



# Is your organization ready for impact?

David Phipps, Executive Director  
Research & Innovation Services, York University  
Network Director, Research Impact Canada  
[@researchimpact](#)

RESEARCH **IMPACT** CANADA | RÉSEAU **IMPACT** RECHERCHE CANADA

Turning research into action | De la recherche à l'action

- 1320-1325: overview – 3 stages of research impact literacy**
- 1325-1340: break out groups – how literate is your institution**
- 1340-1350: report back**
- 1350-1410: Institutional Research Impact Literacy**
  
- 1410-1445: Break**
  
- 1445-1500: Institutional Health Check**
- 1500-1520: break out groups**
  - work one element of Institutional Health Check
- 1520-1540: report back**
- 1540-1550: Q&A**



Agenda!



Universities  
Policy  
Engagement  
Network



RESEARCH  
**IMPACT**  
CANADA | RÉSEAU **IMPACT**  
RECHERCHE  
CANADA



**REF2021** Research  
Excellence  
Framework

RESEARCH  
**IMPACT**  
CANADA | Turning  
research  
into action

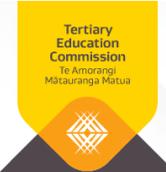
**CERCA**  
Centres de Recerca  
de Catalunya

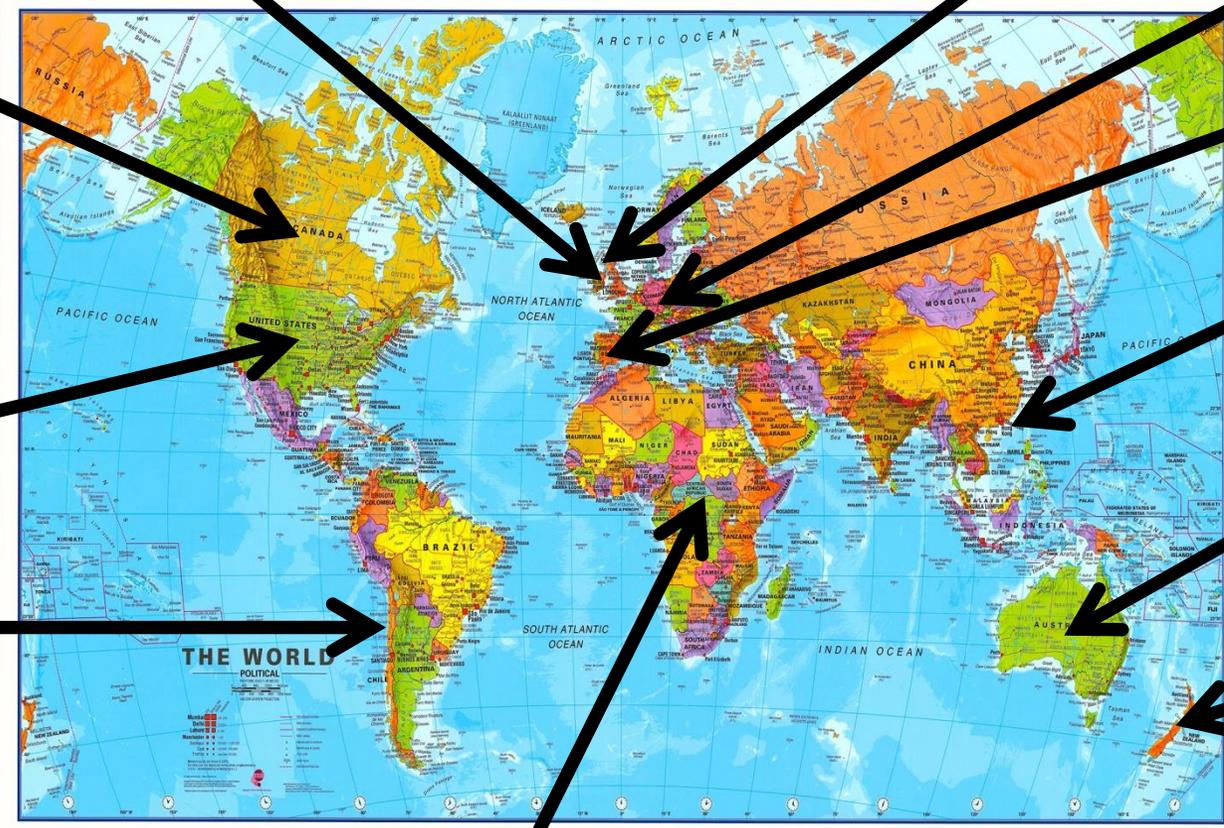
**RA** 研究評審工作  
Research Assessment  
Exercise 2020 **HONG KONG**  
大學教育資助委員會 UNIVERSITY GRANTS COMMITTEE

