

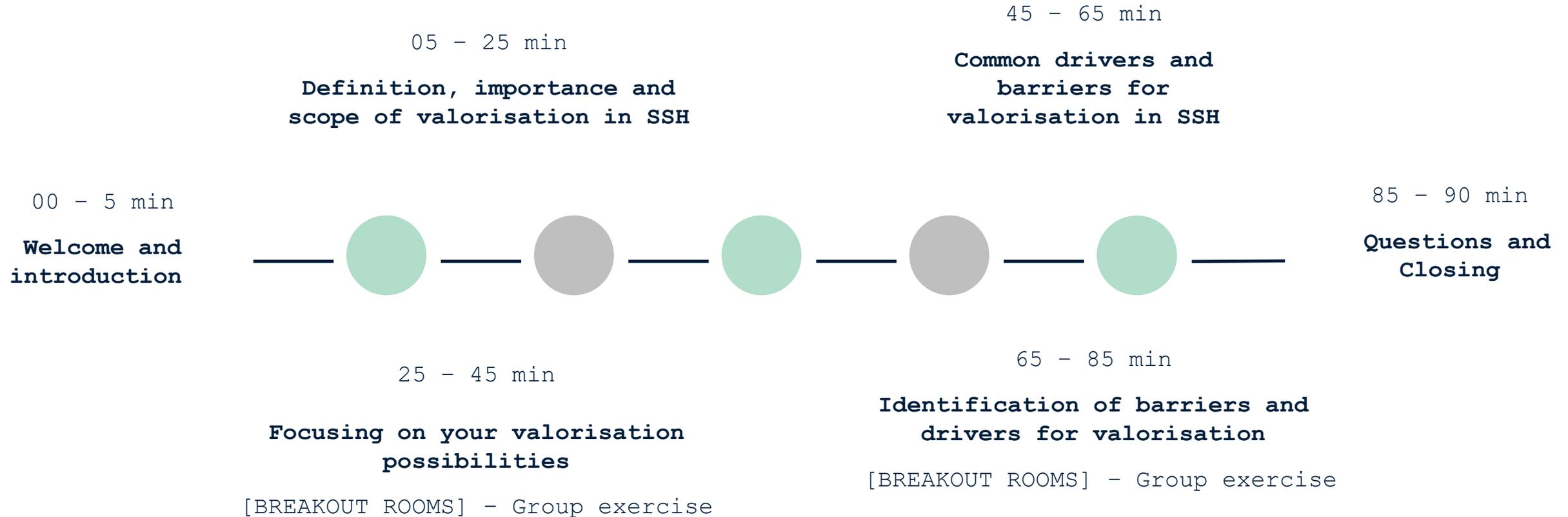
# *Introduction to Research Valorisation*

Module 2



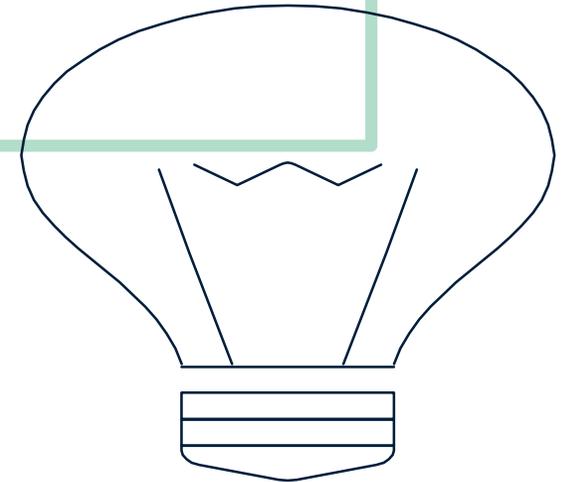
Co-funded by the  
Erasmus+ Programme  
of the European Union

# Module timeline



# Module Objectives

The primary objective of this module is to increase the participant's knowledge about the scope of SSH research valorisation, familiarise them to what extent knowledge is brought to the market and society, provide a comprehensive overview about the benefits/outcomes of valorisation including the extent of various valorisation activities, and familiarise them with the motives and barriers for successful valorisation.





***Who are our module  
facilitators?***

**Let's introduce!**

**Nina Brankovic,**

**Project Manager &  
Research Associate at the  
Institut Mines-Télécom  
Business School**

Contact: [nina.brankovic@imt-bs.eu](mailto:nina.brankovic@imt-bs.eu)



*DEFINITION, IMPORTANCE AND  
SCOPE OF VALORISATION IN SOCIAL  
SCIENCES & HUMANITIES (SSH)*

# Importance of Valorisation

## in EU...

- Recently became important as the concept and term;
- Since 2018 is on the agenda of EU institutions, when in 2018 EU Commission put on its agenda valorisation strategy that should go with "**a multidimensional approach which goes beyond technological transfer, and which recognizes the essential contribution of all players involved, including citizens and public authorities**" (EU Commission, 2021).

