's (the president, vice presidents, deans, directors etc.) approach to public engagement?

- Few (if any) of the most influential leaders in the institution serve as champions for public engagement
- Some of the institution's senior team act as informal champions for public engagement
- Some of the institution's senior team act as formal champions for public engagement
- Some of the most influential leaders act as formal champions of public engagement and all senior leaders value public engagement
- Don't know/No opinion

To what extent is public engagement prominent in the university's communications?

- The institution's commitment to public engagement is rarely, if ever, featured in internal or external communications
- Public engagement occasionally features in internal and external communications
- Public engagement is frequently featured in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance
- Public engagement appears prominently in internal and external communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this
- Don't know/No opinion

What kind of institutional support is available at Memorial for public engagement activities?

- There is no attempt to coordinate public engagement activity or to network learning and expertise across the institution
- There are some informal attempts to coordinate public engagement activities, and some self-forming networks exist
- Oversight and co-ordination of public engagement has been formally allocated but there is minimal support and resource to invest in activity
- The university has well-established system, networks, resources and coordination available to support public engagement initiatives
- Don't know/No opinion

What opportunities for public engagement training and development are available at the university?

- There is little or no opportunity for staff, faculty, or students to develop their skills and knowledge in public engagement
- There are some opportunities to develop skills and knowledge in public engagement, but no formal or systematic support
- There are some formal opportunities to access professional development and training in public engagement
- Staff, faculty, and students are encouraged and supported in accessing professional public engagement development
- Don't know/No opinion

To what extent does the university recognise or reward public engagement activities?

- Staff are not formally rewarded or recognised for their public engagement activities
- Some departments recognise and reward public engagement activity on an ad hoc basis
- The university is working towards an institution-wide policy for recognising and rewarding public engagement activity
- The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways
- Don't know/No opinion

SKIP LOGIC: Do you identify as: = Faculty

How valued / not valued is public engagement in the P&T (Promotion and Tenure) process in your department/faculty?

- Not valued at all
- Slightly valued
- Moderately valued
- Very valued
- Extremely valued
- Don't know/No opinion

How valued / not valued do you think public engagement should be in the P&T process?

- Not valued at all
- Slightly valued
- Moderately valued
- Very valued
- Extremely valued
- Don't know/No opinion

SKIP LOGIC: Do you identify as: = All**What opportunities were there for staff and faculty to get involved in public engagement at Memorial University before the Covid-9 pandemic?**

- Few if any opportunities exist for staff/faculty to get involved in public engagement, either informally, or as part of their formal duties
- There are opportunities for staff/faculty in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties
- There are structured opportunities for many staff/faculty members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all
- All staff/faculty have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so
- Don't know/No opinion

How do you rate levels of students' public engagement before the Covid-9 pandemic?

- Very limited student involvement and few opportunities for students to get involved in public engagement, either informally, or as part of the formal curriculum
- Some student involvement with some opportunities present, but no co-ordinated approach to promoting and supporting them across the university
- Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all
- All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognise and reward their involvement
- Don't know/No opinion

How do you rate Memorial's engagement with the public before the Covid-9 pandemic?

- Little or no attempt has been made to assess community needs or to support 'non-traditional' groups in engaging with the institution
- Some attempt has been made to analyze community needs and interests, and to begin to tackle access issues to open up the institution and its activities to the public
- The institution has committed resources to assessing community needs and interests, and to using this insight and feedback to inform its strategy and plans
- The institution has assessed needs and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement
- Don't know/No opinion

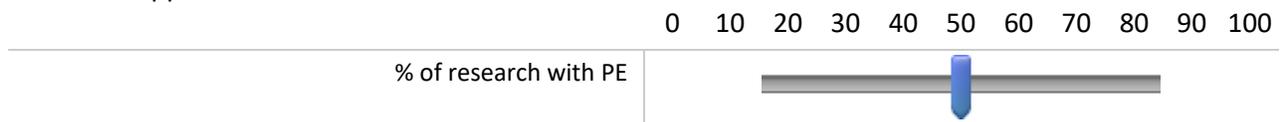
How do you perceive Memorial's public engagement compared with engagement at other universities?

	Much lower	Somewhat lower	About the same	Somewhat higher	Much higher	Don't know/No opinion
Canadian universities	<input type="radio"/>					
Worldwide universities	<input type="radio"/>					

SKIP LOGIC: Section for faculty, postdoc, instructor: research

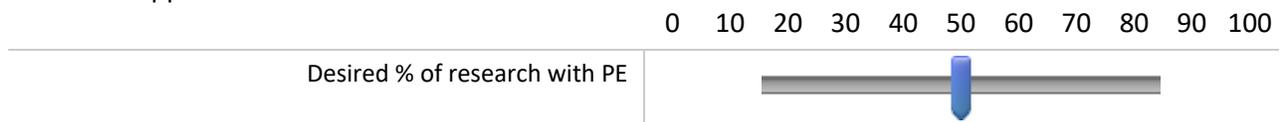
Approximately what percentage of your total research effort involved public engagement elements before the Covid-19 pandemic?

Not Applicable



What percentage of your research effort would ideally involve public engagement elements?

