REVALORISE+

enhancing research impact

Synthesis Report

1. Contributors

REVALORISE+ Synthesis Report
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The Synthesis Report is developed with contributions from Ingrid Wakkee, Pedro Carvalho, Pieter Wybenga and Yessica IJpma (Amsterdam University of Applied Sciences).

The authors would like to acknowledge the contributions of all project partners: Alexandra Zinovyeva (University Industry Innovation Network), Allison O'Reilly (University of Vienna), Andreas Korntved Mortensen (Bespoke), Arno Meerman (University Industry Innovation Network), Balzhan Orazbayeva (University Industry Innovation Network), Catherine Hayward (University Industry Innovation Network), Elma Demir (Institut Mines-Télécom Business School), Grace Roche (Momentum), Kamila Anna Dzierzak (Bespoke), Katerina Salmi (Crazy Town), Maria José Herrero (Universidad Carlos III de Madrid), Marie Roloff Groth (University of Copenhagen), Mikko Korpela (Crazy Town), Mitchell Borger (Bespoke), Nina Brankovic (Institut Mines-Télécom Business School), Orla Casey (Momentum), Samantha Carty (Momentum), Sara Baldo (Bespoke), Tanja Junge (University of Copenhagen), Tobias Reckling (University of Vienna), Todd Davey (Institut Mines-Télécom Business School), Toni Pienonen (Crazy Town), Victoria Galán Muros (Universidad Carlos III de Madrid).

Partner organisations

2. Abbreviations

AUAS	Amsterdam University of Applied Sciences
C3oM	Carlos III University of Madrid
IMTBS	Institut Mines Telecom Business School
KTO	Knowledge Transfer Office
KT	Knowledge Transfer
OECD	The Organisation for Economic Co-operation & Development
SSH	Social Sciences and Humanities
STEM	Science Technology Engineering and Mathematics
TTO	Technology Transfer Office
TT	Technology Transfer
UC3M	University Carlos III Madrid
UIIN	University Industry Innovation Network
UoC	University of Copenhagen
UoV	University of Vienna

3. Summary

This synthesis report highlights the findings of the investigation phase of the REVALORISE+ project. The team studied the possibilities to increase the valorisation of Social Science and Humanities research projects and enhance the probability to have social, economic or political impact with research from these disciplines. This report shows the learnings from different research activities, such as the analysis of the literature on valorisation in the Social Science and Humanities research and interviews with valorisation actors, such as researchers from these specific domains, Knowledge Transfer and Technology Transfer professionals, training programme developers, and other important stakeholders in valorisation journeys. This report sheds light on ways to stimulate entrepreneurial skills and grow market knowledge of a new generation of entrepreneurial and socially engaged researchers. It also shows ways to professionalise Social Science and Humanities related valorisation activities, by training Knowledge Transfer and Technology Transfer staff with a specific focus on this domain.

The report shows that the valorisation of Social Science and Humanities research is not a theme that universities deal with on daily basis. The data analysis points out that the amount of training courses specifically designed for researchers of the Social Sciences and Humanities is still limited, and it seems rather rare that researchers of these disciplines enrol in any kind of valorisation training. This can be related to a traditional academic focus where entrepreneurial projects are seen as an 'extra task' - not as a part of an academic role. Since there seems to be a mismatch between professional goals and expectations on one hand, and personal motivations on the other, reshaping academic attitudes and mindsets seems highly important. Valorisation activities are mostly stimulated by a personal, intrinsic motivation to create societal impact, not because it is stimulated by the universities. However, we do see many opportunities for the academic environment to bring research of the Social Sciences and Humanities to society, by developing supportive mechanisms and offering specialized training programmes. This synthesis report will further elaborate upon this notion.

4. Introduction

The REVALORISE+ project aims to deliver a valorisation training programme for researchers wishing to explore the entrepreneurial and social potential of their Social Science or Humanities research - research areas often overlooked when it comes to creating value from research results.

This specific report addresses Social Sciences and Humanities valorisation skill gaps on the side of researchers from these disciplines, and it looks at the skill gaps on the side of Knowledge Transfer/Technology Transfer professionals, who generally act as the first point of contact for research valorisation. We also explore various valorisation mechanisms within universities and opportunities to develop these further, to ultimately develop a new generation of SSH researchers, empowered to impact society.

In the following chapters, we give an overview of the methodology, the main findings of each of the instruments, and we will be ending with the conclusions of all the learnings.

5. Methodology

5.1 Introduction

Table 1 shows the research questions that were used as a guide for the separate instrumental phases; the literature review, the separate surveys for researchers as well as Knowledge Transfer/Technology Transfer (KT/TT) professionals, the case studies and the Lighthouse Stories.

	Literature Review	Researchers Survey	KT/TT Survey	Case Studies	Lighthouse Stories
What are the existing training models for valorisation in SSH?	X	X	X		
What are the knowledge and skills needs of KT/TT professionals in order to best support and facilitate valorisation in SSH?	X		X		
What are the knowledge and skills needs of SSH researchers regarding research valorisation?	X	X	X	X	X
What are the factors that hinder or drive valorisation activities in SSH? (personal/research group/institutional level)	X	X	X	X	X
Which mechanisms support SSH research valorisation? (personal/research group/institutional level)	X	X	X	X	X
Which stakeholders play a relevant role in SSH research valorisation? (internally/externally)	X	X	X	X	X
What are the various types of SSH research valorisation activities? (traditional/commercial/educational/other)	X	X	X		
What are possible outcomes and impact of SSH research valorisation and how can these be captured? (social/policy/economic)	X	X	X	X	X

Table 1. Guiding Research Questions

5.2 Literature Review

By analysing the literature, we sought to establish the state-of-the-art knowledge about SSH valorisation and identify remaining gaps. The literature review highlights the insights regarding the availability of support and training for valorisation in the Social Sciences and Humanities (SSH). We used these insights as a starting point for the REVALORISE+ project, in which we aim to support and advance SSH research valorisation. The methodology is further specified in **Table 2** below.

Preparation	***Construction***	***Analysis***
Determining selection criteria *Focus: finding relevant publications in the field of valorisation in SSH, guaranteeing diversity of perspectives and types of publications. Therefore, we prioritised:* 1. *A mix of academic, grey and popular literature* 2. *Clear SSH valorisation link* 3. *Empirical above conceptual* 4. *As recent as possible and local/national*	**Case selection and data selection** Each partner selected 10 – 15 articles. An excel sheet was filled with answers to the questions of **Table 1,** complemented with information about the article, publication reference, its nature and with a final reflection upon the articles' content.	**Identification of key insights, contradictions and gaps** All questions of **Table 1** were answered with the data from the excel sheet. After that, a higher-level analysis was conducted in order to understand general lessons learned and allowed for pinpointing contradictions and gaps in the literature.
Creating literature database *An excel sheet was created and provided to partners to facilitate partners to list and provide information about each article in a structural way. We created columns corresponding to the research questions in **Table 1**, in order to be able to efficiently distillate relevant parts from each contribution in a structured way. Some columns were designed with predefined (optional) information, while others were open for elaboration.*	**Review database** A first analysis of the excel sheet list and data was done by the leader of the task and when needed, more information or new articles, were requested - covering a gap or increasing literature diversity. As lead partner, the researchers from the Amsterdam University of Applied Sciences (AUAS) used	**Creating draft report for feedback and collecting and processing feedback** The gaps in the literature were used to construct questions for the proceeding steps of the research project: surveys for SSH researchers and KT/TT professionals, case selections and the selection of Lighthouse Stories.

these articles as the basis for the literature review. However, as this original set of literature did not cover all research questions to a sufficient extent, AUAS enriched this original set of articles with additional materials with a specific focus.	**Developing the final report** A final report was written by AUAS with the feedback from the partners.

Table 2. Methodology of the Literature Review

5.3 Training Case Studies

For the *good practice training case studies,* desk research was conducted to identify valorisation training programmes and support mechanisms for researchers. The preferred training programmes specifically targeted researchers in SSH fields. However, since there were relatively few programmes with this specific focus, training programmes for multidisciplinary sets of researchers were also included. From these identified training programmes, potential interviewees were identified based on the main role that they played as a designer, developer or trainer within the training course. Semi-structured, qualitative interviews were used to collect the primary data *(see Appendix 12.1)*. To determine the impact and effectiveness of the training programme, some participants of training programmes were also interviewed. In total, 48 training initiatives were identified and analysed (*see Appendix 12.2 for a complete overview).* The training offerings were geographically distributed across Europe, Australia and the United States of America. Based on the guiding questions of **Table 1**, the data were then analysed. Where possible, insights were matched to draw conclusions for practical purposes of the development of a valorisation training programme - specifically for SSH research.

