PLUS MAGAZINE

WHAT IS
VALORISATION?

MA ARTS +
CULTURAL
ENTERPRISE

+

PLANNING YOUR OWN
PATHWAY
TO IMPACT

VALORISATION
IN PRACTICE
SCHOOL DRAMA

+
REVALORISE
enhancing research impact

www.**revalorise**.eu

WELCOME

WELCOME TO THE REVALORISE+ PROJECT

After the launch of the Europe 2020 Strategy[1] and the EU Growth Agenda[2], Europe has taken the path towards a more connected relationship between society, government, business and higher education institutions (HEIs) in order to increase employment, productivity and social cohesion. The European Union is promoting knowledge and technology circulation by HEIs, and the involvement of citizens, academia and industry to ultimately turn research results and innovations into sustainable solutions with economic value and societal benefits. However, despite the existing policy support, the valorisation of research by HEIs remains low[3].

There is a general lack of valorisation capabilities at HEIs despite HEIs having placed the broad societal impact of knowledge more prominently on the agenda. Thus, HEIs are still to succeed in overcoming the barriers associated with valorisation. The barriers are related to the lack of entrepreneurial skills among knowledge/technology transfer (KT/TT) professionals and academic staff; weak networking and co-operation between universities and external stakeholders; low levels of commercial awareness and engagement with society; lack of awareness about valorisation activities and unsuitable reward systems and a lack of incentives for academics' external engagement.

[1] European Commission (2010). EUROPE 2020. A European strategy for smart, sustainable and inclusive growth. See Here

[2] European Commission (2014). Smart Specialisation and Europe's Growth Agenda. Luxemburg: Publications Office of the European Union

[3] The State of European University-Business Cooperation Final Report (2011; 2018)

VALORISATION IN THE SOCIAL SCIENCES AND HUMANITIES

REVALORISE[+]
enhancing research impact

The term 'valorisation' seems to suffer from a limited interpretation, both among researchers and policy makers, that tends towards 'commercialisation' (i.e. contributing economic value)[4]. This trend has resulted in an overemphasis on Science, Technology, Engineering and Mathematics (STEM) valorisation, while undervaluing valorisation in Social Sciences and Humanities (SSH)[5].

The perception of valorisation as 'research commercialisation' is further reinforced by the fact that the valorisation impacts of SSH are often more difficult to measure. Consequently, policymakers and university boards have prioritised pursuing the immediate returns of commercialization has led to a reduction of enthusiasm and skills development for valorisation among SSH researchers. Thus, there is a need for more professionalised valorisation in SSH[6].

Considering the barriers mentioned previously, the REVALORISE+ project aims to develop SSH valorisation capabilities within universities to ultimately develop a new generation of SSH researchers who are empowered to make a stronger impact on society through the valorisation of their research.

The REVALORISE+ project envisions that a programme of valorisation support and training for KT/TT professionals and SSH researchers will be a joint effort provided by HEIs, business professionals, a Vocational Education and Training service provider, and a university-industry network where all partners are both contributors as well as short and long term beneficiaries of the project outcomes.

[4] Julia Olmos-Peñuela, Jordi Molas-Gallart, Elena Castro-Martínez (2014) Informal collaborations between social sciences and humanities researchers and nonacademic partners Science and Public Policy (2014) 41 (4): 493-506 doi:10.1093/scipol/sct075

[5] Leonie van Drooge and Stefan de Jong. Valorisation: researchers do more than they realise - E-publication with examples and guidelines for valorisation. The Hague: Rathenau Instituut, 2015.

[6] The Dutch Advisory Council for Technology and Innovation (2019) Shaking-Up the System. https://english.awti.nl/documents/publications/2019/10/29/summary-shaking-up-the-system.-towards-a-future-proof-higher-education-and-research-system

ABOUT THE REVALORISE+ PROJECT

The REVALORISE+ project will deliver a **programme of valorisation support and training** for researchers that wish to explore the entrepreneurial and social potential of their Social Sciences and Humanities (SSH) research. This research area is often overlooked when it comes to creating value from the research. It will **address the specific SSH valorisation skills gaps of knowledge and technology transfer (KT/TT) professionals** who act as the first point of contact and support provider for SSH researchers in academic entrepreneurship and social engagement activities at universities. Additionally, REValorise aims to **develop SSH valorisation capabilities within universities** connecting academic and professional staff with external stakeholders, to ultimately develop a new generation of SSH researchers empowered to use their research to impact society.

PROJECT OBJECTIVES

- Address the need for more professionalised valorisation in SSH

- Identify and close the skills gap of KT/TT professionals in the field of valorisation

- Grow the capabilities of KT/TT professionals in the areas beyond traditional licensing & patenting

- Increase the engagement and entrepreneurial skills of SSH researchers

- Increase the social value of SSH research through valorisation

- Foster relationships between SSH researchers, and universities in general, with the external university environment

PROJECT FAST FACTS

Funded by: EACEA
Start date: January 2021 – December 2023
Target audience: SSH researchers and KT/TT professionals
Main activities: Professional Development Programmes development and delivery
Number of good practice cases to be collected: 50

PROJECT CONSORTIUM

University Industry Innovation Network
Amsterdam University of Applied Sciences
Institut Mines Telecom Business School
Bespoke
Crazy Town
University of Copenhagen
University of Vienna
Carlos III University of Madrid
Momentum

Crazy Town Oy

Momentum

Bespoke ApS

University of Copenhagen

University Industry Innovation Network

Amsterdam University of Applied Sciences

Institut Mines-Télécom Business School

University of Vienna

Carlos III University of Madrid

CONTENT

WHAT IS VALORISATION?