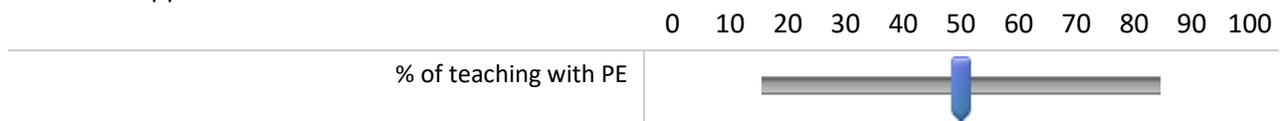
Not Applicable



SKIP LOGIC: Section for faculty, postdoc, instructor: teaching

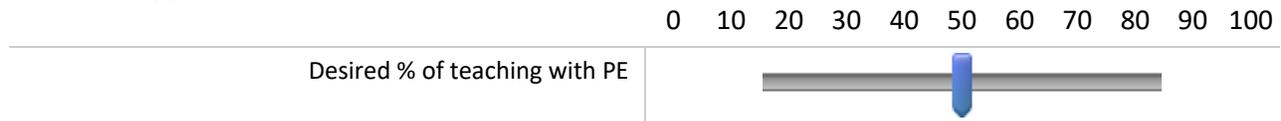
Approximately what percentage of your total teaching effort has involved public engagement activities before the Covid-19 pandemic?

Not Applicable



What percentage of your teaching effort would ideally involve public engagement activities?

Not Applicable



SKIP LOGIC: Section for faculty, postdoc, instructor

Approximately how many times, during the year before the Covid-19 pandemic, did you participate in the following activities:

Please use '0' if you did not participate in activities.

Collaboration on a research project or program with an external partner:

Collaboration on a non-research project or program with an external partner:

Dissemination to non-academic audiences (rapid research synthesis, digested summaries, guidelines, policy briefs, tools, artistic performance, graphic/visual art, etc.):

Use of media (press releases, videos, podcasts, commentary in the newspapers or on television, etc.):

Workshops or lectures with academic participants (to exchange knowledge):

Workshops or lectures with a group or person external to Memorial:

Taught a course or program at Memorial that included an internship, service learning or experiential learning component:

Use of social media (Twitter, Facebook, LinkedIn, etc.) to communicate about research per week:

SKIP LOGIC: Section for all

What is your motivation for doing public engagement work?

Check all that apply

- Not motivated
- Fulfill my position's formal requirements
- Opportunity to meet new people/network
- Contribute to community/province
- Increase relevance/application to work
- Learn new skills
- Gain more recognition
- Career development
- Access increased funding opportunities
- Sense of moral responsibility
- Gain / uncover perspectives not previously explored
- Expand the university's community
- Other, please specify: _____

Which of the following barriers are stopping you from doing more public engagement at Memorial?

Check all that apply

- I have no interest in doing more PE
- It's not part of my position's requirements
- Lack of funding
- Lack of time
- Lack of recognition
- Lack of support
- Lack of information sharing/communication
- Lack of skills/training in public engagement
- Not reflected in promotion and tenure criteria
- Bureaucracy, please specify: _____
- Other, please specify: _____

What can be done to increase/improve public engagement at Memorial?

Additional comments:

VI. Memorial Public Partners Survey – Questionnaire

Public Engagement at Memorial University – Partner Survey

Dear participant,

Memorial University is conducting a summative evaluation of its Public Engagement Framework, a senate-endorsed document that guides public engagement activity at the university. As a public partner, your input is vital, and will contribute to an informed assessment of the impacts of the framework since its introduction in 2012/2013.

For more information about the evaluation process, visit:

[Evaluating Public Engagement at Memorial](#)

This survey takes approximately **3 minutes** to complete.

Your responses are anonymous. No identifying information is required and your responses will not be linked to you in any way. If this survey contains open questions, please do not identify yourself or others in your responses. Your participation is voluntary. Survey results will be prepared in aggregate/summary form only. Please note that while this survey is strictly confidential, the data collected from this survey will be utilized in an evaluation report that summarizes the findings of the evaluation of Memorial University's Public Engagement Framework. Anonymous quotes may be taken from this survey to enhance the evaluation report.

There are **two \$100 Amazon gift card rewards** that will be awarded to randomly selected participants that complete the survey. To be considered eligible, a participant has to follow a link displayed at the end of the survey.

The survey is conducted under the authority of the Memorial University Act (RSNL 1990 Chapter M-7) and is used for the purpose of a summative evaluation of Memorial University's Public Engagement Framework.

Questions about the survey may be directed to:

Lead: Engagement & Communications - Rebecca Cohoe:
rcohoe@mun.ca

or

Program Evaluation Consultant - Peter Parker:
peter.alexander.parker@outlook.com

The evaluation results will be made publicly available, and the final report will be available here:

[Evaluating Public Engagement at Memorial](#)

Please note that by proceeding to the survey you acknowledge that you have read the introduction and agree to participate.

End of Block: Default Question Block

Public Engagement - Definition and Examples

Public engagement is the most important element of this survey; therefore, it is essential to establish a shared understanding and meaning of the term as it is used at Memorial University.

“Public engagement” at Memorial is defined in the Public Engagement Framework as:

“Collaboration between people and groups within Memorial with people and groups external to the university- i.e., the Public - that further Memorial’s mission. Drawing on knowledge and resources brought by all parties involved public engagement involves mutual respect, mutual contributions and mutual benefits for all participants.”

For a member of the public, or external organization, activities defined as “public engagement” with Memorial could include, but are not limited to:

- Collaborating / participating in university research projects as a partner or participant
- Working with the university, or members of the university including students, faculty and staff, to address challenges and opportunities in NL
- Participating in public events at the university, including talks, forums, conferences, workshops etc.
- Hosting / hiring an experiential learning/ co-op student in your organization
- Participating in the university’s decision-making (boards, committees, meaningful consultations, etc.)
- Brokering / facilitating connections between the university and public/community expertise / experience
- Accessing university’s locations, facilities, and resource
- Participating in entrepreneurship, business, or economic/regional development programming

End of Block: Block 1

Start of Block: Block 2

1. Between 2012 and 2020 (pre-Covid), how frequently did you interact with Memorial University?

Some examples of interaction include accessing the university's facilities, resources, consultations, conferences, workshops, forums, boards, public events, research collaborations, technology transfer, or different forms of learning.

