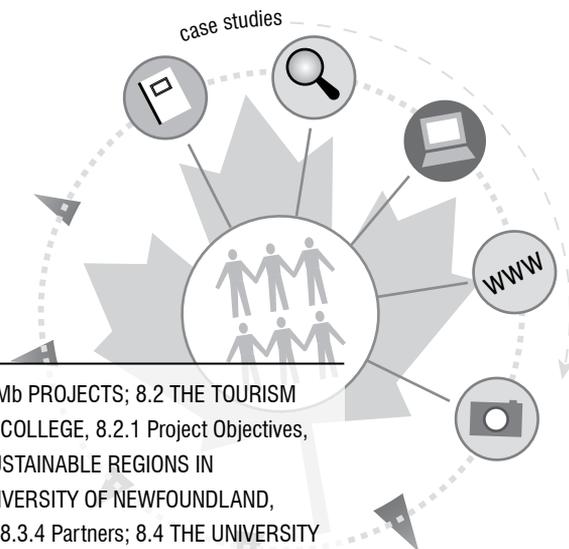


## CHAPTER 8

# THE KIS OF SSHRC (A MINI CASE STUDY)



**THIS SECTION INCLUDES:** 8.0 INTRODUCTION; 8.1 THE KIS KMB PROJECTS; 8.2 THE TOURISM RESEARCH INNOVATION PROJECT LED BY MALASPINA UNIVERSITY-COLLEGE, 8.2.1 Project Objectives, 8.2.2 Project Activities; 8.3 THE MANAGEMENT KNOWLEDGE FOR SUSTAINABLE REGIONS IN NEWFOUNDLAND AND LABRADOR PROJECT LED BY MEMORIAL UNIVERSITY OF NEWFOUNDLAND, 8.3.1 Project Description, 8.3.2 Project Goals, 8.3.3 Core Challenges, 8.3.4 Partners; 8.4 THE UNIVERSITY AS A CIVIC CHANGE AGENT: COMMUNITY-BASED KNOWLEDGE MOBILIZATION LED BY YORK UNIVERSITY; 8.4.1 Creating Spaces; 8.4.2 Building Capacity; 8.4.3 Supporting Partnerships, 8.4.4 Other Characteristics.

**FIGURE:** 8-1 INTENDED OUTCOMES AND IMPACTS.

### 8.0 INTRODUCTION

The Social Sciences and Humanities Research Council of Canada (SSHRC) is committed to “a future where humanities and social sciences research provides Canadians with the knowledge and understanding to strengthen our social and intellectual foundations, to build an economy based on principles of fairness and equity for all, and to bring Canadian ideas onto the world stage.” By all accounts, SSHRC is not only bringing Canadian ideas onto the world stage, but leading development of a process to close the gap between research and action, what they define as knowledge mobilization, making knowledge readily *accessible*—and thereby *useful* to any number of individuals and groups in society—by developing ways in which groups can work together collaboratively to produce and share and apply knowledge.

Knowledge dissemination of academic research findings to practitioners has historically been fragmented and too disconnected from applied settings to ensure wide distribution about effective programs and to permit replicability (Dufour and Cumberland, 2003). To address this challenge, SSHRC has embarked on an ambitious series of initiatives to transform itself into a knowledge council. For example, in the Fall of 2005 SSHRC sponsored an invitation-only event—a first of its kind—bringing together a diverse group of experts with a wide range of concerns to focus on knowledge mobilization for the Human Sciences. This group included participants from academic research environments, public and private sectors, charitable and community organizations, and the media. Initial challenges identified for mobilizing knowledge across the humanities and social sciences included: (1) How to index and translate the knowledge produced by a variety of disciplines and fields such that it can be accessed by any number of

*SSHRC is leading development of a process to close the gap between research and action, making knowledge readily accessible—and thereby useful—to any number of individuals and groups in society.*

researchers; (2) How to disseminate academic research to the public at large in an easily understandable language; and (3) How to enhance the way in which researchers can access and understand other forms of experience and lay knowledge resident in academic organizations and cultures.



SSHRC's first event on its journey toward becoming a knowledge council surfaced more questions than answers.

