



Public Engagement

Memorial University's Public Engagement Framework

Endorsed by Senate September 25, 2012

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1. An introduction to the public engagement context at Memorial

1a. Memorial: A public university to serve the public good

"A university is the consciousness of a community reaching out to a realization of the higher powers of the mind." – John Lewis Paton, first president of Memorial University College, September 1925

Memorial University College was created to meet two pressing social needs in the then-Dominion of Newfoundland. The institution would fulfill the desire to recognize honourably the sacrifices made by those who had served in the First World War and would bring broad-based, university-level education to the people.

Community leaders put together a plan to create the Memorial University College as a non-denominational post-secondary institution with a variety of post-secondary programs in addition to the teacher training that, until then, had been the extent of post-secondary opportunity. The Carnegie Corporation of New York partnered with the Newfoundland government to provide support, and the stage was set for the opening of the college in 1925, which has evolved over the decades that followed into Memorial as a comprehensive university.

The early and fundamental expectation was that the college would prepare its students to complete university courses successfully in Newfoundland and university degrees elsewhere. In 1949, Memorial received degree-granting status, and the new Memorial University was tasked with developing academic programs, complete with research, scholarship and creative activity, including those in areas that would be relevant to public needs and opportunities. Memorial's status as a university also increased its capacity to be a hub for generating and sharing knowledge and ideas that could be brought to bear on the many challenges that faced the province. As Premier Joseph R. Smallwood articulated during the House of Assembly debate to create the *Memorial University Act, 1949*, Memorial was expected to become "a true peoples' university."

With the ongoing support and involvement of every segment of Newfoundland and Labrador society, Memorial University has evolved over the past nine decades to become one of the finest universities in Canada. Its aim is to become one of the finest universities in the world for its size and with its place-based mandate. The people of Newfoundland and Labrador continue to view Memorial as being of strategic importance to the social, economic, cultural and scientific development of Newfoundland and Labrador. As Memorial seeks to fulfill its responsibilities to the people of the province, it continues to ensure that the public is involved in its activities and successes and that its intellectual output delivers a direct benefit to that same public.

1b. The public engagement context at Memorial today

Today, Memorial's faculty, students and staff continue to build upon the university's solid foundation of connecting its people and resources with the special place that is Newfoundland and Labrador. Memorial's mission recognizes public engagement, 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." Public engagement initiatives, large and small, are found across the institution, including:

- degree programs that respond to specific needs in the province in areas like education, health, engineering and social work, among many others;
- degree programs that incorporate public engagement through assignments and work placements and other course work;
- non-degree offerings that develop organizational, professional and personal skills and capacity;
- research programs that involve public partners and collaborators and respond to the opportunities and needs of the province – focusing on problems of specific relevance to Newfoundland and Labrador in areas like the fishery, oceans and marine technology, culture and art, health and wellness and many others;

- collaborations with the people of the province to build capacity for community-led development;
- numerous centres and units that facilitate and support public engagement efforts.

1c. The Public Engagement Framework

Memorial University has undergone extensive processes to develop strategic frameworks in the three areas that are key to fulfilling the institution's mission: teaching and learning, research and public engagement. These frameworks are fundamentally complementary, with many areas of intersection and connection:

- The Teaching and Learning Framework that was formally adopted by Memorial's Senate in May 2011 includes public engagement in its vision statement (encouraging the "communication of thought and interaction among students, educators, staff and the community") and throughout its goals and principles.
- The Research Strategy Framework, adopted by Senate in September 2011, also strongly incorporates public engagement, calling for engaging with community partners and collaborators locally, nationally and internationally to create, share and apply research and to encourage, facilitate and value university-community research collaborations. The strategy supports fundamental and applied research excellence in areas of strategic opportunity and speaks to increasing opportunities for communication and collaboration with external partners and collaborators on research themes that are of particular strategic importance to Newfoundland and Labrador.

This Public Engagement Framework provides the third element of the foundation on which Memorial will continue to grow and develop.