- No interaction with Memorial
- Infrequently - once or twice overall
- Occasionally - several times overall
- Somewhat frequently - once or twice a year
- Frequently - several times a year
- Regularly - once a month or more often
- Other, please specify: _____

2. For each of the following statements about Memorial University please select an option that most closely matches your opinion:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know/ No opinion
Memorial is a public university serving the public good.	<input type="radio"/>					
Memorial is helping to make a positive difference in the province.	<input type="radio"/>					
Memorial values engagement with its public partners in NL.	<input type="radio"/>					
Memorial is seeking input from its public partners to inform its decision-making.	<input type="radio"/>					
Memorial makes its knowledge and expertise accessible to the public.	<input type="radio"/>					
Memorial recognizes the community's expertise.	<input type="radio"/>					
I am able to use Memorial's facilities (e.g. buildings, labs, equipment)	<input type="radio"/>					
It is easy to engage with Memorial.	<input type="radio"/>					

3. What is your perception of how Memorial University's engagement with its public partners changed between 2012 and 2020 (pre-Covid):

	Considerably decreased	Somewhat decreased	About the same	Somewhat increased	Considerably increased	Don't know/ No opinion
Overall collaborations with public partners in NL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorial's help making a positive difference in the province	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorial's valuing of engagement with public partners in NL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorial's seeking input from public partners in NL to inform its decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorial's knowledge and expertise sharing with public partners in NL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memorial's recognition of the community's expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Memorial's physical resources (e.g. buildings, labs, equipment) for the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of engaging with Memorial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How satisfied are you with your interactions with Memorial University between 2012 and 2020 (pre-Covid)?

- Very Dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Neutral
- Somewhat satisfied
- Satisfied
- Very satisfied
- No opinion/ interactions

5. How likely are you to engage with Memorial University in the future?

- Very unlikely
- Somewhat unlikely
- Neutral
- Somewhat likely
- Very likely
- Don't know/ No opinion

6. Do you have any suggestions on how Memorial University could improve its public engagement?

7. If you have any final comments about your experiences engaging with Memorial University, please provide them below.

VII. Memorial External Survey – Questionnaire



Public Engagement at Memorial University – External Survey

Dear participant,

Memorial University is conducting a summative evaluation of its Public Engagement Framework. Your input provided in this survey is important for making an informed assessment of the impacts of the framework introduced in 2012/13.

This survey takes approximately **2 minutes** to complete.

Your responses are anonymous. No identifying information is required and your responses will not be linked to you in any way. If this survey contains open questions, please do not identify yourself or others in your responses. Your participation is voluntary. Survey results will be prepared in aggregate/summary form only. Please note that while this survey is strictly confidential, the data collected from this survey will be utilized in an evaluation report that summarizes the findings of the evaluation of Memorial University's Public Engagement Framework. Anonymous quotes may be taken from this survey to enhance the evaluation report. Please indicate below whether you consent or do not consent for anonymous quotes to be taken from the comments you provide during this survey.

\$100 gift card Amazon.

The survey is conducted under the authority of the Memorial University Act (RSNL 1990 Chapter M-7) and is used for the purpose of a summative evaluation of Memorial University's Public Engagement Framework.

Questions about the survey may be directed to:

Lead: Engagement & Communications - Rebecca Cohoe:
rcohoe@mun.ca

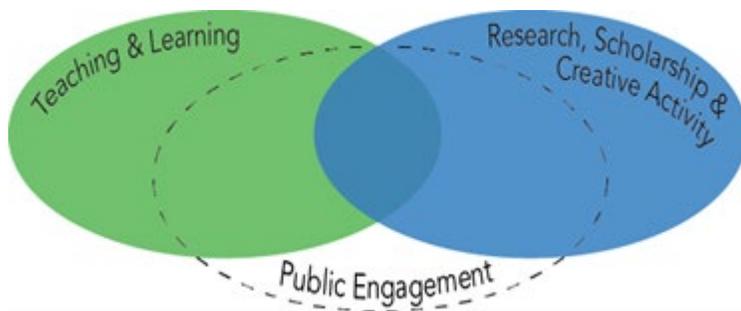
or

Program Evaluation Consultant - Peter Parker:
peter.alexander.parker@outlook.com

Public Engagement - Definition and Examples

Public engagement is the most important element of this survey; therefore, it is essential to establish a shared understanding and meaning of the term. “Public engagement” at Memorial University is defined as:

collaboration between people and groups within Memorial with people and groups external to the university- i.e., the Public - that further Memorial’s mission. Drawing on knowledge and resources brought by all parties involved public engagement involves mutual respect, mutual contributions and mutual benefits for all participants.



Activities that would be defined as “public engagement” at Memorial include, but are not limited to:

PE in university administration:

Structures, policies, and units that support PE activities, the inclusion of PE in university planning and strategy documents, public access to university locations, facilities, and resources, opportunities for the public to understand and inform university decision-making (boards, committees, meaningful consultation, etc.), tracking and communicating PE, identifying and implementing processes, methods, and systems that support PE, education and training opportunities for PE, recognition and rewards for PE, public events, including talks, forums, conference, etc.