During the course of this three-day event participants explored a myriad of questions from the different viewpoints of the academic, private, aboriginal, volunteer, and policy sectors. What are the most difficult challenges for building and sharing knowledge? How would you characterize and gauge the interest and motivation for engaging in knowledge mobilization? Is there a significant commitment for developing this broader dimension of knowledge mobilization? Who should take the lead in a knowledge mobilization initiative? Do partnerships across sectors make sense? What are your principal knowledge needs, knowledge resources and pathways connecting them? What are the most promising developments and opportunities for knowledge mobilization?

The Fall of 2005 also saw SSHRC issuing their 2006-2011 Strategic Plan aimed at continuing the transformation into a value-added knowledge council committed to improving “by several orders of magnitude” the effectiveness of sharing knowledge gained from basic and applied research across families, community groups, policy-makers, legislators, business leaders and the media. The powerful end result is seen as sustainability, wealth creation and a higher quality of life, *“a more connected nation that reaps unprecedented benefits from both the scale of its geography and the rich diversity of its population.”*

In the case of SSHRC, words do lead to action. For more than 25 years the Canadian government has funded academic research in the social sciences and humanities. However, SSHRC began to realize that there were significant difficulties in moving this research beyond academia into the wider public domain, and that SSHRC's responsibility as a publicly-funded organization was to ensure the transfer and uptake of research for the benefit of Canadian citizens.

The initial approach was to fund university-based strategic knowledge mobilization initiatives that would benefit both researchers and non-academic stakeholder communities.

As part of this transformation the Knowledge Impact in Society (KIS) Pilot Initiative was also underway. The overarching objective of the pilot was to explore potential methods of support for effective knowledge exchange and mobilization. Specifically, the objectives were (1) develop or expand strategies to systematically move social sciences and humanities knowledge from areas in which a university has recognized research strength into active service beyond academic circles; (2) build or expand relationships and facilitate knowledge exchange between specific non-academic stakeholders and researchers whose expertise is relevant to those stakeholders' interests and concerns; and (3) create or expand opportunities for students in the social sciences and humanities to develop knowledge mobilization skills through hands-on experience.



The initial approach was to fund university-based strategic knowledge mobilization initiatives that would benefit both researchers and non-academic stakeholder communities. In this instance, SSHRC defined knowledge mobilization as *moving knowledge into active service for the broadest possible common good*. The knowledge focus was understood to mean any or all of the following: (1) findings from specific social

sciences and humanities research, (2) the accumulated knowledge and experience of social sciences and humanities researchers, and (3) the accumulated knowledge and experience of stakeholders concerned with social, cultural, economic and related issues. In addition to the primary focus of building cross-sector partnering to move research to action, the KIS initiative provided a platform for facilitating two-way communication and understanding (researchers to stakeholders, and stakeholders to researchers) and for expanding opportunities for students to develop knowledge mobilization skills through hands-on experience.

SSHRC received 151 letters of interest for KIS resulting in 86 separate applications representing academic institutions from across Canada and literally hundreds of researchers and stakeholders. Each application described systematic and sustained activities to mobilize accumulated social sciences and humanities expertise for the broader common good. Each proposal was based on the cooperative participation of researchers and non-academic stakeholders, and included letters of institutional and stakeholder support as well as commitments from stakeholder groups of cash and in-kind support.

SSHRC awarded eleven grants as part of the KIS pilot initiative, each tenable for three years. The evaluation criteria for adjudication were based on (1) the overall quality and coherence of the proposed knowledge mobilization initiative; (2) the nature of and potential for sustained engagement with internal and external stakeholders; (3) the nature and quality of confirmed institutional support of the proposed initiative; and (4) the quality of the plans for assessing the degree of success of the proposed initiative.

A significant benefit that Canada has already achieved from this KMb effort is the learning and awakening that occurred as the proposal teams prepared their proposals, with some of the unfunded initiatives moving forward through other means. Further, as the pilot projects share what they are learning across the university, practitioner and larger stakeholder communities, this seeding could pay off as awareness of KMb, and appreciation for its nature and its potential for helping to resolve social problems as they emerge in the future.