2. An approach to public engagement for Memorial

2a. Emerging approaches and definitions

There is a global movement towards emphasizing public engagement at universities, driven from both inside and outside the academy. Faculty and students are increasingly committed to connecting their research and learning to addressing local, national and global needs and opportunities. Simultaneously, funders and the public are increasingly turning to public universities to serve the public good of the communities of which they are a part, communities of interest and local, national and international places of all types.¹

There have also been significant changes to the ways that knowledge is acquired, disseminated and transformed, with knowledge production becoming increasingly interdisciplinary and collaborative. University faculty, students and staff are experimenting with new approaches to research, teaching and outreach, drawing on the strengths and interests of all involved through mutual contribution and for mutual benefit, so that relevant knowledge and opportunities are developed and applied within real-life situations.

These collaborations between universities and wider society are referred to as 'engagement' and have been defined and described in many ways, including public engagement, community engagement and civic engagement. Engagement builds on outreach, knowledge transfer and knowledge mobilization. Many approaches are being developed around the world to define and describe engagement between universities and wider society. At its core, engagement is founded on mutual contribution and aims to generate mutual

¹ See, for example: a) Göransson, B. and Brundenius, C. (Editors), *Universities in Transition: The Changing Role and Challenges for Academic Institutions* (International Development Research Centre, 2011), p. 3; and b) Social Sciences and Humanities Research Council: Community University Research Alliances, *Canadian Environmental Issues – Special Call*, http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/environment_cura-environnement_aruc-eng.aspx.

benefit, with all parties learning from each other as they share knowledge, expertise and skills. Engagement builds relationships based on trust and understanding, and increases the relevance and impact of academia and the institution in society.

Across the approaches taken to engagement, key activity groups emerge, often overlapping or integrating, including²:

- Lifelong learning activities
- Engaged research (including community-based and participatory research)
- Community-based or service learning
- Knowledge mobilization (including health education)
- Professional community service
- Social advocacy
- Cultural development
- Economic/business partnership and development
- Athletics, sports and recreation

Of the many national and international organizations working to develop approaches to and supports for engagement, some notable examples include:

- Canada's research councils, which are placing growing emphasis on knowledge-sharing and collaborations across research disciplines, universities and all sectors of society.
- The Carnegie Foundation for the Advancement of Teaching (Carnegie), an independent policy and research centre in the United States, dedicated to improving teaching and learning. Carnegie is an American champion for university-community engagement, defining community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." Carnegie offers a voluntary 'Community Engagement' classification for universities that demonstrate "substantial commitments in the areas of curricular engagement and outreach and partnerships."
- The United Kingdom's National Co-ordinating Centre for Public Engagement (NCCPE) was established in 2008 as part of the Beacons for Public Engagement Initiative, funded by the U.K. Higher Education Funding Councils. Under their initiative, the NCCPE co-ordinated, captured and shared learning between six university-based collaborative centres, or 'beacons', that help support, recognize, reward and build capacity for public engagement work. The NCCPE adopted the term public engagement to describe "the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit."³

An important development in the discourse and theory around university-public engagement has been the articulation of the 'scholarship of engagement', pioneered by Ernest Boyer, a former president of Carnegie. Boyer proposed that there are four interrelated forms of scholarship – discovery, integration, application and teaching. Where basic research had been considered "the first and most essential form of scholarly activity, with other functions flowing from it", Boyer made a case that two-way engagement enriches scholarly activity, including teaching and research, as theory built on practice, and vice versa:

² Adapted from, Dragne, C., *Background Document for the University of Victoria Task Force on Civic Engagement* (University of Victoria, 2007).

³ National Coordinating Centre for Public Engagement, *What is Public Engagement?*, www.publicengagement.ac.uk/what.

But knowledge is not necessarily developed in such a linear manner. The arrow of causality can, and frequently does, point in *both* directions. Theory surely leads to practice. But practice also leads to theory. And teaching, at its best, shapes both research and practice. Viewed from this perspective, a more comprehensive, more dynamic understanding of scholarship can be considered, one in which the rigid categories of teaching, research and service are broadened and more flexibly defined.⁴

2b. An approach and definition for public engagement at Memorial

Public engagement was adopted for Memorial through the framework development process (see Appendix A for details). The use of the word ‘public’ was selected to encompass the wide range of Memorial’s external collaborators and partners, the university’s desire to be “A public university contributing to the public good.”