Authored by Catherine Hayward (UIIN)

As modern universities are taking on new roles promoting innovation, economic growth and regional development, valorisation becomes increasingly relevant in the academic sphere. The term "valorisation" has been used to describe a variety of different activities and is often treated as a synonym related to concepts such as third mission[1], university business collaboration[2], commercialization[3] and academic entrepreneurship[4]. Despite this single view, there are generally two approaches to valorisation in current academic circles - one approach emphasising economic value, and the other viewing valorisation as a broader process of knowledge development. More and more researchers are focusing on this second view, where valorisation requires collaboration and interaction throughout the research process, envisioning wider contributions to society, or enhancing societal impact[5] .

[1] Sánchez- Barrioluengo & Benneworth, 2019

[2] Hewitt-Dundas, Gkypali, & Roper, 2019; Orazbayeva, Plewa, Davey, & Muros, 2019

[3]   Hayden, Weiß, Pechriggl, & Wutti, 2018; Wutti & Hayden, 2017

[4] Muhonen, Benneworth, & Olmos-Peñuela, 2020; Siegel & Wright, 2015; Wadhwani, Galvez-Behar, Mercelis, & Guagnini, 2017

[5] IXA, 2014; Olmos-Peñuela, Castro-Martínez, & D'Este, 2014; Van De Burgwal, Dias, & Claassen, 2019

EXAMPLES OF VALORISATION

In the field of Social Sciences and Humanities (SSH) research, the means of valorisation may take many forms including, but not limited to, commercialisation, entrepreneurship, knowledge dissemination and educational activities. As the REVALORISE+ consortium, we conducted our own search for examples of valorisation in SSH fields and came across numerous examples of these types of research valorisation. These outputs of research in SSH fields go beyond solely creating economic value or publishing of papers, and clearly generate societal and social advantages. It is also clear in many of these examples, that collaboration with external stakeholders, entrepreneurial universities and technology and knowledge transfer play a critical role in the valorisation of research.

POTENTIAL BARRIERS TO VALORISATION

Many researchers may fail to see the relevance of their work in the achievement of larger societal goals, however many merely lack the ability to take that research and create something valuable from it. Potential barriers that prevent researchers from seeing the valorisation potential and successfully valorising their research may be attributed to lack of: entrepreneurial skills; awareness of commercialisation possibilities, cooperation between universities and external stakeholders; and lack of awareness about valorisation engagement activities beyond research commercialisation.

HOW DOES THE REVALORISE+ PROJECT CONTRIBUTE TO VALORISATION?

The REVALORISE+ Project aims to ensure that researchers and their supporting knowledge/technology transfer offices (KT/TTOs) have the appropriate skills and knowledge, as well as provide appropriate training for them to acquire such valorisation skills. The project hopes to contribute to a new generation of SSH researchers that can be self-sufficient in their valorisation capabilities and apply their work to solving societal challenges.

Valorisation in Practice:
School Drama

Authored by Catherine Hayward (UIIN)

Professor Emerita Robyn Ewing *has used her research in creative pedagogies and the role of the arts in education to co-create the School Drama programme. Since 2009, the implementation of School Drama has improved teaching practices in schools in both Australia and New Zealand.*

ROBYN'S JOURNEY TO CREATE VALUE FROM HER RESEARCH

Robyn has a passion for the role of the arts in learning, and her research is driven by the desire to improve the opportunities available to pupils. Robyn aspires to have the value generated by her work reach a wider audience, beyond academia alone.

Robyn's background is in Teacher Education and the Arts, and she started her career as a primary school teacher. This gave her valuable practical knowledge of primary school education and Robyn believes that as a teacher educator, it is important to be connected with practicing teachers in their classrooms, thus she has also spent much time working alongside teachers in schools.

An example of her work in schools includes leading a collegial group for teachers who were interested in using drama to enhance pupils' understanding of literature concepts and their literacy outcomes. From here, Robyn was invited to several schools to work with teachers, and for this purpose Robyn developed a "co-mentoring professional process" to help teachers address their needs around teaching

English and literacy using the arts. Robyn developed her co-mentoring professional learning model over the years, working in classrooms with teachers who wanted to reform their practice.

Robyn was afforded the opportunity to work on her co-mentoring project with Sydney Theatre Company's Artistic Directors at the time, Cate Blanchett and Andrew Upton, and Education Manager Helen Hristofski, who wanted education to be a particular focus of their work. Thus, together with Sydney Theatre Company, Robyn started to translate her work with literature and primary school teachers into something that could benefit schools across Australia. Thus, the School Drama programme was created and in 2009, Robyn and the Sydney Theatre Company used the co-mentoring professional process and Robyn's research to create a pilot project with five disadvantaged Sydney schools. The programme was piloted and refined over four years.