5.4 Lighthouse Stories

Through extensive desk research and pre-set criteria, 18 cases for the Lighthouse Stories were selected for further research. Qualitative interviews with key players were used to gain a deeper understanding of successful valorisation projects. A multiple stakeholder perspective was adopted to collect the stories, since valorisation projects are most-often interdependent collaborative activities. The main targets of the Lighthouse Stories

were initiators (SSH researchers). However, the roles of supporting actors (mentors, business developers, KT/TT professionals, community stakeholders) and non-academic actors were also taken into account. The interviews were conducted with an open and explorative approach, to reveal hidden or unnoticed factors and mechanisms. Each interview took around 45 minutes and was fully recorded. In *Appendix 12.3,* an overview of the selected cases is presented.

In **Figure 1** below, the methodology of the Lighthouse Stories is further illustrated.

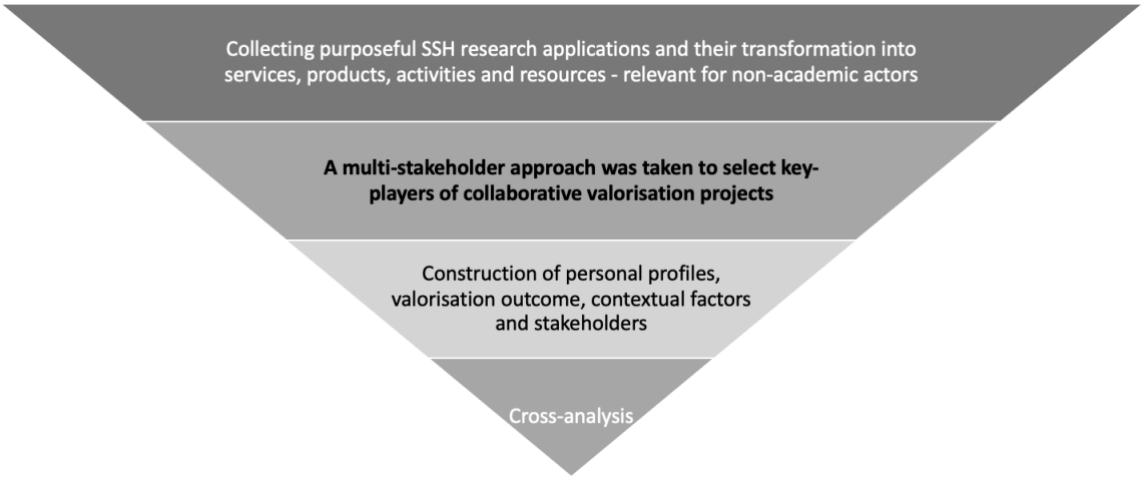

Figure 1. Illustration of Lighthouse Stories Methodology

5.5 Survey

Two surveys were designed for the quantitative research: one for researchers from the Social Sciences and Humanities and one for Knowledge Transfer/Technology Transfer professionals. These surveys were meant to give first-hand information from SSH-researchers and KT/TT professionals on their skill needs, the use of existing support mechanisms and structures for valorisation, and drivers and barriers for valorisation. Our goal was to reach 450 SSH researchers and 120 KT/TT professionals to fill out the survey. In the end 235 researchers and 95 KT/TT professionals participated, despite various extra attempts to have gain more participants. Of these participants, not everyone finished the full survey.

6. Literature Review

This section summarizes the main discussion in the literature review report. We follow the chronology of the full report, showing the steps of our approach, the links between findings and the remaining gaps, which were subsequently used as guides for the surveys, the training case studies and the Lighthouse Stories.

6.1 Defining Valorisation

We proposed to embrace the diversity and plurality of valorisation as a concept to discuss a variety of different activities, rather than adopting a strict and unambiguous definition. Hence, we suggested to include:

> *All purposefully initiated activities by scholars, aimed at making research findings available and useable for non-academic actors in order to create significant, measurable or observable impact beyond the academic context.*

For this reason, we excluded diploma-oriented teaching and publication driven research.

6.2 Valorisation Activities

Valorisation activities are most often described without clear signs of a generally accepted shared conceptual framework. While creating such a framework is beyond the scope of both the literature review and the REVALORISE+ project, we attempted to integrate the emerging frameworks and mapped the most commonly mentioned valorisation activities in the SSH domain. Therefore, we created a matrix based on two axis (research vs. education driven activities and economic vs. societal impact) and used a quintuple helix (Carayannis, Barth, & Campbell, 2012) to represent the various target groups to which the activities are directed. These insights are shown below, in ***Figure 2.***

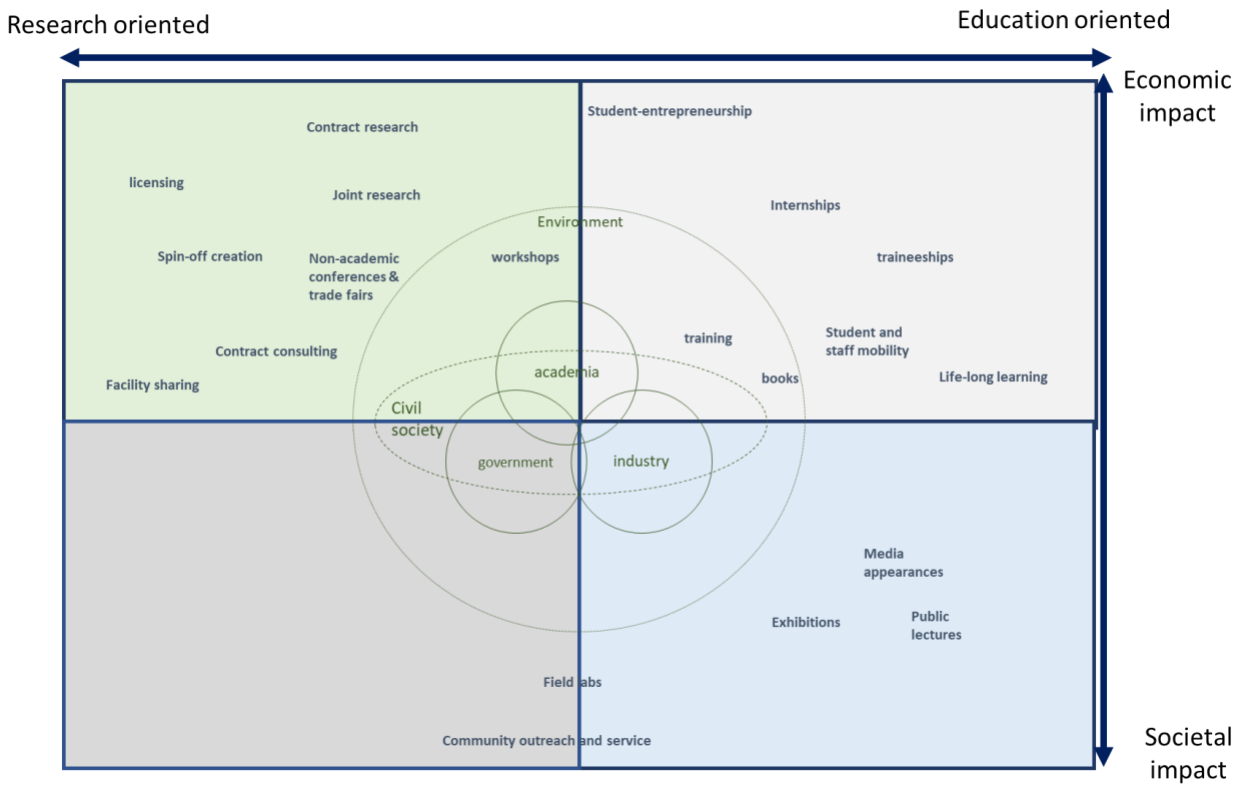

Figure 2. Valorisation Activities

6.3 Valorisation Drivers

As metaphorically pointed out by Lam (2011), scholars are typically motivated to engage in valorisation activities by three aspects it might entail:

- Puzzle - intrinsic satisfaction
- Gold - financial rewards
- Ribbon – reputational/career rewards

More recent research points at a combination of factors, all still related to Lam's illustrative categories. We have summarized them in **Table 3**, as shown below.

Driver	**Categorisation (Lam, 2011)**
Status	Ribbon
Being acknowledged for the work done	Ribbon
Entrepreneurial attraction	Puzzle
Practical impact in society	Ribbon, Puzzle, Gold
Paying public funds back	Puzzle, Ribbon
Educational impact and knowledge transfer	Ribbon, Puzzle, Gold
Career advancement	Ribbon, Gold
Getting bigger fundings	Gold

Table 3. Most Common Drivers

6.4 Barriers

When it comes to barriers, the literature shows many factors that hinder or even inhibit valorisation in the SSH domain, including lack of time and funding, and an academic culture that favours scientific publications over valorisation. Many barriers for valorisation are connected to institutional mechanisms and systems, closely linked to the focus on 'science to science' (Cherney et al., 2012; Wutti & Hayden, 2017). To illustrate the most cited barriers, an overview is shown in **Table 4** below.