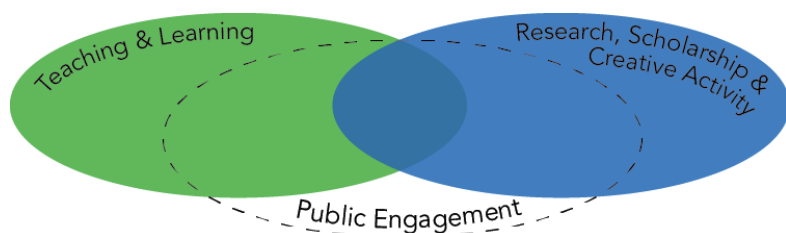
A definition of ‘public engagement’ for Memorial emerged through the development process:

Public engagement at Memorial encompasses collaborations between people and groups within Memorial and people and groups external to the University – i.e., the “public” – that further Memorial’s mission. Drawing on the knowledge and resources brought by all involved, public engagement involves mutual respect, mutual contributions and mutual benefits for all participants.

This definition highlights the mutual benefits and mutual contributions advanced through public engagement. It also highlights that public engagement by Memorial is consistent with the university’s mission as a public university. The vast majority of public engagement activities will be specifically linked to teaching and learning, research, scholarship and creative activity. (See figure 1)

The two-way nature of public engagement means that as Memorial contributes its expertise, knowledge and resources to public opportunities and needs, the university is also enriched and advanced by the practical, or ‘real-life’, perspectives, knowledge and experience gained. Teaching and learning experiences are enriched through public engagement (in the forms of service-learning, work terms, etc.), as students are exposed to an array of perspectives and have the opportunity to practice what they are learning in real world environments. Research, scholarship and creative activity are strengthened through public engagement when partners and collaborators contribute knowledge and understanding to the development of data, theory and research products.

Figure 1. Integration of public engagement with teaching and learning and with research, scholarship and creative activity



2c. Perspectives in public engagement at Memorial

Through the extensive consultation process conducted to build Memorial’s Public Engagement Framework, Memorial faculty, students and staff articulated the ways that they are already collaborating with community partners. (See Appendix 1)

⁴ Boyer, E.L., *Scholarship Reconsidered: Priorities of the Professoriate* (The Carnegie Foundation for the Advancement of Teaching, 1990).

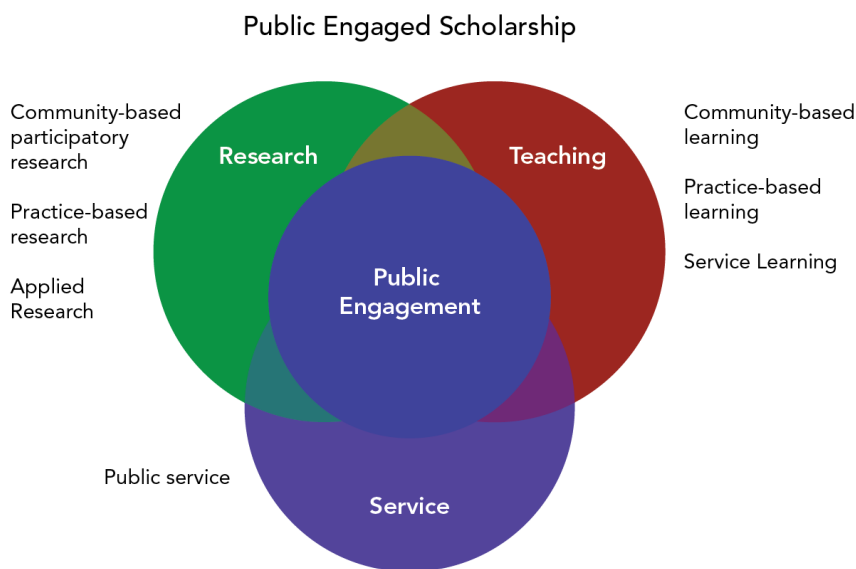
Many of the benefits and challenges associated with public engagement are shared. Faculty, students and staff alike can gain satisfaction from contributing to communities and the public good, and all involved (from both Memorial and the public) can benefit from the richness of knowledge and perspective produced through collaborative work. Faculty, students and staff also face many of the same challenges, including lack of sufficient recognition for engagement, lack of time or funding to invest in establishing and maintaining relationships and administrative roadblocks/delays.