> " For any **researcher** wanting to **valorise** their work, it is important to remain focused and positive during the **valorisation journey**, as along the way there will be those that doubt **the impact** that the research will/can have. "

Professor Emerita Robyn Ewing

REVALORISE⁺

enhancing research impact

THE SCHOOL DRAMA PROGRAMME

School Drama is a professional learning programme that develops primary school teachers' expertise in using drama-rich pedagogies to enhance pupils' English and literacy skills. The programme is delivered as a one-on-one professional learning experience which pairs teachers with "teaching artists". Teaching artists are often professional actors, and the pair work together in the teacher's classroom to implement drama-rich pedagogy.

The programme begins with a professional development workshop for participating schoolteachers and principals. Thereafter, two planning sessions with the teaching artist take place where a team-teaching programme is developed for pupils' specific learning goals. The teacher-teaching artist pair implement this teaching programme in the classroom where they learn from each other and translate those learnings into their teaching. Over seven weeks the teaching artist and the teacher plan their activities together and work with pupils. The teacher artist models the drama strategies and the teacher develops confidence to integrate these ideas and strategies into their regular teaching practice.

The programme has increased teachers' confidence and expertise in using drama-rich pedagogy; improved pupils' understanding of English, literacy and drama concepts; and has resulted in the development of a community of teachers that share best practices. Since 2009, over 35,000 pupils and teachers have participated in the School Drama programme. The original format of School Drama has also been expanded for use in subjects such as History, as well as in secondary school classrooms with those learning English as an additional language, pre-schools, juvenile justice centres and adult migrant and refugee contexts.

Robyn has used her knowledge and research to develop an innovative educational intervention. So far, twelve research projects have explored different aspects of School Drama and have subsequently demonstrated its success as both a teacher professional learning programme and intervention for students.

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enhancing research impact

MA Arts and Cultural Enterprise:
Managing and Valorising Creativity, ✚ bringing Creativity to Management

Authored by Viviana Rojas (UIIN)

*The **concept of Valorisation has gained increasing** importance for academia over recent years for numerous reasons. Among the most important ones is the recognition of the immense potential of valorisation **to expand the overall impact of research and academic outputs**.*

Let us go back in time and recall those not so long-ago days where universities and academia in general were outsiders to the "rest of the world." The ivory tower (Etzkowitz, 2000) where the aim was to generate new knowledge and the value of academic work was measured by how many papers one wrote and in how many high-impact factor academic journals the research was published. In those times, the application of the new knowledge might not have been a top priority (Etzkowitz, 2000).

With the avalanche of changes and challenges brought about by the 21st century's revolutions (knowledge, information, technology, societal, climate, etc.) and with the rise of importance of universities' third mission, those days – although still present in some contexts - are gone. Generating tangible and applicable impact from academic work has become one of the key strategic points that universities are trying to achieve to secure their sustainability and relevance in a society that is rapidly shifting towards unknown and unpredictable futures.

However, the path towards valorisation has proven to be arduous for academic institutions due to many reasons inherent to their nature. Among the most salient are the complex internal processes and structures of universities, the academic ethos that, in several cases, opposes the link between knowledge creation and its commercialization and, of course, the lack of entrepreneurial skills of academics, students, and researchers. Additionally, some fields of study seem to find the path to valorisation more difficult than others. For instance, according to various testimonies of different academics that are collaborating with UIIN in projects related to innovation in higher education, valorisation has proved to be "easier" for Science, Technology, Engineering, and Mathematics (STEM) projects where there is a tangible output/product related to technology. Nevertheless, this is not the case for projects of Social Sciences and Humanities, where the path towards valorisation seems even trickier as their outputs tend to be intangible services, thought to be less scalable, marketable, or valuable.

VALORISATION IN THE SOCIAL SCIENCES + HUMANITIES

Luckily, there are initiatives and programs that are investing resources to mitigate this gap and to remove the bias towards the valorisation of Social Sciences and Humanities. One good example is the MA Arts and Cultural Enterprise, an initiative held by the College of Central Saint Martins under the umbrella of the University of the Arts London (UAL). It is a two-year part-time Masters program which follows a blended learning methodology focused on providing students with the necessary skills to valorise their work and projects related to arts and culture. The program tutors or unit leaders come from varied art-related backgrounds and possess entrepreneurship and business skills specialised for arts and creative industries.

The program is open to all art professionals or general practitioners that have an interest or experience in creative industries. It consists of two cohorts: one targets the UK and global participants, and the other targets Hong Kong. Both cohorts are taught by the same tutors following the same structure, that gives them more opportunity for peer-to-peer reflection and learning in different contexts.
The program's participants play an important part in its added value. They seek participants with a minimum of 2 years of working experience, who can bring their challenges and learnings to enrich the discussions. On average, participants of the program would have around 10 years of working experience, including several creative entrepreneurs. Also, it is not mandatory for participants to have a first degree in an art related subject if they have equivalent relevant working experience. In this way, the participants of the program form a varied spectrum of experiences, challenges, and backgrounds, which helps to enrich their overall learning experience.

