

RESEARCH
IMPACT
CANADA

TURNING
RESEARCH
INTO ACTION



Knowledge Mobilization

ways, means & strategies across the disciplines





Universal Declaration of Human Rights



Terminology from the *Terminologia dels drets humans*

UNITED NATIONS. Universal Declaration of Human Rights [online]. Geneva: OHCHR, cop. 1996-2017.

Generalitat de Catalunya
Departament de Cultura

termcat
centre de terminologia

With the support of:

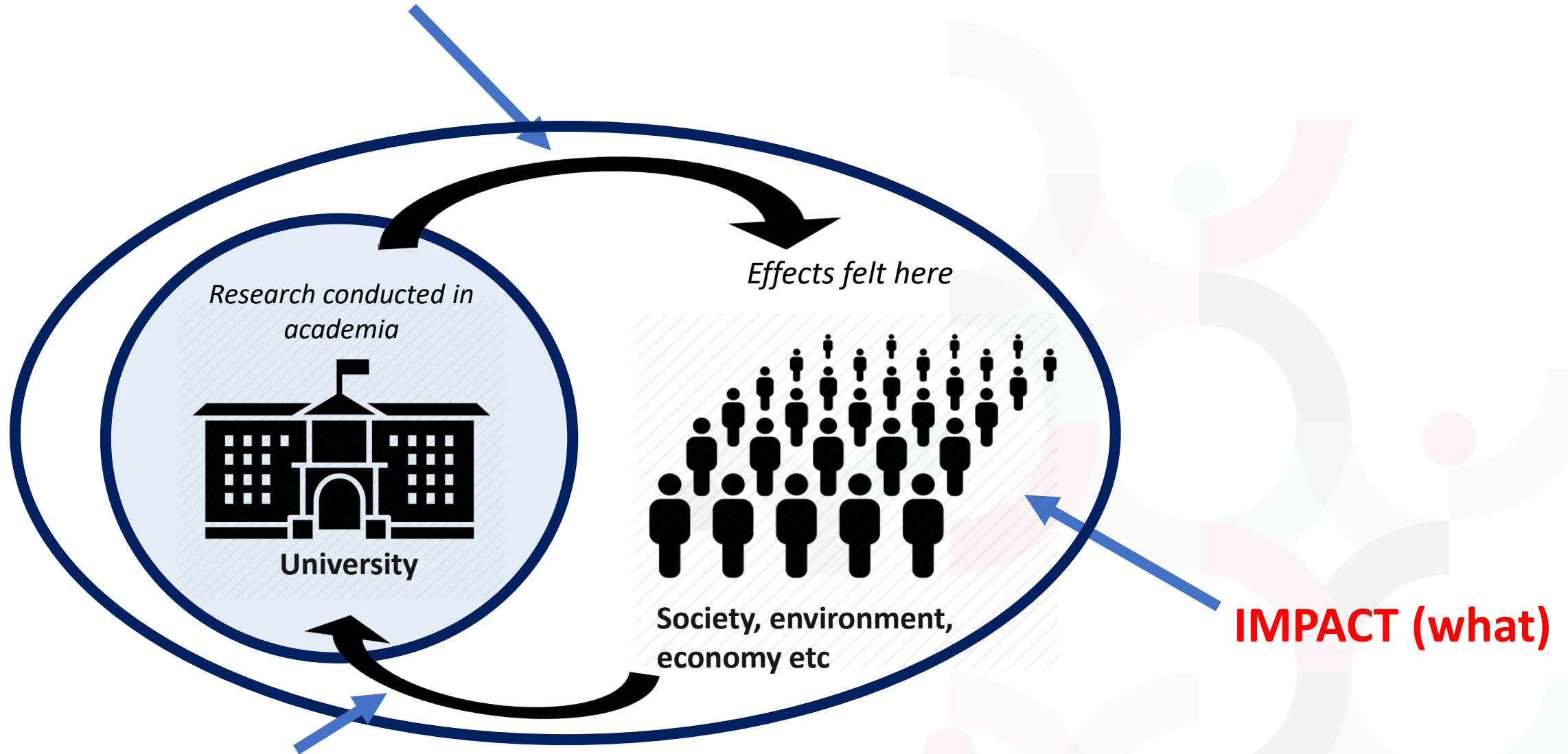
Govern d'Andorra

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

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KNOWLEDGE MOBILIZATION/TRANSLATION (how)



"COMMUNITY" ENGAGEMENT (how)

