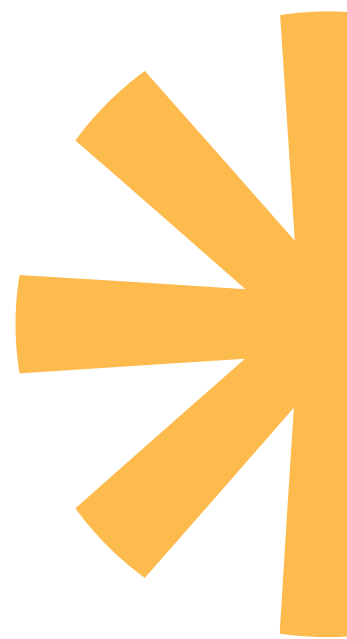


A **ROADMAP** for
INCLUSIVE
and **COLLABORATIVE**
INNOVATION
ACROSS SECTORS in
CANADA

REPORT



CANADIAN FORUM
for **SOCIAL**
INNOVATION

January 2025

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 **CANADIAN FORUM** for
SOCIAL INNOVATION
FORUM CANADIEN pour
L'INNOVATION SOCIALE

Forum partners



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With special thanks to Mélanie MacDonald, Executive Director at Chemins de transition for her guidance and formidable intellectual generosity.

KEY IDEAS

- **Reassessing Canada's Current Innovation Strategy.** The report portrays stakeholder perceptions and insights on the outcomes of Canada's current innovation strategy, which is perceived to be fragmented, overly focused on traditional models of commercialization and economic growth that are not equipped to deal with complexity and systemic challenges.
- **Rethinking Talent Development.** The report provides evidence that participants in the social innovation ecosystem are calling for a shift in how we define and develop talent for innovation.
- **Empowering Communities.** The report emphasizes the expectation that communities be empowered to contribute to innovation by building capacity beyond the economic sectors, and recognize the value of diverse knowledge systems, including Indigenous ways of knowing.
- **Scaling Connectivity.** The report acknowledges the difficulty of implementing a national innovation ecosystem given Canada's size and diversity, suggesting that place-based approaches to innovation governance might be more effective.
- **Stimulating Social Innovation.** The report documents the crucial role of social innovation in tackling complex societal issues and creating a more equitable and sustainable future.

CALL TO ACTION

The report underscores the need for collective action and a shared sense of urgency in transforming Canada's innovation ecosystem to effectively address the complex challenges of the 21st century. Through deliberations, participants examined 50+ milestones and validated priority actions for each of the following stakeholder:

Research Funders:

- Increase support for interdisciplinary research, knowledge mobilization and community-based and -driven innovation.
- Create incentives for equitable partnerships between academia and communities.

Government:

- Develop coherent policies horizontally, across all levels (municipal, regional, provincial, federal) to support social innovation.
- Create funding and resource flow models that support diverse forms of innovation and, impact across all sectors.
- Support place-based innovation initiatives.

Academic Institutions:

- Embrace societal impact as a core indication of excellence in scholarly practices.
- Create meaningful incentives and rewards for interdisciplinary and community-engaged research.
- Foster graduate students' skills for collaboration and interdisciplinary as a core element of their training.

Non-profits and Social Innovation Practitioners:

- Advocate for equitable resource flow.
- Redirect resources to build capacity for ecosystem connectivity and implementation of innovative solutions.

Community Funders:

- Support capacity building for innovation in the social sector.
- Facilitate partnerships and act as ecosystem mediators in the innovation ecosystem.

INTRODUCTION

What is the Canadian Forum for Social Innovation?

Since 2022, The Canadian Forum for Social innovation convenes higher education and innovation stakeholders across the public and social sectors for catalyst roundtables, deliberative dialogues and concertation workshops. The purpose of the initiative is to advance the innovation agenda by creating alignment and exploring key actions on policies and practices that build capacity for innovation across all zones of impact: social, cultural, environmental and economic.

In 2024 Canadian the Canadian Forum for Social Innovation led a pan-Canadian, multi-phase bilingual back-casting exercise in collaboration with experts at [Chemins de transition](#) at Université de Montréal. In April and May 2024, 4 consultations gathering 90 participants representing community funders, higher education, social sector and government were conducted in Toronto, Ottawa/Wakfield, Montréal, and Calgary to validate a vision for Canada's innovation ecosystem and build consensus around the milestones to reach that vision. Feedback was sought iteratively with each workshop informing the next.

VISION

In 2040, Canada's innovation strategy is intentionally serving communities, and policies are in place across the ecosystem that build the knowledge, talent and infrastructure to equally support social, cultural, environmental and economic prosperity across all zones of impact: social, economic, political and systemic."

The vision we proposed for deliberation at the second edition of the Canadian Forum for Social Innovation on 11-12 June 2024 at the University of Montreal was buttressed by 53 milestones, around 3 themes: policy, talent and connectivity.



Policy. In 2040, the Canadian research and higher education systems are supported by an innovation strategy and policies that place society at the core of their models and are designed to serve communities and people. Knowledge and skills mobilization is intentional and responsive to change in every zone of impact, and public funding of innovation fosters overarching prosperity: social, cultural, environmental and economic.

Talent. In 2040, Canadian innovation ecosystems that extend across all zones of impact and are rooted in communities benefit from the diversity, agility, and multidisciplinary of emerging talent. Universities, colleges, community and industry each play their unique role in generating the skills and expertise that bolster inclusive innovation, and training programs benefits from trust-based, long-term campus-community partnerships in all zones of impact.

Connectivity. In 2040, infrastructures (physical, digital, relational) are in place within and between universities, colleges, industry, social sector and public sector to ensure that the full breadth of innovation processes, from design to implementation, are adequately supported. Innovation is enabled by intentional ecosystem capacity building and transition mediation strategies in all zones of impact.

125 participants engaged in 4 catalyst roundtable discussions and 48 deliberative workshops facilitated by 12 facilitators. The catalyst roundtables adopted a fishbowl format: panelists were invited to start the discussion, but participants were encouraged and welcome to “tap in” and enter the discussion after the initial round of discussion.

Workshops were structure and facilitated with the objective to build consensus, progressively and iteratively around 4 objectives:

1. Take ownership of the vision and milestones and map the pathways to 2040

2. Set priorities
3. Identify the actors to be engaged to achieve the milestones and reflected on the mechanisms necessary to promote concerted action.
4. Initiated the elaboration of an action plan

How to use the report

As a social learning exercise, the Forum was designed to facilitate cross-sectoral conversations around priority actions to bolster Canada's innovation ecosystem. This report summarizes the key learnings. We propose a brief exposé of the main takeaways of the plenary roundtable discussions. We also present an analysis of the data collected during workshops, and describe our methodology.

Gauging stakeholder's perceptions is crucial in the process of designing and implementing institutional and cultural changes. Leveraging social learning as part of deliberative approaches to visioning and emergent strategy yields a wealth of information about the readiness of actors to move collective action and policy that can bolster inclusivity and ecosystem connectivity.

The report provides evidence of stakeholders' perceptions, assumptions and aspirations when it comes to innovation strategy and policy, which is beyond traditional agendas. By articulating social sector, non-profits, community funders and municipal governments' perspectives, the report offers insights that can be leveraged on the ground to tackle issues that pertain not only to the role of technological innovation in economic growth, but also to the role of human and social knowledge in informing the processes that inform the changes we associate with prosperity.

The report articulates stakeholders' understanding of the role of social innovation in addressing societal issues and fostering prosperity across all zones of impact: social, cultural, environmental and economic. On the whole, our analysis of the discussions and deliberations is aligned with the evidence we find in the research literature on social innovation, collective learning and mission-driven policy. The report can be used as evidence of consensus and to further engage stakeholders for the purpose of defining, coordinating and implementing mission-oriented, challenge-driven or other approaches to policy in complex human systems, which require multi-stakeholder perspectives.



Plenary Discussions

KEYNOTE



Social Innovation, Innovation Strategy and the foundations of economic prosperity

June 11, 2024 (evening)

Speakers:

Béatrice Alain, Directrice Générale du Chantier de l'économie sociale

Michael Teye, Chair, Social Innovation Advisory Council/Conseil consultatif en innovation sociale

Moderator:

Martine Turenne, Éditrice en Chef, La Conversation Canada

Shifting the Innovation Paradigm

The role of research in the social innovation ecosystem goes beyond traditional research, development and Innovation (RD&I) models. Research helps innovators systematize new practices, document their importance and/or impact and analyze their conditions of success. But field actors, i.e. 'social innovators' are catalysts. Social innovation demands a broader definition of expertise, moving beyond traditional academic models to embrace community knowledge and practices. It also taps into community assets that are too often either not recognized or undervalued by academic researchers. This includes different forms of knowledge and cultural practices, notably Indigenous knowledge, that have much to offer.

"In an environment of wicked problems that are constantly evolving, participatory, community-rooted governance enables adaptive responses and continuous learning to create effective solutions".

The *Réseau Québécois en Innovation Sociale* proposes that social innovation should be understood broadly as "a solution that has found a user within an institution, an organization or a community and that produces a measurable benefit for the community and not only for some of its members individually."

As such, social innovation relies on processes for scaling and implementation that are distinct from those we associate with technological innovation. It requires different skillsets and support mechanisms. The majority of innovation resources in Canada focus on technological innovation. They focus on the commercialization of these innovations, and support existing incentives to do so (financial gain from selling one's innovation and/or from increasing the efficiency of a company).