**ARIS** Advancing Research  
Impact in Society

 Australian Government  
Australian Research Council

  
**vincula**

 Tertiary  
Education  
Commission  
Te Amorangi  
Mātauranga Mātaua



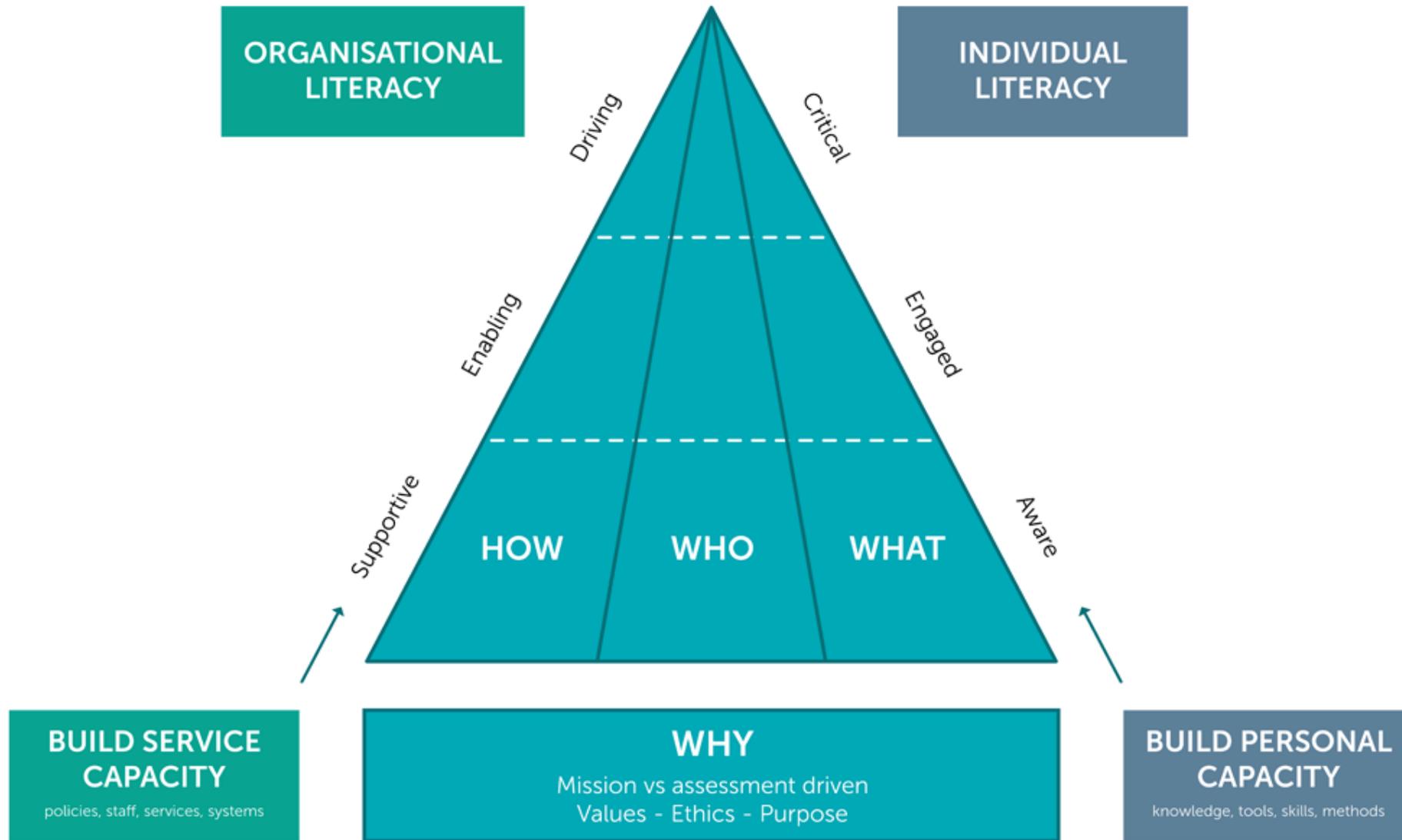
MISSION DRIVEN  
= HOW

ASSESSMENT DRIVEN  
= WHAT

**arin**  
AFRICA RESEARCH & IMPACT NETWORK



**SYSTEMS OF RESEARCH IMPACT**



# Research Impact Literacy

## Individual Impact Literacy

Literacy level	Integration and critique of evidence	Illustrative description of level
Basic	Aware	Aware of the evidence about practices and processes, understands there is a body of expertise, knowledge and tools which can underpin practice, but may not use or know how to draw them into practice. Likely understands impact at project (small scale) level
Intermediate	Engaged	Informed by and engaged with the evidence, understands there is a body of expertise, knowledge and tools which can underpin practice, knows how to draw on these and builds them into practice. Likely to be able to comprehend at a programme (higher order) level
Advanced	Critical	Critically engaged with the evidence, understands there is a body of expertise, knowledge and tools which can underpin practice and is able to (i) synthesize, (ii) critique and (iii) add to/extend it. Likely to be able to comprehend at a strategic and/or systems level

## Organizational Impact Literacy

Literacy level	Integration and critique of evidence	Description of level
Basic	Supportive	Institution recognises researchers must participate in impact related activities (eg. impact strategies in grant applications, impact assessment exercises) but has not developed institutional plans/strategies to actively develop impact literacy. Institution supports efforts of researchers but is not actively maximizing the creation and reporting of impacts.
Intermediate	Enabling	Institution has developed some policies/plans and is investing in efforts to enable researchers to create and report impact. Institutional policies strongly reflect external agendas, but institutions are not yet critically appraising external models and adapting to institutional context.
Advanced	Driving	Institutions have policies and strategies, are investing in these strategies and in personnel, and have established a cycle of critical stakeholder engagement to drive the ongoing development of impact services.





## Question 1 (15 mins):

How literate is your organization\*?