PE in Research:

Research partnerships with public organizations (communities, NGOs, Industry, Governments, etc.) applied research, research with community relevance/impact, social accountability, co-creation, co-generation and co-authorship with public partners, community-based participatory research, citizen science, community-directed research, knowledge

mobilization and knowledge translation, recognition of community expertise, decolonizing methodologies, translational research, involvement in public dialogue (being a public scholar,) community-engaged creative activity, technology transfer.

PE in Teaching & Learning:

Cooperative learning opportunities, experiential learning, internships, service learning, living/learning communities, industry-driven training, occupational training/short courses, continuing education, community-based training/learning, community expertise/knowledge as part of curriculum, community-based class projects, entrepreneurship/social entrepreneurship mentoring, training, and incubation, curricular engagement.

1. Your formal responsibilities at your university include:

Check all that apply

- Administration
- Public Engagement
- Research
- Teaching and Learning
- Other

2. What is your level of awareness of public/community engagement activities (or lack of activities) throughout universities in Canada?

- Not at all aware
- Somewhat aware
- Moderately aware
- Very aware
- Fully aware

3. How does the level of public engagement at Memorial University compare with the level of public engagement at other universities in Canada?

- | Much lower | Lower | Slightly lower | About the same | Slightly higher | Higher | Much higher | No opinion/
information |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> |

4. How does the level of public engagement at Memorial University compare with the level of public engagement at your university?

Much lower	Lower	Slightly lower	About the same	Slightly higher	Higher	Much higher	No opinion/ information
<input type="checkbox"/>							

5. What is your assessment of the change in the level of public engagement at Memorial University since 2012?

Much lower	Lower	Slightly lower	About the same	Slightly higher	Higher	Much higher	No opinion/ information
<input type="checkbox"/>							

6. Additional comments

Type here

VIII. Data Tables – Co-op and Other Student Placements

Table 2. Co-op Placements
2012-13 to 2020-21 by faculty

Faculty	Total
HSS	782
Science	193
Business	3,330
Engineering	9,843
HKR	437
TOTAL	14,585

Table 3. Co-op Employers
2011-12 to 2020-21 by Category

Employers	Total
Government: Federal	86
Government- Provincial/Municipa	117
Not for Profit	290
Private companies	818
Crown Corporation	38
TOTAL	1,349

Table 4. Social Work Student Placements 2012-2013 to 2020

Semester/Year	BSW Practica	MSW Practica	Total
Fall 2012	71	3	74
Winter 2013	86	11	97
Spring 2013	0	11	11
Fall 2013	66	10	76
Winter 2014	72	7	79
Spring 2014	2	11	13
Fall 2014	73	2	75
Winter 2015	70	10	80
Spring 2015	0	8	8
Fall 2015	67	9	76
Winter 2016	56	8	64
Spring 2016	0	12	12
Fall 2016	64	11	75
Winter 2017	64	6	70
Spring 2017	0	8	8
Fall 2017	68	6	74
Winter 2018	63	14	77
Spring 2018	0	10	10
Fall 2018	61	11	72
Winter 2019	53	17	70
Spring 2019	0	16	16
Fall 2019	69	5	74
Winter 2020	73	15	88
Spring 2020	0	5	5
Fall 2020	9	4	13
Total	1,087	230	1,317

Student placement numbers for year 2020 were affected by COVID-19 Pandemic.