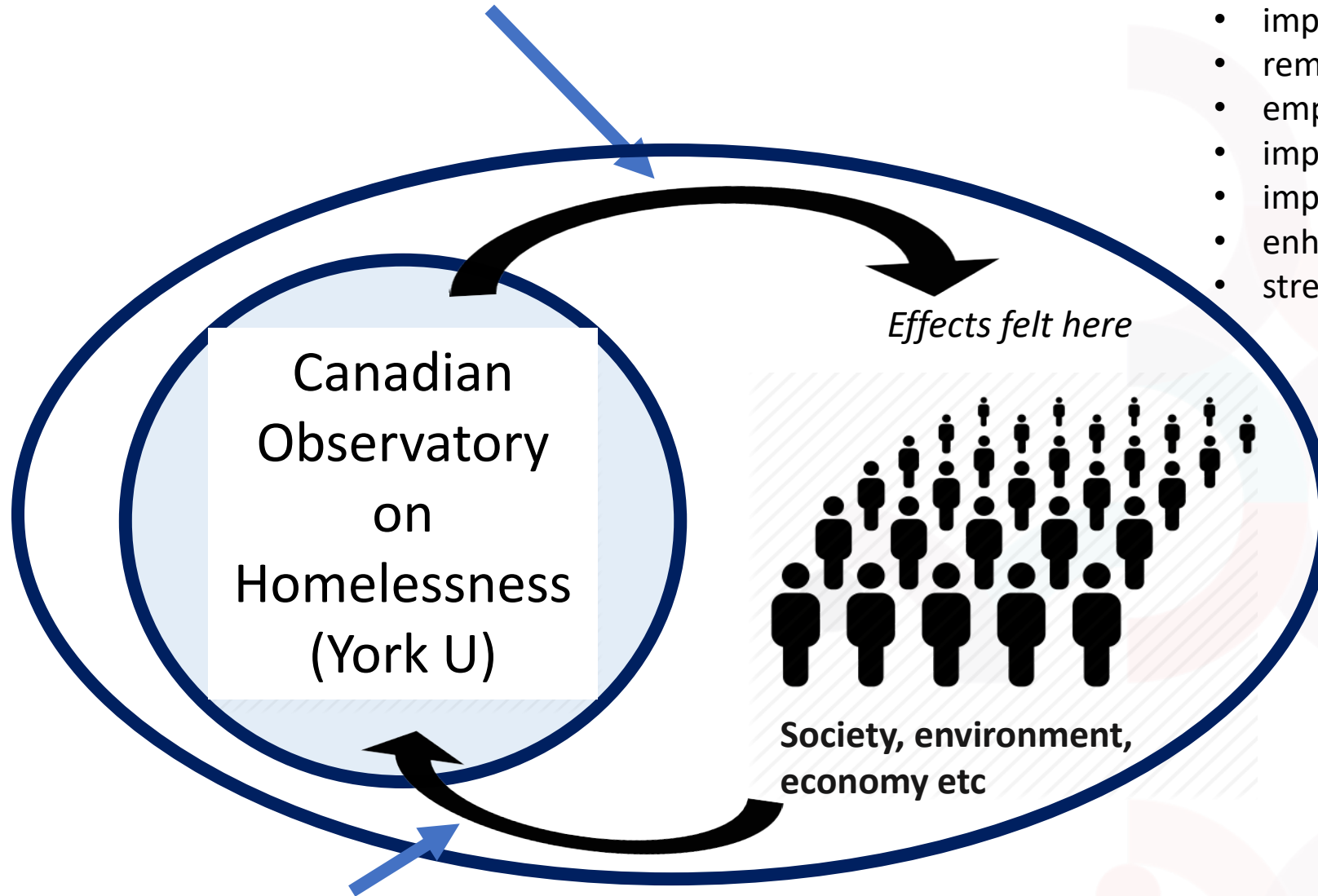
IMPACT (what)

Thank you, Julie Bayley, U. Lincoln

HOMELESS HUB <https://www.homelesshub.ca/>

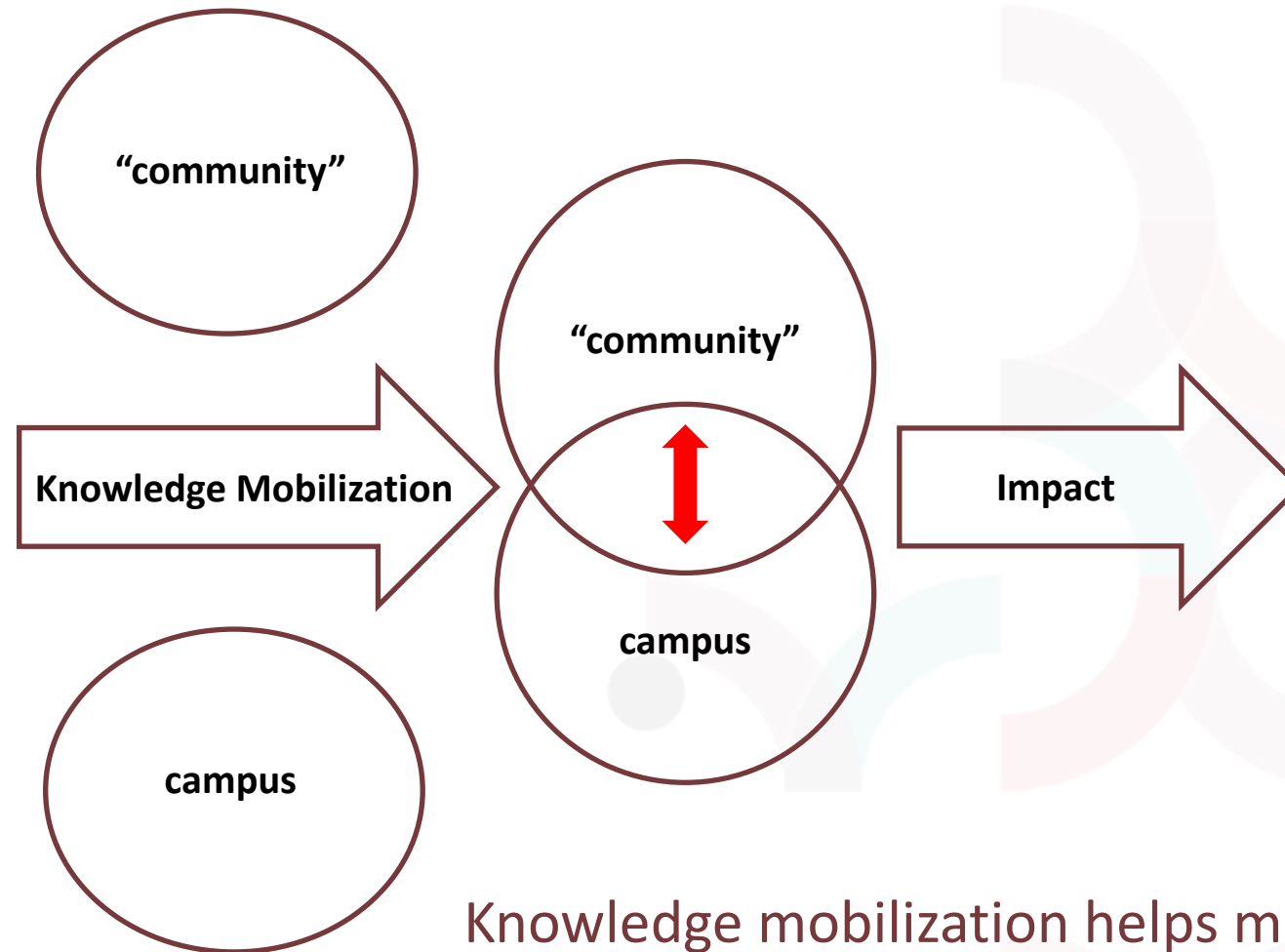
IMPACT: 2,058 youth

- improved housing: 1,308
- remained/returned to school: 1,493
- employed or self-employed: 724
- improved family connections: 1,538
- improved health and well-being: 1,719
- enhanced Essential Skills: 1,550
- strengthened community relations: 1,393