Barrier
Academic structure and traditions
Focus on publications as an indicator of academic success
Priority for other academic tasks
Lack of multidisciplinary cooperation
System preference for STEM research
Unclear measurements of SSH valorisation
Difficult to find (SSH) valorisation training
Lack of time
Growing competition for research funding
Lack of funding and incentives
Scientific publication language does not meet 'outside' world
Fast paced business system does not align with the academic pace
Personal & Organisational
Lack of skills-time funding
Lack of skills and knowledge
Fear of losing ownership/control over research
Fear of stakeholders' interests bias – impacting outcomes
Complex social processes
Unclear KT role
Distrust of KT professionals by researchers

Table 4. Most Cited Valorisation Barriers

6.5 Support Mechanisms

Studies addressing mechanisms that support valorisation do not specifically focus on the SSH domain. Nevertheless, more general mechanisms are still relevant in this context. **Table 5** shows the most cited mechanisms that were found, and on which level they functioned. The overview shows that there are many institutional mechanisms within the universities that support valorisation, thereby reserving an important role for the education institutes, as they can encourage SSH researchers to take projects beyond academia.

Mechanism	Level
Valorisation events	Institutional
Output indicators	Institutional
Accelerators	Institutional
Entrepreneurship garages	Institutional
Integration of KT/KT service into curriculum	Institutional
Professional SSH consortia management	Institutional
Patent procedures	Institutional
Policy makers support	Institutional
Support conflict of interests	Institutional
Funds for translational activities	Institutional
Career promotion system	Institutional, personal, financial
Rewards	Institutional, personal, financial
Student business plan competition	Institutional, personal, financial

Table 5. Most Cited Valorisation Mechanisms

The lack of a clear model for successful valorisation in the SSH research domain, one that also takes the barriers, drivers and mechanisms into account, is beyond the scope of both the literature review and the RE_Valorise project. Nevertheless, we attempted to map all factors of impact in one figure, as shown below in **Figure 3**.

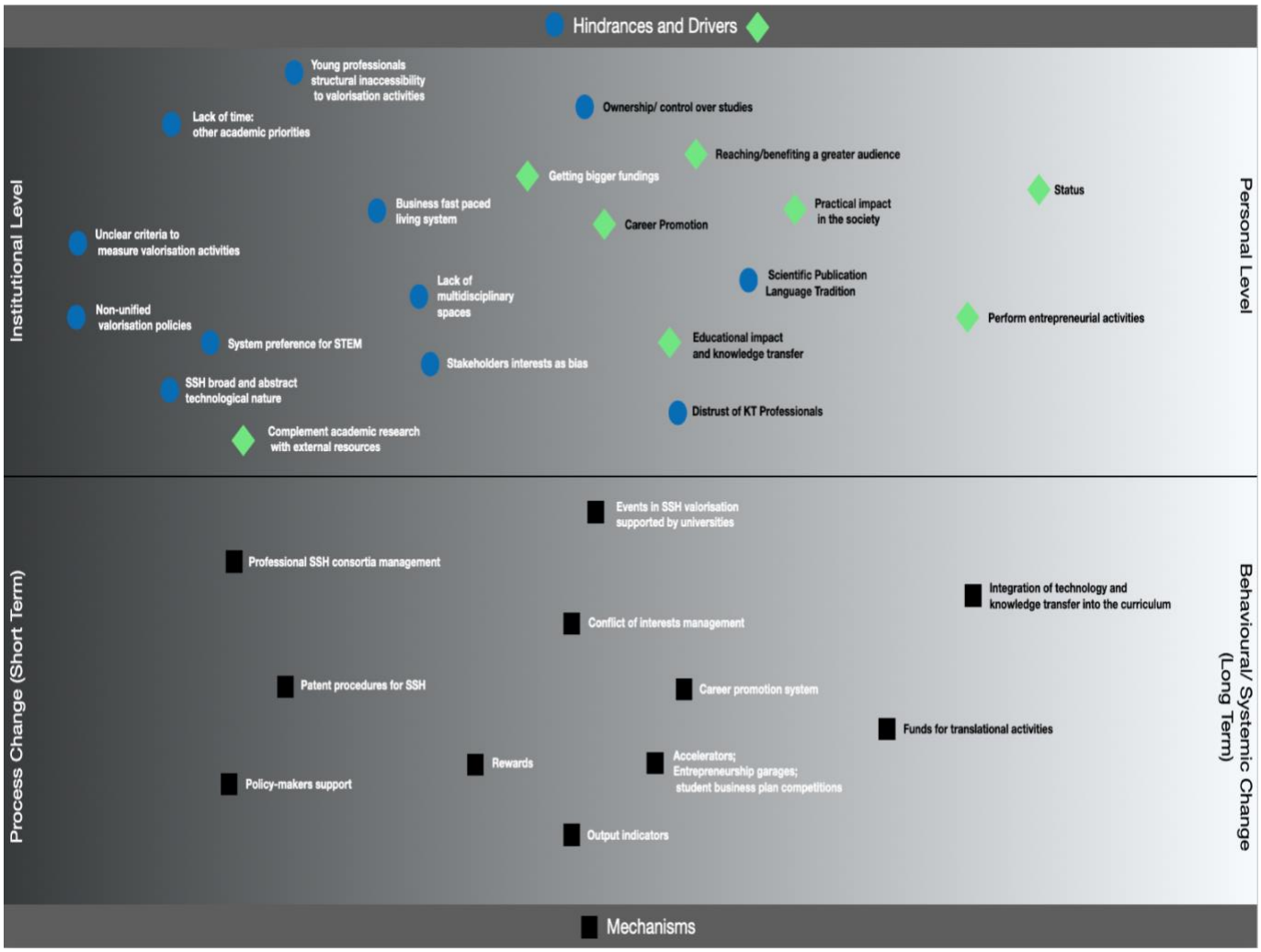

Figure 3. Connecting Drivers and Barriers to Valorisation Mechanisms

6.6 Valorisation Outcomes in SSH

The literature showed that the outcome measures used in relation to SSH valorisation seem to have been copied from studies about STEM research valorisation. Various studies on the categorisation of SSH valorisation outcomes (e.g. IXA, 2014; Reale et al., 2018) differentiate between social impact related to policy; education and society at large - without further specifying what this entails and what the actual outcome and impact is. This given points out that there is a gap in the research on this topic.

6.7 Roles of Researchers & KT professionals

Next, the literature review looked into the roles and responsibilities of both researchers and KT/TT professionals over the course of a research and valorisation process. The analysis shows that their roles and responsibilities are not clearly distinguished nor mapped. Responsibilities, skills and knowledge of researchers and KT/TT professionals are described interchangeably, which makes it difficult to assign each of them specific tasks, roles and complementary skill and knowledge sets.

In **Table 6** below, we draw a picture of the clearest differences between the skills and knowledge sets required for valorisation, for researchers and KT/TT professionals.

Researcher - **Skills & Knowledge Needs**
Well-developed cooperation skills. Research shows that in order to valorise, it is important for a researcher to network well and build close collaborative relationships with many stakeholders - from policy officers to the business environment and researchers of other disciplines - sharing knowledge, demonstrating public value and see where stakes align. *Interdisciplinary outlook.* Interdisciplinary research is important for a successful adoption of new approaches; creating knowledge with resources from different angles and expertise. *Mind-set.* Personal traits, intrinsic motivation, drive and focus are highly important. Curiosity and creativity are needed to think out-of-the-box. Awareness, an alertness to opportunity, a desire to solve puzzles and a curiosity-based pursuit of knowledge and the application thereof. *Entrepreneurial awareness.* Valorisation is in general synonymous for Academic Entrepreneurship, and entrepreneurship calls for entrepreneurial traits and skills. (commercial) awareness, alertness to opportunities and the eagerness to exploit opportunities are important to initiate the process of valorisation.
KT/TT Professional **- Skills & Knowledge Needs**
Legal knowledge. Traditionally, KT/TT officials have a strong legal task. As they were responsible for the protection of intellectual property, managing patents, making sure that universities had well-defined IP- and patent strategies. This role is still relevant today, even though the role of KT professionals has become broader. *Interdisciplinary knowledge and skills.* A KT/TT professionals' skills need to be iterative; over-spanning the juncture between research and business. It is essential to be able to work with have partners who have varying levels of engagement through time. This asks for the strategic use of negotiation and mediation skills, bridging the gap between disciplines and industries. *Entrepreneurial awareness.* Entrepreneurship evolves around opportunities. Opportunity recognition, a hands-on mentality, and exploitation of the right ideas at the right moment - in order to create value. This requires a hands-on approach of KT/TT professionals, to commit to shared values and to create a context in which all parties perceive benefits. Therefore, a KT/TT professional needs to have a certain level of commercial awareness and conceptualisation skills - translating research outcomes and transforming them into an attractive business case.