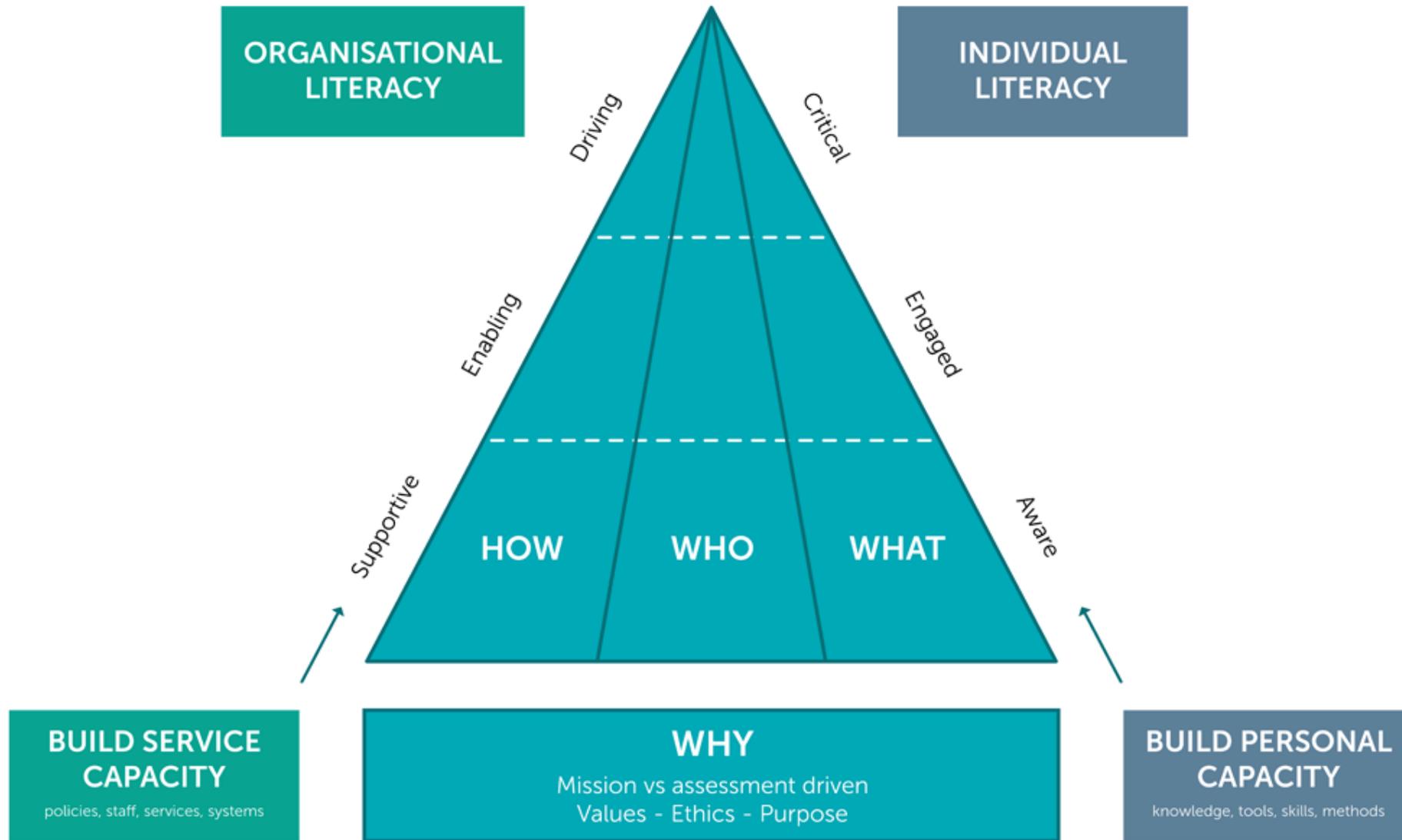
Will this change after this AESIS course?

\*choose the right level: university, department, research unit, research project