There are also distinct priorities and needs related to public engagement from both the perspectives of university faculty, students and staff, and from those of public partners and collaborators.

Faculty

Faculty members at Memorial are key drivers of public engagement. Their expertise, competence and creativity make them leaders in advancing public engagement for the academic mission of Memorial. Public engagement can be incorporated in, and is complementary to, faculty members' core duties of teaching, research and service, as illustrated below, in Figure 2.

Figure 2. Integration of public engagement with faculty member duties in teaching, research and service



Adapted from: Commission on Community-Engaged Scholarship in the Health Professions. Linking Scholarship and Communities. Seattle, WA: Community-Campus Partnerships for Health, 2005.

The "Continuum of Engagement in the Areas of Research, Teaching and Service" by Deetz and Rush (see Appendix B) highlights ways that public engagement can be expressed through research, teaching and service, on a scale ranging from 'disengaged' to 'collaborative'. Many faculty members at Memorial reported that their faculties and schools do not recognize the integrating and mutually beneficial nature of public engagement with teaching and research, and give public engagement work professional recognition only under 'service' or not at all. The result of devaluing the contributions of public engagement in teaching and research is that, in this view, many faculty members at Memorial who take on public engagement work do so out of personal incentive, and often at their own professional expense. Some service performed by faculty is publicly engaged, but much is, of necessity, dedicated to service within the institution. As Memorial makes

public engagement a strategic direction, the professional recognition of public engagement for faculty members will be a key concern.

Students

The potential to increase student involvement in public engagement presents a great opportunity for Memorial. Many students at Memorial want to see the real-world relevance of their learning and they desire opportunities to apply their new knowledge and skills. Courses, programs and activities that involve public engagement enrich the learning experiences of students by introducing students to diverse perspectives and needs, providing them opportunity to contribute their knowledge and skills in support of public partners, facilitating them in reflecting on their experiences, and helping them develop networks and interpersonal or employment skills that will benefit them after graduation. Publicly-engaged learning includes the concept of experiential learning, which includes:

- **Service Learning** (or community-based learning) - working with community partners to address a community need through intentional learning, for example as part of coursework or through structured volunteer activities
- **Academic-related work experience** – applying and furthering academic learning through professional opportunities, such as internships, practicums and co-operative education. (Note: Not all academically-related work opportunities are public engagement, as they can also take place within the university.)

Through these learning opportunities, Memorial cultivates students who become active participants in their sectors, communities and the wider world. Opportunities for students to reflect on the experiences and their relation to course content as well as personal and professional development are key to transformative, engaged learning.

The Teaching and Learning Framework emphasizes student engagement as central to an optimal learning environment: public engagement in teaching and learning is one way to enhance student engagement. While these two aspects of engagement are distinct, they are complementary.

Students, especially at the graduate level, also play a pivotal role in Memorial's publicly engaged research, finding new areas and partnerships to explore and assisting in the work of faculty members. Finally, many student organizations are active in public engagement, and are eager to do more.

Staff

Many staff at Memorial are specialists in public engagement and lead Memorial's public engagement programs. For example, staff in the many centres and units at Memorial (such as the Genesis Centre, Harris Centre, Labrador Institute, Marine Institute, Newfoundland and Labrador Centre for Applied Health Research) generate, co-ordinate and facilitate public engagement opportunities and partnerships between Memorial and the public. Alumni Affairs and Development staff are central to public engagement with Memorial alumni and those who support Memorial through the provision of funds to support our mission. Many more staff also facilitate and encourage public engagement as an integral element of their job, even if it is not their primary duty. These people include communications and administrative support staff who co-ordinate and facilitate public engagement, such as Marketing and Communications, Finance and Administration, and Human Resources, as well as research support staff. Memorial's academic vision could not be fulfilled without support staff; they are crucial to Memorial's public engagement mandate, both directly and indirectly.

Public partners and collaborators

Memorial's public partners and collaborators include a wide array of groups and individuals, including those from non-governmental organizations, community groups, businesses, governments, and often, informal

collections of individuals linked by a common cause. Memorial's network ranges from people in local communities to collaborators around the world. They bring on-the-ground experiences and knowledge, along with ideas about opportunities and solutions. Building relationships with public partners and collaborators that are mutually respectful and equitable is pivotal to successful public engagement. Each side must work to gain understanding of the expectations, capacity and limitations of the other. For instance, because public partners and collaborators are dealing first-hand with pressing issues, they desire solutions sooner rather than later, and so it is important that they understand the timelines that people in the university work with (related to funding opportunities, the other expectations they must meet, etc.). It is equally important that people in the university understand that many public partners and collaborators have limited resources, and build work plans and goals that are realistic for everyone involved.