## in GENERAL...

- Valorisation **brings various outputs** out of the research (products, services, companies, IPRs) and **focuses on practical application** of knowledge and research outcomes;
- Valorisation contributes to the quantity and quality of the research outputs;
- There is increasement of the delivery of 3d mission for HEIs and valorisation is being utilised with 3d mission;
- There is need to go beyond 'publishing papers' or contributing to the society beyond academic research;

Valorisation is encompassing **any activity ensuring** that the **outcomes of scientific knowledge add value beyond the scientific domain** and making research results "more easily accessible in order to **increase the chances of others outside academia making use of it**" (Benneworth & Jongbloed, 2010).

Valorisation is **interactive process of knowledge utilization** (Andriessen, 2005) that broadly refers to the **multiple ways in which knowledge from universities and public research institutions can be used by firms and society to generate economic and social value and industry development'** (OECD, 2013 in Munari and Toschi, 2021).

Valorisation is a **broader process of knowledge development for societal and economic application** (IXA, 2014; Olmos-Peñuela, Castro-Martínez, & D'Este, 2014; Van De Burgwal, Dias, & Claassen, 2019). Valorisation is the **process that creates or enhance value** (Narasimhalu, 2012).

*Definition of valorisation  
in available literature*

# Synonyms, and overlapping terms with valorisation

## Valorisation:

- broader concept
- envisions wider contributions to society
- makes knowledge more broadly accessible for societal stakeholders



Third Mission

University Business  
Collaboration

Commercialisation

Academic  
Entrepreneurship

## Valorisation:

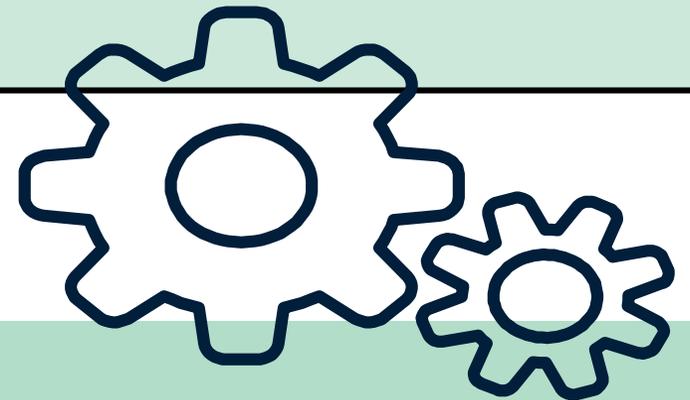
- includes long-lasting chain of processes that introduce an outcomes outside of the academia
- steps to reach end result through various channels and close collaboration between stakeholders
- interactive process

## Valorisation:

- does not always include the technological and economic application
- can be a transfer of knowledge in a form of information, knowledge dissemination
- includes interactions between actors in the process of knowledge sharing
- makes knowledge more accessible to stakeholders outside the academia
- focused on non-linear, transdisciplinary, and co-produced knowledge