# **REPORT BACK**





# Research Impact Literacy

		Individual literacy		
		Critical	Engaged	Aware
Institution	Driving	<p><b>Matched (advanced)</b></p> <p>Individual and institution both highly literate</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Complacency;</li> <li>• Literacy can be undermined with strategy or staff changes</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Sustain and review literacy in tandem</li> <li>• Seek to engage with evidence to continually build/develop impact practice</li> </ul>	<p><b>Offset (institution dominant)</b></p> <p>Institution is driving literacy, with engaged (non-critical) individual</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Learning from individual experiences limited</li> <li>• Tensions implementing institutional strategy</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Build individual capacity</li> <li>• Establish appropriate development opportunities for individual</li> <li>• Revise staffing/resource allocation</li> <li>• Consider external guidance and support</li> </ul>	<p><b>Mismatched (individual underequipped)</b></p> <p>Institutional strategy is beyond individual capability</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Strategy cannot be effectively implemented</li> <li>• Institutional capacity growth limited</li> <li>• Negative effects on staff morale and confidence</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Build individual capacity</li> <li>• Revise staffing/resource allocation</li> <li>• Consider external guidance and support</li> </ul>
	Enabling	<p><b>Offset (individual dominant)</b></p> <p>Individual is critically engaged with impact, within institution which is enabling (but not driving) impact</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Potential for impact capped</li> <li>• Impact practitioners unable to optimise performance</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Enable individual to lead/inform development and implementation of strategy</li> </ul>	<p><b>Matched (moderate)</b></p> <p>Individual and institution both moderately literate</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Complacency and no drive to grow literacy</li> <li>• Literacy can be undermined or by strategy or staff changes</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Monitor staff/institutional changes and build literacy in tandem</li> </ul>	<p><b>Offset (institution dominant)</b></p> <p>Institution is enabling impact, with aware (but not engaged) individual</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Learning from individual experiences limited</li> <li>• Tensions implementing institutional strategy</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Build individual capacity</li> <li>• Establish appropriate development opportunities for individual</li> <li>• Revise staffing/resource allocation</li> <li>• Consider external guidance and support</li> </ul>
	Supportive	<p><b>Mismatched (individual overequipped)</b></p> <p>Individual capability is superior to institutional strategy</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Innovation capped</li> <li>• Impact practitioners may move to a more impact literate institution</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Use individual skills to inform institutional strategy</li> <li>• Develop strategic plans and investment to retain impact expertise.</li> </ul>	<p><b>Offset (individual dominant)</b></p> <p>Individual is engaged with impact, within institution which is supportive (but not enabling) impact</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Potential for impact capped</li> <li>• Impact practitioners unable to optimise performance</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Enable individual to lead/inform development and implementation of strategy</li> </ul>	<p><b>Matched (basic)</b></p> <p>Individual and institution both have basic literacy</p> <p><i>RISKS:</i></p> <ul style="list-style-type: none"> <li>• Complacency and no drive to grow</li> <li>• Literacy can be undermined or by strategy or staff changes</li> </ul> <p><i>ACTIONS:</i></p> <ul style="list-style-type: none"> <li>• Monitor staff/institutional changes and build literacy in tandem</li> </ul>







- Public policies
- Funding: research, operations



- Institutional policy/plans
- Services
- Infrastructure
- Funding

RESEARCHER ↔ PARTNER

- Collaboration
- Students
- Dissemination
- End user perspective YORK U

# An institutional priority: York U

York University Academic Plan 2020-2025

## Building a Better Future

### **Knowledge for the Future: From Creation to Application**

- expanding the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works
- maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities

### **Working in Partnership**

- developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation
- establishing a UN-sponsored CIFAL1 centre to provide cross-sectoral training and development programs that will advance the UN SDGs
- connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario

### **Living Well Together**

- continue our actions to support reconciliation through our Indigenous Framework, including additional Indigenous spaces and art works





YORK U

- Entrepreneurship, start up companies: hot desks, shared meeting rooms
- School/community outreach
- Maker space



- Community engagement
- Community based research
- Legal aid, practicum placements, experiential education



YORK U

- Knowledge mobilization, research partnerships
- Grant support
- Graduate student research/engagement

YORK U



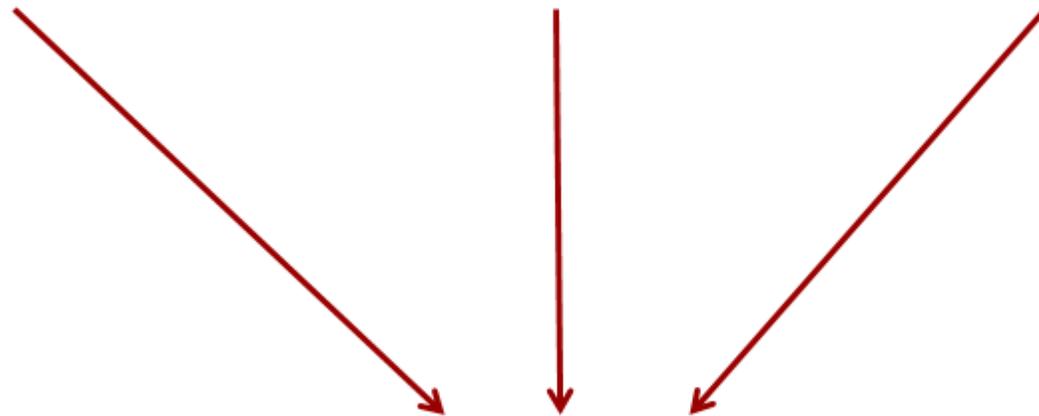
# KMb Services Offered at York

**Connecting** ↔ **Partnering** ↔ **Collaborating**

(Events, Social Media)

(Brokering Relationships/Projects)

(Grant/Project Support)



**Impact**

(Impact Assessment, Mentoring, Success Stories)