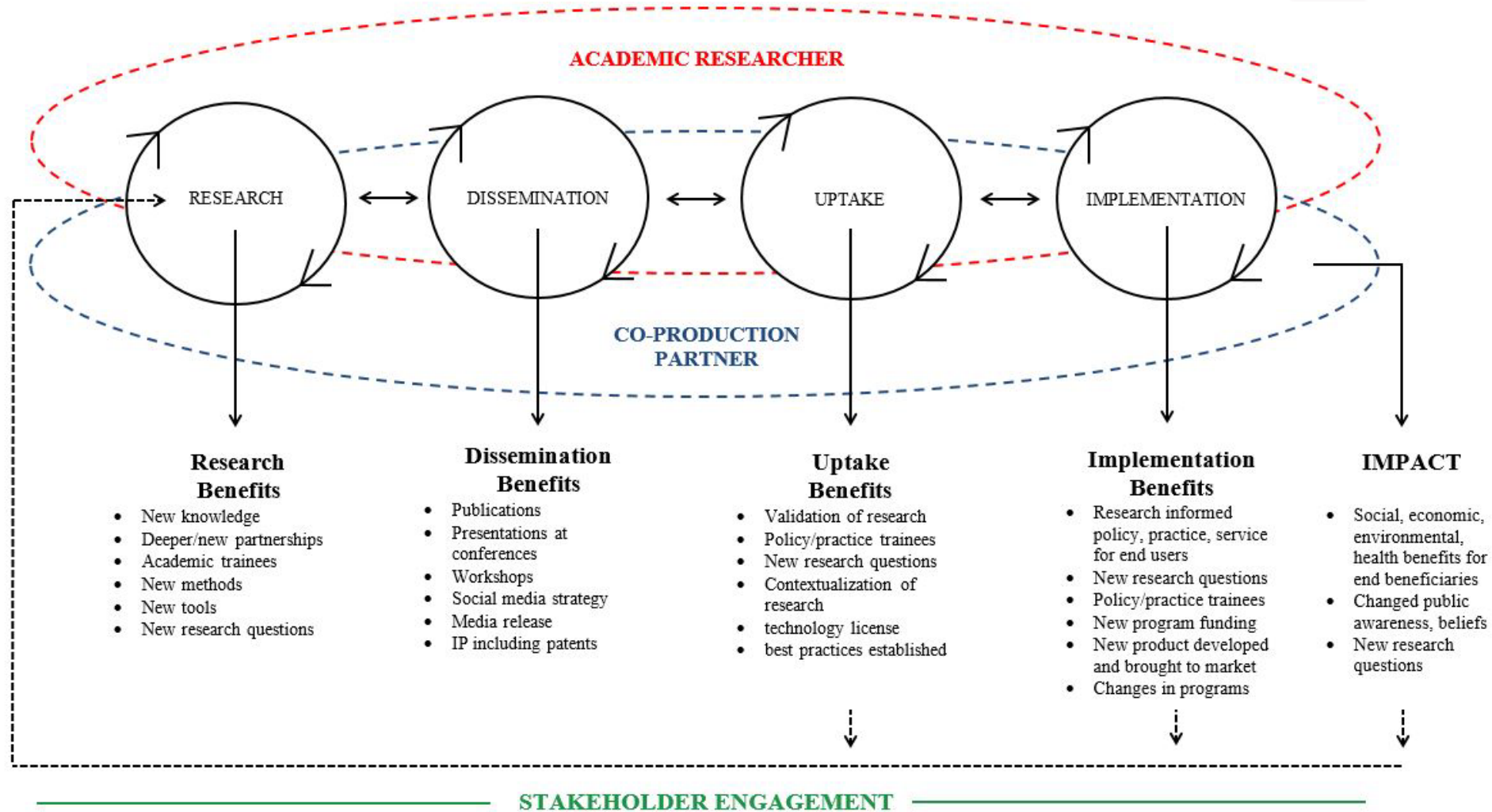
A Way Home Canada <https://awayhome.ca>

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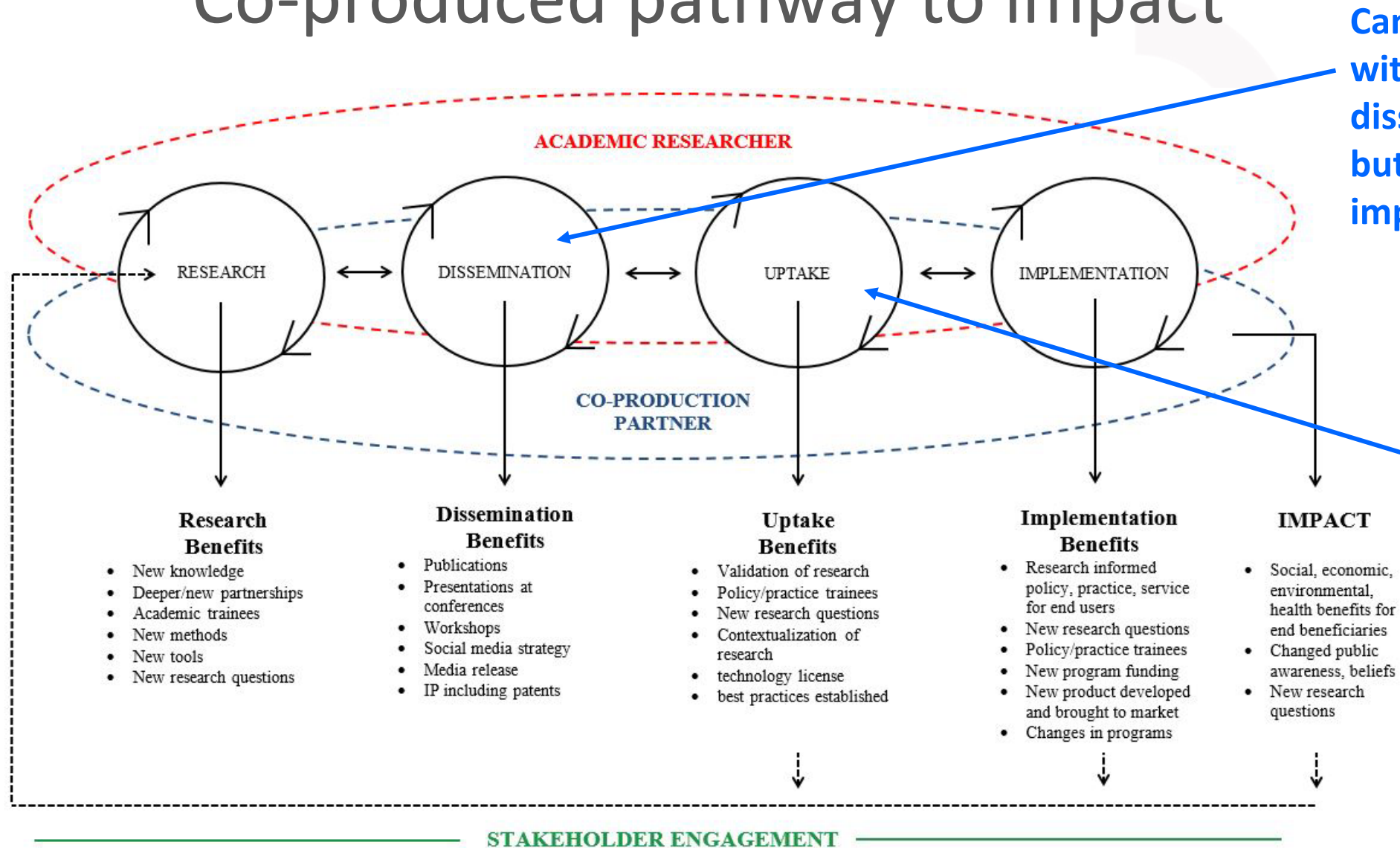


Knowledge mobilization helps make research useful to society by supporting engaged scholarship from inception to impact.

Co-produced pathway to impact



Co-produced pathway to impact



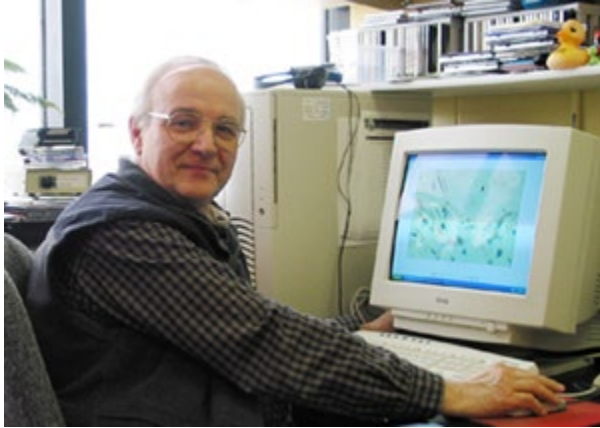
Can't make an impact without dissemination; dissemination is necessary but not sufficient to get to impact...