At the end of the program, students are expected to have accomplished four learning objectives: 1) being able to step up to challenges in the next stage of their careers within the creative industries, and to lead teams effectively, in order to realise ambitious creative and cultural events and projects across different media, platforms and countries; 2) being able to interrogate and understand cultural policies and governance; 3) having an understanding of the value of culture and creative content within a business framework in today's multi-national cultural economy and how this varies across the globe; and 4) having the knowledge, cognitive and practical skills that will enable them to develop expertise as cultural producers within a fast-changing, globalised cultural economy. The accomplishment of these objectives is supported using innovative methodologies such as flipped learning or flipped classroom, as well as by the dynamism of the lectures' delivery - course facilitators tend to break up their teaching into 15-minute chunks instead of presenting a full lecture**.**

## A VIEW FROM THE INSIDE: LEARNINGS AND CHALLENGES

We had the opportunity to talk to program leader, Andy Marsh, who shared some of the main learnings from the implementation of the programme. One of these learnings is a thoughtful reflection on what "valorisation" can mean: it is not linked to the generation of financial returns or the commercialization of products or services, but to generating social impact. In the case of this program, Andy believes that the way it creates value is by empowering participants to take ownership of their careers and opening their minds to decide what path they want to take while giving them the tools they need to succeed in whatever that path may be, exposing them to different real-life experiences from diverse backgrounds that they can later apply to their own. Another key impact that the program achieves is accomplishing the motto of "managing creativity and bringing creativity to management." This means that the programme assures its contribution to fostering the sustainable development and management of creative projects and creative enterprises worldwide. Last, but not least, the program's impact in Hong Kong has been the creation of a novel educational framework related to arts and culture which allows training and upskilling locals in the management of these affairs to reduce the need of having to import that talent from outside the country.

Currently, the program organizers are facing three major challenges. One is related to managing the broad diversity of their students' backgrounds, especially regarding balancing the scales of students who have a more business background to the ones who do not, since they come from a broad range of subjects. This diversity can cause some courses, especially the business-related ones, seem obvious, too primary, or even boring for some students, while completely new and relevant for the others. The second challenge is related to COVID-19 and program delivery restrictions, which changes the expected participants' learning experience. The third challenge revolves around complex administrative processes to manage multi-country cohorts, which includes managing the administrative-logistics part of the program and managing the participants' cases. Nonetheless, after expressing the challenges, Andy also told us that one important lesson learned is "going one step at a time" when trying to pull off such an ambitious and unconventional program, so he is confident that the team will find a way to solve them.
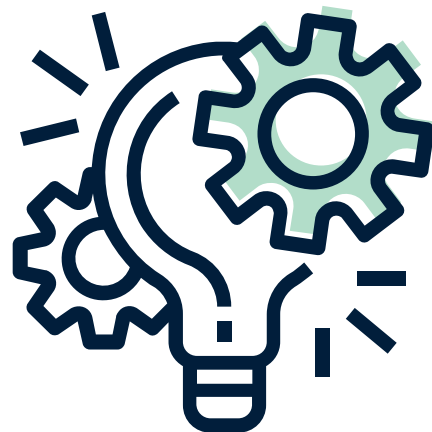
FINAL THOUGHTS: VALORISATION FOR THE FUTURE

Giving more exposure to cases such as the MA Arts and Cultural Enterprise is a great way of supporting and promoting the enhancement of valorisation practices in the Social Sciences and Humanities, a field that still has a lot of impact to exploit. It would be extremely beneficial for the HEI community to explore further and replicate these practices, to keep building the future and relevance of higher education.
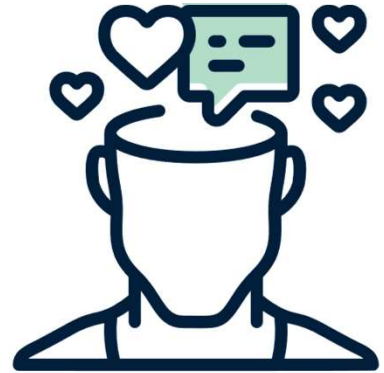
MA ARTS AND CULTURAL ENTERPRISE WEBSITE