3. Memorial's Public Engagement Framework

The extensive consultation process, described more fully in Appendix A, included collecting reports on current and future engagement activities, opportunities and challenges from units, along with major consultation workshops inside and outside the university. With the input and guidance of the Steering Committee (composed equally of people from inside and outside the university), feedback was then developed into a draft document, outlining Memorial's vision for public engagement, guiding values, high-level goals and specific objectives. This draft was then taken into consultations with all faculties and units, and with the public and other stakeholder groups, including online. Finally, the Steering Committee reviewed the input, ultimately agreeing upon the following framework to guide public engagement at Memorial (below, and attached in Appendix C).

3a. Memorial's vision for public engagement

Through its role in Newfoundland and Labrador and the connection to the people of the province, Memorial has an opportunity to contribute to the public good of the province and beyond, and to be a leader among universities in doing so. Memorial's vision for public engagement will serve as a beacon, guiding the directions of our decision-making and activities.

Our vision is for Memorial University to be a world leader as an engaged public university, through our special obligation to the people of Newfoundland and Labrador.

3b. Memorial's values for public engagement

Memorial recognizes that public engagement is about co-operative, reciprocal relationships. Memorial is committed to approaching public engagement activities in a spirit of genuine collaboration, placing emphasis on mutual respect, contribution and benefit for all involved and the public at large. As Memorial strives to become a world leader in public engagement, its values will guide collaborations with partners and the public at large:

- *Respect*
We will strive to understand the priorities and realities of our partners, collaborators and the public at large. We will value and work collaboratively with the capacity, knowledge, and expertise they bring.
- *Equity and diversity*
In undertaking public engagement, we will consider the relevant stakeholders and include them to the degree and in the ways most appropriate. We will appreciate the diversity of backgrounds, knowledge and interests of our partners and collaborators and of the public.

We will seek the equitable distribution of the benefits of public engagement among partners and collaborators and the public at large.

- *Integrity, transparency and accountability*

Our public engagement will uphold the principles of academic freedom and benefit from academic integrity in the pursuit and application of knowledge. We will make our policies, systems and decision-making processes accessible and understandable. We will also dedicate ourselves to following through on our commitments and demonstrate to our partners and collaborators and the public that we have done so.

- *Accessibility and responsiveness*

We are committed to creating an environment that is welcoming to people of every background. We will listen to and seek understanding about public needs and opportunities and we will contribute our knowledge and resources in those areas. We will make Memorial's expertise, resources and systems easy to navigate and understand, and we will make the outcomes and products of projects and partnerships available and accessible.

- *Excellence*

We will encourage and promote excellence in our public engagement through innovation and creativity, as well as rigour and pragmatism in our approaches and methods. Consistent with our other values, excellence in public engagement entails recognizing and responding to the excellence brought by our public partners, as well as being accessible to the public.

3c. Memorial's goals and objectives for public engagement

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.

4. Moving forward

Memorial's Public Engagement Framework will guide Memorial's academic and administrative units in establishing priorities and in supporting public engagement. Like the Teaching and Learning Framework and the Research Strategy Framework, these guiding documents enable a large organization to establish common priorities across units, co-ordinate activities and inform decisions on the allocation of resources.

The Office of Public Engagement, reporting to the president, has been established to facilitate and coordinate the implementation of the Public Engagement Framework. It will not be the vehicle to implement the goals and objectives of the framework. Faculties, centres and institutes, administrative units, student organizations and individual faculty members, students and staff are the drivers of public engagement now and, with the directions provided in this framework, will be able to do even more into the future. The Office of Public Engagement will be a champion for the Framework and will work with all these units and people to identify opportunities to advance the goals and objectives, tackle impediments and seek new resources. It will also work with the leads on the other frameworks and the university's overarching planning processes to develop indicators and targets to measure how we are doing in advancing our vision, goals and objectives.