### 8.1 THE KIS KMB PROJECTS

While SSHRC found it difficult to select from the many qualified submissions, awards were made to: University of Alberta, Malaspina University-College, McGill University, Memorial University of Newfoundland, Université de Montréal, Université du Québec à Montréal, Université du Québec à Trois-Rivières, Ryerson University, University of Saskatchewan, University of Victoria, and York University. Each of these universities has pulled together a KMb team that crosses the sphere of stakeholders in each area of focus.

Despite the diversity of fields of inquiry, there appear to be two dominant styles of approach to these initiatives: one is to focus on the development of processes and relationships, and the other is to focus on the development of tools. The process approach is multi-faceted, collaborative, and iterative, and emphasizes personal interaction in various forms to engage in knowledge creation, knowledge sharing,

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*There appear to be two dominant styles of approach to these initiatives: one focused on processes and relationships, and the other focused on development of tools.*



knowledge use, and capacity development. Institutional capacity for externally-focused dissemination of information, combined with the adaptation of research questions and activities in the context of stakeholder needs, drives research uptake and problem resolution. Uptake is enhanced by sustained and multiple forms of

interaction among researchers and research users at all stages of knowledge mobilization activities.

*This seeding could pay off as awareness of Kmb and appreciation for its nature and potential for helping resolve social problems emerges.*

A key distinguishing characteristic of this approach is that constructive and mutually beneficial relationships among individuals and among organizations are cornerstones of success. As one successful applicant wrote,

“our research partnerships have added to the growing body of evidence [in this field] ... and have also demonstrated the considerable benefits of academic-community collaboration in the conduct of such research.” The process approach integrates both activities and tools to produce a variety of outputs and outcomes that are best measured in terms of behavioral and cognitive change.



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The tools approach is based largely on developing specific responses to narrowly defined needs, often applying an economic model of demand and supply to identify knowledge gaps, i.e., a place where improved Kmb could help bring the demand for and supply of research knowledge into closer alignment. Such gap analysis is a potentially very powerful Kmb activity. It not only carries the potential of showing clearly where short-term needs lie, e.g., immediate opportunities for the creation of knowledge sharing tools, but it can also point both researchers and research users towards new areas of demand for knowledge, thereby shaping future supplies of knowledge. In this approach, the supply of knowledge would appear to be dominated by academic institutions and individual researchers in their capacities as producers of research; demand originates among stakeholders who are seeking answers to questions and solutions to problems. Less common, but equally important, is a situation in which stakeholders provide knowledge to answer inquiries from academics.



*One of the attractions of the tools approach is that the results are more easily quantifiable than those of the process approach since outputs are essentially commodities.*

One of the attractions of this approach is that the results are more easily quantifiable than those of the process approach since outputs are essentially commodities, e.g., databases, questionnaires, and assessment frameworks. This approach also has the potential to generate quantifiable outputs more quickly since narrow short-term needs can lead to tightly-focused responses involving greater use of pre-existing information products, e.g., published journal articles.

Interactions among academics, researchers and non-academics also play an important role in the tools approach, but are more bounded in that they are established primarily to initiate a very specific and usually fairly narrow exchange of information. Horizontal interaction among non-academics, i.e., the exchange of information and knowledge among stakeholder groups without mediation by researchers, does not figure prominently in the tools approach, and the output of the interactions between researchers and non-academics is largely pre-determined; for example, creation of a database. Thus, production of a mutually agreed upon commodity is the dominant focus of this approach.



These different approaches also produce different interpretations of capacity building among researchers and non-academics, and of the nature and purpose of training that is provided to students. The process approach emphasizes mutual learning arising from interactions among all parties. Through this learning process each group of participants improves both their potential and actual abilities (i.e., capacity) in one or more areas of expertise. From the perspectives of project outcomes and impacts, the emphasis on process and extensive interaction may present some challenges to the eventual and effective uptake and application of the knowledge that is shared when inadequate resources are allocated to problem resolution.

The tool-based approach, on the other hand, focuses less on skills and capacity development and more on the production of specific knowledge products. By concentrating on knowledge needs identification, or gap analysis, the tools approach assumes capacity at the outset (on the parts of non-academic stakeholders) to understand and articulate their knowledge needs and to engage in meaningful dialogue. This approach further assumes that users of research can express needs in ways to which researchers can meaningfully respond by way of developing appropriate knowledge mobilization tools. Successful application of the resulting knowledge tools may be difficult to achieve depending on the extent to which potential users have the capacity to gain access to and have the skills to use both the knowledge revealed through the identification process and the new knowledge tools.