- 2 full time staff
- 2 student assistants
- \$300K/year

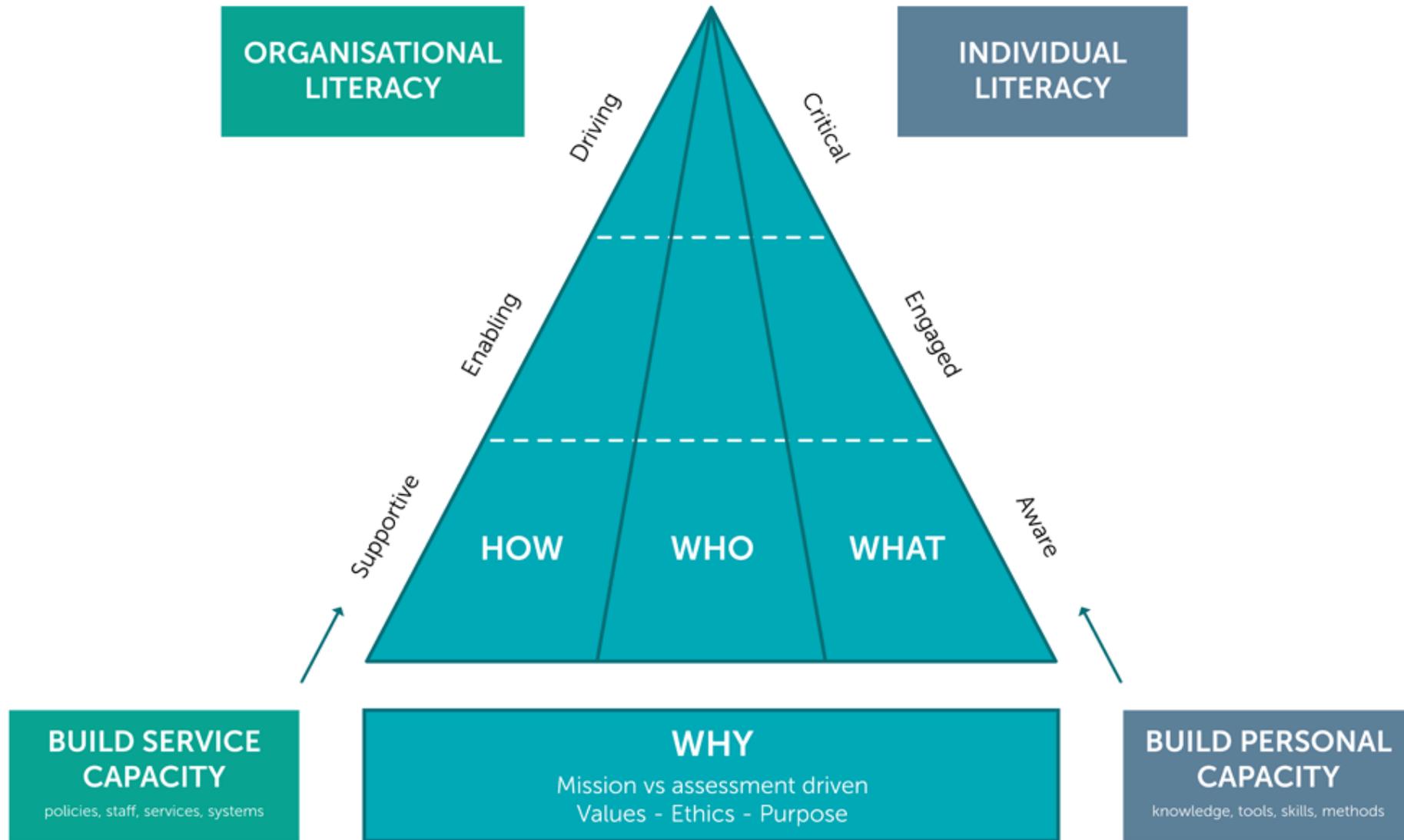


	2020-2021	2019-2020
New Brokering Projects	29	34
Faculty Engaged	121	154
Partners Engaged	148	468
Students Engaged	156	284
Funding Applications Submitted	32	26
Value of Applications*	\$24,759,000	\$9,100,000
Events Attended	10	22
Events Supported or Led	68	43

**\*Total external research income from  
KMb Unit supported applications (2006-2019) = \$99M**







# Research Impact Literacy



# Institutional Healthcheck Workbook

Helping you diagnose how healthy your institution is in delivering real change.

## Authors

Dr Julie Bayley, University of Lincoln, UK  
Dr David Phipps, York University, Canada

#RealImpact

1. Commitment
  - a) Is the organization committed to impact: strategy, systems, staff?
2. Clarity
  - a) Do (non)academic staff understand impact, expectations, roles?
3. Connectivity
  - a) Do the organizational units work together, connect to strategy, cohesive?
4. Competencies
  - a) Is there advice, training, support to develop skills for impact?
5. Co-production
  - a) What is the extent and quality of engagement with non-academic stakeholders?

# COMMITMENT

## HEALTH CHECKLIST

	Yes	In part	No	Don't know
1. Is there an organisational impact strategy?				
2. Is there an impact implementation plan?				
3. Is there institutional leadership in impact?				
4. Is there dedicated support and advice available for impact?				
5. Are supports provided to researchers throughout the research process from planning through to assessment?				
6. Are there dedicated systems to support impact information?				
7. Are there impact development opportunities for both academic and non-academic staff?				
8. Are there impact development opportunities for students?				
9. Do incentive and reward structures recognise (and fairly review) impact related work?				
10. Is impact built realistically into workloads?				
11. Is impact possible and sustainable with current levels of dedicated staffing?				
12. Is there sufficient funding (internal or external) to support impact delivery?				
<b>TOTAL</b>				

Is the organization committed to impact: strategy, systems, staff?

## DIAGNOSIS AND PRESCRIPTION - COMMITMENT

My institution's COMMITMENT to impact is:

A	B	C	D	E
1 2 3	4 5	6 7 8	9 10	11 12



# CLARITY

## HEALTH CHECKLIST

	Yes	Possibly/ partly	No	Don't know
1. Do all staff know what impact is?				
2. Do staff understand their 'role' in impact?				
3. Do job descriptions reflect what support staff provide for impact?				
4. Is institutional vision/strategy communicated clearly?				
5. Does the institution recognise the varied pathways and impacts across subject areas?				
6. Are staff aware that traditional measures of research communication (eg. citations) are not sufficient/ appropriate for measuring impact?				
7. Are staff clear on formal drivers and agendas for impact (eg. funding requirements, external assessments)				
<b>TOTAL</b>				

Do (non)academic staff understand impact, expectations, roles?