This document will be supplemented by public communications materials, with examples of current public engagement activities and, as academic and administrative units use this framework to identify future opportunities and initiatives, there will be new, exciting opportunities to communicate. A website and social media strategy will make use of interactive tools to maximize and support public engagement.

The support within and outside the university for Memorial's history of public engagement has been overwhelming. Faculty, students and staff have also strongly expressed the need to build on historic and current activities to explore new opportunities. Partners and collaborators have welcomed this initiative and are eager to engage. While there are impediments to opportunities, some of which will require time to resolve, the support and enthusiasm that have made Memorial a recognized leader in public engagement in Canada continues to provide resolve and momentum. The Public Engagement Framework's vision for Memorial "to be a world leader as an engaged public university, through our special obligation to the people of Newfoundland and Labrador" is well within reach. Memorial and all of Newfoundland and Labrador will be the better for it.

Appendix A: Development of the Public Engagement Framework

This section provides an overview of the process undertaken to develop Memorial University's Public Engagement Framework. Supporting reference documents are available online at Memorial's website, www.mun.ca/engagement/engagementframework.

Memorial set out to develop a framework to guide its public engagement in an engaging way – including many voices from inside and outside the university and through a variety of platforms. Approximately 900 people participated in the process and contributed insights and guidance. We consulted more than 550 people internal to Memorial and more than 300 people from the public (Reference Document A: *Individuals Consulted Through Development Process*). The development was guided by a Steering Committee comprised equally of members from Memorial and the public, and by an Expert Working Group with representatives from inside and outside the university. The Steering Committee provided oversight and stewardship of the framework development process, while the Expert Working Group contributed insight into challenges and best practices in public engagement.

What we heard

In September 2011, the process began by receiving input from deans and directors of academic units about their expectations and vision for Memorial's Public Engagement Framework. They identified a range of engagement activities in the areas of teaching and learning; research, scholarship and creative activity; and service, outreach and institutional engagement. They identified areas they felt important for the framework to emphasize, including:

- clarity on the meaning and scope of 'engagement' activities;
- clarity on Memorial's strategic priority on engagement;
- institution-wide supports for engagement;
- accountability and rigour in engagement activities;
- acknowledgement and reward for engagement activities;
- growth of engagement in teaching;
- growth of engagement in research;
- growth of engagement in service and outreach;
- community participation;
- and, the identification of opportunities and needs.

(Reference Document B: *Framing the Framework: Synthesis of Input from Deans and Senior Administration*)

Memorial publicly launched the process in early November with ads in every newspaper in Newfoundland and Labrador, inviting people and organizations to tell us about their engagement experiences and expectations. As a result, the Office of Engagement had more than 20 meetings across the province, ranging from the Labrador Straits and Stephenville, to Grand Falls–Windsor and Twillingate (Reference Document C: *Stakeholder Consultation Meetings, November – December 2011*). To further spread the word about the framework's development, and solicit further input, the Office of Engagement also created an online presence with:

- a website (www.mun.ca/engagement/engagementframework),
- a blog (www.mun.ca/engagement/blog),
- a Facebook page (www.facebook.com/Officeofengagement), and
- a Twitter feed (www.twitter.com/EngageMemorial).

In November 2011, further input was solicited from member units of Memorial's Senior Academic and Administrators Group. Input was received from academic and administrative units about their engagement

programs and projects and successes and challenges (Reference Document D: *Compilation of Memorial Unit Responses to Input Form #2*). An online survey, with similar questions, was made available to people inside and outside Memorial on the Office of Engagement's website between January and February (Reference Document E: *Input Survey Data Roll-up*).

A meeting between Memorial and the College of the North Atlantic was convened in December 2011 to advance partnerships between the two institutions in supporting public engagement activity throughout the province's public post-secondary system.

The input generated through the process drew attention to key issues and areas around engagement that warranted further investigation. With the guidance of the Steering Committee and Expert Working Group, we identified 15 themes and hosted sessions to explore the unique strengths, challenges and opportunities for each. (Theme session reports are available on the Office of Engagement website). In total, 20 theme sessions were held in various locations across the province (see *Table of Theme Sessions*, below). In most sessions the representation was quite balanced between representatives from the university and representatives from the public. More than 475 people attended the theme sessions (with attendance in most sessions ranging between 15–30 and in some, such as the St. John's session on "Engaging with Aboriginal Communities", as high as 45).