The KIS KMb projects led by Malaspina University-College, Memorial University of Newfoundland, and York University provided details of their projects to serve as examples for this book. These are presented in detail as 8.2, 8.3 and 8.4 below.

*The two approaches produce different interpretations of capacity building among researchers and non-academics, and of the nature and purpose of training that is provided to students..*

## **8.2 THE TOURISM RESEARCH INNOVATION PROJECT LED BY MALASPINA UNIVERSITY-COLLEGE**

Canada's rural regions are in a time of transition. Many of these regions have started to incorporate service-based industries such as tourism into social and economic development goals. Communities are struggling in this transition for a number of reasons, including a lack of information and resources. While much information exists in businesses, communities, academic institutions, and government agencies much of it remains inaccessible to those who need it.

The Tourism Research and Innovation Project (TRIP) is the first of its kind to address the need for enhanced knowledge exchange in tourism development within rural areas in the province of British Columbia (B.C.). It is intended to act as a model for rural communities throughout Canada. The goal of TRIP is to locate and share resources that support tourism development in rural areas among community leaders, tourism entrepreneurs, government agencies, students and academic institutions.

### **8.2.1 Project Objectives**

Figure 8-1 shows the intended outcomes. Specifically, the objectives are to:

- Synthesize and mobilize information and resources in tourism development within rural communities by engaging in innovative, field-based activities;

PROJECT OBJECTIVES

- Develop an understanding of the realities of rural tourism development by engaging in dialogue with community leaders and tourism entrepreneurs;
- Enhance community based tourism development by documenting case studies and innovative practices and sharing them throughout the province;
- Develop a cluster of expertise in rural tourism development in B.C. by linking academic and non-academic partners,
- Reshape policy and planning decisions and education programming in B.C. to reflect the needs of tourism development in rural areas.

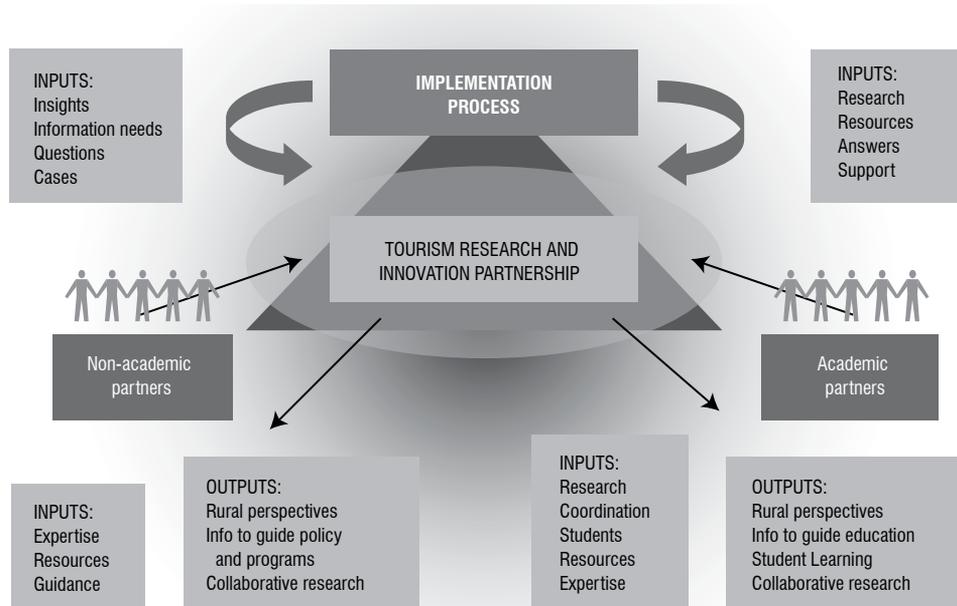


FIGURE 8-1: Intended outcomes and impacts.