Management & Communication skills. Communication is key in management and cooperation; building partnerships, negotiating deals and making sure that every stakeholder perceives benefit. As there are so many stakeholders involved in processes like valorisation, knowing how to communicate strategically with the various stakeholders is therefore essential.

Table 6. Skill sets required for researchers and KT/TT professionals

The overlap and unclear distinction between skill- and knowledge needs for researchers and KT/TT professionals, calls for more research. Next to this important notion, some studies show that there is a group of researchers that shows distrusting perspectives on the role of KT professionals - not seeing them as 'one of them' (Hayden, Petrova, & Wutti, 2018; Wutti & Hayden, 2017). Several studies showed that there seems to be a fear of having less control over their work when performing a valorisation activity while involving KT/TT professionals (Nielsen & Cappelen, 2014).

6.8 Stakeholders

Valorisation is an open field with a complex network of actors, but a few things stand out. Most scholars agree that valorisation is a complex process that demands collaborative efforts of different disciplines and stakeholders, within and without the academia, with different knowledge, expertise and roles (Dewaele et al., 2021; IXA, 2014). The perspectives and narratives in articles often clash, simply because the roles are not well defined, nor how the stakeholders relate to each other.

Following Gascoigne and Metcalfe (2005), we recognise that valorisation in the SSH domain could in fact be understood as a multi-stakeholder process. While hierarchical relationships are affecting the valorisation process, further research is necessary to gain a better understanding of how these relationships work and can be managed by the academics and KT/TT professionals involved. The main stakeholders are shown below, in **Figure 4.**

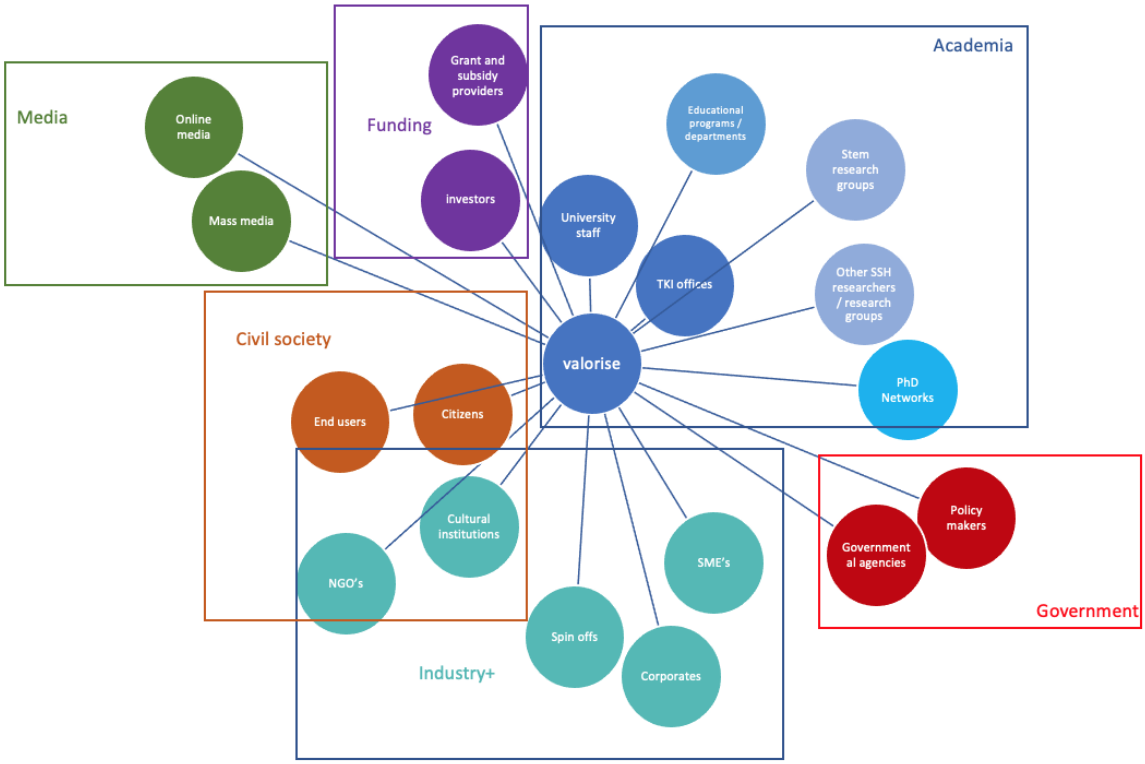

Figure 4. Main stakeholders

6.9 Conclusions

The literature review pointed out that many things are not clear regarding the support and training of valorisation in SSH research. In **Table 5** below, we illustrate these gaps, linked to the research questions with which we started. We specify the questions that were not answered and give a suggestion for further exploration in the REVALORISE+ project with the research instruments at hand.

Former research question	**Gap**	**Suggestion for further exploration in REVALORISE+ (per instrument)**
What are the existing training models for valorisation in SSH?	Under what names do training models operate What training phases are distinguished? What are the effects of the training steps? What is the evidence for training models?	Surveys - What are the names of the training programmes? Case studies - Evidence of effectivity Lighthouse Stories - Were the knowledge and skills (obtained by training) put into practice during the project?
What are the knowledge and skill needs of KT/TT professionals in order to best support and facilitate valorisation in SSH?	What are their separate roles? Where does their loyalty lie? Do researchers trust KT/TT professionals?	Surveys - Roles - Knowledge and skills - Trust Case studies - Network - Goals Lighthouse Stories - Moments of engagement KTO/Researcher during the project
What are the knowledge and skill needs of SSH researchers regarding research valorisation? **To what extent are these sufficiently developed throughout the population?**	What are their roles? How do they relate to different actors? Are personal skills being developed? Do they think it is important?	Surveys - Roles - Allies Case studies - Does training develop skills that they believe are important? Lighthouse Stories - Dynamics between partners
What are the factors that hinder or drive valorisation activities in SSH?	Are there training courses working on specific drivers? Is there a generational gap (due to changing systems/curricula)?	Surveys - Age - Valorisation definition and experience Case Studies - Are drivers created/supported? - Evidence of overcoming the barriers? Lighthouse Stories - Different backgrounds of researchers - Field of expertise

		- Age - Experience
Which mechanisms support SSH research valorisation?	Are there mechanisms to redesign the (academic) process? Do they work for the long-term or are they there just to overcome barriers?	Surveys - What mechanisms affected them? Case studies - Lighthouse Stories - Impact of these mechanisms in the projects
Which stakeholders play a relevant role in SSH research valorisation?	What are their roles at specific moments of a valorisation process?	Surveys - Allies - Actors creating barriers Case studies - Is conflict of interest management included in the training Lighthouse Stories - Impact of these mechanisms in the projects
What are the various types of SSH research valorisation activities?	Explore examples of activities that distinguish SSH research valorisation	Surveys - What activities are you familiar with? - Which not Case studies - What are the training parts that focus on SSH research valorisation activities? Lighthouse Stories - How can training help to stimulate these activities and stimulate skills needed?
What are the possible outcomes and impact possibilities of SSH research valorisation and how can these be captured?	What does social impact mean to valorisation actors? How can impact be captured through SSH training?	Surveys - None Case studies - How is social impact addressed in the training? Lighthouse Stories - How did the training explicitly address social impact?

Table 7. Gaps and needs for further research

7. Training Case Studies

In this section, we discuss the most important findings of the good practice training case studies. We highlight the most important findings from the original report, maintaining the chronology of topics discussed.

7.1 Motivations for Training Development

Across the training programmes analysed for this report, there were several factors identified that drove the institutions to design and offer valorisation training programmes:

1. An opportunity to contribute to the Third Mission of universities; the economic and social 'mission' of universities to give back to communities and have impact with research results.
2. The opportunity to structure the organisation of training programmes, developing specialized, tailored training to researchers.
3. The opportunity to address other researchers' needs as universities recognise that valorisation can go beyond commercialisation.
4. An opportunity to stimulate the development of transversal skills, stimulating professional and personal development of researchers, both in the context of science and the development of alternative career paths outside academia.
5. An opportunity to develop researchers' communication skills, which contributes to showing the value of research externally and acquiring funding.
6. An opportunity to engage industry and community, creating synergy with commercial and non-commercial entities and contribute to the development of universities as engaged institutions.

7.2 Programme Outlines

The training programmes were presented in many different forms. The mode of delivery related to the medium through which the course was presented: online, offline, or blended. Due to the onset of the COVID-19 pandemic, the mode of delivery of almost all initiatives

analysed was either online or blended. If a training programme was held online, sessions were often kept short to retain participants' attention.

Overall, there was a high level of diversity in how the valorisation training programmes were designed, but despite this, almost all programmes focused on practical learning, using workshops and other interactive methods to stimulate engagement and direct application.