Table of Theme Sessions		
Theme session	Location	Date
Civic Engagement	St. John's	Feb. 20
Continuing Education and Lifelong Learning	St. John's	Feb. 13
Engagement Relating to Memorial's Strategic Research Themes	St. John's	Feb. 20
Engaging in Creative Arts and Culture	St. John's	Feb. 6
	Corner Brook	Feb. 14
Engaging in Economic Development	St. John's	Feb. 29
Engaging in Labrador	Happy Valley – Goose Bay	Feb. 15
Engaging in Rural Areas	St. Anthony	Feb. 21
Engaging on Social Issues	St. John's	Feb. 1
	Corner Brook	Feb. 14
Engaging with Aboriginal Communities	Corner Brook	Jan. 16
	St. John's	Jan. 23
	Happy Valley – Goose Bay	Feb. 22
Experiential and Service Learning	St. John's	March 1
International Engagement	St. John's	Feb. 3
Leveraging Memorial's Off-Campus Facilities to Advance Engagement	St. John's	Feb. 2
Scholarship of Engagement	St. John's	Jan. 23
Technologies / Media for Engagement	St. John's	Feb. 6
Town & Gown: How Memorial Engages With Its Host Communities	Corner Brook	Jan. 16
	St. John's	Feb. 29

The focused nature of the theme sessions generated in-depth and passionate discussion amongst individuals and organizations. The involvement of very diverse stakeholders speaks to the passion and commitment that people bring to engagement and their strong desire for Memorial to make engagement an institutional priority. These stakeholders included Memorial students, faculty and staff; government representatives (federal, provincial, Aboriginal, municipal governments); non-government organizations; businesses and sectoral associations; and individuals. Key issues that emerged across the theme sessions included:

- providing institutional priority and leadership,
- valuing and providing incentives for engagement,
- supports for engagement,
- faculty members and students as key engagement champions,
- the characteristics of good engagement partnerships,
- engagement challenges faced by partners,
- key partners for Memorial.

(Reference Document F: *Theme Sessions Synopsis*)

Crafting the framework

To begin drafting the framework, we began by hosting a vision and values session, facilitated by the provincial Rural Secretariat. On March 2, 2012, 40 people from inside and outside Memorial gathered to discuss high level concepts and statements that could provide the basis for the framework's vision and values. Participants included members of the Steering Committee and Expert Working Group, as well as theme session attendees and others who had previously been involved in the development process. On March 5, 2012, a sub-committee made up of five Expert Working Group members reviewed the discussions from the session and drafted the initial vision and values for the framework. The draft goals and objectives were simultaneously developed by the Office of Engagement based on the inputs received throughout the process outlined above.

The resulting draft framework (consisting of vision, values, goals and objectives) was reviewed and revised by the Steering Committee and then taken into an extensive round of consultations. Consultations were held with:

- Memorial groups (faculties and schools, Marine Institute, Grenfell Campus, Memorial Student Union, Graduate Student Union, open session)
- Public (Clarenville, Corner Brook, Gander, St. John's)*
- Targeted stakeholders (St. John's Board of Trade, Strategic Partnership, non-government organizations, Provincial Government)
- External expert reviewers in Canada, the United States, Australia and the United Kingdom.
- The Expert Working Group
- Blog comments

Following the consultations, the Steering Committee met twice more to review the consultation inputs and revise the draft. The Steering Committee (along with input from the Expert Working Group) also advised that the framework should be titled the "Public Engagement Framework".

The Draft Public Engagement Framework (including the vision, values, goals and objectives) will be submitted to Memorial's Senate and Board of Regents for final approval.

* A session was scheduled in Happy Valley – Goose Bay for March 22nd, but was cancelled for lack of registration. However, the two theme sessions held in Happy Valley – Goose Bay and other previous stakeholder consultations garnered a lot of interest and were very well attended.

