



DRAFT

Evaluation Plan for Memorial University's Public Engagement Framework

THE OFFICE OF PUBLIC ENGAGEMENT

June 2021

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Introduction

This document constitutes a plan for a summative evaluation of Memorial University’s Public Engagement Framework (PEF), 2012-2020, that was concluded last year. It specifies purposes and goals of the evaluation, together with details of means, methods, and data sources. Once the necessary information is collected and analyzed, it will enable informed assessment and evaluation of outcomes and impacts of the framework’s implementation.

The content of this document has been divided into several sections, including Evaluation Questions, Logic Model, Evaluation Framework, Alignment with Public Engagement Framework, Data Sources and Timeline for Completion.

The purpose behind evaluation questions is to provide structure for all evaluation activities by focusing on critical information needs necessary to make an evaluation of impacts of implementation of Public Engagement Framework.

Logic Model presents a simplified visual description of how activities behind PEF were meant to be translated into specific outputs, outcomes, and long-term impacts.

Evaluation Framework specifies means and details of how information will be collected to answer all important evaluation questions.

Alignment with Public Engagement Framework highlights links between all objectives specified in Public Engagement Framework and evaluation questions included within Evaluation Framework.

Data Sources section summarizes the list of all sources used to collect information throughout Evaluation Framework.

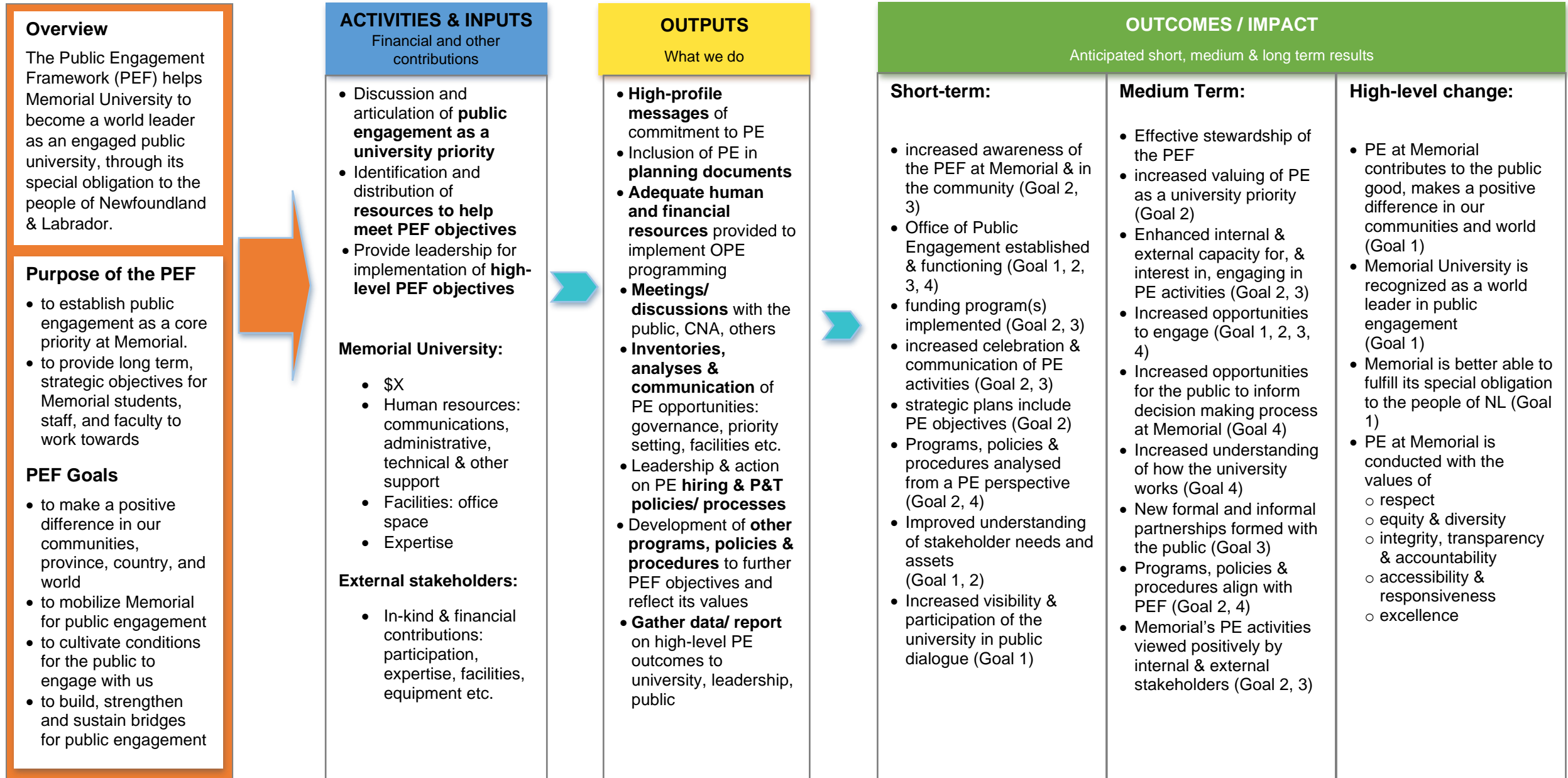
Finally, Timeline for Completion addresses the timeframe proposed for all efforts linked with data collection, analysis, report writing and dissemination.