CLICK TO **VIEW**
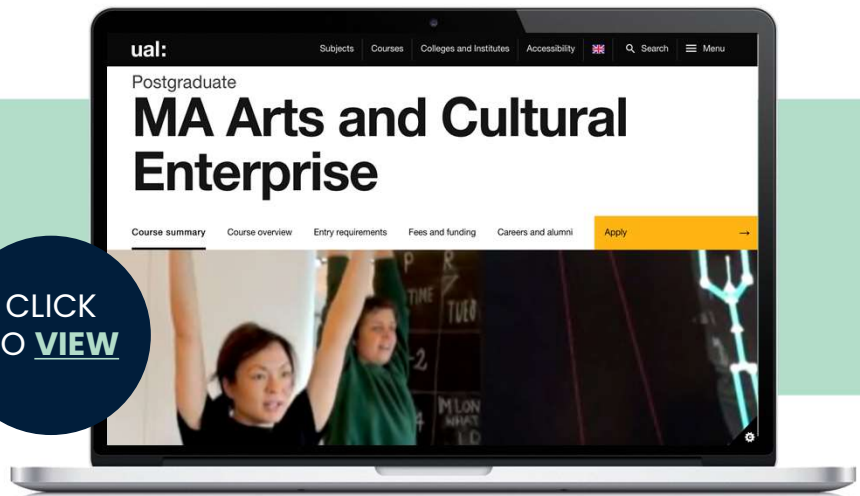
CLICK TO VIEW

Andrew Marsh

Course Leader, MA Arts and Cultural Enterprise | Curator in Practice, BA Culture, Criticism and Curation at Central Saint Martins

PLANNING YOUR OWN PATHWAY TO IMPACT

Authored by Catherine Hayward (UIIN)

Research Impact Academy aims to help researchers create impact from their work through numerous training and consulting offerings. The Academy's Planning a Pathway to Impact programme is a full-day workshop made up of different activities, with the objective of understanding the pathway needed to create impact from one's research.

***Dr Tamika Heiden, founder of Research Impact Academy**, has a wealth of experience in managing research and has broad knowledge of research, impact and knowledge translation. Tamika is a former researcher and has a background in medical research. Since being a researcher, Tamika has worked in managing research as well as linking research with industry and policy. Tamika's dedication to improving the social benefits created by research led her take up consulting under the banner of Knowledge Translation Australia seven years ago, which later developed into the Research Impact Academy.*

Dr Tamika Heiden

Founder of Research Impact Academy

TAMIKA'S DEFINITION OF VALORISATION

As in most of the Australian higher education system, Tamika uses the term *knowledge translation* to describe the use of research outputs outside of academia and pathway to impact is used interchangeably with knowledge translation in describing all the activities that would happen during the translation journey. To create impact, Tamika believes researchers need to ensure that they work with their target group. This should occur all the way from designing and building research projects, through to delivering the meaningful outputs that are relevant to the needs of the users. The research impact itself is the resulting outcome from working with the target group.

THE RESEARCH IMPACT ACADEMY

Each year the Academy hosts the Research Impact Summit to create awareness around the meaning of "research impact" and how it relates to the translation or valorisation of research. The summit is led by knowledge translation and research impact experts, researchers, proven practitioners and influencers from government, policy and business. The event is attended by researchers, research support and administrators, research funders and anyone wanting to learn more about research impact.