IX. Data Tables - Public Engagement by Area and by Faculty

Unit / Area of Public Engagement	PE in strategic policies and planning	PE among leadership	PE in communications	Institutional support for PE	Opportunities for PE training	PE recognition and rewards	PE among staff and faculty	Students' PE	Memorial University's engagement with the public
Memorial University Overall	2.94 (0.74) N=344	2.76 (0.90) N=419	2.83 (0.85) N=435	2.95 (0.83) N=326	2.36 (0.91) N=338	2.30 (0.93) N=339	2.31 (0.87) N=365	2.28 (0.86) N=313	2.46 (0.74) N=362
Faculty of Business Administration	3.27 (0.65) N=11	3.25 (0.87) N=12	3.21 (0.89) N=14	3.38 (0.77) N=13	2.82 (0.87) N=11	2.42 (0.67) N=12	2.54 (0.78) N=13	2.67 (0.78) N=12	2.75 (0.75) N=12
Faculty of Education	2.87 (0.74) N=15	3.00 (0.94) N=17	2.88 (0.93) N=17	3.00 (0.93) N=15	2.38 (0.87) N=13	2.40 (1.06) N=15	2.69 (0.95) N=16	2.43 (0.94) N=14	2.67 (0.97) N=18
Faculty of Engineering and Applied Science	3.20 (0.77) N=20	3.04 (0.93) N=25	3.00 (0.96) N=27	3.05 (0.83) N=20	2.65 (0.85) N=26	2.45 (0.86) N=22	2.68 (0.90) N=25	2.72 (0.94) N=25	2.58 (0.65) N=24
Faculty of Humanities and Social Sciences	2.86 (0.77) N=44	2.65 (0.95) N=57	2.95 (0.86) N=59	2.85 (0.93) N=53	2.35 (0.90) N=49	2.31 (0.99) N=51	2.25 (0.81) N=52	2.11 (0.80) N=46	2.30 (0.77) N=53
Faculty of Medicine	3.00 (0.73) N=35	2.91 (0.91) N=44	2.74 (0.79) N=47	2.86 (0.85) N=28	2.45 (0.99) N=31	2.42 (0.94) N=36	2.35 (0.92) N=40	2.33 (0.96) N=33	2.40 (0.77) N=42
Faculty of Nursing	3.50 (1.00) N=4	3.20 (1.10) N=5	2.83 (1.17) N=6	3.25 (0.96) N=4	3.20 (1.10) N=5	2.67 (1.53) N=3	3.00 (1.41) N=4	3.25 (0.96) N=4	3.00 (0.82) N=4
Faculty of Science	2.81 (0.71) N=36	2.69 (0.78) N=42	2.73 (0.85) N=44	2.89 (0.63) N=35	2.08 (0.73) N=36	1.86 (0.75) N=37	2.28 (0.72) N=39	1.88 (0.60) N=33	2.31 (0.71) N=36
School of Arctic and Sub-Arctic Studies (Labrador Institute)	3.50 (0.71) N=2	3.50 (0.71) N=2	3.50 (0.71) N=2	3.00 (0) N=1	2.00 (0) N=1	3.00 (0) N=1	3.00 (0) N=1	3.00 (0) N=1	3.00 (0) N=1
School of Arts and Social Science (Grenfell Campus)	3.22 (0.44) N=9	2.70 (0.82) N=10	2.75 (0.75) N=12	2.91 (0.83) N=11	2.15 (0.80) N=13	2.75 (0.87) N=12	2.60 (0.84) N=10	2.00 (0.53) N=8	2.40 (0.70) N=10
School of Fine Arts (Grenfell Campus)	3.25 (0.96) N=4	2.80 (0.84) N=5	3.00 (0.71) N=5	3.40 (0.55) N=5	2.50 (0.58) N=4	3.00 (1.00) N=5	2.50 (0.58) N=4	2.40 (1.14) N=5	2.75 (0.50) N=4
School of Fisheries (Marine Institute)	2.33 (0.52) N=6	2.38 (0.92) N=8	2.38 (0.52) N=8	2.57 (0.53) N=7	1.88 (0.99) N=8	1.57 (0.79) N=7	1.86 (0.69) N=7	2.00 (0.89) N=6	2.00 (0) N=7
School of Human Kinetics and Recreation	2.70 (0.67) N=10	2.63 (0.74) N=8	2.60 (0.52) N=10	2.71 (0.76) N=7	2.67 (0.52) N=6	2.14 (0.69) N=7	2.29 (0.49) N=7	2.14 (0.38) N=7	2.43 (0.53) N=7

Unit / Area of Public Engagement	PE in strategic policies and planning	PE among leadership	PE in communications	Institutional support for PE	Opportunities for PE training	PE recognition and rewards	PE among staff and faculty	Students' PE	Memorial University's engagement with the public
School of Maritime Studies (Marine Institute)	2.57 (0.53) N=7	2.73 (1.01) N=11	2.58 (0.67) N=12	2.30 (0.67) N=10	1.80 (0.79) N=10	1.89 (0.60) N=9	2.00 (0.50) N=9	1.90 (0.57) N=10	2.25 (0.46) N=8
School of Music	3.20 (0.45) N=5	2.83 (0.75) N=6	3.60 (0.89) N=5	3.38 (0.52) N=8	2.67 (0.52) N=6	2.67 (0.52) N=6	3.00 (1.00) N=5	3.25 (0.96) N=4	2.50 (0.58) N=4
School of Ocean Technology (Marine Institute)	3.50 (0.71) N=2	3.00 (1.00) N=3	2.67 (0.58) N=3	3.00 (0) N=2	2.50 (2.12) N=2	0 (0) N=	2.33 (1.53) N=3	3.00 (1.41) N=2	3.00 (0) N=3
School of Pharmacy	3.33 (0.52) N=6	3.00 (0.93) N=8	3.38 (0.74) N=8	3.00 (0.82) N=7	2.57 (1.13) N=7	2.83 (0.98) N=6	2.57 (0.53) N=7	2.40 (0.55) N=5	2.40 (0.55) N=5
School of Science and the Environment (Grenfell Campus)	3.00 (0.58) N=7	2.30 (0.48) N=10	3.11 (0.78) N=9	3.00 (0.71) N=9	2.56 (1.01) N=9	2.38 (1.19) N=8	2.50 (0.76) N=8	2.50 (1.05) N=6	3.00 (0) N=7
School of Social Work	3.33 (0.58) N=3	2.67 (1.15) N=3	3.00 (1.00) N=3	4.00 (0) N=3	3.67 (0.58) N=3	3.00 (1.00) N=3	2.67 (1.15) N=3	3.33 (0.58) N=3	3.33 (1.15) N=3
Other	2.88 (0.64) N=8	2.50 (1.09) N=12	2.83 (1.03) N=12	2.83 (0.98) N=6	2.67 (0.52) N=6	2.00 (0.63) N=6	2.00 (0.76) N=8	1.75 (0.50) N=4	2.25 (0.46) N=8