...so we encourage you to facilitate uptake of the evidence you are disseminating



Peptide T:

N-(N-(N(2)-(N-(N-(N-(N-D-Alanyl L-seryl)-L-threonyl)-L-threonyl) L-threonyl)-L-asparaginy)-L-tyrosyl) L-threonine

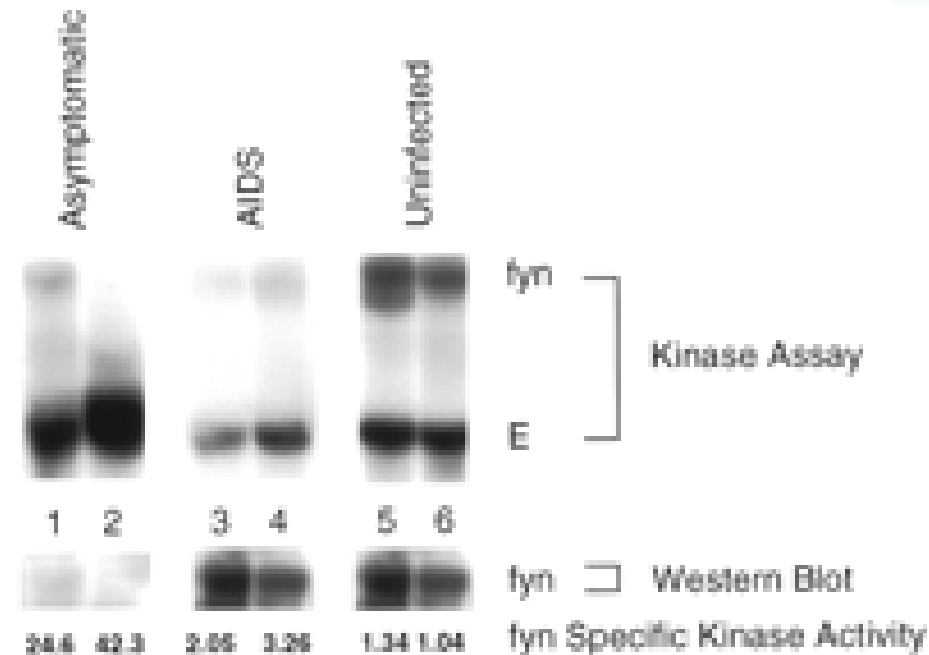


Health
Canada

Santé
Canada

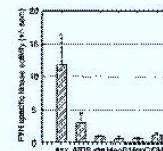


Phipps D.J. and Branch D.R. (1997), Increased enzymatic activity of the T-cell antigen receptor-associated Fyn protein tyrosine kinase in asymptomatic patients infected with the human immunodeficiency virus. **Blood** 90 (9):3603-3612