Appendix B: Continuum of engagement in the areas of research, teaching and service

	Research	Teaching	Service
Disengaged	Topic-driven abstracted empiricist studies of the world with questions and conceptions coming mostly from the researcher's disciplinary community. "Value-neutrality" is embraced and proclaimed. Intrinsic values of researchers' discipline, methods and conceptions are trivialized, denied and rarely explored. Minimal engagement with non-academic communities.	Faculty driven, input-centred instruction guided by disciplinary topics and subject divisions. "Value-neutrality" is embraced and proclaimed. Minimal engagement with non-academic communities.	Private service based on personal interests and values often linked to university and disciplinary service needs. Most service to external groups is unrelated to professional expertise.
Relevant	Issue-driven inductive studies of the world mostly focusing on representing concepts and practices as present in external (non-researcher) communities. Personal values and perspectives regarding topics are permitted mostly to account for their effects but intrinsic values of researcher methods and conceptions are not explored. Sustained individual interest-based engagement.	Relevancy-to-students driven input-centred instruction organized around disciplinary topics and subject divisions using extended examples and case studies. Personal values and perspectives regarding topics permitted. Sustained individual interest-based engagement.	Private service and knowledge distribution and presentation related to professional expertise. Sustained individual interest-based engagement.
Applied	External community developed problem-directed studies <i>in</i> the world taken on in applied and administrative studies aimed at collecting data (mostly planning and assessment) and reaching conclusions for the external community. Values are presumed by the external community and may enter into selection of projects and problems by the researcher. Often ad hoc but sustained by individual relationships.	External community driven outcome-based instruction often focused on professional training, application to "real world" problems, and internships. External community values may be uncritically accepted and academic and wider community values ridiculed. Often ad hoc but sustained by individual relationships	Expertise-based consulting linked to external community needs. Web-based courses and knowledge systems designed for external audiences. Insider/outsider identities maintained. Often ad hoc but sustained by individual relationships.

Co-operative	<p>External community developed problem-directed studies <i>in</i> the world taken on by action research projects where researchers reframe and reconfigure external community understandings and actively aim at reforms based on values such as social justice. Personal values are explicit in project selection and research process but intrinsic values may not be surfaced. Often long-term and sustained by team relationships.</p>	<p>Multiple communities interactively arrived at problem-centred outcome- based instruction including in-class projects and simulations extending to external service learning activities. Student values and interests are of focus and mostly uncritically accepted. Often long-term and sustained by team relationships.</p>	<p>University/external communities co-operative projects producing shared products initiated for mutual gain around existing missions and group identities. Often long-term and sustained by team relationships.</p>
Collaborative	<p>Co-operatively developed problem orientation <i>in</i> the world taken on generally by participatory action research and co-generative theorizing. Active transformation of conceptions, language and research methods around new and emerging goals arising from the active inclusion of multiple stakeholders and surfacing of intrinsic values. Long-term and often institutionalized through centers and institutes.</p>	<p>Project based on-site educational activities with active on-site faculty involvement and genuine reciprocity with external communities. Active value discussion and emergent goals based in interaction among multiple stakeholders. Long-term and often institutionalized through centers and institutes.</p>	<p>Active combination of research and instructional activities producing shared communities with emergent identities, goals and products. Long-term and often institutionalized through centers and institutes.</p>

(Deetz, S. & Rush, E. (in press). Conceptual foundations for organizational communication studies: Theory debate, contested histories, generative struggles. In L. Putnam and D. Mumby (eds.) *Handbook of organizational communication*, 3rd edition. Thousand Oaks, CA: Sage.)

Appendix C: Memorial University's Public Engagement Framework

Memorial University's Public Engagement Framework, 2012 – 2020

"A Public University Serving the Public Good."

Our Vision

Our Vision is for Memorial University to be a world leader as an engaged public university, through our special obligation to the people of Newfoundland and Labrador.

Our Values

Memorial's culture of public engagement will be guided by:

- Respect
- Equity and diversity
- Integrity, transparency and accountability
- Accessibility and responsiveness
- Excellence

Our Goals and Objectives

Goal 1: *Make a Difference!*

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

Goal 2: *Mobilize Memorial!*

Mobilize Memorial for public engagement.

Goal 3: *Enable Engagement!*

Cultivate the conditions for the public to engage with us.

Goal 4: *Bridges to Engage!*

Build, strengthen and sustain the bridges for public engagement.

Goals and Objectives for Memorial University's Public Engagement

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

- 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.

- 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.

- 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.

- 4.1 Enable sustained, responsive and coordinated 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.