THE TRAINING PROGRAMME

Through its training programmes, Research Impact Academy works with researchers, funders and research support staff to capture and communicate the impact of their research. All workshops and training offerings from the Academy include: the implementation of relevant elements for participants' own projects; workbooks; follow-up coaching sessions; and an action plan for the future.
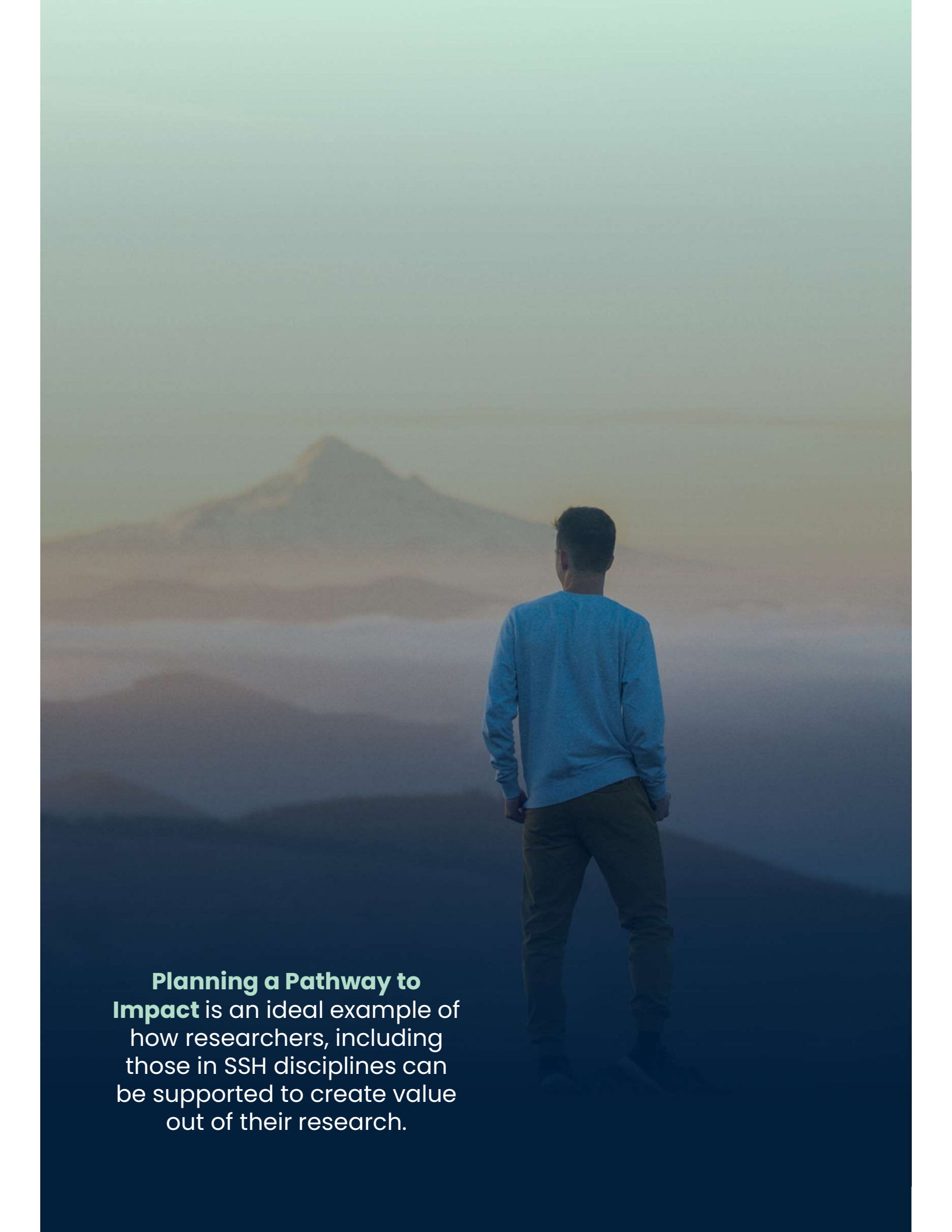
The *Planning a Pathway to Impact* training programme aims to understand the pathway to create impact in one's research. The programme covers the fundamental principles of knowledge translation or pathways to impact. As well as what impact is and how to create, capture and communicate that impact. The programme involves individual thinking, planning, discussing strategies and obtaining an outcome to an issue. Activities within the workshop include grant and case study writing, as well as how to use social media as a tool to communicate impact. At the end of the programme, participants will have clear goals and know how to build and manage their networks. They will also have identified potential project stakeholders; relevant outputs and impact type; as well as indicators and evidence for participant's goals. Participants will also create a research plan for their pathway to impact.

The programme is presented in an interactive way, so that participants may be engaged and gain a better understanding of the content. The workshop programme includes identification of potential project stakeholders, choosing an impact type for a project, and which indicators and evidence should be used for the participant's impact goals. The important skills that trainers presenting the course have, include expertise and experience in knowledge translation (impact pathways) and research impact fundamentals. Importantly trainers have an understanding of the researcher's journey, as well as entrepreneurial and innovative skills.

WHAT ABOUT SOCIAL SCIENCES AND HUMANITIES?

In terms of the difference between Science, Technology, Engineering & Mathematics participants and Social Sciences and Humanities (SSH) participants, there are different drivers that cause them to take part in the programme. Generally, Australian funding agencies do not have a large requirement for supplying SSH impact case studies, thus there are fewer SSH researchers requesting training. Furthermore, all training programmes need specific examples of other researchers that have created impact from their work (for each discipline) and SSH disciplines have many qualitative metrics which are more difficult to measure.

Planning a Pathway to Impact is an ideal example of how researchers, including those in SSH disciplines can be supported to create value out of their research.

PROJECT OUTPUTS

A series of project outputs are expected from the project, which are designed to specifically address the issues previously identified with regards to the valorisation of SSH research.

The Synthesis Report will be produced to present the main findings and recommendations from the investigation phase of the project and will focus on the effective pedagogical approaches and training strategies for valorisation and academic entrepreneurship in SSH; skills and knowledge gaps; and proposed learning objectives for the HackTheResearch Valorisation Training Programme and the European Valorisation Training Programme.

The HackTheResearch Valorisation Training Programme for researchers will consist of three 2-day sprints (delivered at 5 partner universities) with topics to be identified from the findings of the investigation phase. The delivery of the Programme for researchers will be supported by the HackTheResearch Valorisation Toolkit for researchers. The Toolkit aims to help SSH researchers with the learning process during the Pilot Test and Validation phase of the project and will equip them with the right tools for SSH valorisation in general.

The European SSH Valorisation Training Programme for KT/TT professionals will consist of two main blocks including (i) the SSH valorisation training and (ii) the train-the-trainer programme based on the Hack-The-Research programme for researchers. The programme will be designed to support the valorisation capability and entrepreneurial skills of KT/TT professionals with a specific focus on SSH. Thus, training these professionals how to instruct research staff in SSH valorisation, and in particular how to deliver The HackTheResearch Valorisation Training Programme. The delivery of the programme will be supported by a Training Toolkit for KT/TT professionals.

The HEI project members will be delivering **Cascading Training** to their colleagues as part of the capacity building and the Certification Model for a Qualification as a Valorisation Professional or a SSH Valorisation Champion, will ensure greater further use of results as well as sustainability of the project.