### 8.2.2 Project Activities

The program of activities is based on research about the needs of rural communities, and builds upon the current activities and expertise of the partners involved. The project is focused on mobilizing three types of knowledge including local knowledge, academic literature, and government resources. The team is implementing a variety of activities including: (1) an annual tourism research extension project, (2) placement of student interns to work in rural regions, (3) development of a series of “how to” manuals to respond to information needs, (4) responding to a series of questions about rural tourism in community newspapers, (5) design of a web portal linking available resources, and (6) hosting of a research forum.

The assembled team has a wide collective scope and reach to support rural tourism development within the province. Academic partners include Malaspina University-College as the lead institution, Thompson Rivers University, University of Northern British Columbia, College of the Rockies and the College of New Caledonia. Other



*The project is focused on mobilizing local knowledge, academic literature and government resources.*

partners include: Tourism British Columbia; B.C. Parks; the Ministry of Tourism, Sport and the Arts; the Ministry of Small Business and Economic Development; and the B.C. Centre for Tourism Leadership and Innovation. Each partner has a direct or indirect mandate to support tourism and economic development in B.C.

At the end of three years, it is expected that rural communities in B.C. will have developed greater capacity for tourism development and be in a strong position to welcome the world to the 2010 Olympic Games. A series of outreach initiatives conducted in each region of the province is enabling dialogue between partners and rural leaders. Those involved are developing a stronger perspective and understanding that is informing programs, policies and research projects. Partners have developed a coordinated system that consolidates and mobilizes knowledge and resources. These resources will live beyond the project and be made accessible to audiences within and beyond B.C., informing rural areas about the opportunities and risks to consider when embarking on tourism development and enabling smooth transitions into the industry.



*At the end of three years, it is expected that rural communities in B.C. will have developed greater capacity for tourism development and be in a strong position to welcome the 2010 Olympic Games.*

### **8.3 THE MANAGING KNOWLEDGE FOR SUSTAINABLE REGIONS IN NEWFOUNDLAND AND LABRADOR PROJECT LED BY MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

This project helps ensure that Newfoundlanders and Labradorians have access to quality social sciences and humanities research, enabling positive change in regional policy and development through evidence-based decision-making. The project is taking research at Memorial University and making it available to non-academic, community stakeholders. One principal stakeholder, the Rural Secretariat, has been established by the Government of Newfoundland and Labrador to focus on sustainable development in a regional context through the integration of social, economic, cultural and environmental aspects of regional development. This project assists the Rural Secretariat in developing regional visions by creating a knowledge mobilization process that connects research to the community. These visions then influence subsequent government funding and policy decisions.



*One principal stakeholder is focused on achieving sustainable development in a regional context through the integration of social, economic, cultural and environment aspects of regional development.*

#### **8.3.1 Project Description**

The project first identified research needs of the nine Regional Councils which comprise the Rural Secretariat. This process includes face-to-face regional meetings in each council area to catalogue regional research needs. Graduate students then compile research relevant to these needs by collecting lay summaries (which describe each individual activity) or by developing lay summaries where they do not already exist. Lay summaries are easy to understand summaries written in non-academic language for community users that are coded by key search words. Follow-up knowledge transfer sessions are held in each region to broker the utilization of existing research to address identified needs. Regional councils receive a presentation on the accumulated research relating to their needs, copies of relevant lay summaries, and, in some cases, an opportunity to seek clarification on research findings from the research author.

The lay summaries collected as part of the project will be used to help populate

the Memorial University Regional Inventory (MURI), an online searchable database website. The MURI website will have the capacity for online search by region, sector and theme. One-page summaries describing any unmet regional research needs are also being carried on the database as “new opportunities.” MURI will facilitate knowledge transfer on an ongoing basis after the project has ended.

### 8.3.2 Project Goals

- Developing a volume of lay summaries of research extending throughout the range of social sciences and humanities research areas.
- Identifying research needs for each of the nine Province’s nine Regional Council areas
- Linking regional policy makers to researchers using easy to understand, non academic lay summaries.
- Creating linkages among university faculty, staff, students and community stakeholders
- Stimulating knowledge transfer between partners.
- Compiling a comprehensive inventory of research at Memorial which pertains to Newfoundland and Labrador.
- Making research available to community stakeholders (businesses, municipalities, community groups, individual residents, etc.) via the Internet.
- Developing a searchable on-line database to facilitate easy access to Memorial research (especially rural areas).
- Providing enriching work experiences for graduate students which facilitate community interaction as well as interdisciplinary learning.
- Determining effective methods for integrating knowledge mobilization practices into the research of graduate students.