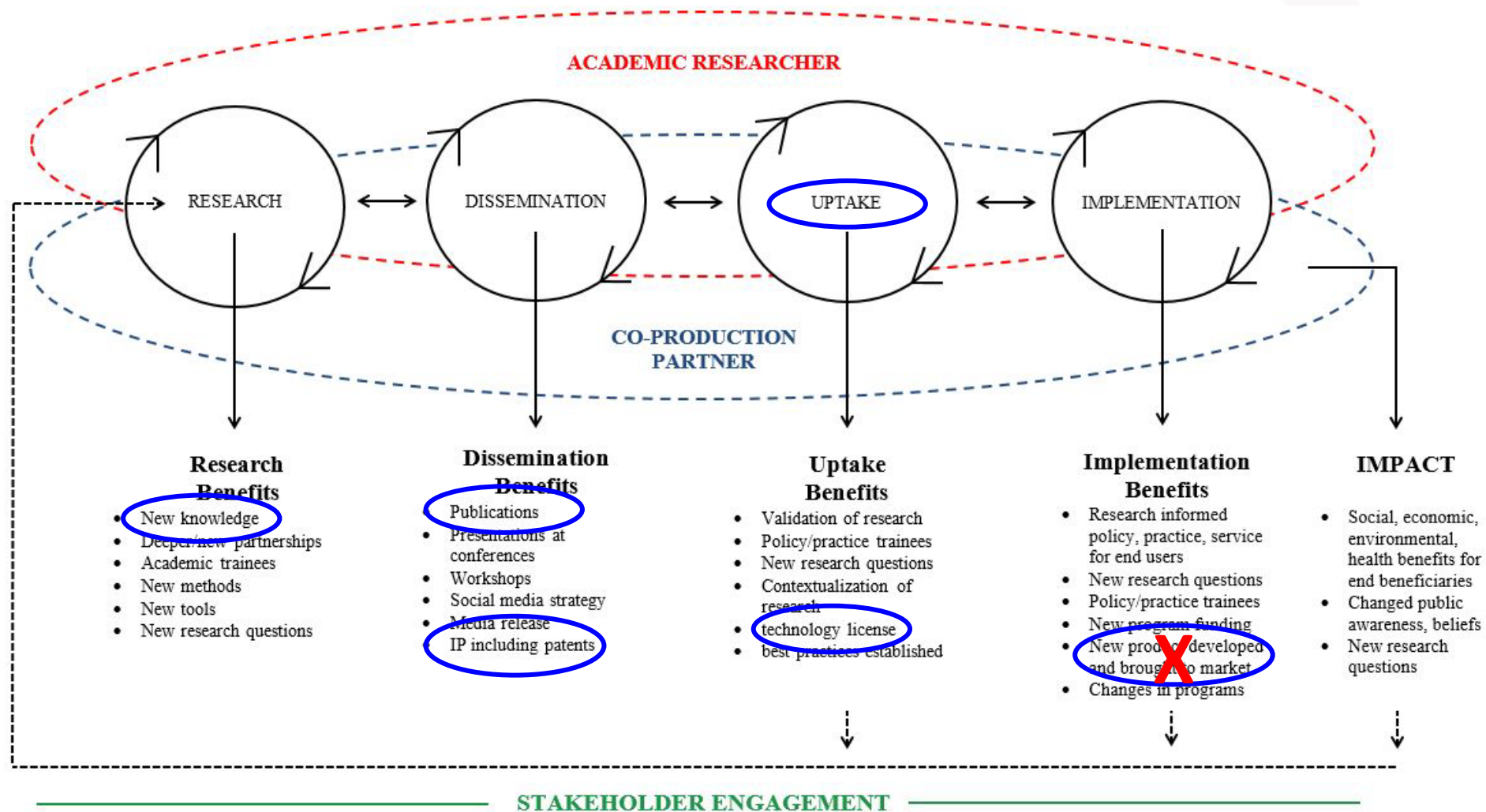




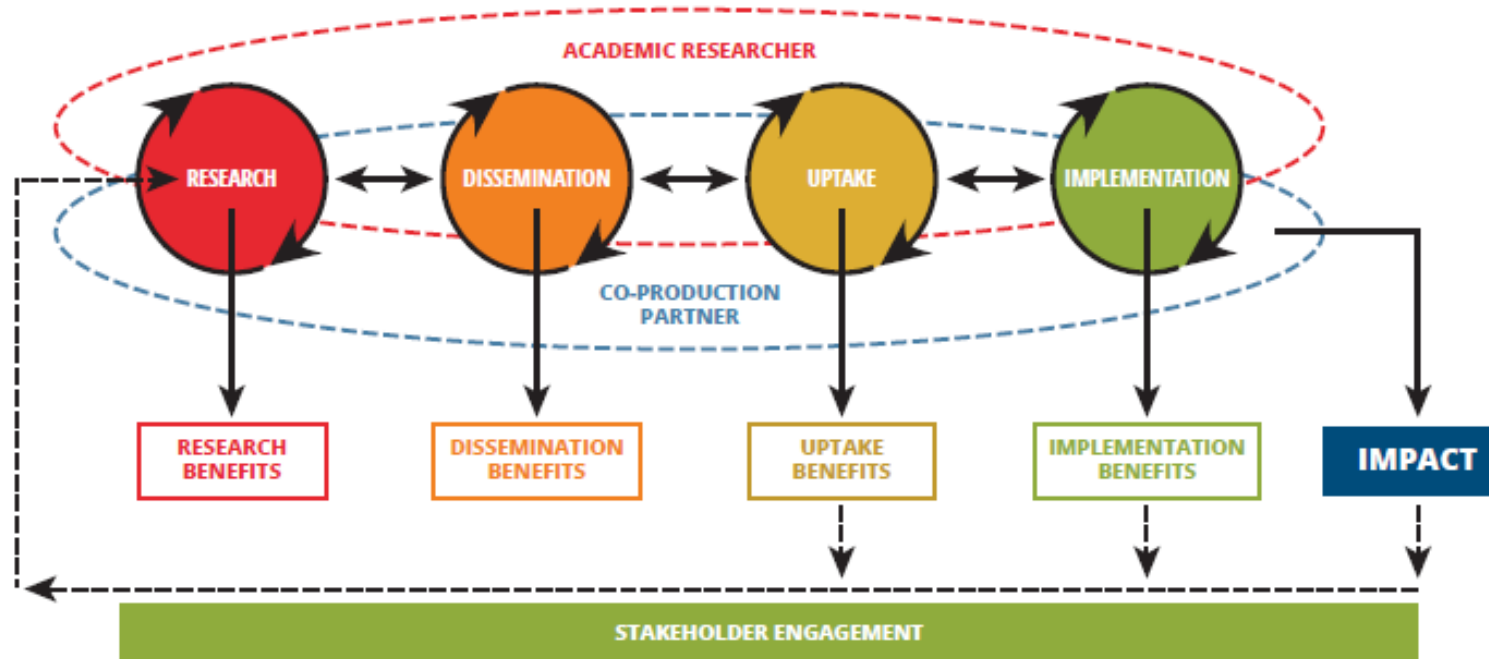
Pub. No.: WO/1997/021102 **International Application No.:** PCT/CA1996/00055
Publication Date: 12.06.1997 **International Filing Date:** 15.08.1996
Chapter 2 Demand Filed: 07.05.1997
IPC: C12Q 1/42 (2006.01), C12Q 1/48 (2006.01), G01N 33/569 (2006.01), G01N 33/573 (2006.01)
Applicants: BRANCH, Donald, R. [CA/CA]; (CA).
 PHIPPS, David, J. [CA/CA]; (CA).
Inventors: BRANCH, Donald, R.; (CA).
 PHIPPS, David, J.; (CA).
Agent: SMITH, Lyons, Scotia Tower, Suite 5800, 40 King Street West, Toronto, Ontario M5H 3Z7 (CA).
Priority Data: 60/008,207 05.12.1995 US
Title: METHODS FOR THE EARLY DETECTION OF HIV INFECTION
Abstract: Methods for the early detection of HIV infection by detecting a change in signal transduction mediator activity, particularly an enzyme mediator, more particularly a member of the src protein tyrosine kinase family. The methods are applicable to HIV detection with serum, plasma, blood cell lysates, urine and saliva media. The methods provide a very early, reliable, specific and sensitive test of seronegative HIV infection that is affordable and practical on a large scale.
Designated States: AL, AM, AT, AU, AZ, BB, BG, BR, BY, CA, CH, CN, CU, CZ, DE, DK, EE, ES, FI, GB, GE, HU, IL, IS, JP, KE, KG, KP, KR, KZ, LK, LR, LS, LT, LU, LV, MD, MG, MK, MN, MW, MX, NO, NZ, PL, PT, RO, RU, SD, SE, SG, SI, SK, TJ, TM, TR, TT, UA, UG, US, UZ, VN, African Regional Intellectual Property Org. (ARIPO) (KE, LS, MW, SD, SZ, UG) Eurasian Patent Organization (EAPO) (AM, AZ, BY, KG, KZ, MD, RU, TJ, TM) European Patent Office (EPO) (AT, BE, CH, DE, DK, ES, FI, FR, GB, GR, IE, IT, LU, MC, NL, PT, SE) African Intellectual Property Organization (OAPI) (BF, BJ, CF, CG, CI, CM, GA, GN, ML, MR, NE, SN, TD, TG).