> "*Ultimately, the REVALORISE+ project will increase the probability of the successful valorisation of academic SSH research; the spinning out of high potential new companies; and the creation of immediate social value. Thus, facilitating the development of entrepreneurial skills and market knowledge by raising a new generation of entrepreneurial and engaged SSH researchers and professionalising valorisation activities.*"

MEET THE PARTNERS:

UIIN
University Industry
Innovation Network

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TO **VIEW**

UIIN is an international leader on university-industry engagement, entrepreneurial and engaged universities and knowledge transfer. UIIN is dedicated to advancing the future of higher education institutions and supporting our global community of university-industry professionals. UIIN conducts research, organises events and provides training and consultancy services to our community of 80+ organisational and 500+ individual members.

Founded in 2012, UIIN responded to a developing need within university-industry interaction moving away from the linear process of technology transfer and a shift towards a more holistic and strategic approach by all stakeholders involved. Our mission is to enable and enhance university and industry engagement across education and research, through providing insights from research and practice, upskilling and supporting individuals and institutions, and creating a global community for sharing best practice. With its consulting offerings, professional training and events, UIIN actively converts research into practice and supports universities, business and government in developing stronger and more strategic relationships, more future-oriented institutions and ultimately building a knowledge society for a better tomorrow. UIIN has a proven experience of successfully leading international events, undertaking the implementation of European research projects and developing strategic partnerships with relevant stakeholders. UIIN has a track record in leading and participating in research-heavy international projects.

Research valorisation is a subject dear to the Netherlands who invented the term. Therefore, as a Dutch-based institution, UIIN is extremely delighted to be part of the REVALORISE+ project. UIIN is project lead and will lead the development and delivery of the "Training Programme Development" for valorisation and academic entrepreneurship skills development. This will support Knowledge Transfer/Technology Transfer (KT/TT) professionals through the European SSH Valorisation Programme for KT/TT professionals and also Social Sciences and Humanities (SSH) researchers through the HackTheResearch Valorisation Training Programme. UIIN will be significantly engaged and supporting partners in other deliverables and aim to scale the work of this project onto a European level and allow for dissemination and exploitation of the project outputs across universities in Europe and beyond.

Balzhan Orazbayeva

Catherine Hayward

MEET THE PARTNERS:

crazy town

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*A privately-funded innovation hub with four locations in Finland, **Crazy Town** builds entrepreneurial coworking communities that collaborate with universities and hosts training programs and innovative projects. Each of Crazy Town's locations bring together solopreneurs, micro-sized companies, startups and teams from larger organizations who want to co-operate, learn and grow their business together.*

Crazy Town focuses on three elements in its activities: culture, community managers and space. Culture: Crazy Town builds and nurtures a culture that encourages interaction between people, who either work within or visit the Crazy Town community. Crazy Town focuses on people, not organizations, and participants are always seen as individuals. Community managers: Crazy Town manages communities. The main job of the staff is to facilitate interaction between members of the community, as well as visitors and partners. Connecting needs and services together often requires a person whom you know and trust. Space: Crazy Town has a physical environment designed to facilitate collaboration and networking between people. All locations have flexible space for workshops and bigger events. In the daily life of Crazy Town, hundreds of experts share knowledge and lessons learned and Crazy Town co-leaders create the conditions for members to learn together. Crazy Town has experience in curriculum development and delivery, which stands it in good stead to work in the REVALORISE+ project team. In concept development, Crazy Town utilizes its experience and best practices of design and delivery of hackathons and other co-creation events, such as idea and challenge campaigns, as practical tools to boost research valorisation and how to involve stakeholders and societal actors. Crazy Town also makes use of its experience from impact training for researchers and staff members.

In addition to this, Crazy Town organizes events and training on various themes. Most of these are open to everyone. On their website you will find events, as well as coaching programs that you can participate in even if you are not a member. All these examples have one thing in common – they happened because Crazy Town's counterparts in the universities were open to new ideas but could also connect with relevant resources and thus deliver quality outputs. With the help of the REVALORISE+ project, Crazy Town hopes to increase valorisation capabilities throughout Finland and Europe. In terms of project responsibilities, Crazy Town is the leader of the Pilot Test phase of the training, will coordinate the activity, ensure that trainers, coaches and mentors are prepared for the task ahead, and offer necessary onsite support. Crazy Town hope to focus on people, learning-by-doing and peer-to-peer learning, as (i) the European SSH Valorisation Training Programme for KT/TT professionals and (ii) The HackTheResearch Valorisation Training Programme for researchers are pilot-tested across Europe.
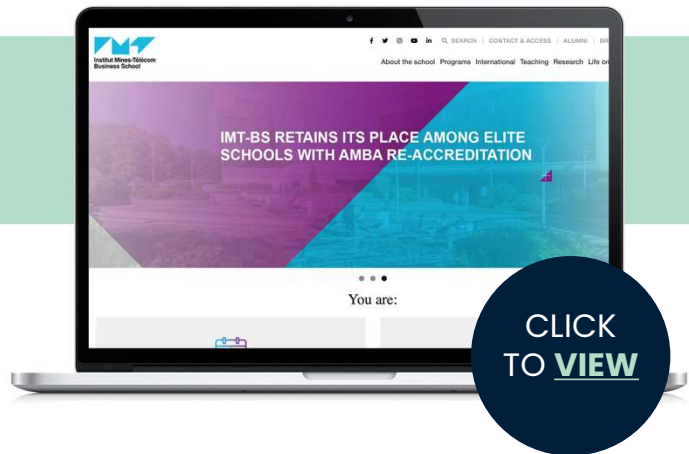
Katerina Salmi