The document was created by Peter Alexander Parker, an external program evaluation consultant, in collaboration with Rebecca Cohoe, Adam Saunders, Penny Cofield, Kelly Lynn Greenfield, Sydney Ann Snow and Dr. Rob Greenwood, Associate Vice President of Memorial University of Newfoundland.

Evaluation Questions

- I. **Was Memorial's Public Engagement Framework implemented as planned?**
 - Were specific programs, initiatives and units initiated and set up as intended?
 - Were activities conducted as expected?
- II. **Did implementation of the Framework lead to increase in levels of public engagement at MUN?**
 - Were there changes of levels of public engagement at MUN since implementation of the PEF that are supported by data?
- III. **If there were changes in levels of public engagement at MUN, did they meet expected standards?**
 - Were goals, and objectives from Public Engagement Framework met?
- IV. **How did levels of public engagement change across different parts of MUN?**
 - Did levels of public engagement change across various areas and levels of structure of MUN?
 - What is the difference between public engagement levels withing different sections, parts of MUN?
- V. **Did implementation of the Framework benefit population of Newfoundland and Labrador?**
 - Were there any benefits to people of Newfoundland and Labrador outside of MUN, to different partners and organizations located in the province?
- VI. **What external/internal factors influenced public engagement changes and to what degree?**
 - What role did additional external and internal factor play in the implementation of the framework, and how did it influence outcomes and impacts of the framework?
- VII. **What were unintended consequences of implementing the Framework?**
 - Did any other changes happen as a direct consequence of implementation of the framework, and if so, what was their impact?

Logic Model: Public Engagement Framework, Memorial University



Memorial University's Public Engagement Framework: Evaluation Framework

#	Evaluation Question	Indicators	Data Sources	Timeline
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 MUN</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>	Months 1 - 5
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>	Month 1-5

#	Evaluation Question	Indicators	Data Sources	Timeline
1.03	<p>Were internal and external PE capacities built through mentorship, communications and other activities?</p> <p>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</p> <p># and/or significance of tools and resources for PE created</p> <p># of positions created through co-ops and postdocs</p> <p>New units and locations created</p>	<p>Administrative data</p> <p>Key Informant Interviews</p>	Month 1-5
1.04	<p>Was state of PEF implementation monitored, evaluated and communicated?</p> <p>PEF #: 1.1, 2.2, 2.3, 2.7, 3.1, 4.5</p>	<p>Logic model for OPE and PEF developed</p> <p>Monitoring and evaluation plan developed</p> <p>Formative evaluation completed and results communicated</p>	<p>Evaluation files</p> <p>FE evaluation data</p> <p>Key Informant Interviews</p>	Month 1-5
1.05	<p>Was support and advice provided to the implementation of PE Framework and the integration of the PEF with other university frameworks?</p> <p>PEF #: 1.1, 1.6, 2.1, 2.2, 2.7</p>	<p>Significant participation in all relevant committees; consults; advises</p> <p>Reports and updates provided to the President and to the university community</p>	<p>Meeting minutes records, administrative data</p> <p>Key Informant Interviews</p>	Month 1-5
1.21	<p>Was training and mentoring in PE best practices for undergraduate and graduate students, faculty and staff provided?</p> <p>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>	Month 1-4

#	Evaluation Question	Indicators	Data Sources	Timeline
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	Month 1-6
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	Month 1-6
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	Month 1-6
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	Month 1-5
1.10	Were opportunities for the public to engage with MUN 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	Month 1-6

#	Evaluation Question	Indicators	Data Sources	Timeline
DEANS & FACULTIES				
1.11	Did deans and faculties led efforts to enhance experiential, non-degree and service learning at MUN? 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	Month 1-5
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	Month 1-4
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	Month 1-6
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	Month 1-6
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	Month 1-6
1.16	Was use of MUN 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	Month 1-6

#	Evaluation Question	Indicators	Data Sources	Timeline
FACULTY MEMBERS & STAFF				
1.17	Were connections and partnerships between MUN 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	Month 1-6
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	Month 1-6
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	Month 1-6
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	Month 1-5

#	Evaluation Question	Indicators	Data Sources	Timeline
EQ2: Did implementation of the Framework lead to increase in levels of public engagement at MUN?				
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	Month 1-5
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	Month 1-6
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	Month 1-6
2.04	Was there an increase in PE partnerships and collaborations?	# of partnerships from funded projects # of partnerships at MUN # 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	Month 1-6

#	Evaluation Question	Indicators	Data Sources	Timeline
2.05	How did levels of PE change in MUN mission and strategic planning?	PE mentioned in MUN mission and strategic planning experiences and opinions of staff and faculty	Administrative data, Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups	Months 1-6
2.06	How did levels of PE change among MUN's leadership?	Experiences and opinions of staff and faculty	Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups	Months 1-6
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	Months 1-6
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	Months 1-6
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	Months 1-6
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	Months 1-6
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	Months 1-6