However, the conditions for scaling and implementing social innovations are different. Social innovation generally does not involve the sale/purchase of a product, but rather the appropriation of a practice or idea, and it does not need to confer an economic advantage on the person who developed it (and in some case it can even represent a burden, for example, if we expect an organization with an innovative practice in remote regions to coach an organization in city to adopt that innovative practice).



Because the benefit is not commercial, supporting the type of knowledge transfer that underpins social innovation must also take a different form. For one thing, knowledge mobilization needs to be more intentional. To support social innovation, it is important to monitor practices that better respond to an issue because they become more important. This may involve a specific type of research activity, e.g. documenting the characteristics of new practices. However, academia cannot expect to derive economic gain from this type of research, and on the contrary, this work must be supported by research funding programs that are responsive to the research needs in the social innovation ecosystem.

Knowledge mobilization in the social innovation ecosystem involves raising awareness about new innovation practices for the purpose of adapting these practices to local realities (partners and population with distinct needs).

“All these steps (monitoring, documentation, awareness, adaptation) are a profession in themselves and those who develop social innovations and experiment with them do not always have the desire, the interest, or even the expertise to accomplish that part of the scaling-implementation process of innovation. In fact, resources must be devoted to it, whether it is the innovation leaders who work on this dissemination or other organizations”.

The relationship between social innovation and traditional innovation is not straightforward. Social innovation can happen without the introduction of a new product or service. It does not require the development of new technology as is the case, for instance, with the deployment of a low-cost daycare center network in Quebec completely changes the participation of women in the labor market, the poverty rate of single-parent families, and the care of children in vulnerable situations. Technology can be used to enable social innovation. For instance, the increasing effectiveness of videoconferencing tools over the course of the pandemic made it possible to change our practices for sharing knowledge, informing ourselves or decision making.



When it comes to applying social innovation to generate economic prosperity, a systems analysis is essential. The poverty, exclusion and environmental destruction created by the economy are the results of decision-making structures that have inadequate accountability mechanisms and value measures. In the economy, the primary control mechanism is capital: the degree of control is a function of how much money has been invested, the primary objective is the remuneration of this capital. And a central innovation of the social economy - the collective governance of the enterprise by actors in the community or members - is key to decision-making results that serve more people by taking into account other needs or priorities than those of investors.

“There is no shortage of social innovation in Canada. What’s needed is better knowledge transfer and mobilization, and corresponding public policy changes that will allow those innovations to mainstream and scale up”.

Quebec vs Rest of Canada

Social innovation and innovation strategies supporting economic prosperity have a long history in Canada, but over the last 20 years, both Liberal and Conservative federal governments have taken steps to advance the social economy, social enterprise, social innovation and social finance. Most provinces have also taken steps in this direction, with Québec being a world leader. But in provinces outside of Québec and federally, policy and program support has been inconsistent and siloed.

Since it takes consultation between different stakeholders to develop social innovation, the social economy movement make for particularly fertile centers of development. This includes consultation and development organizations such as the *Chantier d'innovation Sociale*, the *Pôles régionaux d'économie sociale* as well as sectoral networks and companies who develop or identify innovations and create the conditions for emerging ones to gain momentum, such as knowledge transfer and knowledge brokering, or scaling. The Quebec social economy ecosystem also has a specialized organization to support the work of documenting and transferring social innovations: the *Territoires Innovants en Economie Sociale et Solidaire* (TIESS).

More broadly, the ecosystem supporting social innovation in Quebec is relatively distinct from the rest of Canada, because certain sectors such as the social economy and research are well networked, and resources are committed by the Quebec government for these activities. The fact remains that dialogue at the Canadian level remains essential to learn from both sides. Regardless of government changes, it should be recognized that social innovation is key to Canada's prosperity and dialogue within Canada is priority.



Effective social innovation ecosystems require local leadership and tailored approaches to address unique regional assets, challenges, and priorities. Because the assets, as well as the challenges, opportunities and priorities, vary from place to place, the leadership needed to build those ecosystems has to be local.

"In Canada, provinces hold most of the relevant policy jurisdictions, and tend to be a scale more conducive to ecosystem building".

Although the context and approaches will vary from region to region, the components of an effective social and solidarity ecosystem are fairly consistent around the world. They have been established e.g. by recent work at the OECD, resolutions at the UN, proposals from Canada's social enterprise sector, the federal social innovation and social finance strategy, and build on 30 years of practice in Québec.

Ultimately, social innovation that is grounded in subsidiarity and empowerment produces more effective solutions - solutions that cultivate a shift from passive consumption of services to active agency in co-creating the future. Governments have to create the legislative, regulatory and policy frameworks needed for those social innovations to thrive.

While progress has been made, Canada needs more consistent and integrated policy support across different levels of government to enable the mainstreaming and scaling of social innovation.

"There is no shortage of social innovation in Canada. What's needed is better knowledge transfer and mobilization, and corresponding public policy changes that will allow those innovations to mainstream and scale up".

CATALYST ROUNDTABLES



Rethinking the Foundations of the Science and Innovation Strategy for a Socially, Culturally, Environmentally and Economically Prosperous Canada

11 June 2024 (morning)

PANELISTS

Coryell Boffy Director Society and Culture at Axelys

Andrea Nemin CEO at Social Innovation Canada

Luc Sirois Quebec's Chief Innovation Officer

Sapna Mahajan Director, Research and Innovation @Genome Canada

Jason Pearman Director, Youth Employment and Skills Strategy @ESDC

Canada's current innovation strategy and policy are fragmented, and overwhelmingly focused on economic growth. It rests on incentives and tools, such as tax credits that that

favour technology and invention and approaches that revolve around traditional commercialization models. Innovation policy stakeholders are increasingly calling to shift the focus of innovation policy: current innovation metrics fail to encapsulate those aspects of innovation processes that are involved in building a thriving society in which human and societal health, well-being and sustainability are seen as key to prosperity. Meanwhile, the work of supporting thriving society is overwhelmingly led by social purpose organizations, many of which lack the necessary resources and support they would need to adequately tackle societal challenges, test solutions and scale them.

“Invention is one piece and innovation is another”

Innovation is needed for everything, everywhere, all at once.

A new idea, product or process has no impact if it is not adopted and/or used. Innovation funding needs to support innovation work driven by impact, and this requires increased attention to user-centered models. Broadly speaking, an impact-driven innovation strategy calls for a better integration of social innovation at key junctures.

At a glance, innovation strategy in Canada is partial and segmented (i.e., there are strategies for genomics, for A.I., strategy for housing, etc.). An integrated approach designed to tackle complexity is needed: innovation policy must be intentionally designed to deal with the wicked problems at a systems level, which might require that we rethink traditional models for strategy and funding to eliminate the administrative siloes that exist between economic and social development.

Specifically, supports for science, innovation and economic development should not be articulated in a space that does not also support employment, skills and the social economy. Siloes our capacity to generate prosperity across the social, cultural, environmental, and economic zones impact.

“...for one of the first times in our history, we all agree... from the heads of the people in power to us on the front lines, we want it to happen. Now we have to find ways to integrate it into our public institutions.”

Research alone does not beget innovation

The role of publicly funded academic research is another important aspect innovation policy that deserves sustained attention. Research does not automatically translate into innovation and increased research funding is not, on its own, a strategy. Canadian universities need clear guidelines and new incentives to bolster the third pillar of their mandate: impact.

Current administrative structures and academic cultures create barriers for researchers within interested impact- and innovation-focused work by creating situations in which efforts to make knowledge useable and to create impact and innovation need to come on top of what is recognised, valued and rewarded.

Current support system for research leaves gaps around those aspects of the innovation processes that are not directly associated with the creation of new knowledge, such as knowledge mobilization and implementation activities. Likewise, funding and financial incentives available for research rarely extends to social sector organisations. This has led to a system where partnerships between social sector organizations and universities lack the type of equity, reciprocity and trust that is essential to impactful community research. There development of new models, for instance the ones proposed by the Government of Canada's Youth Employment and Skills Strategy to support nonprofit-led research and innovation should serve as a muster in a range of other contexts.

"When we think about social and community innovation, we also have to think about the levers on which we can act as practitioners

Actors across sectors will be required to build and maintain a fully cohesive Canadian innovation ecosystem, and the range of expertise needed is well documented in the literature on complexity-integrated governance. This includes:

1. Weavers/intermediaries who can connect actors (people, organisations) to one another
2. Orchestrators who bring people together
3. Navigators who implement and scale solutions.

"...we actually know the answers. We just need to get aligned in how we talk about them. And how we ask for them. And make them happen."

The challenge of building a thriving Canadian innovation ecosystem that reflects the aspirations of innovation practitioners in all zones of impact is considerable, but so is the drive and hope around our collective ability to answer it. The key to success is to build the connections necessary for a more cohesive approaches to building prosperity.





What does talent look like in a fully enabled innovation ecosystem?

11 June 2024, afternoon

PANELISTS

Danya Pastuszek. Co-CEO, Tamarack Institute for Community Engagement

Felipe Perez-Jvostov. Senior Analyst, Digital Research Alliance of Canada.

Ian Wereley. Executive Director, the Canadian Association for Graduate Studies

Louise Poissant. Directrice Scientifique, FRQSC

Marc Fortin. Vice-President of the Research Grants and Scholarships, CRSNG

Rahina Zarma. Senior Policy Advisor, Mitacs

A fully enabled innovation ecosystem rests on a training strategy that both enables emerging, competitive and efficient innovation and nurtures the relational skills necessary for trust-based, long-term partnerships with employers across all zones of impact. Universities, colleges and employers in community organisations and industry each play their unique role in generating the skills and the expertise that bolster inclusive innovation. Training programs are most impactful when they benefit from trust-based, long-term partnerships with employers across all zones of impact.