## DIAGNOSIS AND PRESCRIPTION - CLARITY

My institution's CLARITY in impact is:

A	B	C	D	E
1 2	3	4 5	6	7



# CONNECTIVITY

## HEALTH CHECKLIST

	Yes	Possibly/ partly	No	Don't know
1. Do teams within the organisation who support impact know about each other?				
2. Do teams within the organisation who support impact work together?				
3. Are teams within the organisation cohesive (ie. work well together and towards the same aim)				
4. Are the activities of teams/departments and the organisation's strategy aligned?				
5. Is everyone included in impact provision who needs to be?				
6. Are these varied impact activities coordinated by a person/process?				
<b>TOTAL</b>				

Do the organizational units work together, connect to strategy, cohesive?

## DIAGNOSIS AND PRESCRIPTION - CONNECTIVITY

My institution's CONNECTIVITY in impact is:

A	B	C	D	E
1 2	3	4	5	6



# COMPETENCIES

## HEALTH CHECKLIST

	Yes	Possibly/ partly	No	Don't know
1. Do researchers have the skills to create and monitor impact?				
2. Do research managers have the skills to support impact?				
3. Is there expertise advice available for impact?				
4. Does the institution recognise and invest in development of impact-related skills?				
5. Is there training available to build impact skills?				
6. Is there specialised advice available for intellectual property/legal issues?				
7. Are skills shared between teams?				
<b>TOTAL</b>				

Is there advice, training, support to develop skills for impact?

## DIAGNOSIS AND PRESCRIPTION - COMPETENCIES

My institution's COMPETENCE in impact is:

A	B	C	D		E	
1	2	3	4	5	6	7



# CO-PRODUCTION

## HEALTH CHECKLIST

	Yes	Possibly/ partly	No	Don't know
1. Does the organisation invest in support and services to facilitate engagement of non-academics for commercial reasons (eg. technology transfer)				
2. Does the organisation invest in support and services to facilitate engagement of non-academics for non-commercial reasons (eg. public engagement)				
3. Does the organisation find and build partnerships with those who might use the research?				
4. Does the organisation have expertise to support researcher co-production?				
5. Is there a website showcasing the organisation's research (to enable people to find and use it?)				
<b>TOTAL</b>				

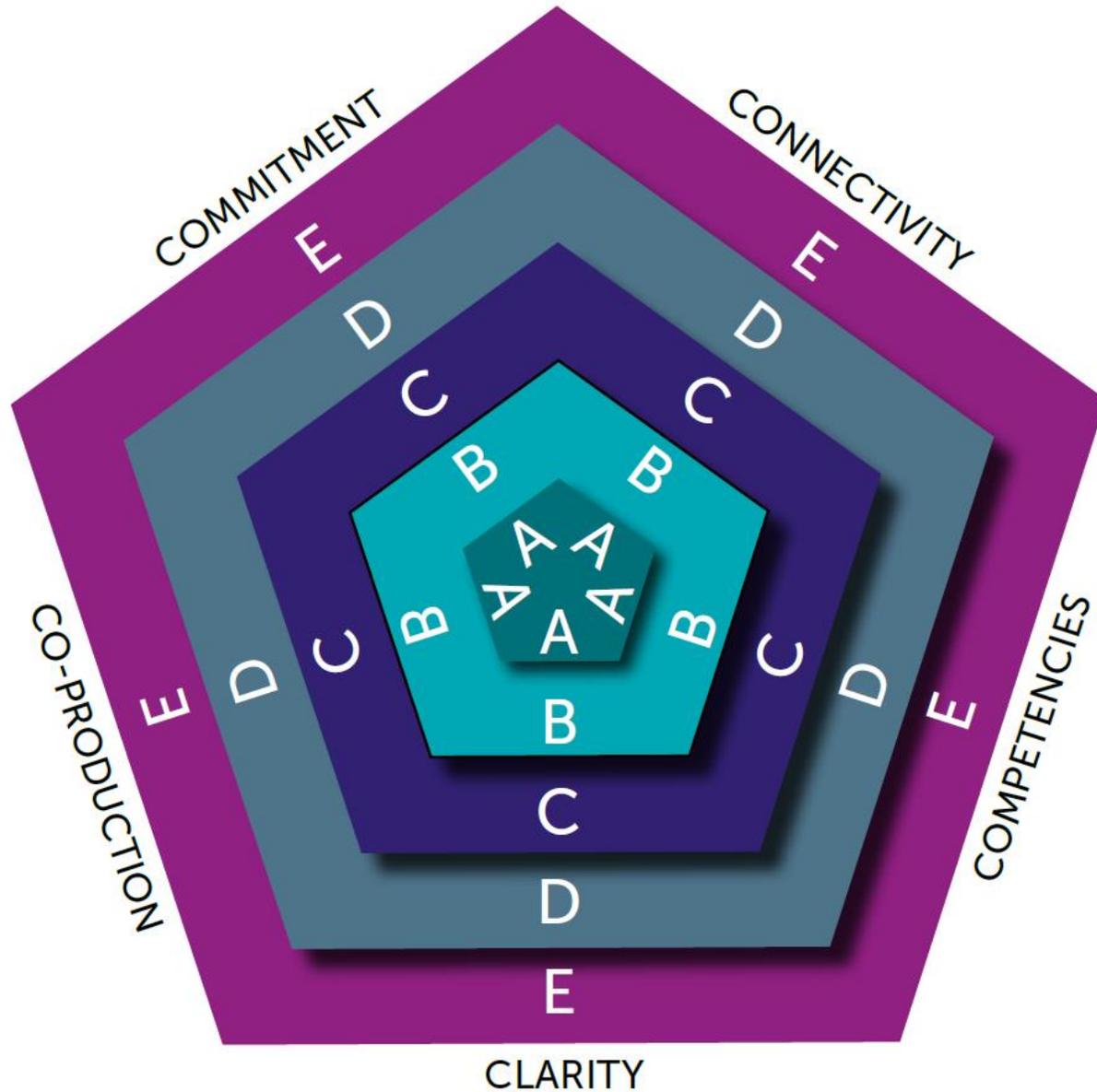
What is the extent and quality of engagement with non-academic stakeholders?