Topics highlighted in most training programmes:

1. Knowledge transfer and creating impact with research
2. Developing entrepreneurial and commercial skills
3. Research funding and financial acquisition
4. Science communication and marketing
5. Partnerships and networking with the industry

7.3 Trainer Profiles

The profiles of the involved trainers and facilitators varied greatly. Among them were research managers at universities, dealing with applications for third party funding; learning and development managers, involved in the design of the training programme; and members of the business community, coaches and entrepreneurs, with the practical know-how to bring products to market. Interestingly, technology transfer professionals were infrequently mentioned as training facilitators, suggesting that KT/TT officials may be less frequently included in valorisation training than one might assume. Notably, a few programmes used various trainers with differing backgrounds, depending on the focus of the programme or participants' needs. Lastly, it seemed most important that *industry experience* of the trainers matched the focus industry of valorisation training participants. An SSH background did not seem to be necessary to train SSH-researchers in valorisation.

7.4 Assessment Methods

The majority of the training initiatives did not explicitly focus on the assessment of their participants' success or other comprehensive learning outcomes. Nonetheless, a large number of the training initiatives utilised formative assessment methods in order to engage, motivate and support the participants to complete the valorisation training and their research-to-market project.

The most commonly cited types of formative assessment were:

- Final pitch competitions
- Market readiness assessment
- Continuous monitoring and evaluation of progress by the mentors
- Pre- and post- competency assessment
- Self-assessment
- Peer feedback

The valorisation training initiatives took the shape of non-formal continuous professional development guides to support researchers and their projects to market. Various organisations issued participation certificates.

7.5 Effects & Outcomes

For participating researchers. The most important motivations of researchers were developing an entrepreneurial mindset and skills, enlarging the researchers' networks and enabling resources. Also, for many participating researchers, contributing to solving (global) societal challenges is what they wanted to achieve and, hence, this was also the intended result of the course. Enabling participants to recognise opportunities to advance their career in other ways than the traditional academic career path was also an important outcome. New feedback loops between research and education were also a striking result, as relevant valorisation journeys were included in teaching material, enriching the curriculum with novel insights.

For universities and Knowledge Transfer Offices. An important intended outcome was building new relationships between industry and academia, and strengthening existing networks. This also contributed to reputational impact, as it offered universities opportunities to demonstrate the value of publicly funded research. On a more practical level, offering valorisation courses also yielded financial results, as it helped education institutes to obtain more funding due to the programme.

7.6 Success Factors & Support Mechanisms

Offline training. Successful courses were practically organised and filled with interactive workshops to stimulate engagement. Heterogeneous group work promoted interdisciplinary cooperation. However, personalised one-on-one coaching had its own benefits in terms of project progress. Both proved to have many opportunities for success and equal drawbacks. Other important success factors related to constant evaluation and updates of the programme, hands-on coaching, and long-term, sustainable guidance.

Online programmes. Due to the COVID-19 pandemic the dominant way of training was online. A mixed picture of experiences emerged: some saw online formats as contributing to bigger successes as they allowed trainers to reach larger audiences, created more training capacity and offered more variety in terms of trainers – as these could be recruited from further afield. Others stressed that online training also resulted in less engagement and interaction between the participants, yielding lower learning benefits.

Short or long courses. Course organisers seem to disagree on whether it is better to make courses short - to fit with research and teaching agendas; or whether it is better to have extended programmes over a longer period of time, since training needs time to be effective on the long run for developing skills and knowledge and to have real impact.

Strategic communication. Highly important is 'telling the success stories', with an emphasis on impact creation The communication strategy should ideally be supported by Customer Relationship Management (CRM) systems, which facilitate keeping track of the progress of projects.

Thorough targeting and screening. To reach the researchers and projects with the most potential, critical selection is vital for successful valorisation projects. However, it was also stressed that using low thresholds helped grow familiarity of the programme, which in turn maximized enrolment numbers.

7.7 Key Barriers

Overall, a number of key barriers could be identified:

1. **SSH research and its reputation.** There still seems to be a lack of awareness among SSH researchers of the opportunities for valorisation of their research on one hand, and a perceived lack of importance of SSH research and its value for society.
2. **Researchers' mindsets.** Many researchers still have the conviction that they could easily valorise on their own, most often without knowing that the process is called *valorisation*.
3. **Heterogeneous training groups.** The diversity of the potential target group both in terms of knowledge and experience, as well as the specificity of needs complicated the training programme at times.
4. **Matching external partners and trainers.** Both financial aspects and mis-matching agendas seemed to play a large role in the challenge to match partners, trainers and curricula.
5. **Delivering the programme.** Several interviewees indicated that COVID-19 restrictions required a challenging redesign of courses, demanding an online learning environment which was not there before. Apart from that, delivering the programme online did not foster the same engagement, interaction and synergy

as physical group classes did. It also hindered the creation of co-working groups and grow networks.

7.8 Conclusions

It seems clear to universities why it would be important to stimulate valorisation among SSH researchers, as the academic industry would benefit, mainly to build upon networks externally. Despite the fact that most universities have concrete ideas about how to train valorisation skills and knowledge, basing their training programmes on the longer existing STEM valorisation training programmes; valorisation training specifically for SSH researchers is still in its infancy. Training developers acknowledge overall that SSH researchers have other needs. However, what these needs specifically are, and how to address them needs more exploration.

There is a lot of overlap between the roles of KT/TT professionals and researchers in the whole process, which is why it is important to explore their responsibilities on a deeper level and separate these more clearly. This would also benefit the relationship between the two parties, as expectations are more easily met, and trust enhanced. Narrowing down the needed skills and knowledge on either side would also make it easier to assess training participants, give continuation to existing programmes and show opportunities to enhance the impact of research.

In this infancy stage, we see a lot of open exploration and trial and error. Due to a lack of assessment of these 'try-outs', this stage does not seem to evolve to a more professional level. Therefore, we call for a more in-depth exploration of the results of valorisation training.

8. Lighthouse Stories

The Lighthouse Stories focused on successful journeys of valorisation; uncovering the supporting and hindering factors of intended valorisation activities, while highlighting the protagonist(s) perspectives. They provided insights into:

- Valorisation as a process of multiple factors, mechanisms and interventions
- Valorisation seen from a multi-stakeholder perspective (SSH researchers, KT/TT, institutions, networks, communities)
- Valorisation as a contingent journey
- Motivations, reflections, and experiences from agents involved in valorisation

8.1 Learnings

Although each story had its own unique journey and perspectives regarding valorisation, there was an interesting degree of overlap in experiences.

8.1.1 Skills & Attitudes

The Lighthouse Stories shed light on the importance of an overall attitude of personal and professional development instead of solely aiming to gain certain professional skills 'just for the sake of'. In almost all the stories, valorisation protagonists noted that they had to learn and acquire business relevant skills, which generally ranged from formulating the typical business case to acquire funding, to understanding managerial elements of running a successful business. The stories showed that business skills must become interconnected, to develop a mindset to explore new possibilities for research within and without the academic sphere.

8.1.2 Barriers

The challenge of triangular cooperation between society, market and academia was a difficulty that reverberated in most of the stories on practical levels. For instance, the language used in academia does not align with business language; the faster pace of the business world when compared to the academic makes cooperation difficult; and a very

centric network in academia, built around people from similar fields of study, whereas business people often have a more diverse contact list, working with professionals from different areas of expertise. Large differences were also noted on behavioural aspects, as they specifically mentioned that "[..]..*researchers are not business people."* Underlying this notion was the belief that valorisation produces businesspeople and researchers combat the idea of becoming one. Many researchers were not familiar with the term *valorisation*, even when working for a university; and almost none of the respondents attended a valorisation course or training. Additionally, the stories made clear that researchers need to be better prepared for the need of a different mindset when they start a valorisation project, in order to embrace new tasks and activities which are not directly connected to their original field of studies. Some of them struggled with this challenge, as they needed to renegotiate their position.

8.1.3 Stakeholders & Support Mechanisms

That different mindset was supported by professors and teachers that inspired researchers to valorise their studies. However, this support role was taken by specific independent stakeholders whose role was not directly connected to valorisation. These inspiring academicians were more focused on the application of results, more based on personal beliefs than on following academic recommendations. *"The academia is still too much oriented towards the production of articles instead of promoting the development of valorisation projects."* – as some protagonists pointed out. Many Lighthouse Story protagonists had to look for opportunities outside academia to valorise their results. This is why it is essential to make academics familiar with the many possibilities that lie not only within, but also outside the academia. It should be a priority for future valorisation courses and training programmes to focus on the impact that research can have on many levels, and to make researchers less dependent on the academia or one single support system to make their ideas and findings come to life.

The stories showed the necessity for a change in the role of KT/TT professionals and the way they perceive their own responsibilities The Lighthouse Stories protagonists hope that KT/TT professionals will be more present during valorisation journeys, being

more involved in various tasks, such as helping researchers to build links between academia and business, communicating research results outside academia, support the development of business skills according to the demands of SSH fields. There is a need of mechanisms and actors that can support the change of attitude on how to conduct academic studies and work with results in practice. A high demand, that might not be met by KT/TT officials with very specific backgrounds and experience.