Skills to tackle complexity

An integrated approach to innovation that encourages a diversity of talents to collaborate in interdisciplinary teams, especially in the context of addressing complex problems needs to rethink the presumptive distinction between technological and social innovation. An innovation strategy that straddles all zones of impact should be reflected in the way in which highly qualified talent and expertise is nurtured.

“Talent and innovation are co-constitutive.”

Complex societal issues, such as poverty, ecological crises and human rights infringements, to name only a few, necessitate high levels of non-technical skills, multiple actors with different expertise to collaborate meaningfully. In order to build an ecosystem where collaborations can span different disciplines as well as different sectors (outside of academia), Canada needs people who have the skill sets and the competencies to be boundary spanners.

“The need for horizontal skills applies to both "natural science and engineering" people as well to the "social science and humanities" trainees. We need to be able to work together and with stakeholders across the system”

Higher education institutions have a critical responsibility in building transversal skills and collaborative learning opportunities, and in establishing partnerships with their community to codesign project that have real impact and to contribute to their implementation. But they also require adequate levels of resources and funding to train the future generation of innovators.

“The learning model needs to evolve - it has not in many places in the country.”

Participants in this ecosystem need the skillset for system changes, which in itself, means a willingness to learn continuously and to cultivate relational competencies inter-sectoral teams need to be successful in the most impactful, equitable, and significant way. The skills that are perceived as essential for an enabled social innovation ecosystem need to be

learned and practiced. To enable researchers, decision-makers and practitioners to participate in this innovation ecosystem, from ideation to implementation, there needs to be spaces where this training can be put into practice. This includes, for instance, the ability to:

- Use data to learn and improve
- Facilitate discussions, meetings and connections
- Listen to, and value lived experience
- Navigate complexity
- Stay open to being transformed
- Work across ideological / identity differences (political, racial, hierarchical, approach, opinions, etc.)
- Actively seek other perspectives, opinions, and approaches.
- Expect to learn something new or have our minds changed by the people we meet
- Cultivate collaborations and establishing relationship based on trust
- Distinguish between nudging systems (e.g. small, incremental shifts) and disrupting or transforming them.
- Have a systemic equity mindset
- Understand systems orientations and their political impact
- Challenge long-held beliefs and encourages others to do the same in a supportive and adaptive manner
- Relate to people with kindness and openness

How do we design programs and policies to enable these skills and ways of doing?

Decolonial approaches and examples of research and practice from First Nations, Inuit, and Metis, and the communities most deeply impacted by poverty, racism, xenophobia, or climate events can pave the way to an integration of relational skills, ecosystems building and maintaining, and innovation with and for the community.

“Talent looks like an evolving set of capabilities. There is no one way to change systems, but talent looks like cultivating mindsets and practices focused on systemic equity, relationality, and the ability to navigate complexity. It looks like centering lived experience, staying open to being transformed, and working across differences to achieve shared goals.”

Impact and Partnerships as Factor in Innovation Excellence

Universities, colleges, community and industry each play their unique role in generating the skills and expertise that bolster inclusive innovation. But to fully play their roles, higher education stakeholders need to allow for a shift away from our current preconceptions

about excellence and reassess pervasive assumptions about the role of universities in research and development, for instance; that colleges have a prerogative when it comes to applied research, that innovation is inherently technology-driven and mainly serves economic growth, that social innovation or social science and humanities' input is just 'fluff'.

To succeed, Canada's innovation strategy needs to across a structure of deep collaboration across sectors and disciplines.

“In this more equitable talent ecosystem, the role of the university as an ivory tower of knowledge would diminish - which will have repercussions for the sector, of course - while the importance of collaboration across sectors and higher education levels will increase to a point where it would become completely normalized.”

The innovation ecosystem needs to nurture people with diverse experiences. In particular, community innovation needs to draw on actors' essential insight into their needs and into implementation process that have a better chance of succeeding. In this envisioned innovation ecosystem, innovation emerging in local communities is recognized, supported and amplified by higher education, businesses and innovation practitioners. Financial support, capacities and energy is directed toward building and maintaining bridges between higher education, industry, governments and communities. Audacious goals around emerging societal challenges imperatively require multiple perspectives, expertise, and experiences and the concerted efforts of multiple sectors for a long period of time.

In the innovation space, work integrated learning (WIL) programs provide students with an opportunity to practice and use/apply research skills in the real world. Mitacs, for example, has been providing students with WIL opportunities. But much remains to be done to fully prepare graduates for what is involved in tackling wicked societal problems. Experiential learning opportunities to develop foundational, soft skills such as critical thinking and creativity need to work in concert with programming dedicated to building capacity for interdisciplinarity, systems thinking and collaboration in real world settings, while producing impact. The creation of experiential and work integrated learning opportunities in the innovation ecosystem needs to extend and scale to employers beyond the private sector, for instance, in government and community nonprofits.



Fostering interdisciplinarity and collaboration for inclusive and accountable innovation in all zones of impact

12 June 2024, morning

PANELISTS

Cathy Barr. Vice-President, Research, Imagine Canada

Marie-Christine Ladouceur-Girard. CEO, Maison de l'innovation sociale

Kate Frohlich. Scientific Director of the CIHR Institute of Population and Public Health

Brandon Meawasige. Vice-President Communication & Marketing, Indspire

Tim Draimin. Senior Fellow, Community Foundations of Canada

Shahad Khalladi. Deputy Director Policy, Women, Gender Equality Canada

Interdisciplinarity, inclusivity, collaboration and accountability are essential dimensions of impact in social, cultural, environment and economic sectors. They are not just desiderata or ideals: they define the very methodology that underpins innovation and impact. A prosperous innovation ecosystem needs a skills strategy that builds the foundational individual competencies we associate with adaptability, innovation and social and emotional intelligence as well as the more technical collaborative methodologies that increase inclusivity, bolster capacity for intelligent evaluation and impact assessment and fully enable interdisciplinary and intersectoral partnerships.

“Interdisciplinary work involves each of the disciplines coming together and analyzing a same object. And there's an importance in the depth of each discipline coming together to struggle over a common interest rather than multidisciplinary”.

Reaching the levels of trust and understanding necessary for successful interdisciplinary and intersectoral collaborations takes time, which is seldom afforded by funding schedules. Bigger projects take more time to set up, especially considering what is involved in creating trust and understanding amongst all actors. The success of intersectoral or interdisciplinary collaborations depends on the capacity to value different expertise equally and to define and build confidence around the perception of a common goal. Both require high levels of reciprocal confidence.



Academic cultures can create substantial barriers to interdisciplinary and intersectoral collaboration. In some contexts, interdisciplinarity can be perceived as a risk to conceptions of disciplinary expertise and scientific autonomy, especially in contexts in which reconciling methodological/ideological differences is a sensitive issue.

Interdisciplinary partnerships require time and capacity for aspects of research that are generally rewarded by their peers and institutions. In many cases, researchers opt to wait to have achieved tenure and promotion to commit to impact-driven scholarship, which directly affects the diversity of expertise available. More importantly, there remain important skills gaps in academia when it comes to scholarship in interdisciplinary and cross sectoral settings, which is neither intuitive nor common sense, at least if we want to avoid cognitive biases that can disrupt equity-focused, inclusive design.

“I think the assumption here is that diversity helps us fuel collective intelligence, but we're not really good at the social techniques and the modalities of actually creating, laying the table, setting the table, to have that kind of collective intelligence emerge.”

Current incentive structures around tenure, promotion and merit policies work against the imperatives for impact-driven collaborations that lead to community innovation and impact. This means that few emerging scholars are in a position to dedicate what it takes to develop genuinely intersectoral collaborations, to learn with their partners and experiment with different ways of collaborating. If the strategy for Canadian innovation is to increase collaboration and inclusivity through interdisciplinary/intersectoral partnerships, funding and rewards structures need to open opportunities for emerging researchers and thus increase the diversity of actors involved across the innovation ecosystem.

Funding Research for Innovation

Although there are obstacles to creating inclusive, accountable interdisciplinary and intersectoral collaborations, the activation of strategic levers could increase capacity across sectors. For instance, the elaboration of innovation strategies around missions and challenges can help define, coordinate and implement projects that revolve around societal goals

“Missions imply the weaving of a fabric that brings together diverse players and bring clarity about the “North Star”.

Academic institutions can promote interdisciplinary and intersectoral projects through guidelines, policies and internal funding initiatives. Several funding programs already exist in higher education and governments that contribute to the creation of significant collaborations. For instance, a funding program at Université de Montréal that supports interfaculty/interdisciplinary research in which at least two faculties are involved has led to the creation of [Myriagone](#), a knowledge mobilization project for youth that includes co-leads from industrial relations, psychoeducation, public health, and community psychology.

Provincial governments can tailor funding programs to bolster collaboration between disciplines and sectors to find innovative solutions to the wicked problems they face. The Fond de Recherche du Québec's (FRQ is the provincial research funding agency of Québec)

uses its [Audace](#) program to invest in interdisciplinarity to address wicked problems and societal challenges revolves around programs streams that cater to both discipline- or sector-specific research, and to interdisciplinary research funding.

The allocation of federal funding should reflect the direction Canada wants to take for their innovation strategy. The Tri-Agency Institutional Programs Secretariat (TIPS) which coordinates the New Frontier in Research Fund (NFRF), the Canada First Research Excellence Fund (CFREF), and the Strategic Science Fund (SSF) promote research deeply rooted in interdisciplinarity. The project of a new Capstone Research Funding Organization designed to support mission-oriented research represents an opportunity to think differently about the creation of interdisciplinary opportunities.