## DIAGNOSIS AND PRESCRIPTION - CO-PRODUCTION

My institution's CO-PRODUCED FOR impact is:

A	B	C	D	E
1	2	3	4	5





A. Prescription

B. Monitor at 6, 12, 24 months

1. What has worked?
2. What has been a challenge?
3. Next steps?





## Question 2: 20 mins

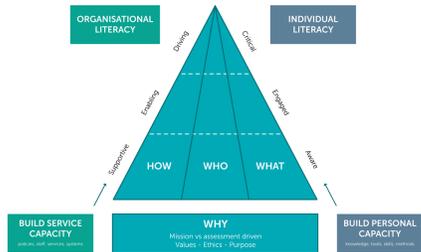
1. One element/table
2. Choose an organization and organizational level/unit
3. Complete Assessment – assign a score
4. What are your challenges?
5. What is your prescription?
6. What do you need to accomplish this?
7. Report back



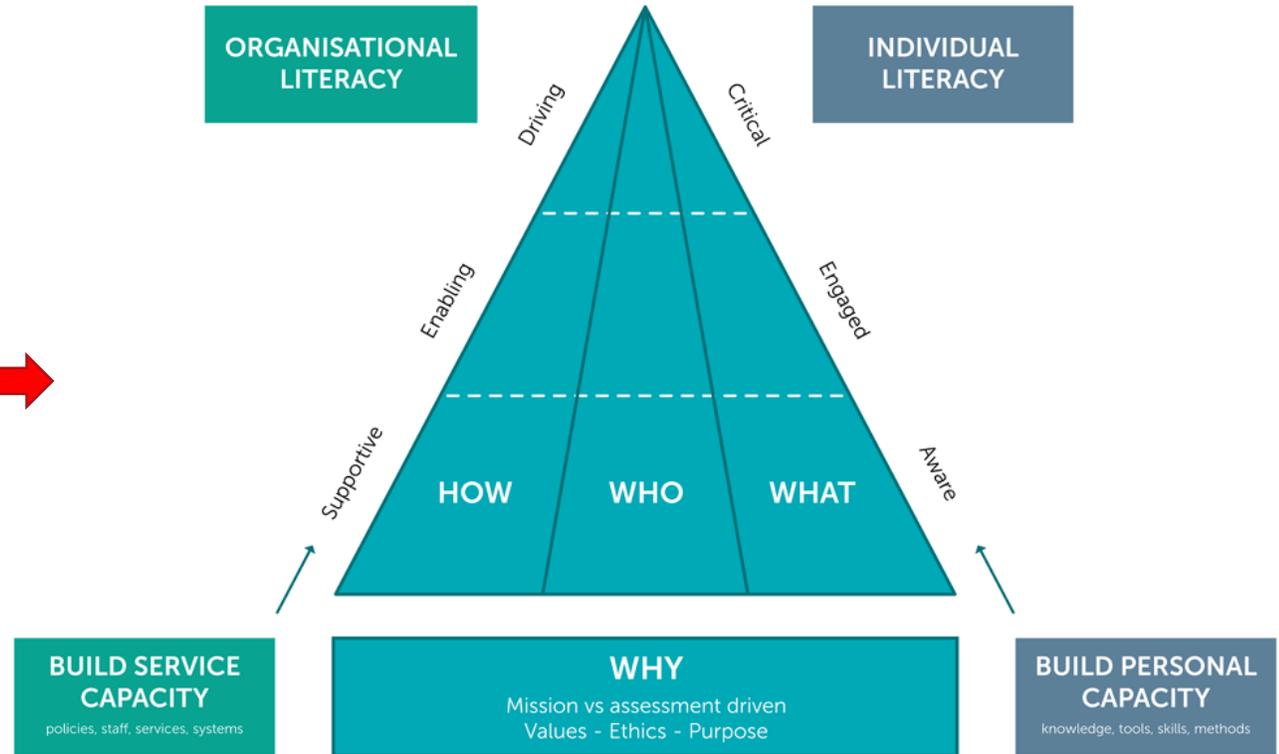
# **REPORT BACK**







organizational



organizational YORK U

# Real Impact Manifesto

We are committed to supporting meaningful, real world impact.

