

SECTION 4: IMPACT AND KNOWLEDGE MOBILIZATION

Questions:

18. In what arenas (sectors, communities) do we want to have an impact? In what ways and to what degree do we want to have an impact in these arenas?

19. How do we know or how can we measure our institutional impact?

20. What supports and resources do faculty, students, and staff need to achieve greater impact?

21. What kinds of partnerships will increase our impact? How do we increase demand for such partnerships?

NOTES:

Background

Universities are unique in the breadth and depth of knowledge contained within a single institution. UWinnipeg, in particular, has proven itself to be a place of academic and research excellence, producing innovative knowledge with a commitment to community, and has established itself as a catalyst for change. UWinnipeg produces not only knowledge from research, but also education capital through the scholarship acquired by our students. Universities are an integral component to the advancement of innovation and creativity. In particular, partnerships between universities and the provinces and cities they are situated in are needed to meet collective challenges and advance innovation. Universities and cities both need to be

responsive to demographic and economic changes, and to respond to these changes with innovative and evidence based solutions.



The University has always been a collaborative institution and has recognized the advantages to partnering with external organizations. UWinnipeg engages with the community as an active and meaningful partner for positive change. UWinnipeg has been in a uniquely located position to have a concrete impact on the revitalization of downtown Winnipeg. This has been seen over the past ten years, most obviously through infrastructure, but more importantly through partnerships on research projects and operational practices that have far reaching effects. UWinnipeg is engaged in a number of research projects and community and government consultations which contribute to knowledge production and influence policy. Some examples include:

- Dr. Jim Silver (Urban and Inner City Studies) is the lead on a SSHRC partnership grant in support of academic and community research, which has resulted in partnerships with more than 40 community groups.
- Dr. Wendy Josephson (Psychology) is a member of PREVNet, a network of 62 Canadian researchers and 52 youth-focused organizations that work together to reduce bullying.
- A team from the Gupta Faculty of Kinesiology and Applied Health has spent the past year developing and delivering a type 2 diabetes knowledge and education program tailored for inner city youth — the

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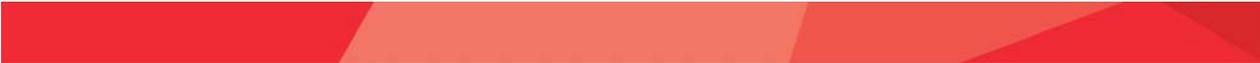


Sun Life Youth Diabetes Awareness and Education Program. The team, led by Dr. Nathan Hall, has created a unique hands-on education program.

- Dr. Jino Distasio (Institute of Urban Studies) is a Principal Investigator in the world's largest study on mental health and homelessness with the At Home Chez Soi project. It is being administered in Manitoba through UWinnipeg's Institute of Urban Studies. The project is focused on assessing whether a "Housing First" intervention presents an effective treatment for transitioning people off the streets and into stable housing with specialized supports. The results so far of the project have been overwhelmingly positive, demonstrating that the program is not only effective, but also cost-effective.
- Dr. Charles Wong (Canada Research Chair in Ecotoxicology) is working closely with the Village of Dunnottar, Manitoba, and Dillon Consulting, Ltd., on using underground filters to treat wastewater more effectively in rural communities. Working to eliminate waste water contaminants contribute to the better protection of our water resources.
- Dr. Jan Stewart (Education) is leading a Canadian study aimed at helping refugee youth navigate school and find meaningful careers. The three-year study on refugee student integration involves researchers in Winnipeg, Calgary, St. John's and Charlottetown. They are conducting extensive interviews in the community with organizations that assist refugees, examining current career development and counselling programs, and are holding regional focus groups.

The Campus Sustainability Office has been engaged with the Province of Manitoba on a number of sustainability-related policy projects. Examples include supporting a provincial cosmetic pesticide ban, extensive participation in consultations on Tomorrow Now: Manitoba's Green Plan, participation in a pilot program aimed at deploying standard energy rating software in buildings in

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Manitoba, and engagement with policy makers on provincial waste diversion strategies.

The Chair in Co-operative Enterprises is an example of partnership between government, business and the university. Established in August 2013, the Chair is supported by \$625,000 over five years in collaboration with the Province of Manitoba and major co-operative enterprises across the province, including Federated Co-operatives Limited, The Co-operators Group, Assinboine Credit Union, Red River Cooperative Ltd, among others. The Chair promotes the teaching of, and research into co-operative enterprises in Canada. It interacts with both the Co-operative sector (cooperatives and credit unions) and the Government of Manitoba, as well as with the rest of Canada and other countries through public lectures, seminars, teaching and research.

Partnerships between universities and other organizations frequently lead to new ideas that benefit both parties. This benefit can be in the form of enriched public debate and policy formation, or it can be in the form of licensing, patents, start-ups, or other markers of commercialization.

Related to this, UWinnipeg drives social enterprise development through the provisions of capital, management, and marketing support. An example of this is the creation of Diversity Foods, a partnership with SEED Winnipeg, which provides job opportunities and training for community residents.

Data from Statistics Canada consistently shows the positive economic impact of education - people with university degrees are less likely to be unemployed than people without university degrees. People with university educations also tend to have higher incomes. According to Statistics Canada 67.1% of Canada's top 10% of earners has a university degree.

Various orders of government (federal, provincial, municipal, First Nations) are increasingly looking to universities to inform public debate and policy formation.

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There appears to be a general trend around how universities choose to measure their impact. While there is some variation, economic impact seems to be the most popular. Universities tend to be significant employers in their communities and their employees tend to make middle-income wages. Additionally, universities attract a substantial student body. For example, a spending survey conducted with UWinnipeg students demonstrated that students spend on average \$150 a month in downtown Winnipeg (Institute of Urban Studies).

Knowledge production through research is also a common way to measure impact. This is particularly true for research-focused institutions where they can easily measure the amount of research funding received by faculty, the number of patents associated with research conducted on campus, etc.

Finally, there is a less concrete approach connected with influencing policy or impacting the community. There are a number of examples at UWinnipeg. One – mentioned earlier – is the creation a Diversity Foods, a social enterprise which employs community members and provides training opportunities. We are also a leader in sustainability – as a large institution which has achieved Canada’s Kyoto greenhouse gas emission reduction target.

Current Direction

UWinnipeg celebrates its many achievements related to social, cultural, and economic development. The public is aware of and acknowledges the impact UWinnipeg has had on the community, particularly the downtown community in Winnipeg.

UWinnipeg is less organized in harnessing and using the knowledge gained through the research done by faculty, staff, and students. There is room for improvement in terms of sharing and celebrating our knowledge more widely, as well as working to provide practical solutions to local, national, and international social and economic challenges.

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