In interdisciplinary and intersectoral contexts, Social Sciences, Humanities and Arts (SSHA) get the opportunity to showcase the value of their research and their expertise. SSHA experts are solicited for their knowledge of democracy, anthropology, ethics, rationality, criminality and socio-logy in a variety of context to advance science and understanding of society.

While innovation is typically associated with the availability of new technologies, social innovation happens when a change in habits (e.g. how something is used), beliefs (e.g. how something is perceived) and/or institutions (e.g. how something is regulated) is undertaken intentionally. Social innovation thus requires a diversity of skillsets, knowledge and expertise that are not always immediately obvious.

“it's not the invention of soap that was the most radical thing. It was teaching people how to wash their hands and making sure

that there was some form of public awareness as to how to deploy this technology."

The knowledge and expertise of practitioners in the social innovation space needs to be recognized and their work supported. The willingness of researchers to collaborate with non-academic actors/practitioners around societal challenges should not depend on whether they identify as social innovators: the resources needed to address complex problems include all types of research, and academic institutions can be partners on implementation, deployment and impact measurement issues. In practice, however, academia and the research ecosystem too often remain disconnected from social innovation practitioners.

Part of the problem lies in the fact that evaluating intersectoral projects for funding, with their unique combination of approaches and expertise, can present a challenge. But models emerging from collaborations between Health, Arts and Sciences could be used as muster. Intersectoral collaborations between campus and communities should involve enhanced efforts to share data, resources and funding equitably. It should also involve increasing capacity for co-design as part of research and development of innovation-oriented projects.

A reassessment of current approaches to funding flow that would help social sector organizations secure resources for the research and development they need (as opposed to being driven by academic interests) would more directly benefit their activities and their ability to produce impact. This might however require greater synergies amongst funders, especially in government where social development and innovation tend to be funded separately.

Colleges and the Social Innovation Ecosystem

Colleges have strengths in supporting the workforce, they are important actors in knowledge creation and mobilization and they have a significant role in the social innovation ecosystem. Colleges often have a close connection to their community. They are well-positioned to play a key role as brokers and mediators between universities and their community.

Our job, I believe, as a college is to be the collaborator designing the collaborations.

Reach out to your colleges! Because they will broker the partnerships between your universities and your nonprofits in your community. And you know what? We do it really, really well".

Colleges bolster place-based innovation and mediate the processes that take place between research and implementation. If this partnering role of colleges is to bear fruit, they need to be perceived as welcoming, and the resource and capacity they can offer communities need to be clearly articulated.



Supporting Inclusion with Accountability

Accountability is an essential aspect of sustainable and inclusive innovation partnerships. Social sciences, humanities and arts can contribute to innovation partnerships in fostering reflection about the impact of new technologies that reflect the breadth and diversity of contexts in which innovation creates prosperity. This reflection should aim to provide the tools to understand and assess the success of innovation projects on a continuous basis.

“And so, I will say that we need stronger skills and empowerment as well. And that empowerment needs to be culturally sensitive, and in doing so, we bring more people in, and it creates a process of accountability.”

For instance, SSHA may help design inclusive sampling methods in collaboration with precision medicine and genetic research to increase the reliability of a new technology across all demographics. Funding programs that make it mandatory for innovators and/or researchers to reflect on their societal impact as a condition of success may also increase the impact of a new technology beyond its commercial benefits.

Accountability in innovation should involve the inclusion of diverse interests and voices. The success of new products, processes and policies depends on the ability to inform design, development and implementation by drawing on the perspectives of users with diverse cultural, educational and economic background, and thus reduce the risks of negative impact.

Ecosystem Backbone

What kind of structure do we need to ensure that innovation ecosystems evolve in ways that are sustainable? The backbone of an innovation ecosystem is made from the availability of dedicated physical and conceptual spaces filled with the expertise and capacity to create and foster collaborations, steward partnerships over time and to deliver resources and programs to equip innovation partners with the specific skills and knowledge they need to achieve connectivity.

[a backbone organization] would bring together all these different players: academics, researchers in nonprofits, and government— to increase both the quality and the quantity of research on the nonprofit sector because there's a lot of holes"

Because different sectors operate in systems, timelines, and structures that are often very distinctive, ecosystem connectivity depends on coordination, orchestration and mediation and thus on the expertise of enabling actors who can help bridge these differences and fill skills gaps.

Building and maintaining relationships and partnerships is an art, a type of expertise. Partnerships and relationships in the innovation ecosystem do not just 'happen'. To produce positive impact for all partners, a collaboration must establish meaningful engagement with the community over a substantial timespan: the impact of an innovation partnership on community should not be afterthought.

The proposal was made that Canada needs a backbone organisation that would support the connectivity across the innovation ecosystem, a structure that supports both material

and human capacity. High levels of connectivity however demand agility, i.e. the ability to strike a good balance between support and direction for innovation (e.g., with mission-oriented goals) but also leaving space creativity. After all, innovation comes from thinking 'Outside the box'.



What does “connectivity” look like in the social innovation ecosystem and whose job is it to support it?

12 June 2024 (afternoon)

PANELISTS:

Julie Dirwimmer. Senior Advisor Science-Society Relations @FRQSC

Julie-Maude Normandin. Conseillère scientifique en chef @Ville de Longueuil

Michael Toye. Chair @Social Innovation Advisory Council

Valérie Amiraux. Vice-President Community Partnerships @Université de Montréal

Marie-Christine Therrien, Professor and Director of CitéID Living Lab @ENAP

Krista Jensen, Senior Knowledge Mobilisation Specialist @Research Impact Canada

Annie-Pullen Sansfaçon, Vice-rectrice associée aux relations avec les Premiers Peuples @Université de Montréal

“There's a deeply human aspects to connection, but we can't go around it. That's like the hard lesson. [...] If we want connectivity, we have to deal with the dirty, messy, affective dimensions of

humanity and... So, what does that look like if you want to work across the system?"

Boundary spanners, e.g. people who understand both academic and non-academic spaces and can help translate expertise from and facilitate collaboration between researchers and community practitioners are key to increasing connectivity and intelligence across innovation ecosystems. This means transforming the way we train the next generation, but also better support to access meaningful career pathways.

With the creation of the *Table des conseillères et conseillers scientifiques en chef municipaux*, and the creation of a *Scientist in Residence* program for municipalities, the Fond de Recherche du Québec/ is modeling new ways of empowering municipalities by intentionally supporting collaborations between researchers, who may not have a deep understanding of the constraints, processes and mechanisms of municipal administration, and public servants, professionals and community practitioners who may not understand the constraints and processes of academic research and funding.

An agile and robust science and policy interface is key to creating an ecosystem that fosters connectivity: Scientific advice and evidence support is not only about mobilizing knowledge, but also about mobilizing the capacity to broker that knowledge. People whose expertise lies in having these boundary-spanning or mediator profiles need to be able to understand who the experts are without being the expert themselves, but more importantly, understanding the needs, interests, and goal of each partner.

For connectivity to flourish, the ecosystem needs trust and courage

In contexts of high stakes collaborations, relationships need to be based on trust: trust in the partners and their different expertise, and trust in the relationship so that there is space and safety for questioning or disagreeing. For collaborations to work, there needs to be balance between efforts dedicated to creating a climate of trust between actors from different disciplines and sectors, and efforts dedicated to accountability.

Building and maintaining connectivity is an exercise in diplomacy. Building trust means investing time, energy and effort and to ensure that those assume the role of ambassador, connection brokers, ecosystem weavers need to be trained, supported and accountable for creating and maintaining these connections. Recognizing the value of building connectivity is imperative.

"That means that there are lots of evenings that end at 11:00 p.m. with General Meetings, neighborhood concertation tables, [...] sometimes on Saturdays it's attending events we didn't plan, and we all did [as academics] it but often it was linked to conferences, we could add that on a CV line. One can't write that one spent 4 hours in a café with 5 community organizations to try to think about where we're going to help them find the person who will be able to support them in a project."

Connectivity also requires institutional courage and make the decisions necessary to allow space for different types of partnerships, for innovative ways of thinking about and supporting social innovation and for modifying the structures in place. Connectivity rest on the capacity to acknowledge expertise in each sector of the ecosystem, including inside and outside of higher education institutions. This means that universities ought to be willing to both lead through initiatives and respond to the needs of the communities who may reach out.



Our university responded to a request from 2 surrounding neighborhoods to help them better understand how the pandemic affected their population. Through these projects, bridges between the district mayors, the university and social organizations acting in these 2 neighborhoods were buttressed. Other social organizations and municipal units have since taken the phone more often to call the university about developing project going from the management of compost and recycling, to partnering with food banks that serve the community around the university (including the student population). In order to be perceived as a legitimate partner, universities have to not only be able to make innovative suggestions, but also be able to respond to the community's needs in a timely manner.

Capacity for connectivity in universities is impeded by pervasive skills gaps: researchers and instructors have not been trained for knowledge mobilization and partnership building outside of academia. This partly explains the benefit of intermediaries in boundary spanning roles who can act as matchmakers for partnerships inside and outside universities, across the innovation ecosystem (e.g., Research Impact Canada). But there is a need to scale capacity for connectivity beyond these specialised roles, and bolster researchers' confidence and/or the skills to do so.

Ecosystem intermediaries can help actors across the innovation ecosystem ensure the sustainability of campus-community relationships by building their capacity for developing and stewarding significant collaborations. This also involves efforts to ensure that knowledge produced in higher education is widely available in a format that makes it usable by decision makers, change actors and other members of the community. To play the role of anchor institutions, higher education institutions need social capital.