#	Evaluation Question	Indicators	Data Sources	Timeline
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	Months 1-6
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	Months 1-6
2.14	How did levels of PE changed 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	Months 1-6
EQ3: If there were changes in levels of public engagement at MUN, did they meet expected standards?				
3.01	Did MUN 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 MUN Perception of MUN as one of leaders in PE among academic institutions in Canada	Administrative data PE activities data Staff & Faculty Survey, External Survey Key Informant Interviews	Month 1-5
3.02	Was a culture created throughout MUN 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	Month 1-6

#	Evaluation Question	Indicators	Data Sources	Timeline
3.03	Did PEF help make a positive difference in our communities and the world. PEF #: 1.0	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	Administrative data Case studies Staff & Faculty Survey Key Informant Interviews Partner Survey	Month 1-6
3.04	Were sufficient resources allocated to significantly change levels of PE at MUN? PEF #: 1.2, 1.3, 1.4, 1.5, 1.8, 2.4, 2.7, 3.1, 4.2	Opinions of staff, faculty and key informants	Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews,	Month 1-6
3.05	Were policies, procedures, processes and systems developed and improved to significantly change levels of PE at MUN? PEF #: 1.2, 1.3, 1.4, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4	Opinions of staff, faculty and key informants	Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews,	Month 1-6
3.06	Did PEF help mobilize Memorial for Public Engagement? PEF #: 2.0	Opinions of staff, faculty, key informants, and public	Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews, Partner Survey	Month 1-6
3.07	Did PEF help cultivate the conditions for the public to engage with it? PEF #: 3.0	Opinions of staff, faculty, key informants, and public	Staff & Faculty Survey, Staff & Faculty Focus Groups, Case Studies Key Informant Interviews, Partner Survey	Month 1-6

#	Evaluation Question	Indicators	Data Sources	Timeline
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	Month 1-6
3.09	Did PEF make MUN 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	Month 1-6
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	Month 1-6
5.02	Did MUN increase ways for those outside MUN 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	Month 1-6
5.03	Did MUN 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	Month 1-6

#	Evaluation Question	Indicators	Data Sources	Timeline
5.05	Did MUN increase ways for those outside MUN 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	Month 1-6
5.06	Did MUN increase tracking and communication of MUN'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	Month 1-6
5.07	Did MUN 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	Month 1-6
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	Month 1-6
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	Month 1-6
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 MUN that experienced various consequences of implementing the PEF	Key Informant Interviews, Staff & Faculty Survey, Staff & Faculty Focus Groups, Public Focus Groups, Student Focus Groups	Month 1-6

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

List of Data Sources

Administrative Data

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

Past Primary Data

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

Key Informant Interviews

These are semi-structured interviews with people at different levels of the organization that might possess significant knowledge about public engagement at MUN.

Staff & Faculty Survey

This is a pan-university survey sent to all faculty and staff employed by MUN. The survey will contain mostly quantitative questions and instruments to measure levels of public engagement at MUN. It will also allow participants to provide their qualitative comments about changes introduced by PEF.

Staff & Faculty Focus Groups

These Focus Groups will be held to validate findings obtained using Staff & Faculty Survey. It will also help provide rich and detailed picture of public engagement and PEF changes at MUN.

Student Focus Groups

These will be used to validate, complement, and elucidate results of past student public engagement surveys. They will help to create a comprehensive image of extent to which public engagement is part of student experience at MUN.

External Survey

The survey will be distributed to people that work with public/community engagement at other Canadian universities. A short description of PEF and PE activities at MUN will be provided to enable participants to make an informed assessment of how these activities compare with the national average, or with the participant's institution efforts.

Partner Survey

This is a survey distributed to different people in NL that are external to MUN and work in variety of organizations, from non-profit and public sector to private, to get their opinion and experiences about MUN's PE.

Public Focus Groups

This feedback from people external to MUN will be used to get detailed experiences and opinions about MUN and its efforts to reach out to public.

Case Studies

A number of case studies will be used to present stories, narratives containing experiences of people with PE at MUN.

Timeline for Completion

Data Collection	Activity	Month							
		1	2	3	4	5	6	7	8
Administrative Data	Collection	█	█	█	█				
	Analysis		█	█	█				
Past Primary Data	Collection	█	█	█					
	Analysis		█	█					
Key Informant Interviews	Design	█	█						
	Collection		█	█	█				
	Analysis			█	█	█			
Staff & Faculty Survey	Design	█	█						
	Collection			█	█				
	Analysis				█	█			
Staff & Faculty Focus Groups	Design				█	█			
	Collection					█	█		
	Analysis					█	█		
Student Focus Groups	Design				█	█			
	Collection					█	█		
	Analysis						█		
External Survey	Design		█	█					
	Collection			█					
	Analysis			█	█				

Data Collection	Activity	Month							
		1	2	3	4	5	6	7	8
Partner Survey	Design								
	Collection								
	Analysis								
Public Focus Groups	Design								
	Collection								
	Analysis								
Case Studies	Design								
	Collection								
	Analysis								
Evaluation Report	Writing								
	Dissemination								