### 8.3.3. Core Challenges

The project addresses several knowledge mobilization challenges, including:

#### 8.3.3.1 Linking Policy Makers to Quality Research

The Rural Secretariat has identified nine regions which were selected based upon existing patterns of economic, social and community activity. These regional councils are mandated to develop a common, evidence-based understanding of the social, economic, environmental and cultural realities of a region. This KMb project links these regional policy groups to existing research and researchers at Memorial University through face-to-face meetings and knowledge transfer sessions.

#### 8.3.3.2 Research Translation

University research is written in a formal, academic style which potential users may find confusing or intimidating. The project team is collecting and developing “lay summaries” written in an easy-to-understand fashion. Community users are then able to view these lay summaries and be able to determine if the research is applicable to their needs.

### 8.3.3.3 Access to Research

Newfoundland and Labrador consist of approximately 600 communities spread over 405,720 square kilometers. Approximately 20 of these communities do not have road linkages. By making the project outputs available through an online database, businesses, individuals, and community groups can access existing research at Memorial via the Internet with the click of a button.

### 8.3.3.4 Community Feedback

Memorial University is home to many excellent researchers pursuing interest-based scholarly research. However, the community often has no input into the direction or planning of this research, and researchers receive no feedback as to the applicability of their research. Workshops engaging community stakeholders with researchers are helping to identify collaborative opportunities while providing the researcher with valuable feedback.

### 8.3.3.5 Dissemination of Research through New Channels

Academic research is often communicated through academic conferences and publications. This project reaches beyond traditional audiences by bringing actual research (and the researchers who produced it) into communities where people can hear first-hand about the research and its value. It also makes lay descriptions of the research available via the Internet.

## 8.3.4. Partners

### 8.3.4.1 External Partners

- Department of Innovation, Trade and Rural Development: Contributing office space, meeting facilities, telephone, and fax services in-kind to project staff. They also provided one Seasonal student each summer to assist with the project.
- College of the North Atlantic: Provided support with stakeholder identification, facilitation of knowledge exchange meetings, and advice on steering committees.
- Newfoundland and Labrador Federation of Labour, Newfoundland and Labrador Federation of Municipalities, and Newfoundland and Labrador Regional Economic Development Association: Promotion of project using internal communication tools and advice on steering committees.
- Service Canada: A cash contribution to the development of the online Memorial University Regional Inventory database and travel support.
- The Rural Secretariat: Use of staff (Regional Planners) for the coordination of meeting logistics, and planning support.

EXTERNAL PARTNERS

### 8.3.4.2 Internal Partners

Within the university setting, the project also enjoys considerable support:

- Queen Elizabeth II Library: Advice on database construction and key word search criteria.
- Office of Research: Access to records, communication support, advice and guidance
- Marketing and Communications: Marketing and promotional support as well as access to an existing database of university experts.
- Deans and Directors: Mentorship for graduate students working on the project.
- Office of the Vice-President of Research: Cash contribution and communication support.
- School of Graduate Studies: Cash contribution and student recruitment support
- Harris Centre: Administrative support.
- Computing and Communications: Contract administration support and technical advice.

#### **8.4 THE UNIVERSITY AS A CIVIC CHANGE AGENT: COMMUNITY-BASED KNOWLEDGE MOBILIZATION LED BY YORK UNIVERSITY**

York's knowledge mobilization strategy is supported by two SSHRC grants: an Intellectual Property Mobilization (IPM) grant, and a KIS grant. The KMb Unit (York actually uses the abbreviation "KM" but for purposes of consistency KMb is used here) was formed within the division of the Vice President Research and Innovation to implement this strategy, and to provide services that connect researchers at the University with community stakeholders.

York University defines knowledge mobilization as the active, two-way exchange of information and expertise between knowledge creators and knowledge users. In other words, York's KMb model views decision-makers—the users of knowledge—as active partners in the research cycle. York believes that knowledge has greater value when it is shared and that academic research projects are enriched by grounding them in the experience of practitioners, service providers, and policy-makers.