Skills-building for impact and innovation should start as early as possible in students' education. To create an ecosystem where innovators (in academia, in the social sector or in the industry) have the skills to build strong, sustainable partnerships between sectors, and understand the impact these partnerships have on the community, they have to start being trained and engaged systematically, from the start of their undergraduate degree, to think in terms of inclusive, sustainable innovation.

To the extent that the aim is to leverage innovation to tackle complex issues and wicked problems, building emerging talent's skills should involve the opportunity to contribute to interdisciplinary and intersectoral projects. For example, developing a smart city requires the expertise and perspectives of the technologists, the social entrepreneurs, the policymakers, and the community members who will use it, live in it. The skills needed by all these people to work together and understanding each other's perspective are eminently relational.

"But the future is, I think, more relational. And beyond the technical skills, both in the convening role and the participant role, the attention to relationships, to trust, to having fun, actually, the diplomacy you need, care, empathy, cultural awareness, positional awareness, humility, all of that are some of the skills, the transversal competences, needed to make this work."

Developing and stewarding innovation ecosystems presents specific challenges at the scale of a country as big and diversified as Canada. This raises the question of the effectiveness of a Canada-wide approach to ecosystem governance that would require maintaining strong relationships across geo-cultural landscapes.

Connectivity is easier to conceive at the municipal/regional or provincial levels. Local innovation governance might allow for decisions to be made closest to the level at which people can also take action, which is imperative if innovation is to respond to communities' needs. Local governance is also more amenable given the practical limits on the number of meaningful relationships that can be sustained while the high levels of trust needed when the issues are complex.

Supporting connectivity means recognizing its value with adequate levels of funding. To develop and maintain an innovation ecosystem, we need human resources. This includes the expertise of people in boundary spanning roles, mediators, connection brokers, capacity builders and those developing program to train future generations of innovators. That requires financial resources that are currently lacking.

"Availability of human resources [for community innovation and impact], helping hands, is minimal because we are not the 'core business'. I bring reputation, I bring visibility, I bring good and impact, but I don't necessarily bring cash into the university coffers."

There is an important disconnect on the value we ascribe to societal well-being when social innovation projects are funded in majority by philanthropy, rather than universities or governments. All the more so that fundraising requires time, energy and experience to both attract and retain funding from private businesses, and to navigate the complexity of partnerships between the private sector, the public sector and the researchers at the universities.

The City of Longueuil's Chief Science Advisor has a boundary-spanning role, bridging different needs for knowledge, different languages, different sectors

The chief science advisor for the City of Longueil (Québec) facilitates connectivity between research, the municipal government and the community it serves in a variety of ways, the principles of which are as follows.

Vertical agility: Translating the knowledge between different positions within the civil service, adapting the type of information that will be useful and of interest to various actors within the city's administration.

Knowledge translation and mobilization: The Chief Scientific Advisor evaluates and translates available evidence pertaining to a decision in a way that is useful and adapted to the needs of the decision makers. In some case, this means adapting the language in which evidence is communicated to a specific sector, but it also involves explaining differences in functioning between various sectors (e.g., explaining how timeline and funding systems in academia might affect the development and implementation timeline in the community, or why academic researchers need specific paperwork to receive funding for a project).

Reducing costs: By creating bridges between researchers, community and government, the Chief Scientific Advisor can reduce the perception of risk that comes with innovation. By being aware of the research and innovation ecosystem they can facilitate partnerships between universities or colleges and the city, allowing to subcontract part of the research and development capacity (and the cost associated) to academics who do receive funding for this type of activity already.



Taking ownership of the vision and mapping the road to 2040

MAPPING THE ROAD

Deliberations on day 1 were structured around three themes: Policy, Talent, and Connectivity. Each participant was assigned theme corresponding to their expertise and convened with their group in separate rooms, where they joined one of 4 working tables. Each table had a facilitator to guide the groups through a deliberative designed around the principles of back-casting.




In the Policy workshop, each table was asked to review 19 milestones and describe their relations. In particular, participants were asked to reflect on dependence relationships between milestones - i.e., which milestones need to be achieved in order for another one to succeed? Co-hosts reported on key discussion points during the plenary reflection.

While the morning focussed on relationships between milestones, the afternoon was dedicated to establishing priorities and fitting them into a general timeline. Participants were asked to identify priority milestones for which work needs to start immediately, either because many other milestones depend on them or because they are essential milestones for which work needs to start immediately.

Policy: An Extensive Strategy Supporting All Innovation Equitably, Across All Zones of Impact

Co-hosts

Morning	Afternoon
Coryell Boffy. Director Society & Culture, Axelys	Cathy Barr. Vice President Research, Imagine Canada
Danya Pastuszek. Co-CEO, Tamarack Institute	



Proposed Milestones

- 1** Concerted federal, provincial and municipal innovation strategies, policies and programs are structured horizontally (as opposed to top down) and co-created to operationalise and reconcile the principles of inclusive, sustainable innovation and transitions.
- 2a** Decolonization is a core principle and vector for innovation strategies, policies, and programs.
- 2b** Canada's research enterprise fully integrates Indigenous and other ways of knowing.
- 3** Federal, provincial and municipal innovation strategies rests on high levels of collaboration and inclusive innovation literacy: actors understand the processes that lead to innovation in the various zones of impact, and dedicated learning support is adequate.
- 4** Incentives for research, development and innovation (e.g. tax credit equivalents, loan forgiveness) have been extended to all zones of impact and fully embrace the diversity of innovation approaches and contexts.
- 5** A broad base of knowledge and evidence supporting decision making are equally considered and supported by adequately resourced nation-wide knowledge networks and campus-community partnerships.
- 6** Frameworks guiding action for social, cultural, environmental and economic prosperity are available in all sectors and reflect the diversity of pathways to innovation in all its forms.
- 7** Federal government agencies use frameworks to ensure accountability, and to assess and mobilize social, cultural, environmental and economic impact that reflect the complexity of innovation ecosystems in all zones of impact.

- 8 New financial instruments (e.g. social finance) are used to redirect the flow of resources and increase regeneration, growth and prosperity across all zones of impact.
- 9 Academic cultures embrace interdisciplinary and collaborative scholarly practices to bolster innovation in all zones of impact.
- 10 Universities and colleges adopt an obligation of impact policy and create incentives and rewards (e.g. criteria that guide their merit review and hiring processes) to increase their contribution to community impact and innovation.
- 11 Support for Universities' impact mission is institutionalised and accordingly reflected in all practices around hiring, recognition and reward.
- 12 The principles underpinning all aspects of impact assessment in research settings are informed by an adequate understanding of the societal impact mission of universities.
- 13 Social sector and community needs around knowledge flow and innovation are clearly identified.
- 14 A purposeful concertation around the respective missions of universities and colleges is reflected in federal and provincial support of dedicated research and knowledge mobilization funding programs
- 15a Measures are put in place to financially and logistically support the creation of Indigenous-led initiatives, as they are an integral part of the innovation ecosystem.
- 15b Indigenous-led initiatives and strategies are recognized as an integral part of the innovation ecosystem.
- 16 Federal innovation strategy and support system for knowledge and science is informed by a solid understanding of the balance between investigator-led and mission-driven research, and the importance of place-based innovation in all zones of impact.
- 17 Models of "resources flow" for innovation used by policymakers foster place-based innovation and take into account investment and impact in all zones of impact.
- 18 Federal and provincial funding programs are designed to foster inclusive and diverse interdisciplinary and cross-sectoral cultures in which excellence and high levels of social and economic accountability bolster innovation across all zones of impact.
- 19 Universities and colleges' impact strategy is aligned with federal, provincial and municipal commitment toward equitable and sustainable development.

Reflections gravitated toward themes such as the role of principles, interconnectedness, complexity and impact. There was general understanding that actors in innovation ecosystems need to agree on the principles upon which we build strategies for innovation. Decolonization is one such principle, and it should support and properly resource Indigenous-led initiatives and strategies that are an integral part of the innovation ecosystem.

The proposed milestones were considered through a number of lenses, e.g. the scale of impact, the zone of impact, etc. Participants generally agreed to say that the milestones are both interconnected and complementary and that, as such, the processes underpinning the objectives defined by the milestones reinforce each other. Given the pervasive nature of complexity in innovation ecosystems, there is an important role for the creation of systems maps and models of resource flow that policymakers can use to foster place-based innovation and new financial instruments that can redirect the flow of resources and increase regeneration.

"I would say our biggest "aha!" was that all of those layers have to build off of each other. They have to operate in parallel. And they have to be mutually reinforcing."

In working towards an ecosystem where Canadian research and higher education systems are supported by an innovation strategy and policies that place society at the core of their models, the availability of meaningful success indicators and adapted evaluation tool is crucial. Generally speaking, the process of achieving the vision for Canada's innovation ecosystem, in addition to establishing principles and missions, should involve collecting data on the needs of community around innovation (e.g. capacity for knowledge management and absorption) and building frameworks, strategies, assessments, and policies that are responsive.

The role of alignment across government is paramount to promote cohesion, as is the importance of a horizontal approach in generating synergies between federal, provincial, regional and municipal strategies and to developing frameworks to guide action for prosperity.

Adapted funding infrastructure for research and innovation were seen as essential to push change through and it was agreed that frameworks and guidelines should build on a good understanding of place-based approaches to innovation, and rely on theoretical models that do justice to complexity and emergence.

The consensus was that innovation-driven prosperity rests on high levels of collaboration and innovation literacy across federal, provincial, and municipal government and that universities and colleges commitment to impact needs to be operationalized through adequate institutional guidelines, policies and impact frameworks to move academic culture along.