X. Data Tables - Public Engagement Activities in the last 12 months by Faculty

Unit / Activities in 12 months	Collaboration on a research project	Collaboration on a non-research project	Dissemination to non-academic audiences	Use of traditional media	Workshops or lectures (academic)	Workshops or lectures (external)	Taught PE course	Social media to communicate about research (per week)
Memorial University Overall	3.61 (9.10) N=226	2.57 (5.57) N=230	3.74 (9.89) N=223	3.55 (9.89) N=223	3.59 (5.43) N=227	3.21 (4.69) N=229	1.89 (7.65) N=226	1.17 (4.00) N=226
Faculty of Business Administration	2.50 (3.03) N=10	3.09 (5.94) N=11	9.45 (16.04) N=11	6.40 (15.45) N=10	5.27 (8.73) N=11	6.91 (11.58) N=11	6.36 (11.82) N=11	0.75 (1.55) N=10
Faculty of Education	1.77 (2.74) N=13	2.23 (2.68) N=13	1.92 (1.85) N=13	1.31 (1.60) N=13	2.08 (1.61) N=13	1.38 (1.50) N=13	1.85 (2.88) N=13	1.08 (1.50) N=13
Faculty of Engineering and Applied Science	5.75 (6.26) N=20	2.25 (2.90) N=20	2.00 (2.52) N=19	0.53 (0.84) N=19	5.15 (6.47) N=20	3.90 (4.60) N=20	1.11 (1.59) N=19	0.27 (0.65) N=19
Faculty of Humanities and Social Sciences	2.63 (5.63) N=49	2.20 (3.76) N=51	4.82 (8.30) N=50	6.20 (15.70) N=49	3.52 (4.18) N=50	2.86 (3.31) N=50	0.62 (1.65) N=50	2.30 (6.78) N=51
Faculty of Medicine	5.00 (11.38) N=30	5.17 (10.62) N=30	2.33 (3.26) N=30	4.28 (9.75) N=29	5.07 (7.40) N=29	2.80 (2.92) N=30	1.23 (3.31) N=30	0.37 (1.00) N=30
Faculty of Nursing	0.00 (0.00) N=3	0.67 (1.15) N=3	0.00 (0.00) N=3	1.67 (2.89) N=3	1.00 (1.73) N=3	0.00 (0.00) N=3	0.67 (1.15) N=3	1.67 (2.89) N=3
Faculty of Science	6.29 (17.11) N=35	1.71 (5.11) N=35	1.34 (2.19) N=32	1.74 (3.86) N=34	3.91 (6.41) N=35	3.51 (5.80) N=35	0.57 (1.12) N=35	1.56 (4.84) N=34
School of Arctic and Sub-Arctic Studies (Labrador Institute)	40.00 N=1	30.00 N=1	25.00 N=1	50.00 N=1	15.00 N=1	10.00 N=1	0 N=1	2.00 N=1
School of Arts and Social Science (Grenfell Campus)	1.09 (1.04) N=11	1.73 (1.79) N=11	1.20 (1.87) N=10	1.30 (1.57) N=10	1.20 (1.69) N=10	2.73 (2.83) N=11	1.50 (3.06) N=10	0.40 (0.97) N=10
School of Fine Arts (Grenfell Campus)	0.50 (0.58) N=4	1.00 (1.15) N=4	25.50 (49.67) N=4	0.50 (0.58) N=4	0.25 (0.50) N=4	4.00 (4.55) N=4	0.25 (0.50) N=4	0.00 (0.00) N=4
School of Fisheries (Marine Institute)	0.80 (1.79) N=5	1.20 (1.64) N=5	0.80 (1.10) N=5	1.00 (2.24) N=5	1.20 (1.64) N=5	2.20 (3.49) N=5	2.20 (3.49) N=5	0.40 (0.89) N=5
School of Human Kinetics and Recreation	2.40 (1.52) N=5	1.80 (1.10) N=5	2.20 (2.28) N=5	6.80 (8.35) N=5	2.80 (1.30) N=5	2.00 (1.41) N=5	2.20 (1.79) N=5	4.20 (5.31) N=5

Unit / Activities in 12 months	Collaboration on a research project	Collaboration on a non-research project	Dissemination to non-academic audiences	Use of traditional media	Workshops or lectures (academic)	Workshops or lectures (external)	Taught PE course	Social media to communicate about research (per week)
School of Maritime Studies (Marine Institute)	0.78 (1.39) N=9	0.67 (1.66) N=9	1.44 (3.28) N=9	0.22 (0.44) N=9	2.89 (6.47) N=9	0.67 (0.87) N=9	15.56 (32.45) N=9	0.00 (0.00) N=9
School of Music	4.25 (4.19) N=4	3.60 (6.43) N=5	19.80 (25.40) N=5	10.80 (8.41) N=5	4.00 (4.18) N=5	7.00 (4.47) N=5	0.60 (0.89) N=5	0.36 (0.50) N=5
School of Ocean Technology (Marine Institute)	0.50 (0.71) N=2	1.50 (0.71) N=2	0.00 (0.00) N=2	8.00 (9.90) N=2	3.00 (4.24) N=2	3.00 (4.24) N=2	0.00 (0.00) N=2	0.00 (0.00) N=2
School of Pharmacy	2.00 (2.00) N=4	1.25 (0.96) N=4	1.25 (1.26) N=4	3.75 (3.40) N=4	1.75 (2.22) N=4	2.50 (2.38) N=4	0.50 (0.58) N=4	0.50 (0.58) N=4
School of Science and the Environment (Grenfell Campus)	3.14 (3.67) N=7	1.14 (1.21) N=7	1.00 (2.00) N=6	1.14 (2.61) N=7	3.14 (3.76) N=7	3.14 (2.79) N=7	3.50 (8.09) N=6	0.86 (1.86) N=7
School of Social Work	6.00 N=1	15.00 N=1	15.00 N=1	3.00 N=1	15.00 N=1	15.00 N=1	2.00 N=1	2.00 N=1
Other	0.80 (0.84) N=5	0.80 (1.30) N=5	2.00 (4.47) N=5	0.40 (0.89) N=5	1.20 (1.30) N=5	1.80 (1.79) N=5	0.20 (0.45) N=5	0.20 (0.45) N=5