8.2 Conclusions

By following personal and professional journeys of key players in successful valorisation projects, we understood that valorisation was mostly led by personal motivations rather than by professional stimulations. A key commonality among the protagonists was their eagerness to provide meaningful improvements for society. For this reason, we emphasize the importance of elaborating upon institutional mechanisms, such as offering valorisation training and support, to contribute to the mindset of researchers – guiding them towards the practical application possibilities of their research - and equipping them with new ways to give meaning to research.

9. Surveys

9.1Main Findings

In the tables below, the main findings of the two surveys – one for Social Sciences and Humanities-researchers and one for Knowledge Transfer/Technology Transfer professionals are illustrated. **Table 8** illustrates the findings of the researcher survey. **Table 9** shows the most important findings from the KT/TT survey.

Survey researchers

Valorisation Activities	All respondents (n=235) were involved in some form of valorisation activity at a certain point. The most common activities initiated with the university's involvement included *participation in professional networks* and *hands-on conferences* (n=113), *publication of articles in newspapers/magazines* (n=99) and *undertaking joint collaborative research with non-academic third parties* (n=97).
Drivers for Valorisation	The respondents were mainly driven by impact related aspects, including addressing specific societal challenges, using research results in practice and having real impact.
Barriers for Valorisation	Despite the fact that valorisation is often portrayed as a rather complex process that may be difficult for academics, the respondents indicated that they were not experiencing a lot of a barriers in their own journeys. This can be related to the type of activities in which the respondents were already involved, such as networking, collaborative research, publication in newspapers and magazines, or consulting.
Support Mechanisms	Many respondents were not aware of the existence of any support mechanisms for valorisation in the university. When it comes to the usage of these structures, the communication office and knowledge transfer/technology transfer office were most often used, followed by alumni networks. Interestingly, the respondents did not acknowledge these support structures as valorisation support.
Skills / Knowledge	There was a strong correlation between *important skills* and *possessed skills.* Most mentioned were: 1) Being able to develop a motivating vision for collaboration; 2) Being able to engage collaboration partners to solve the problem at hand; 3) Understanding the aims/priorities and differences between collaboration partner(s). These skills also correlated with the type of activities in which respondents typically engaged, such as networking, collaborating and publishing. Likewise, more entrepreneurial skills such as negotiating trade-offs, securing resources and thinking entrepreneurially, were rated as least developed, and – interestingly – were also rated somewhat less important.

Training	The findings show that very few researchers participated in valorisation training. Specific training programmes dedicated to SSH researchers were even more scarce. The few that had participated in such training programmes valued the training to be moderately to very useful.

Table 8. Main Findings Survey Researchers

Survey KT/TT Professionals

Demographics	For the KT/TT professionals survey, we specifically targeted individuals with experience related to scholars from the SSH domain. Surprisingly, the group of respondents still showed that the scholars which involved them most in valorisation projects were Science Technology Engineering or Mathematics (STEM) related. Only 28 respondents were either completely focusing on SSH research (n=11) or mostly (n=17); with a large group focusing on a mixed group of scholars (n=41) or mostly or only on STEM (respectively n=18 and n=7).
Valorisation Activities	The respondents (n= 90-95) indicated that most of the listed valorisation activities were relatively uncommon. Most well-known valorisation activities were: *Publicly engaged research* and the examples *Community-responsive; Community-based research*; *Undertaking contract research*; and *Undertaking joint or collaborative research.* Many more associated activities were undertaken on occasional basis. Here, *Undertaking joint- or collaborative research*, were most frequently mentioned, followed by *Informal consulting; Participation in professional networks,* and *Attending hands-on conferences.*
Training offered	The answers showed that in most institutions some form of training is available. However, in the majority of cases this concerns a general training for all disciplines rather than a specific training catered to the needs of SSH researchers.
Drivers for valorisation	Our respondents (n=68) stress the importance of the knowledge and skills to obtain (additional) financial resources to support their research projects, and the desire to create impact as another motivation.
Barriers for valorisation	The barriers listed were generally considered to be only of slight or moderate impact (n=67-70). Relatively significant – but still moderately inhibiting were T*he academics' lack of knowledge of what non-academic third parties need/want*; *The lack of funding,* and I*nsufficient time to undertake valorisation activities.*
Mechanisms supporting valorisation	Most mentioned mechanisms of support were on institutional or strategic level. With respect to concrete structures and departments; *Units dedicated to University Collaboration* (e.g. technology transfer office, innovation office), *Communication offices* and *Alumni networks* were most mentioned. Practical mechanisms, such as *Reduction of teaching time* were less common.

Table 9. Main Findings KT/TT Professionals

9.2 Conclusions

9.2.1 Demographics & Background

235 researchers and 95 KT/TT professionals responded to the survey, but not necessarily completed the full survey. A limited sample that gives us an indication about how valorisation is being explored within universities in Europe, instead of a fair representation of the European context. The research sample counts mostly with long-time career academics, senior professionals that might only represent a part of the academic universe. Due to the survey's sample size, it was not possible to analyse subsamples and specific groups within researchers and KT/TT professionals.

9.2.2 Main Motivations

The survey results made clear that the main valorisation motivation for researchers is to use their research in practice and to have societal impact. According to the majority of the Knowledge Transfer/Technology Transfer professionals, researchers often need to find financial resources and the KT/TTs need to have the skills to support them on this task.

9.2.3 Mechanisms

The communication office and the knowledge transfer/technology transfer offices proved to be the most commonly used support mechanisms for valorisation purposes. However, when asked if these structures were present at their universities, few respondents could confirm. At the same time, surprisingly, they claimed that they did make use of the services of these offices. This suggests that the use of these mechanisms is in fact more existing than the numbers of the survey suggest in the first place, while maybe not being recognized as such by the researchers.

9.2.4 Valorisation Activities

The valorisation activities that researchers performed seem to be experienced as part of their academic responsibilities. Most-mentioned were: Participation in conferences, and *Publish articles*. Entrepreneurial activities, for examples *Starting a company*, or *Starting a social venture* were least mentioned. Skills such as *Negotiating trade-offs*, *Securing*

resources, and *Thinking entrepreneurially* were also hardly developed, as reported by the participants.

It is not surprising then that the most common support activity of Knowledge Transfer/Technology Transfer professionals was *Undertaking research with non-academic third parties* – an activity that could actually also be strongly related to researchers' roles. Activities such as *Creating a social venture* or *Developing prototypes and blueprints* were least common among KT/TTs.

9.2.5 Barriers

Researchers do not seem to experience many barriers when conducting valorisation activities, as the results showed. Many valorisation related activities were experienced as relatively common practices through-out the academia and seem to fit what is deemed normal and traditional academic behaviour.

9.2.6 Familiarity with Valorisation

The results made clear that *Valorisation* is still a relatively unfamiliar term and activity in the academic environment of the Social Sciences and Humanities. The answers showed that researchers are taking part in activities, but are not aware these are valorisation activities, as they were experienced as 'normal' for their work positions. The results showed that researchers are aware of the existence of some valorisation activities – even though not experienced as *Valorisation*, while there are still many valorisation activities that they did not know. This notion offers many possibilities to educate SSH academics on this topic.

9.2.7 Recognising the Value of Valorisation

The low numbers of researcher respondents showed that our target group might not have felt connected to the subject of the survey, that they were not interested in the topic or that they did not see the value of valorisation. Many survey participants started the survey but did not finish it.

The low number of respondents in the Knowledge Transfer/Technology Transfer survey suggests an underemphasises of valorisation in the Social Sciences and Humanities. It proved to be difficult to find KT/TT professionals working specifically with

SSH academics in the countries where the survey took place. This can be an indication that the SSH valorisation support field is still relatively small and undeveloped.

9.2.8 Unclear role KT/TT Professional

Aside the lack of awareness of the many valorisation possibilities, there is also still confusion about who and what the role is of Knowledge Transfer/Technology Transfer professionals. This can be due to the use of different titles, as the broad variety of names for their roles in the KT/TT survey suggested. This could also be one of the reasons for the low number or KT/TT respondents, as they might not have felt directly addressed.

10. Conclusions

10.1 An overview

We started our REVALORISE+ project with an investigation of the knowledge and skill needs of researchers and Knowledge Transfer professionals for valorisation in the Social Sciences and Humanities. We reviewed available literature, conducted two surveys, explored a set of *good practice* training case studies, and dove into various Light House stories from all over the world. All this, based on a set of eight clearly defined research questions. What we found were not so much complete and clear answers. Instead, the questions guided us to the insights of this Synthesis Report. We conclude with highlighting the main findings.