Toni Pienonen

Mikko Korpela

MEET THE
PARTNERS:

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Institut Mines-Télécom Business School (IMTBS) is one of 13 graduate schools in Institut Mines-Telecom, one of France's major educational and research establishments. In addition to IMTBS, the Institute groups many of the country's key engineering schools and plays a central role in developing both ground-breaking and applied research, innovation and education for engineers, managers, specialists and faculty. The schools of the Institute are acknowledged for their excellence at both national and international levels. Institut Mines-Telecom is a major actor in both the French research landscape and in European research programmes. The Institute combines strong academic legitimacy, close corporate relations and a unique focus on four key transformative fields of the 21st century: Digital Technologies, Energy, Ecology and Production. Furthermore, IMTBS supports an on-campus small-business incubator from which, over the past ten years, 100 companies have emerged to employ over 1,000 people.

IMTBS has a strong connection to a local network of SMEs in both research and education and developed within the tradition of French Grandes Ecoles, IMTBS is an educational establishment internationally renowned in its field with very close links to business and government. In addition to undergraduate and graduate programmes, the school offers over 100 executive programmes annually, and its governing body includes executives from global firms such as Vivendi, BNP, Google, EADS and Orange. IMTBS students are required to spend at least six months of their educational period on in-company work placements, and the school actively develops research projects with corporate partners.

In terms of the REVALORISE+ project, having extensive expertise in the asset mapping and scanning methodology, makes IMTBS and ideal choice as leaders of the Asset Mapping activities. In this capacity, IMTBS will lead (i) the capturing of the promising research assets (research with valorisation potential) and (ii) identification the researchers willing to valorise their research, to subsequently match them directly with 'matching' collaboration partners (business or governmental and non-governmental stakeholders), in a successful linking effort to further recruit them to participate in the HackTheResearch Valorisation Training Programme for researchers.
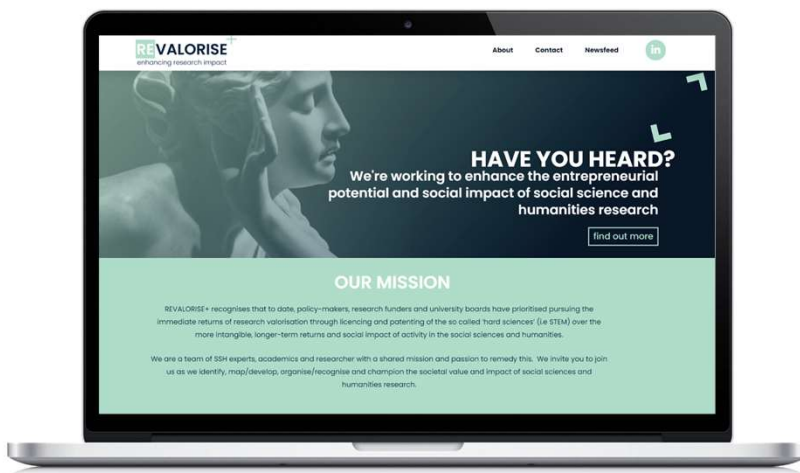
Todd Davey

Nina Brankovic
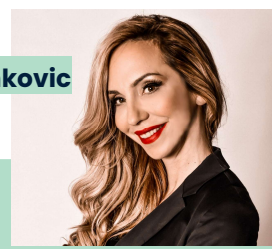
REVALORISE⁺

enhancing research impact

WHO WE ARE?

Led by the University Industry Innovation Network, the REVALORISE+ project team includes nine partners spanning seven European countries.

We are innovators and capacity builders in the HEI field and work across and with a variety of institutions – Traditional Universities, Applied Sciences, Business Schools – as well as Industry expert

HAVE YOU HEARD?
We're working to enhance the entrepreneurial potential and social impact of social science and humanities research

find out more

OUR MISSION

REVALORISE+ recognises that to date, policy-makers, research funders and university boards have prioritised pursuing the immediate returns of research valorisation through licencing and patenting of the so called 'hard sciences' (i.e STEM) over the more intangible, longer-term returns and social impact of activity in the social sciences and humanities.

We are a team of SSH experts, academics and researcher with a shared mission and passion to remedy this. We invite you to join us as we identify, map/develop, organise/recognise and champion the societal value and impact of social sciences and humanities research.

Follow our Journey here in 🐦

www.**revalorise**.eu

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momentum [educate + innovate]

bespoke

crazy town

Institut Mines-Télécom Business School

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