Publication Language: English (EN)
Filing Language: English (EN)



Co-produced pathway to impact



CPPI example: Social ABCs for ECE and Parents



NEED

Parents need:
#1 & 4: specialized supports in school
#7: support parents as partners in care

CO PRODUCED RESEARCH

Bloorview Kids Rehab, ECE practitioners, MCYS funding for testing in community setting

DISSEMINATION

Sought feedback on parent manual; peer-reviewed publications; presentations at conferences and family events

UPTAKE

Researchers training ECE (train the trainer), ECE training parents, MCYS considering future support for making this intervention available to Ontarians

IMPLEMENTATION

ECE practice in community settings, parents trained at home, MCYS funds, social ABCs to make it a publicly available intervention across Ontario

IMPACT

<http://bit.ly/2ijG4uY>
Future: better trajectories for kids & outcomes for kids when in school, etc.; cost savings to health care system

Facilitate the uptake in the context of its use

Examples of active dissemination practices:

- Briefing meetings
- Roadshows (touring community locations for small-scale, events)
- Workshops
- Focus groups
- Conference exhibiting (not presenting but exhibiting)

Guide to Conducting Accessible Meetings

By Ontario Municipal Social Services Association

- Planning and pre-work
- Conducting the meeting
- Evaluation and post-event work

“ This is a great tool for planning accessible dissemination meetings. The checklists were particularly helpful. I thought Appendix A, the meeting checklist, was an incredibly useful list. I learned a lot from this tool and I plan to share it at my organization. ”

GUIDE TO Conducting Accessible Meetings



if impact occurred but no one was there to “measure” it...