10.2 The meaning of Valorisation

Our project originated from the fact that the impact that research has and can have is gaining more and more attention. Increasingly, the success of research projects is measured along the lines of the impact they generate. Aside from that, the structural cooperation between universities and external partners becomes more important and common every day. One important factor might be the so-called *Third Mission* of universities - the responsibility to positively affect society in the broadest sense, apart from education and research. The concept of *Valorisation* is nevertheless still relatively unknown, especially in the SSH domain: it is not a term actively communicated as a responsibility of SSH researchers, it is not a topic these researchers deal with on daily basis, and if these researchers were involved in valorisation activities, they most-often were not aware that that it was *Valorisation*. Our inventory of valorisation training cases showed that there is also little on offer in terms of training programmes and support specifically designed for Social Science and Humanities researchers. Therefore logically, hardly any SSH researchers enrolled in any kind of valorisation training, as our survey showed.

The shortage of formal valorisation training programmes for the Social Sciences and Humanities, and the lack of familiarity with *Valorisation* as a concept in this domain, are not the only reasons why valorisation has not really infiltrated the daily academic lives

of SSH researchers. The surveys and the interviews with Lighthouse Story protagonists pointed out that SSH researchers were also rarely aware of the numerous possibilities to valorise their work and the existence of any support mechanisms to bring their research to society. This is also reflected in the few drivers for valorisation that Social Sciences and Humanities researchers mentioned in the surveys and interviews. The main drivers were *The motivation to have impact in society* and *Deepening the knowledge of research.* Indeed, the researchers of the Lighthouse Stories said that valorisation deepened their topic of research and it showed them what research can accomplish within and without academia. However, before the successful journeys of these Lighthouse Story protagonists, they too had little notion of what *Valorisation* was. This insight is extremely important and turns our attention to the importance of knowledge about what valorisation is; the opportunities and the value for research, and how to gain access to valorisation knowledge to apply it in practice.

10.3 "[Valorisation is] not part of my job"

Another important notion was that there seemed to be a certain mindset within SSH research that valorisation is not 'part of the job' or something for which there is time or budget. Our survey showed a contradiction on this topic, as SSH researchers mentioned that they did see reasons for valorisation: many answered that they expected that it might help them to have impact, many recognized that it could enhance their research field and that it could contribute to changes in society. Interestingly, this was noted by SSH researchers who still saw valorisation as something 'not for them'. Valorisation support programmes for SSH should focus more on this point: raising awareness in the first place, showing that each SSH researcher could achieve exactly that: impact and relevance. *Valorisation* seemed to have a somewhat negative connotation, as many related it to *making profits, developing a business;* something researchers of the Social Sciences and Humanities almost seemed to dislike. There might be various reasons for a lack of interest, ranging from insufficient support from universities; a focus on citations and publications, and the possibility to get in the way of research integrity. A thorough analysis of the origins falls outside the scope of this project, but with these findings in mind, it was evident that

universities and Knowledge Transfer Offices should do more than just offering training programmes which stress training of business skills, or generally pointing out that there is a need to valorise research. Awareness and likeability of valorisation need to be grown among researchers, just like a different mindset, focusing on the opportunity to have *impact*.

10.4 How to approach SSH researchers

The valorisation skills needed in the Social Sciences and Humanities might not be that different from what Science Technology Engineering and Mathematics researchers need, as they too focus on entrepreneurial knowledge, business skills and networking skills, for example. But approaching and addressing SSH researcher should be very different then done to recruit STEM researchers for training programmes. As the results showed, SSH-researchers had a completely different mindset as a starting point. SSH researchers need to be shown the *Why*: Why is valorisation important, what does it mean, what are examples of success stories within SSH research, what does valorisation look like in practice, and what could it mean for their personal projects? The focus should first be on raising awareness and changing attitudes and beliefs. For this reason, training programmes for Knowledge Transfer professionals might need to focus more on addressing SSH researchers, which communication and marketing strategies to use; understanding how these researchers think; what is important to SSH researchers? Aside from that, training programmes for SSH researchers should take more time to elaborate upon the meaning of the concepts and different stakeholders, rather than presenting and elaborating solely upon entrepreneurial skills. These latter tasks could even be performed by third parties, as valorisation is most-often a multi-stakeholder journey; this should be clear to SSH-researchers.

10.5 Final words

Concluding, we can make the following four recommendations regarding developing training programmes and material for Social Sciences and Humanities research valorisation:

1. Communication is key: do not dive right into business skills and the importance of entrepreneurship. The content of training programmes for successful valorisation might not differ that much for Social Science and Humanities research compared to Science Technology Engineering and Mathematics research, but their mindsets are completely different to start with. Start with communication that focuses on the mindset of the Social Sciences and Humanities researcher, talk about successful projects that they can relate to, use fitting language and imagery, translate it to 'their world' and what valorisation could mean for their work?

2. Tap into the main motivation to valorise for SSH researchers: have lasting impact with your research in society and deepen the knowledge of your research domain.

3. Most Social Sciences and Humanities researchers want to be researchers, not entrepreneurs or business men. Therefore, training materials should make it clear that this transition is not necessary. Instead, stress the importance of finding external partners to take research beyond the academia.

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13. Appendix

13.1 semi-structured training case studies

Note: Not all questions need to be answered during the interview. Some questions will/can be answered through desk research and email follow-up with the interview after the interview.

Guiding questions for the *stakeholders involved in development and delivery* of the SSH Valorisation Training		
Background information (potential to complement with desk research)	*Institution and its training portfolio*	
	Initiative/training background: *What are the motivators for undertaking the initiative and how was it created and designed?*	
Stakeholder mapping and roles	*What stakeholders are involved in the training? What are their roles and profiles?*	
	What are the profiles of the trainers and facilitators involved? What skills, competences and knowledge are required to design and deliver valorisation training?	
	Describe the (potential) participants/trainees profiles.	
	Working definition of valorisation: *How do you define "valorisation" and what are valorisation activities? How is it different from commercialisation training?*	
Educational design and input (potential to complement some information with desk research)	*What are the mode and format of delivery? Please elaborate beyond online / offline and formal / informal*	
	What are the learning objectives of the initiative? What content does the training initiative cover? What skills/competences/knowledge are addressed in the training?	
	What pedagogies and learning & training methods are utilised?	
	What types of resources (human/capital) are required for the delivery of the initiative?	
	How are the participants assessed upon the completion of the training?	
Outputs, outcomes and impact	*What are the quantifiable outputs and outcomes of the training initiative (e.g. number of participants, projects, valorisation outputs from the participants, interested stakeholders, etc.)?*	
	What are the qualitative outputs and outcomes of the training initiative? (e.g.	
	What are the short-term and long-term impact of the training initiative?	
Influencing factors and context	*What are the key barriers for the implementation of the training initiative?*	
	What are the key challenges to "valorisation" projects of the participants?	
	What are key supporting mechanisms and success factors supporting the training initiative?	
	What are the key lessons learned and areas for improvement?	
	Please describe the contextual factors that influence the training delivery?	
Additional information	*Recognition* *Publications, references*	

about the initiative		
Guiding questions for the SSH Valorisation *Training Participant*		
Background	*Participant's background and motivation for undertaking the training* *Please describe you valorisation project in few sentences if there is any?*	
Educational Design and input	*How effective has the training process been for you? What skills/competences/knowledge have you developed through your participation in the training initiative?*	
	What is your reflection on the areas of improvement of the training process? What can be improved and what was missing?	
	What kind of extra support did you require whilst undertaking the training?	
Outputs, outcomes and impact	*What are the tangible results of the training for you? Have you developed and finalised your valorisation project?*	
Influencing factors and context	*What were the key barriers for the realisation of your valorisation project?*	
	What were the key success factors that led to the realisation of your valorisation project?	
	Are there any reflections and lessons learned that you would like to share? *Potential quote/testimonial "How did this valorisation training initiative help you make your research more impactful"?*	

13.2 Overview selected training programmes

Country	Institution	Programme	Website
Australia	Research Impact Academy	Planning a Pathway to Impact	https://researchimpactacademy.com/wp-content/uploads/2019/03/Pathway-to-impact-1.pdf
Austria	University of Applied Arts Vienna	Creative Entrepreneurship Coaching Hours	https://www.dieangewandte.at/termine/info_session_creative_entrepreneurship_coaching_hours__austrian_startups__angewandte_25-06-2020
Austria	University of Vienna	Practical Research within the Framework of the Cooperative School Projects for Teacher Training	https://ufind.univie.ac.at/en/course.html?lv=490023&semester=2020W
Belgium	Ghent University	Introduction to Technology Transfer Skills: Knowledge Transfer Skills for Social Sciences, Humanities and Arts	https://www.ugent.be/techtransfer/en/support-for-academics/techtransfercourses.htm