Talent: Skills and Talent Across Innovation Ecosystems

Co-hosts

Morning	Afternoon
Jo Reynolds. Senior Director Partnership, SICanada	Felipe Perez-Jvostov . Senior Analyst, Digital Research Alliance of Canada
Marie-Chantal Paquette. Director, RQIS	Krista Jensen. Senior Knowledge Mobilisation Specialist, Research Impact Canada



Proposed Milestones

- 20 Universities and colleges' strategies to build and mobilize skills and knowledge are guided by the principles of place-based inclusive collective action and foster prosperity locally, nationally, and globally.
- 21 Canadian universities and colleges produce and fosters highly qualified talent Canada needs across all zones of impact
- 22 Diverse, highly qualified talent that harnesses the benefits of interdisciplinary, cross sectoral training is intentionally deployed across the innovation ecosystem to create social, cultural, environmental and economic prosperity.
- 23 Policies and programs are in place to bolster the role of skills in all sectors of activity and fuel an ecosystem in which people and community-focused investment boost equitable, sustainable social, cultural, environmental and economic prosperity.
- 24 An intentional approach guides inclusive access to university and college-level education and is bolstered by fully enabled primary and secondary education systems driven by equity and inclusiveness for vulnerable and Indigenous youth.
- 25 Funding models for universities and colleges drive interdisciplinarity, inclusivity and equity in a genuinely decolonial context.
- 26 Training in universities and colleges is intentionally designed to bolster inclusive and collaborative innovation in all zones of impact and those holding university and college

degrees know how to apply knowledge-based and practical skills they acquired.

- 27 Incentives exist for employers to create jobs, hire, foster (e.g. through experiential learning) and retain talent for innovation in all sectors, including community nonprofits.
- 28 The specific needs for innovation-driving talent and knowledge in each zone of impact have been identified and concertation between universities, colleges and employers creates the conditions to meet these various needs.
- 29 Universities, colleges and employers are structuring collaborations around experiential learning and mutualizing needs and assets to bolster talent in all zones of impact.
- 30 Colleges and universities offer programming to generate interdisciplinary talent for complex societal challenges that require both enabling technologies and human, social and environmental knowledge
- 31 Colleges and universities offer programs that build the skills that drive connectivity and interdisciplinarity to address complexity and systemic issues.
- 32 Graduate training intentionally leads to both academic and non-academic employment in all zones of impact.
- 33 Social, cultural, environmental and economic impact and innovation literacy are an explicit aspect of talent building in relevant fields of study.
- 34 Design-, Ideas- and Living Labs in all zones of impact have the resources to contribute to skills-building for innovation (e.g. through experiential learning).
- 35 Employers in all sectors, and in the social sector specifically, have access to financial resources and have the capacity to support impact and innovation-focused experiential and work-integrated learning.

The general consensus was that a talent strategy should be rooted in principles of inclusivity and should favour place-based approaches. This includes consideration of the foundational role of fully enabled primary and secondary education systems is fostering equitable and inclusive access to college and university. Inclusive access to universities and colleges was perceived as a matter of collective action and of support for place-based approaches to innovation that are designed to foster prosperity at all scales. Inclusive access to universities and colleges was also associated with the need to rethink some of the assumptions that underpin current education models

Connectivity was a dominant topic across the board. Participants stressed the importance of closer interaction between higher education institutions, communities and other non-academic actors to successfully build the talent needed. Higher education is Canada's largest investment when it comes to talent, and greater attention to the diversity of learning

experiences and pathways was perceived as a vector of impact. Participants asked questions such as “How can we support better integrate lifelong career development?” and there was a general recognition for the need to move towards holistic approach to skills-building and to increase capacity for interdisciplinarity across academia.

Catering to talent needs across the innovation ecosystem was perceived to involve radical changes to academic culture and a reframing of many institutional priorities in higher education. To bolster talent mobilization, connectivity across the innovation is needed. But connectivity is currently hindered by dominant aspects of academic cultures. For instance, the pressure to produce peer-reviewed academic publications reduces researchers’ capacity for collaborations that genuinely benefit non-academic partners.

Participants emphasized that skills strategy in an innovation ecosystem that genuinely benefits from diversity, agility, and multidisciplinary talent is not linear. Participants conceived of the overarching principles for building diverse and interdisciplinary talent as continuous with inclusivity and place-based approached to innovation. In particular, strategies need to be responsive to needs around capacity for innovation in contexts that vary across zones of impact, and effectively support talent mobilization and deployment.


Funding was seen as key lever to operationalize strategies and build capacity, drive inclusivity, increase access to experiential learning, and create incentives for employers and higher education to transform practices around skills-building. This included the creation of incentives for employers to hire, foster, and retain talent for innovation (e.g. PhD holders) in all sectors, the need for universities, colleges, and employers to mutualize needs and assets to bolster talent, and the importance of to build write impact and innovation literacy into the requirement of research training.



Connectivity: Capacity and Infrastructure for Connectivity Across Innovation Ecosystems

Co-hosts

Morning	Afternoon
Julie Dirwimmer. Senior Advisor, FRQSC	Louise Poissant. Scientific Director, FRQSC
Robin Wisener. Manager, Social Innovation Advisory Council	Jean-Phillippe Valois. Special Advisor Municipalities, Mitacs



Proposed Milestones

- 36** Collaboration between federal, provincial and municipal policies support concerted action for “place-based” innovation for community-level prosperity.
- 37** Revised formulation: Universities and colleges are anchor institutions that support place-based innovation and capacity development in all zones of impact.
- 38** Stakeholders' clear understanding of their mutual and reciprocal roles in innovation is leading to new types of equity-focused knowledge partnerships.
- 39** Federal, provincial and municipal governments use concerted, principled horizontal and multi-level frameworks, guidelines and policies to streamline cooperation and bolster innovation in all zones of impact.
- 40** Canada has the infrastructure to support agile, equitable, evidence-based response to challenges and opportunities in all zones of impact.
- 41** Innovation infrastructure is a place to accommodate complexity and emergence in innovation ecosystems across all zones of impact.
- 42** Research infrastructures support and create spaces for Indigenous involvement that make practice genuinely inclusive and equitable.
- 43** Innovation infrastructure extends to intersectoral platforms for innovation partnerships and

collective action.

- 44 Innovation partnerships involving higher education institutions rest on asset-based approaches to collaboration and equitably co-created co-governance models that fully value non-academic expertise in all zones of impact.
- 45 Communities benefit from asset-based, reciprocal relationships with higher education institutions, and they share talent and knowledge to support place-based research and innovation.
- 46 Innovation infrastructure is structured to increase the multidirectional flow of talent and knowledge between higher education institutions and communities and support cross sectoral collaborations in all zones of impact.
- 47 Actors whose role is to streamline access to talent and knowledge/expertise (e.g. knowledge mobilization, tech transfer, work placement) offer services and resources tailored to needs in every zone of impact.
- 48 Indigenous and other ways of knowing are valued and Indigenous communities have self-determination when it comes to innovation infrastructure
- 49 The human and financial costs of connectivity are explicitly factored into infrastructural project development, grant funding and investment for all innovation partners in all zones of impact.
- 50 Public and private funding, resources and frameworks are available to build capacity for inclusivity, equity and decolonisation in innovation partnerships in all zones of impact.
- 51 Infrastructure in all zones of impact supports interdisciplinarity and inclusive collaboration at all stages of innovation processes, from design to implementation.
- 52 Connectivity and resource flow between government and social, cultural, environmental and economic stakeholders rest on high levels of capacity to conceptualise systems dynamics and complexity in each zone of impact.
- 53 Design-, ideas- and living lab approaches to systems dynamics and complexity enable place-based innovation and sociotechnical transitions.

Inclusivity and the importance of place-based approaches to innovation was generally understood to be foundational in the context of discussions on capacity and infrastructure for connectivity. Connectivity across the innovation ecosystem was associated with the availability of policies supporting place-based approaches to innovation and equity-focused cross-sectoral partnerships, decolonization, reciprocity and infrastructure for collective action.

Connectivity was understood to depend on the ability of communities to benefit from asset-based reciprocal relationships with higher education institution, which would involve access

to funding, resources, and frameworks to build capacity for inclusivity, equity, and decolonization in innovation partnerships. There was a strong sentiment that communities should benefit and feel the benefit of relationships with universities and colleges, thus cultivating trust and more long-lasting relationships where community expertise and insights are equitably valued.

The availability of new governance models across sectors that build on reciprocity to engineer partnerships that are non-extractive was also perceived to be key to innovation ecosystems where universities are best positioned to play their role as anchor institutions that support Indigenous and other ways and decolonization. Here again, decolonization was seen as a foundational principle for innovations stakeholders, and a possible driver in reimagining resource flow, collaboration, and connectivity.

Various aspects of bottom-up approaches to innovations were considered, as were features that are associated with social innovation, including the need for systems intelligence, iteration and continuous improvement. There was strong agreement that creating a Canadian infrastructure to support agile, equitable, evidence-based responses to challenges and opportunities.,



ACTING COLLECTIVELY TOWARD THE VISION

Participants generally agreed that achieving a state in which Canada's innovation strategy is intentionally serving communities and in which policies are in place across the ecosystem that build the knowledge, talent and infrastructure needed for prosperity would involve non-linear processes that revolve around three general phases.

Establishing the Foundations

- A shift toward inclusivity, decolonization, and collaborative in government and higher learning institutions
- A shift toward horizontal government coordination that focuses on co-creation, sustainability and accountability to build capacity for mission-driven research and place-based innovation
- A shift in funding strategies and programs.