XI. Data Tables - Public Engagement as Percentage of Research and Teaching and Learning

Unit / Activity with Public Engagement	Percent of <u>research</u> with public engagement components		Percent of <u>teaching</u> with public engagement components	
	Current	Desired	Current	Desired
Memorial University Overall	37.4% (28.1%) N=143	46.3% (27.4%) N=150	19.4% (19.4%) N=158	31.4% (22.0%) N=176
Faculty of Business Administration	45.8% (22.5%) N=9	56.9% (23.4%) N=8	46.0% (29.5%) N=9	50.8% (30.5%) N=9
Faculty of Education	33.0% (19.7%) N=7	45.6% (18.6%) N=7	26.6% (18.3%) N=7	36.8% (16.4%) N=9
Faculty of Engineering and Applied Science	39.6% (28.9%) N=14	47.4% (26.1%) N=15	15.1% (14.2%) N=17	25.7% (16.1%) N=19
Faculty of Humanities and Social Sciences	36.1% (26.2%) N=39	43.5% (23.1%) N=38	18.9% (15.9%) N=37	31.2% (19.3%) N=38
Faculty of Medicine	38.2% (25.5%) N=18	42.7% (25.9%) N=22	21.5% (18.4%) N=21	29.6% (20.6%) N=25
Faculty of Nursing	NA	NA	0% N=1	25.0% (35.4%) N=2
Faculty of Science	18.3% (19.4%) N=21	30.3% (23.9%) N=24	10.0% (13.5%) N=23	22.3% (20.5%) N=26
School of Arctic and Sub-Arctic Studies (Labrador Institute)	93% N=1	91% N=1	NA	NA
School of Arts and Social Science (Grenfell Campus)	60.0% (40.5%) N=7	67.9% (39.4%) N=7	19.1% (10.5%) N=8	35.7% (15.8%) N=9
School of Fine Arts (Grenfell Campus)	66.0% (22.6%) N=2	68.5% (19.1%) N=2	10% N=1	15% N=1
School of Fisheries (Marine Institute)	40% N=1	51% N=1	24.3% (25.9%) N=4	34.0% (15.2%) N=5
School of Human Kinetics and Recreation	47.8% (33.8%) N=5	59.4% (26.2%) N=5	23.8% (11.5%) N=5	47.4% (17.1%) N=5
School of Maritime Studies (Marine Institute)	20.0% (14.1%) N=2	39.0% (35.5%) N=3	22.6% (38.1%) N=5	35.6% (30.6%) N=5
School of Music	51.7% (45.4%) N=3	82.5% (3.5%) N=2	9.6% (7.6%) N=5	18.0% (12.4%) N=4

Unit / Activity with Public Engagement	Percent of <u>research</u> with public engagement components		Percent of <u>teaching</u> with public engagement components	
	Current	Desired	Current	Desired
School of Ocean Technology (Marine Institute)	NA	NA	20.0% (28.3%) N=2	40.5% (30.4%) N=2
School of Pharmacy	43.8% (35.9%) N=4	62.8% (36.0%) N=4	7.5% (3.5%) N=2	22.5% (10.6%) N=2
School of Science and the Environment (Grenfell Campus)	25.0% (28.4%) N=4	32.3% (36.6%) N=4	14.7% (23.4%) N=6	33.6% (35.7%) N=7
School of Social Work	75% N=1	50% N=1	30% N=1	30% N=1
Other	38.0% (52.3%) N=2	46.7% (46.2%) N=3	0% N=1	25.5% (36.1%) N=2

XII. List of New Units and Locations Created

Unit or Location	Date Established	Area of Memorial	Location
Memorial Centre for Entrepreneurship	2017	Business	St. John's
Centre for Social Enterprise	2017	Business/Social Work/Music	St. John's
Yaffle	2012	Overall	N/A
Newfoundland and Labrador Centre for Applied Health Research	2012	Overall/Medicine	St. John's
Husky Centre	2019	Business	St. John's
Grenfell Office of Engagement	2015	Overall	Corner Brook
Office of Public Engagement	2013	Overall	St. John's
The Gazette	2012	Overall	N/A
NL Support	2014	N/A	St. John's
Centre for Collaborative Health Professional Education	2012	Medicine	St. John's
Navigate Business Incubator	2018	Business and Grenfell	Corner Brook
Navigate Makerspace	2018	Grenfell	Corner Brook
Memorial Engineering Outreach	2012	Engineering	St. John's
Medication Therapy Services Clinic	2016	Pharmacy/Nursing	St. John's
Ocean Frontier Institute	2016	HSS/Science	St. John's
Pyre Centre for Northern Boreal Food Systems	2018-2019	Labrador Institute	Labrador
Grenfell Community Education and Engaged Research Centre	2012-2013	Grenfell	Corner Brook
GlobalNL	2017	Alumni Engagement	N/A
Service Learning & Community Engagement Research Exchange Group	2017	NLCAHR	St. John's

Unit or Location	Date Established	Area of Memorial	Location
The Centre for Risk, Integrity and Safety Engineering (C-RISE)	2016	Engineering	St. John's
Signal Hill Campus	2018	Overall	St. John's
The Geo Centre	2012	Overall	St. John's