Denmark	Copenhagen School of Entrepreneurship & Open Entrepreneurship	Open Entrepreneurship	https://cse.cbs.dk/open-entrepreneurship/
Denmark	Diversiunity	Diversity Training – making universities translate good intentions into actions	https://diversiunity.com/workshops/
Denmark	Lundbeck Foundation	PhD Cup	https://www.phdcup.dk/english
Denmark	University of Århus	Junior Researcher Development Programme	https://talent.au.dk/junior-researcher-development-programme/
Denmark	University of Copenhagen	Maximising Impact of Research Projects Seminars	https://research.ku.dk/
Denmark	University of Copenhagen	Collaborations and video communication workshops – Increasing impact and visibility	https://erhverv.hum.ku.dk/
Finland	Open Knowledge Finland	Open Cultural Data Master Course	https://datakoulu.fi/kurssit/avoin-kulttuuridata-mestarikurssi/
Finland	Tampere University	HUBS	https://www.tuni.fi/en/services-and-collaboration/hubs-students-drive-innovation
Finland	Turku University of Applied Sciences	Taikusydän	https://taikusydan.turkuamk.fi/tietopankki/tyokalut/
Finland	University of Eastern Finland	Media Skills in Digital Learning Environments	https://www.uef.fi/en/media-skills-in-digital-learning-environments
Finland	University of Helsinki Research Services, Helsinki Innovation Services Ltd & Helsinki Think Company	Impact Clinic	https://blogs.helsinki.fi/andaction/clinic/
Finland	University of Jyväskylä, Jyväskylä University of Applied Sciences & Business Arena Ltd	"Power of the Donut" - Cultural change towards more entrepreneurial and engaged university	https://www.jyu.fi/fi/tutkimus/tutkimuspalvelut
France	CURIE Network	MOOC Innovating with public research	https://www.curie.asso.fr/MOOC-Innover-avec-la-recherche-publique.html
France	ENSIIE, Institut Mines-Télécom Business School& Telecom SudParis	SEED Entrepreneurship Majeur	https://seed-entrepreneurship.com/
France	Paris Sciences & Lettres	Innovation and Entrepreneurship with Impact	https://psl.eu/en/news/developing-entrepreneurial-projects-use-science-support-sustainable-development-goals
France	University of Rennes II, National Centre for Scientific Research, European School of Art Bretagne, & the National School of Architecture of Bretagne	EUR Creative Approaches to Public Space (EUR CAPS)	https://creativepublicspace.univ-rennes.fr/english.html

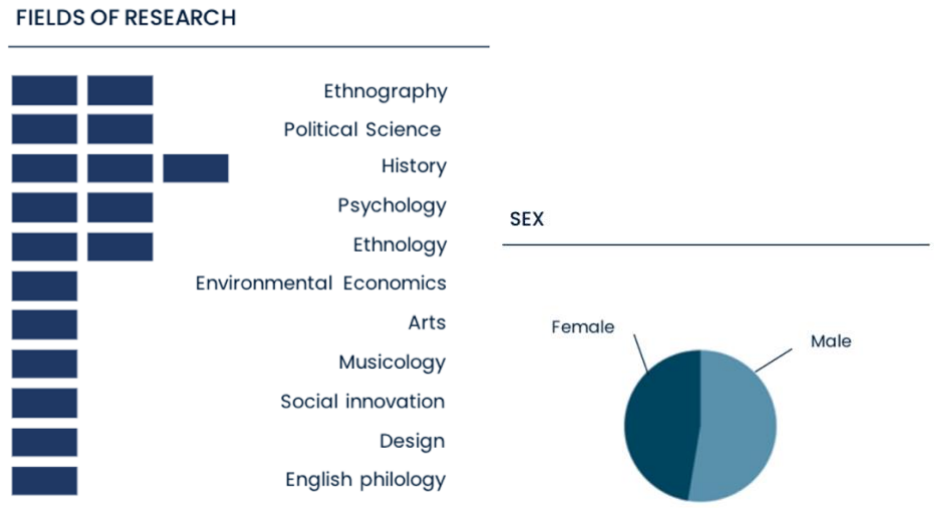
France	University Paris Dauphine	Paris-Dauphine Incubator Student program	https://dauphine.psl.eu/en/campus-life/dauphine-incubator
Germany	Free University Berlin	Reasons from the Humanities and Social Sciences	https://www.fu-berlin.de/campusleben/kalender/2021/03/20210318-Workshop-_Gruenden-aus-und-den-Geistes--und-Sozialwissenschaften_.html
Germany	MARMAS GmbH	Entrepreneurship and Innovation	https://marmas.com/
Germany	University of Applied Sciences Berlin	SpreeHub & InnoTechHub	https://spreehub.berlin/; https://entrepreneurship.htw-berlin.de/das-sind-wir/innotechhub/
Ireland	Athlone Institute of Technology & Maynooth University	New Frontiers	https://www.ait.ie/research-and-innovation/new-frontiers
Ireland	Irish Research Council	Enterprise Partnership Scheme	https://research.ie/funding/eps-postgrad/?f=postgraduate
Ireland	Irish Universities Association	Campus Engage Training	https://www.campusengage.ie/what-we-do/training/
Ireland	University College Dublin	Research Impact Programme	https://www.ucd.ie/research/portal/
Netherlands	AESIS Network	Integrating Societal Impact in a Research Strategy	https://aesisnet.com/events/integrating-societal-impact-in-a-research-and-innovation-strategy.html
Netherlands	Radboud University & Radboud UMC	IMPROVE Program	https://mercatorlaunch.nl/improve-program/
Netherlands	University of Amsterdam	Law Hub – Market Impact	https://www.amsterdamlawhub.nl/projecten/market-impact/market-impact.html
Netherlands	University of Amsterdam& Vrije Universiteit	Humanities Lab: Explore, Bootcamp & Accelerator program	https://www.uva.nl/en/about-the-uva/organisation/faculties/faculty-of-humanities/humanities-in-the-city/humanities-lab-

			avs/humanities-lab-avs.html?cb
Netherlands	University of Twente	Entrepreneurial Researcher Bootcamp	https://www.utwente.nl/en/courses/330977/entrepreneurial-researcher/
Northern Ireland	Intertrade Ireland	Innovation Boost	https://intertradeireland.com/innovation/innovation-boost
Spain	Miguel de Cervantes European University	Lean New Entrepreneurs Workshop: creating Business, Social and Health projects	https://www.uemc.es/p/taller-lean-nuevos-emprendedores-creando-proyectos-business-social-and-health
Spain	University Carlos III Madrid	CR3CE	https://www.uc3m.es/investigacion-apoyopdi/CR3CE
Spain	University of Burgos	Identification, Valorisation and Transfer of Research Results in Social Sciences, Humanities and Education	https://www.ubu.es/agenda/taller-lean-start-identificacion-valorizacion-y-transferencia-de-resultados-de-investigacion-en-ciencias-sociales-humanidades-y-educacion
Spain	University of León	Support Plan for the Transfer of Research Results	https://www.unileon.es/noticias/la-ule-presentara-el-jueves-su-plan-de-apoyo-a-la-transferencia-de-resultados-de
Spain	University of Valladolid	"Valorisation of research results and creation of EBTs" (Arts and Humanities and Social Sciences)	https://www.uvaemprende.com/agenda/valorizacion-de-resultados-de-investigacion-y-creacion-de-ebts-grados-de-artes-y-humanidades-y-ciencias-sociales/
Sweden	University of Örebro	Social Impact Lab	https://www.oru.se/english/collaboration/innovation-and-idea-development/social-impact-lab--innovation-to-overcome-societal-challenges/
UK	Aspect	ARC Accelerator	https://aspect.ac.uk/news-and-

			events/success-programme/
UK	Praxis Auril	Knowledge Exchange in the Social Sciences, Humanities and the Arts	https://www.praxisauril.org.uk/knowledge-exchange-social-sciences-humanities-and-arts
UK	University College London	SPERO	https://www.ucl.ac.uk/enterprise/students/develop-your-entrepreneurial-skills/entrepreneurship-training-doctoral-students-spero
UK	University of Oxford	Heritage Pathway	https://www.torch.ox.ac.uk/heritage#/
UK	University of Oxford	Oxford University Innovation (OUI) Social Ventures	https://innovation.ox.ac.uk/about/social-enterprises/
UK	University of the Arts London: Central Saint Martins	MA Arts and Cultural Enterprise	https://www.arts.ac.uk/subjects/curation-and-culture/postgraduate/ma-arts-and-cultural-enterprise-csm
USA	University of Maine	Commercialization Training Series: Commercialization in Education, Humanities, and Social Sciences	https://umaine.edu/innovation/event/commercialization-training-series-commercialization-in-education-humanities-and-social-sciences/
USA	University of Maryland	University-Industry Partnerships in the Social Sciences	https://bsos.umd.edu/event/university-industry

13.3 Selected cases for Lighthouse Stories

The Netherlands	2
Denmark	3
Sweden	2
Spain	3
France	2
Germany	1
Australia	2
Finland	2
Austria	1



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