Empowering the Ecosystem

- Activate levers to generate diverse innovation approaches, including new incentives, frameworks for guiding action, new financial instruments, and supporting Indigenous-led initiatives
- Identify and empower all actors across innovation ecosystems to generate the needed skills and talent;
- Create incentives for employers across all sectors to create jobs and retain, develop and mobilize innovation talent;
- Support infrastructure and spaces for collaboration and inter-sectoral partnerships to help establish the flow of talent and knowledge across the innovation ecosystem.

Achieving the Vision

- New approaches to implementation, assessment, and scaling of innovation are redefining prosperity and infrastructure is in place to support agile, equitable, evidence-based innovation ecosystem that can respond to complex challenges
- Academic cultures fully support societal impact missions that align with government commitments on equitable and sustainable development;
- Strategies and policies for resource flow are in place that foster place-based innovation across all zones of impact;
- Highly qualified talent that understands how to work in interdisciplinary and cross-sectoral partnerships are deployed throughout the ecosystem;



Setting priorities, Defining Roles
and Mechanisms to Promote
Concerted Action

SETTING PRIORITIES, DEFINING ROLES AND IDENTIFY MECHANISMS TO PROMOTE CONCERTED ACTION

12 June 2024 (morning)

Co-hosts

Kate Frohlich, Scientific Director of the CIHR Institute of Population and Public Health

Marianne Mader, CEO of Canadian Association of Science Centres

Isabel Cascante, Director of Research @ UnitedWay Greater Toronto

Ian Wereley, Executive Director @Canadian Association of Graduate Studies

Virginie Zingraff, Senior Advisor - Practice Leadership and Transfer Maison de l'innovation sociale

Jessie Cooke, Government Relations Officer at Universities Canad

After validating the proposed milestones and setting priorities for each theme (Policy, Talent, Infrastructure), participants were invited to identify actors whose role could be to put recommendations into action. Participants were asked to take on one of eight roles:

- Research and innovation funders
- Academic Institutions
- Community funders and capacity builders
- Community-based social innovation lab/practitioners
- Municipal policy-makers and decision-makers
- Business
- Federal/provincial policy- and decision-makers
- Community nonprofit organizations)

Participants were asked to identify the priorities that would require their assigned actor's engagement. They were then invited to discuss the distribution of actors around priority milestones (those appearing earlier on the timeline) and ways in which concerted action could be stimulated. Some participants proposed the addition of new categories of actors, such as 'Indigenous governance and decision-makers', and 'community members'.

It quickly became obvious that multiple actors would be expected to act collectively on all the priority milestones and that their roles might evolve over time. Deliberations, on the whole, yielded results that reflect some expected trends. For instance, academics were associated

with milestones pertaining decolonization, collaboration and innovation literacy as well as with milestones pertaining to talent and skills and research funders with support for knowledge mobilization and capacity building. Likewise, federal and provincial policy- and decision-makers were associated with all milestones under the theme Policy and those that cited inclusive financial and policy support for connectivity.

But some of the results of deliberations were surprising. For instance, while policy- and decision-makers were typically perceived to play a role in funding, inclusive access to education, incentives for employers, and helping structure the division of labor between universities and colleges when it comes to talent and training, they were rarely associated with those aspects of the vision that pertain to knowledge mobilization or the supporting collaborations in the innovation ecosystem. Neither was their intervention considered essential to achieving objectives pertaining to institutional transformation in research and higher education. This is interesting given the role of policy in creating incentives for impact and innovation.

Because deliberations focused intentionally on innovation in non-technological sectors and drew on the input of a large contingent of representatives from community, the role of non-profit and social innovation practitioner as well as the role of community funders was articulated with some precision. They were perceived to play a role in knowledge mobilization and building connectivity, with social innovation labs described as playing a crucial role in creating bridges for collaboration as well as in opening spaces for experimentation and supporting the implementation of social innovation.

The role of community funders in supporting innovation in community was richly documented, specifically in regard to those aspects of the visions that speak to resource flow and equitable distribution, facilitating ecosystem partnerships (acting as a bridge), knowledge mobilization, inclusive access to higher education and in creating new funding model or making new financial instrument available. Community funders are perceived to play an important role in ecosystem connectivity, as ecosystem mediators.

Participants consistently emphasized that a decolonial approach to community engagement means recognizing the value of all actors and avoid tokenism by focusing on meaningful and sustainable engagement toward a common goal. Trust, respect, a shared commitment and a shared sense of emergency can catalyze collaborations and concerted actions across sectors, the participants mentioned that. Systems mediation was often cited as a mechanism for facilitating concerted action efficiently.



Initiating the Elaboration of an Action Plan

INITIATING THE ELABORATION OF AN ACTION PLAN

12 June 2024 (afternoon)

The last segment of workshops invited participants to contribute to a semi-structured discussion of the milestones most relevant to their real-life actor category. Roughly, an equal number of participants stemmed from academia as identified as community funders, non-profits and social innovation practitioners. Government actors made for the smallest proportion of delegates (no delegates identified as stemming from a business organisation)

Co-Hosts:

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Priorities most Relevant to Research Funders

- 3 Federal, provincial and municipal innovation strategies rests on high levels of collaboration and inclusive innovation literacy: actors understand the processes that lead to innovation in the various zones of impact, and dedicated learning support is adequate.
- 38 Stakeholders' clear understanding of their mutual and reciprocal roles in innovation is leading to new types of equity-focused knowledge partnerships.
- 50 Public and private funding, resources and frameworks are available to build capacity for inclusivity, equity and decolonisation in innovation partnerships in all zones of impact.

Barriers

- Low levels of innovation literacy
- Lack of clarity on core concepts (e.g. innovation, DEDI, impact)
- Lack of guidance on how to build and promote policies to move impact practices away from bibliometric metrics
- Funding opportunities are still limited, and eligibility excludes non-academic researchers.
- Misalignment between federal and provincial funding programs
- Administrative constraints delay change

Potential Levers

- Increased connectivity across sectors
- New types of equity-focused partnerships are emerging and funding is available to support collaborative innovation across agencies and across sectors
- Creating incentives that promote the importance of developing talent for innovation as
- Creating new/more opportunities to build connection with communities to promote collaboration



Priorities most relevant to Government (municipal, provincial, regional and federal)

- 6 Frameworks guiding action for social, cultural, environmental and economic prosperity are available in all sectors and reflect the diversity of pathways to innovation in all its forms.

Barriers

- No strategic framework exists for this type of deliverable
- Pressure not to waste public money and to support projects with proof of change
- Lack of sharing spaces
- Lack of shared data for decision making in this type of projects
- Lack of capacity to sustain innovation at the implementation phase
- Political, cultural, and paradigm shifts take time
- Unforeseeable events that the government must react to (e.g., a pandemic) might redirect the funding.

Potential Levers

- Developing frameworks for data sharing across governments and across the innovation ecosystem
- Create channels to share solutions between different scales of government
- The creation of a backbone organization to support and develop the Canadian ecosystem of innovation
- Portfolio management approach to innovation to manage risk strategically
- Mission-oriented approach to innovation



Priorities most relevant to Community Funders

- 17 Models of “resources flow” for innovation used by policymakers foster place-based innovation and take into account investment and impact in all zones of impact.
- 38 Stakeholders’ clear understanding of their mutual and reciprocal roles in innovation is leading to new types of equity-focused knowledge partnerships.
- 48 Indigenous and other ways of knowing are valued and Indigenous communities have self-determination when it comes to innovation infrastructure

Barriers

- Lack of clarity around key notions, e.g. social innovation and its role in community prosperity
- Lack of connection between universities, colleges and employers
- Unwillingness to change the status quo
- Language and vocabulary vary between disciplines and between sectors
- Undervaluing of relational skills necessary for maintaining and developing the innovation ecosystem
- Deeply rooted hierarchy of knowledge, Undervaluing of people from non-dominant backgrounds
- Funding for innovation is rigid, exclusive, and does not extend until implementation and scaling phases that actually bring impact into the community



Potential Levers

- Capacity to think creatively about distribution and use of funding in social sector organizations
- Building connectivity through, e.g. participatory approaches, network approach
- Allocating time and resources to building trust between partners,
- Creating bridging programs between academic research and community impact funding
- Decentralising coordination of innovation projects by involving smaller organisations
- Supporting place-based innovation by incentivizing co-design approaches, or by building capacity for innovation in the community, not just in higher education institutions.
- Identifying gaps and build capacity by creating training to, , e.g. understand epistemic injustice or promote co-creation approaches.
- Allocating resources and capacity to decolonize higher education and making space for different ways of knowing

Priorities most relevant to Non-profit and Social Innovation Practitioners

- 17 Models of “resources flow” for innovation used by policymakers foster place-based innovation and take into account investment and impact in all zones of impact.
- 24 An intentional approach guides inclusive access to university and college-level education and is bolstered by fully enabled primary and secondary education systems driven by equity and inclusiveness for vulnerable and Indigenous youth.
- 38 Stakeholders’ clear understanding of their mutual and reciprocal roles in innovation is leading to new types of equity-focused knowledge partnerships.
- 48 Indigenous and other ways of knowing are valued and Indigenous communities have self-determination when it comes to innovation infrastructure

Barriers

- Models for funding and resource flow focus on technologies and innovations that can be commercialized and generally exclude social innovation
- Colonial worldview is still predominant: decision- and policy makers still lack knowledge about privilege and colonial systems, and still distrust community knowledge
- The structure of grants is complicated and inaccessible to those who lack the system knowledge to navigate it.
- Lack of cohesion/communication between actors of the ecosystem
- Lack of understanding of social innovation and its value outside of social innovation community
- Post secondary education is expensive, and therefore not accessible to everyone.
- Social sector organizations are at the limit of their resources and capacity