XIII. List of Memorial University-CNA Collaborations and Transfer Programs

PE Collaboration	Years	Area of Memorial
Regional Collaboration Fund	2012-2013	Memorial University/CNA
Campus City Connects Program	2012-2013	Memorial University/CNA
Teaching with Technology Community	2013-2014	DELTS/CNA/CDLI
Navigate Makerspace	2018-2021	CNA/Grenfell
The Centre for Research and Innovation	2020	Grenfell/CNA
Robotic System For Crab Processing	2017	CNA/MI
Annual Career and Graduate School Fair	1999-Present	Memorial University/CNA
Aboriginal Ambassador Program	2013-2014	Memorial University/CNA/Nunatukavut Community Council
Master's In applied Geomatics	2021	Grenfell/CNA/Canadian Forest Service
Central NL Citizen Engagement	?	Medicine/Grand Falls CNA
Community University Exposition (CU Expo)	2013	Overall Memorial University/CAN/Provincial Gov
SpaceX's Hyperloop Pod Competition	2016, 2017	Engineering Memorial University & CNA
Model For Boreal Felt Lichen	2015	Grenfell/CNA
Development of training opportunities for CBBPL employees at CNA and GC	2020	Grenfell/CNA
Grenfell's Intensive English Language Program	2013	Grenfell/CNA/CNA Qatar
The Atlantic Canada Study and Stay™ NL Program	2019	Memorial University/CNA/Internat Educa NL (IENL)
Soil Gas exploration for hydrocarbon and mineral deposits in Newfoundland and Labrador - portable geochemical laboratory	2014	Memorial University/CNA
CNA and MI Partnership - Guyana Mining School and Training Centre	2012	MI/CNA
Healers of Tomorrow Gathering	2015	Medicine/CNA
Bridging the divide - Connecting and preparing refugees for work in the province's agriculture industry	Active	School of Science and Environment/Environmental Science (Grenfell)/CNA
Knowledge and human resources for Innu language development	Active	HSS/Department of Linguistics (Memorial University)/CNA
CREAIT research services contract	2012	Memorial University/CNA
Experience and interactions influencing doctoral student research productivity in the social sciences and humanities	2014	Faculty of Education (Memorial University)/CNA

PE Collaboration	Years	Area of Memorial
CREAIT research service contract	2014	Memorial University/CNA
CREAIT research service contract - C-CART	2014	Memorial University/CNA
CREAIT research service contract - GaP	2014	Memorial University/CNA
CREAIT research service contract - C-CART	2015	Memorial University/CNA
CREAIT research service contract - MAF-IIC	2015	Memorial University/CNA
CREAIT research service contract - GaP	2015	Memorial University/CNA
CREAIT research service contract - MAF-IIC	2014	Memorial University/CNA
CREAIT research service contract - TERRA	2015	Memorial University/CNA
C-EFE CAR-10 Antigua State College, Aircraft Maintenance	2015	MI/CNA
CREAIT research service contract - MAF-IIC	2016	Memorial University/CNA
CREAIT research service contract - MAF-IIC	2017	Memorial University/CNA
Biogeochemical prospecting for buried uranium mineralization and the investigation of black spruce trees as tools for biogeochemical sampling and for environmental monitoring of radionuclide contamination	2008-2014	Memorial University/CNA
RDC Geoexplore project - "Biogeochemical fingerprinting of Voisey's Bay Ni-Cu-Co Deposit"	2011-2014	Memorial University/CNA
RDC Geoexplore project - "Evaluation of regional alteration, geochemical and isotopic haloes around the Voisey's Bay Ni-Cu-Co Deposit"	2011-2014	Memorial University/CNA
RDC Geoexplore project - "Examination of sulphide mineral breakdown at the Voisey's Bay Ni-Cu-Co Deposit"	2011-2014	Memorial University/CNA
PEEP (Petroleum Exploration Enhancement Program) NL Gov - "Detailed Compositional Analysis of Light hydrocarbons (C1-C4), Trace Elements and Soil Salts in Western Newfoundland" - grant to G. Thompson (CNA) with D. Wilton (Memorial University)	2016	Memorial University/CNA
ACOA Regional Economic Growth grant "Mobile Hyperspectral Imaging Applications for Atlantic Canada's Mobile Hyperspectral Imaging Applications for Atlantic Canada's Extractive Resources Industries Extractive Resources Industries" - grant to CNA with G. Thompson as PI and D. Wilton as Co-Investigator	2019	Memorial University/CNA
Marine Institute and Tanzania Small Scale Mining Project with ISTEP and CIGAN	2013	MI/CNA
CARA East/CAREB Atlantic Research on the Rock Conference (CNA applied reserach representatives attended)	2017	Memorial University/CNA
The Crab Robot with CCFI	2017	MI/CNA
TCII's Manufacturing Advisory Team	n/a	Memorial University/CNA
Advisory Committee for the Council on Higher Education	n/a	Memorial University/CNA
Incubation Centre at CNA and Maker Space at Grenfell campus	2018	Grenfell/CNA
Innovation 2.0 Conference	2018	Memorial University/CNA

XIV. The EDGE Tool

The EDGE tool



	Focus	EMBRYONIC	DEVELOPING	GRIPPING	EMBEDDING
Purpose	Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Public engagement is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
	Leadership	Few (if any) of the most influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement.	Some of the institution's senior team act as formal champions for public engagement.	The Vice Chancellor acts as a champion for public engagement and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
	Communication	The institution's commitment to public engagement is rarely, if ever, featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance.	Public engagement appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
Process	Support	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Oversight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body / ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of public engagement. There are a number of recognised and supported networks.
	Learning	There is little or no opportunity for staff or students to access professional development to develop their skills and knowledge of public engagement.	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in public engagement.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.
	Recognition	Staff are not formally rewarded or recognised for their public engagement activities.	Some departments recognise and reward public engagement activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways.
People	Staff	Few if any opportunities exist for staff to get involved in public engagement, either informally, or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
	Students	Few opportunities exist for students to get involved in public engagement, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement.
	Public	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.