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CFREF Annual Reporting

1.1 In plain, non-expert language, describe how the CFREF initiative has had an impact on your institution in the reporting year (**scholarly impact**).

1.2 Describe how partner institutions have contributed to the CFREF initiative, and how the initiative has benefited from their involvement during the reporting year (**partnerships**)

1.3 In plain, non-expert language, provide up to five examples of knowledge mobilization, translation or communication of research activities and outputs that highlight how the CFREF funded research is improving the social and economic wellbeing of Canadians and closing the knowledge gap between the scientific and non-scientific communities (**socioeconomic impact**)

1.4 Describe the actions taken during the reporting year to incorporate Indigenous co-leadership, co-creation, and participation in research projects, and to include indigenous research components and Indigenous ways of knowing within the initiative. (**co-production**)

2.0 ACADEMIC PARTICIPANTS, PARTNERS, COLLABORATORS AND KNOWLEDGE USERS (**co-production**)

Knowledge Mobilization Activities – MtS Funded Projects:

Cumulative numbers and type of Kmb Activities to date from MtS funded projects as of reporting period August 2023. Note this chart is only updated twice per year.

	As of August 2023	As of April 2023	Increase Between April -- August 2023
Total Activities	164	146	+18
Conference Presentation	29	26	+3
Presentation	21	20	+1
Journal Article	9	9	0
Media Article	18	18	0
Webinar	14	14	0
Abstract	1	1	0
Press Release	1	1	0
Podcast	5	5	0
Policy Briefs	2	2	0
Lecture	3	3	0
Report	9	7	+2
Panel Discussion	1	1	0
Report Summary	1	1	0
Meetings	10	10	0
Event	6	6	0
Social Media	7	3	+4
Blog	12	6	+6
Training/Tutorial	4	4	0
Website	3	3	0
Implementation Guide	1	1	0
Symposium	1	1	0
Round Table	5	3	+2
Information Request	1	1	0

Dissemination is necessary
but not sufficient – **facilitate
the uptake of evidence in the
context of its use**

Non-academic collaborators (organizations) involved in MtS Funded Projects: 117
[See here for full list of non-academic collaborators.](#)





Key facts

157

number of
UK universities
whose research
was assessed

1,878

submissions including:



76,132
academic staff



185,594
research outputs



6,781
impact case studies

34

expert
sub-panels
reviewed the
submissions

4

main
panels
overseeing
including:

900
academic
members

220
research
users

The overall quality of submissions was judged, on average to be:

41%

world-leading



43%

internationally
excellent



14%

recognised
internationally

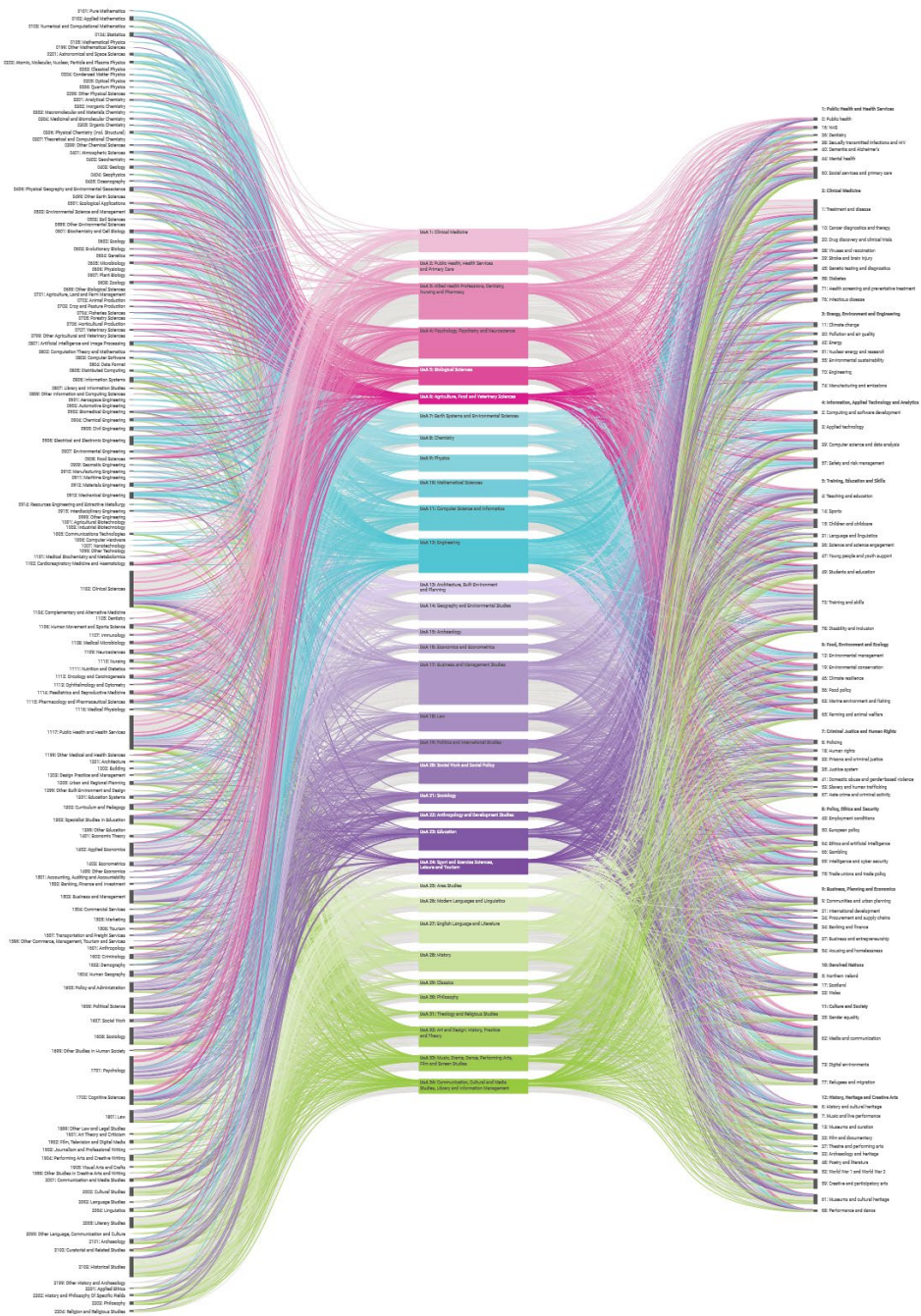


2%

recognised
nationally



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REF 2021

- 6,361 impact case studies
- 5,397 unique pathways to impact
- £2B funding allocated