Potential Levers

- Developing frameworks for inclusive grant programs, identifying feedback mechanisms, and for evaluating impact-focused research.
- Increased capacity to understand and work with different ways of knowing
- Support vulnerable and Indigenous youth through mentorship starting in primary and secondary schools
- Increased capacity for decolonial approaches in an equitable, diverse and inclusive innovation ecosystem.
- Taking future generations into account for decision and policy making.
- Building capacity for system mediators, weavers and translators, and for participatory and co-creation approaches.
- Availability of programs that support vulnerable and Indigenous youth through mentorship starting in primary and secondary schools

Priorities most relevant to Academics

- 2a | Decolonization is a core principle and vector for innovation strategies, policies and programs and Canada's research enterprise fully integrates Indigenous and other ways of knowing
- 10 | Universities and colleges adopt an obligation of impact policy and create incentives and rewards (e.g. criteria that guide their merit review and hiring processes) to increase their contribution to community impact and innovation
- 24 | An intentional approach guides inclusive access to university and college-level education and is bolstered by fully enabled primary and secondary education systems driven by equity and inclusiveness for vulnerable and Indigenous youth.
- 25 | Funding models for universities and colleges drive interdisciplinarity, inclusivity and equity in a genuinely decolonial context
- 38 | Stakeholders' clear understanding of their mutual and reciprocal roles in innovation is leading to new types of equity-focused knowledge partnerships
- 45 | Communities benefit from asset-based, reciprocal relationships with higher education institutions, and they share talent and knowledge to support place-based research and innovation

Barriers

- Rigid scholarly cultures that focus on academic career outcomes
- Siloing, failure to communicate and poor knowledge flow across organisations lead to reduplication of efforts and waste of resources
- Hermetic languages and approaches create translation breakdown
- Ineffective approaches to implementation of e.g. of impact practices and DEDI
- Power dynamics and economic governance stifle attempts to change academic structures

Potential Levers

- Increased connectivity and opportunities to exchange knowledge
- Creating safe spaces for genuine, open conversations about DEDI institutional challenges
- Increased efforts to include non-academic expertise and cross-sectoral co-design in both research and training
- Bolster incentive by reassessing academic policies and guidelines around tenure, promotion and merit
- Bolster training focused on inclusive innovation
- Introduce concrete accountability mechanisms and clarify expectations around innovation and impact so as to provide partners with demonstration of outcomes

APPENDIX



APPENDIX

Participants

Toronto Consultation 8.4.2024

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GLOSSARY

Capacity: The ability of a person to perform work, or the level of an organization's capability to deliver services, programs, and products as part of fulfilling its mandate or mission.

Connectivity: a feature of a system that allows for knowledge, expertise and resources to flow; connectivity is multilayered and multifaceted. It bridges organisations across all sectors in an innovation ecosystem and affects all zones of impact.

EDI: An abbreviation for: 'equity, diversity and inclusion'.

Experiential Learning: The acquisition of knowledge and skills through practice and upon reflection of a period of engagement, observation, and/or immersion. 'Experiential learning' and 'work-integrated learning' are often used interchangeably. An experiential-learning partnership is a community-based collaboration between an organization and a higher education institution that revolves around the hosting, facilitating, and supporting of one or more students involved, for instance, in program, service, or project delivery.

Highly qualified personnel (HQP): In this context, HQP refers to those having received advanced training in any academic discipline, or having acquired equivalent experience in applied contexts. HQP is associated with technical and specialised skills, but innovation also requires high levels of translational skills typically associated with critical thinking, problem solving, creativity and intercultural competences, for instance.

Innovation Process: A series of actions or steps designed to create, improve, or implement ways of doing, framing, knowing, or thinking, intended to create new value.

Innovation: innovation is the outcome of knowledge use: at the most general level, what leads to innovation is a series of actions or steps designed to create, improve, apply, or implement knowledge, research, evidence, and/or expertise to new ways of doing, framing, knowing, or thinking, and intended to create new value.

Innovation ecosystem: The multilayered and multifaceted collection of interconnected institutions and organizations through which the resources, talent, and information that support, interact with, and affect innovation flow.

Knowledge Mobilization: Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to the production and use of research results, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users (source: SSHRC). In practice, it overlaps in substantial ways with other types of activities traditionally associated with teaching and learning, such as service learning and experiential learning (see, Methodology: Charting, infra).

SSHA: Social Sciences, Humanities, and Arts disciplines. Statistics Canada groups all non-STEM disciplines together: Business, Humanities, Health, Arts, Social science, and Education (BHASE).

Research and Development (R&D): The planned creative work aimed at new knowledge or developing new and significantly improved goods, programs, and services. This includes both basic research and applied research and development; the latter is the use of research and practical experience to produce new or significantly improved goods, programs, services, or processes.

Resilience: The ability to effectively respond to and adapt to systemic change, seeking a balance of social, environmental, and economic needs.

Skill: An aptitude, competency, or ability broadly construed.

- Foundational skill: A broad range of abilities and knowledge understood to be essential to employability and citizenship, and generally associated with social and emotional intelligence as well as cognitive literacy. They include critical thinking, problem-solving, creativity, self-management, intercultural competence, and effective communication.
- Technical skill: a domain-specific skill that is usually associated with applied training.

Social enterprise: A business model with the dual focus of social (and/or environmental) and economic gain.

Social finance: any type of financial service that utilizes private funds to support social goals, address social problems, and/or facilitate social change. According to Economic and Social Development Canada, social finance is the practice of making investments intended to create social or environmental impact in addition to financial returns.

Social impact: is predicated on specific activities or outputs (e.g. programs, services) and their outcomes. An organization's social impact is the measurable outcome of its products, programs, services, etc. that are created and delivered to address a specific social need.

Social innovation: The phrase "social innovation" is used in multiple contexts to refer to new ideas, services, processes, or frameworks intended to meet social needs or create impact for the public benefit as well as those involved in addressing wicked problems that are rooted in systemic issues. Here we make a distinction between **innovation for social impact** in the social sector that follows traditional logics and **innovation for social transformation**, which targets systemic societal issues.

Social transformation: is a matter of collective, intentional, systems-level change. Social transformation is an intentional process through which transformational change is effected across social systems to address emerging social crises and global challenges. Social innovation happens as a result of coordinating the actions of multiple stakeholders in a system toward a collective goal.

Social research and development (social R&D): Evidence-based methods and practices intended to acquire, absorb, and/or utilize knowledge, often to create or improve processes, products, and/or services in the social sector.

Social sector: An umbrella term denoting the activities of organizations that identify with and operate for the public benefit, including co-operatives, non-profits, registered charities, social enterprises/B corporations, or unincorporated grassroots or community groups. It is sometimes referred to as the “third sector”, in contrast to what has traditionally been labeled the private and public sectors. Recently, the emergence of “social enterprise”, i.e., a for-profit business model embracing social and/or environmental goals, has made traditional boundaries between sectors in mixed economies more porous.

Talent: see highly qualified personnel (HQP)

Zones of Impact: Knowledge use and research practices are shaped by the specific knowledge needs of specific knowledge users across the innovation ecosystem. Knowledge creation and use happens in broad and overlapping “zones of innovation and/or impact”. The framework proposed here was initially used to organise evidence generated through a review of the literature guided by the following questions:

- * What processes underpin knowledge use at the science-society interface?
- * What are the barriers to knowledge use and/or innovation in the different zones of impact at the science-society interface?
- * What are the drivers of knowledge use and/or innovation in the different zones of impact at the science-society interface?
- * What skillsets and know-how are required of individuals working in the different zones of impact at the science-society interface to support these processes?

The processes involved in ensuring that the relevant knowledge is properly used by the right people to produce the desired impact and innovation are examined in [Skills for Inclusive and Collaborative Innovation](#) (Discussion Paper by Lapointe and Propst 2023)

ZONES OF IMPACT	
Economy	Universities, colleges, governments, and industry cooperate to create technology-driven economic growth. Research generates new ideas, and innovation is typically the result of “commercialization”, “technology transfer”, and similar activities that benefit from the support of industry liaisons and technology transfer offices who act as intermediaries to push out research and pull in investment partners.

Policy	<p>Knowledge and expertise needed for policy making may extend to any aspect of HEI-based research and is increasingly expected to incorporate lived experience and stakeholder input. The co-creation processes through which knowledge is intentionally mobilized for policy making often take the form of “evidence-support” and “knowledge exchange” deliberation.</p>
Social Sector	<p>The social sector includes all organisations whose purpose is defined in connection to societal well-being. Knowledge mobilisation in the social sector generally aims at supporting practitioners (e.g. medical practitioners, educators, social services providers) by ensuring that they have access to the most recent research in the relevant fields: social, ethical, cultural, legal, educational, and medical. Partnerships between HEIs and social sector organisations also revolves around other types of “community-engagement” activities. At the level of communities, knowledge needs of social sector organisations and municipal governments often overlap.</p>
Systems	<p>Social or systems transformation is an intentional process through which systemic change is affected to address emerging social crises, wicked issues, and global challenges. Systems transformation happens as a result of coordinating the actions of multiple stakeholders (industry, society, economy and policy) toward a collective goal across complex systems. For this reason, social (or systems) transformation revolves around processes that involve the co-design and co-creation of solutions such as those applied, for instance in community-based innovation-, design-, or living “labs”.</p>