For over 50 years, research impact has sat at the heart of Emerald's business. Emerald's core ethos is making a difference through research, and we are proud of our heritage supporting the communication of research for policy and practice.

With a sector increasingly full of pressure and expectation, we recognise the challenges faced by colleagues in connecting research to impact. We also recognise that traditional markers of influence, such as citations, are not sufficient to tell the story of impact. Emerald feels strongly that we have a key role and responsibility in not only supporting the impact agenda, but also in challenging outdated approaches to measuring effects.

Emerald will now lead the publishing charge towards meaningful impact. We will continue to work with our global author network to publish research which makes a difference and invest further in the research community to support real world change.

## Emerald commits to:

1. **Support** the community of practice to overcome barriers to impact, working in partnership with key agencies to strengthen connections between research and society.
2. **Challenge** simplistic and outdated approaches to impact, shifting beyond metrics and celebrating impact of all shapes and sizes.
3. **Drive** impact literacy in the research sector – including within Emerald itself – championing knowledge and skills development and developing new tools and innovative approaches.



emerald  
PUBLISHING

<https://www.emeraldpublishing.com/>

YORK 

@researchimpact



## Impact Services

Supporting a culture of impact – championing impact literacy

**Impact is the life and soul of research. It is the currency by which projects can be truly measured and the foundation on which every study can inspire.**

Our Impact Services have been created in collaboration with innovative thought leaders, universities and institutions, all aiming to make "impact culture" a daily reality for researchers.

Follow your path to impact  
with our experts

[Watch video](#)

Impact Literacy

For Researchers

For Institutions

### What is Impact?

**Impact is the promised land of research. It means that you've arrived, but it also means you're going places.**

Impact is the provable benefits of research in the real world. It's not judged by traditional methods - such as citations - simply appraised by factors we can see and feel in wider society. Impact emerges differently across various disciplines, but ultimately it is about connecting academic research to the world around us.

It is also driven by other dynamics, including funder requirements, research assessments and, of course, societal shifts and changing environments. While these are clear points of focus, the real significance comes from making impact meaningful to you, your partners and your research. We believe that maximum benefit comes from planning impact - enabling you to create and navigate compelling pathways for your research.

### What is impact?



Running time: 1:09

# Research Impact Canada

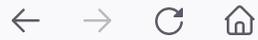
We are a pan-Canadian network of 27 institutions with a goal of maximizing the **impact** of academic research for the public good



ATHABASCA UNIVERSITY  
BISHOP'S UNIVERSITY  
BRAIN CANADA  
CARLETON UNIVERSITY  
CONCORDIA UNIVERSITY  
KWANTLEN POLYTECHNIC UNIVERSITY  
LAKEHEAD UNIVERSITY  
LONDON SOUTH BANK UNIVERSITY  
MCMASTER UNIVERSITY  
MEMORIAL UNIVERSITY  
ONTARIO SHORES  
SIMON FRASER UNIVERSITY  
UNIVERSITY OF ALBERTA  
UNIVERSITY OF BRIGHTON, UK  
UNIVERSITY OF BRITISH COLUMBIA  
UNIVERSITY OF CALGARY  
UNIVERSITY OF GUELPH  
UNIVERSITÉ DE MONTRÉAL  
UNIVERSITY OF OTTAWA  
UNIVERSITÉ DU QUÉBEC À MONTRÉAL  
UNIVERSITY OF REGINA  
UNIVERSITY OF SASKATCHEWAN  
UNIVERSITY OF VICTORIA  
UNIVERSITY OF WINDSOR  
UNIVERSITY OF WINNIPEG  
UNIVERSITY OF YORK  
YORK UNIVERSITY

- Founded in 2006 by York University and University of Victoria
- We are a pan-Canadian network of **27 institutions** (and growing!) with a goal of maximizing the impact of academic research for the public good
- **80+ people** dedicated to research impact
- **17 years** of turning research into action





TOPICS

All Topics ▾

TYPES

All Types ▾

SEARCH

FR

### IMPACT AND ENGAGEMENT CASE STUDY GUIDELINES ::

The Impactful Academic: Building a Research Career That Makes a Difference has outlined how you may start or continue your research career in a direction that can have broader societal impacts. In addition to sharing knowledge to support you in your research career, we have also developed a tool to help you collect and communicate the evidence of the impact [...]

**TYPE:**  
**TOPICS:** CASE STUDY GUIDELINES,  
ENGAGEMENT, IMPACT

### ENGAGING WITH GOVERNMENT AND PARLIAMENT - LESSONS FROM CANADA AND THE UK ::

On April 27, 2022, Research Impact Canada (RIC) and Universities Policy Engagement Network (UPEN) jointly organized the webinar, Engaging with Government and Parliament – Lessons from Canada and the UK. The webinar was hosted by Justin Fisher (Brunel University & UPEN) and David Phipps (York University & RIC). In this presentation, the panelists discussed the [...]

**TYPE:** WEBINARS  
**TOPICS:** GOVERNMENT ENGAGEMENT,  
RESEARCH-POLICY



### A GUIDE TO SETTING YOUR KNOWLEDGE MOBILIZATION GOALS ::

Before starting to even plan your knowledge mobilization activities, it is important to develop clear goals to help guide the direction of your activities. Research Impact Canada has developed an introductory guide to help you start developing your knowledge mobilization goals. [...]

**TYPE:** GUIDE  
**TOPIC:** KMB GOAL SETTING