Note: The alluvial diagram above links the underpinning research (extreme left, classified by For) with the resulting impacts (extreme right) by panel and UoA (middle). The colours represent the four main Panels: Panel A (pink), Panel B (blue), Panel C (purple), and Panel D (green). Readers can zoom into specific sections of this figure to read the text.

RESEARCH IMPACT CANADA
Impact and Engagement
Case Study Guidelines

RESEARCH
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<https://researchimpact.ca/resources/impact-and-engagement-case-study-guidelines/>

RÉSEAU IMPACT RECHERCHE CANADA
Lignes directrices pour les
études de cas sur l'impact
et l'engagement

RÉSEAU **IMPACT**
RECHERCHE
CANADA | DE LA
RECHERCHE
À L'ACTION

<https://researchimpact.ca/fr/resources/impact-and-engagement-case-study-guidelines/>

Interview questions (from contribution analysis)

- 1. Context:** a) History; b) Role; c) Inputs; d) were these resources adequate; e) who had control over these resources?
- 2. Responsibility:** a) Activities; b) Responsibility; c) Other roles?
- 3. Awareness/reaction:** a) Aims; b) Beliefs; c) Reaction
- 4. Engagement/involvement:** a) People; b) How were you engaged; c) Gaps; d) Others to engage; e) Others – what if they had been engaged?
- 5. Capacity/knowledge/skills:** a) What capacity/skills did you need; b) did you have the resources to do so?
- 6. Changes:** a) For you; b) More broadly; c) Unanticipated
- 7. Impact:** a) longer term change; b) Attribution - other factors involved
- 8. Next Steps:** a) Current state – are you still engaged in the project; b) Where to from here?

Research Impact case study

Institution:

Title of case study:

1. Summary of the impact (briefly describing the impact of the research beyond the academy, see guidelines)

2. Contribution of research and/or expertise (describe the academic and non-academic research and/or expertise that underpins the impact, see guidelines)

3. References to the research and/or expertise (maximum of six references that describe the underlying research and/or expertise)

4. Details of the impact (describe in detail the nature, extent, reach, sustainability, stakeholders and beneficiaries of the impact summarized in #1 above)

5. Sources to corroborate the impact (how do you know this impact occurred – cite data sources, interviews with stakeholders and researchers, see guidelines)

6. Role of knowledge mobilization contributing to the impact (describe the activities undertaken by the RIR institution to support, communicate and/or enhance the impacts)



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Hand in Hand

Growing Together Every Day



Social 



YORK 



Researchfish

<https://researchfish.com/>



<https://hivve.tech/>

Tri Council Narrative CV <https://cihr-irsc.gc.ca/e/53574.html>

2. Most significant contributions and experiences

Describe up to ten important contributions or experiences that relate to your application. Contributions described in the previous section can be used here.

Explain the impact, significance, usefulness, and your role in each contribution or experience. A contribution does not have to be a single publication or report. This can include a collection of related publications.

For example, you may include:

- **Articles and other publications** (e.g., communications, monographs, memoirs or special papers, review articles, conference/symposia/workshop proceedings, government publications, reports documenting industrial contributions or contributions to professional practice, posters, abstracts, preprints).
- **Assessment and review activities** (e.g., journal review, conference review, funding assessment).
- **Community service or involvement** that leverages expertise (e.g., membership on expert/advisory committees, journal editorships, community sharing circles, community gatherings, engagement events).
- **Contributions to Indigenous leadership, self-determination, and capacity-building in research.**
- **Creative outputs** (e.g., art, exhibitions, performances, publications, presentations, and film, video, and audio recordings).
- **Dataset** creation, curation, sharing, or re-use.
- **Equity, diversity, inclusion, and accessibility advances** in the research ecosystem.
- **Event and volunteer activities.**
- **Intellectual property** (e.g., patents, copyrights, trademarks, trade secrets).
- **Knowledge mobilization, including knowledge translation and communication** of research results to specialist or non-specialist audiences, including policymakers and the public (e.g., magazine/newspaper articles, media interviews, blogs, social media, policy briefs, public lectures).
- **Methodologies, knowledge systems, cultural practices and approaches** (e.g., Indigenous knowledge and science).
- **New companies or organizations** created to further the promotion/use of research.
- **Partnerships or collaborations** within or with Canadian or international research or non-research communities or non-profit / public / private sector organizations (e.g., through research networks, large collaborative projects, community-engaged research/citizen science, non-academic career information, voluntary work).
- **Policies, guidelines, regulations, laws, rights, standards or practices.**
- **Products, technology, processes, services, or advice** useful to specific organizations (from the private, public, or non-profit sectors), communities, or society.
- **Software or tool development** for use by researchers or others in the private or public domain.

Try it for yourselves

- Advantages/Disadvantages of collecting and communicating the evidence of impact
- **15 mins discussion**
- **10 mins report back**



Interview questions (from contribution analysis)

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FEEDBACK

KMb Connects – quarterly meeting

What is a Community of Practice?

A group of people with a common interest

A group of people with a common goal of improving

A group of people who share experiences



Domain • Community • Practice

What's Your Bright Idea?



It's Your Turn!



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