The KIS project at York experiments with a community-focused "input" model of KMb, which seeks to identify knowledge needs in the community and then focus university research expertise to help fill that need. (York's IPM project investigates the inverse model by locating new audiences for the "outputs" of social sciences and humanities research.) York has forged a dynamic partnership with the Human Services Planning Coalition of York Region (HSPC). Representing such sectors as education, immigration, and health services, HSPC is distinctive in Canadian municipalities for planning human services in a coordinated and integrated fashion. Through its sixteen sectors, HSPC serves as the University's gateway to both municipal departments and community service agencies. The KMb Unit works in the diverse communities of York Region (governments, non-profit organizations, service agencies, labor, business, and professional associations) to understand local knowledge needs and build sustainable research partnerships, ensuring research is better able to impact social programming, public policy, and professional practice.



*York University defines knowledge mobilization as the active, two-way exchange of information and expertise between knowledge creators and knowledge users.*

The KMb Unit offers a full range of services to serve both York University and York Region. Enabled by the KIS grant, these services are built on three pillars: Creating Spaces, Building Capacity, and Supporting Partnerships.



### 8.4.1 Creating Spaces

The KIS grant creates spaces in which knowledge creators and knowledge users can interact face-to-face. For example, the KM Unit regularly hosts “KM in the AM” breakfasts where faculty members, graduate students and community stakeholders with a shared thematic interest (e.g. mental health) meet, discuss, and explore opportunities to exchange knowledge or work together. In the summer, York is also planning a Knowledge Expo, a larger-scale event designed around the same principles as the breakfasts.

*York's KMb Unit is built on three pillars: CREATING SPACES, BUILDING CAPACITY and SUPPORTING PARTNERSHIPS.*

### 8.4.2 Building Capacity

By providing training and education, York is building capacity for KMb both inside and outside the university. M.A. students can apply for internships at community agencies in an area relevant to their discipline of study. The KMb Unit has also established a Peer-to-Peer KMb Group, which is a forum for interns, mentors and community supervisors, as well as a KMb Seminar Series.

### 8.4.3 Supporting Partnerships

In partnership with the University of Victoria, York is building a national KMb infrastructure called ResearchIMPACT that includes a website and a shared database of research needs and research expertise. The KIS grant permits a scan of York Region to populate the research needs portion of the database. Through ResearchIMPACT, knowledge users and knowledge creators can find each other, work together, and share their results. KIS also enables modest financial support to encourage new partnerships, such as incentive grants to facilitate the development of joint research proposals. Faculty release time is available to allow York researchers to sit on community committees or otherwise share their expertise with a community group, or to conduct a systematic review in an area of critical need for a community agency. The KMb Unit further assists knowledge exchange and collaboration by “translating” research findings or research questions into appropriate formats for different audiences.

### 8.4.4 OTHER CHARACTERISTICS

KIS has allowed the KM Unit at York to develop a strong service orientation. Other important characteristics of York's KIS grant include:

- Service delivery through a local knowledge broker – the community has one point of contact for all knowledge needs.
- Service delivery in York Region – events are held primarily off-campus.
- Community input – services are planned with the guidance of a community advisory group, to ensure that community needs are heard and are met.

- Ongoing evaluation – outputs, outcomes, and impacts of KMb activities are tracked over both the short and long term.

With one of the highest percentages of SSHRC-eligible faculty in Canada, and an institutional strategic plan that calls for outreach and collaboration with local communities, York University, is well poised to deliver KMb services to faculty and to the larger community of York Region. Through the KIS grant, the University will, over time, contribute to more responsive public policies, more effective social programs and an increased quality of life in one of Canada's fastest growing and culturally diverse regions. By responding to research needs in York Region and supporting evidence-based decision making, knowledge mobilization at York is turning research into action.

The three KMb projects presented above led by Malaspina University-College, Memorial University of Newfoundland and York University along with the other nine KIS projects represent a starting point for SSHRC. While these projects are specifically focused on developing knowledge mobilization approaches for using existing research in service of Canadian citizens, they also are breaking ground by developing and assessing KMb processes that can become a part of future research programs.

The second round of KIS funding began in 2007.