## Based on literature examined, we can conclude following:

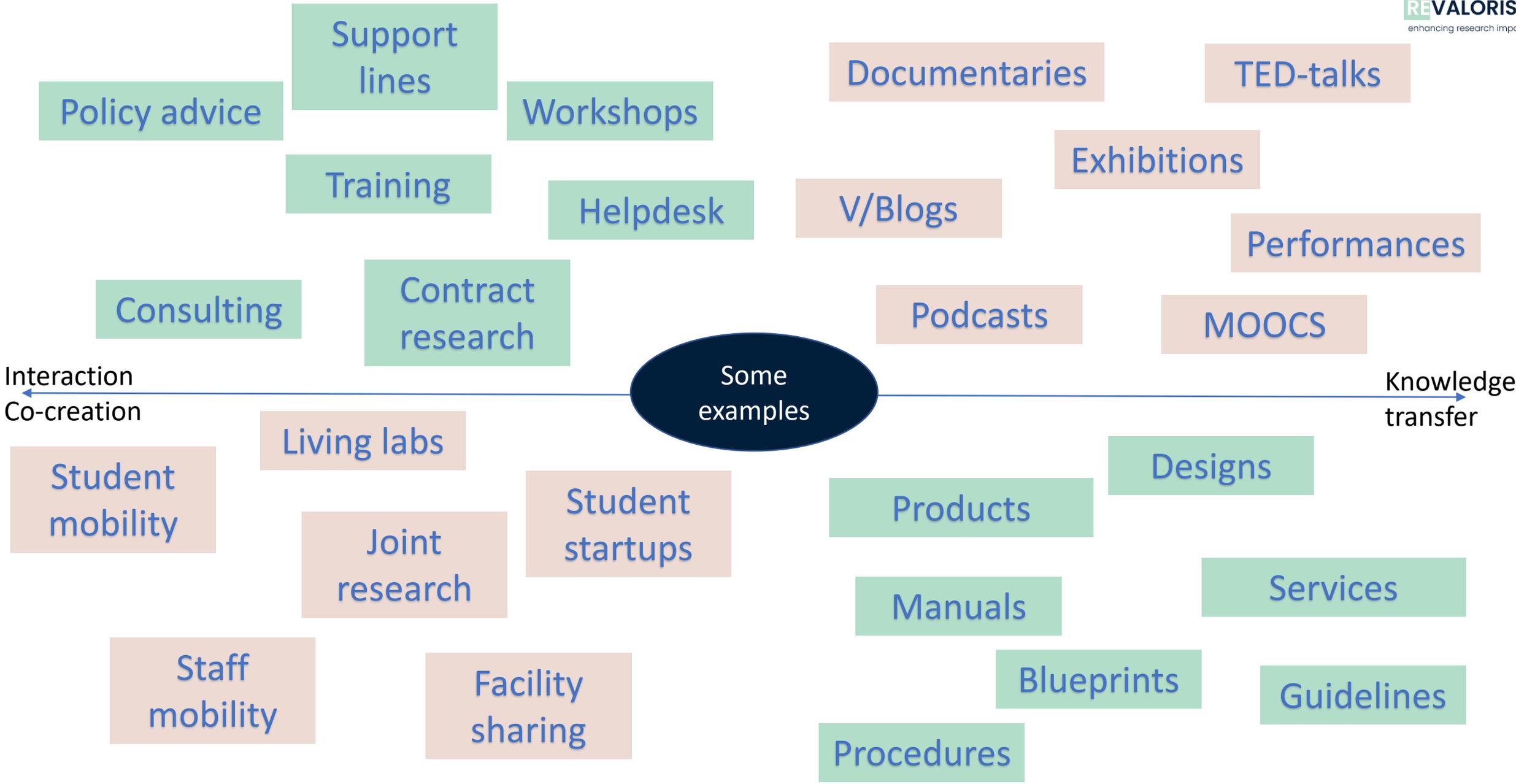
- Valorisation should go beyond the academic environment;
- Benefits it brings to the broad public and society are the main characteristics of valorisation (Hannon, Dewaele, De Smet, & Buysse, 2019; Olmos-Peñuela et al., 2014);
- it is highly academic centred activity (Hladchenko, 2016);
- it is a process where knowledge created within university is transferred to either practitioners (science to professionals) or the public (science to public) (Wutti & Hayden, 2017).



# Valorisation outcomes and activities

## Common outcomes in SSH valorisation

- **Policy and societal impact:** evidence based policy, citizen engagement, social cohesion, sustainability, social inclusion, broad welfare
- **Economic impact:** product, service, process development, job creation, startup creation, income generation
- **Education impact:** curriculum development, life long learning
- **Scientific impact:** problem identification and question articulation, consortium building, access to funding



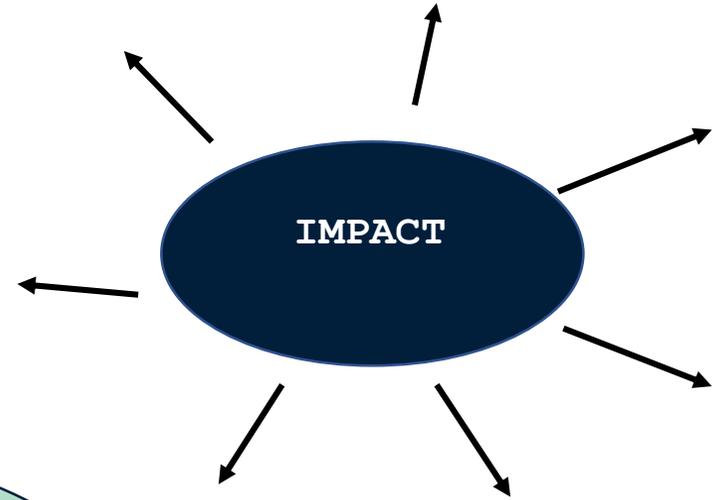
***Development of a mathematically formalized theory of how affective processes govern human perceptions, decisions, and behaviours in urban space***

**Public outreach:** using research to promote cities and raise attractiveness of those cities

**Collaboration with government:** projects and policies that address health rate issues among the population.

***Understanding and measurement of the elements influencing the perception of leisure activities as sporting by consumers***

**Public policy:** using research to propose tourist relevant policy to help better planning of touristic activities in urban areas



**Collaboration with industry:** any company or brand that has an interest in increasing sportiness of their products

**Public outreach:** using research to increase public understanding of fake news

**Consulting:** to give recommendations to professionals in wineries

***Determinants of the performance of wine companies: the impact of diversification through wine tourism***

**Collaboration with government:** policies related to tourism development

**Collaboration with industry:** all type of digitally based companies (e-commerce companies coping with fake reviews )

***Dysfunctional digital consumers and business sustainability***

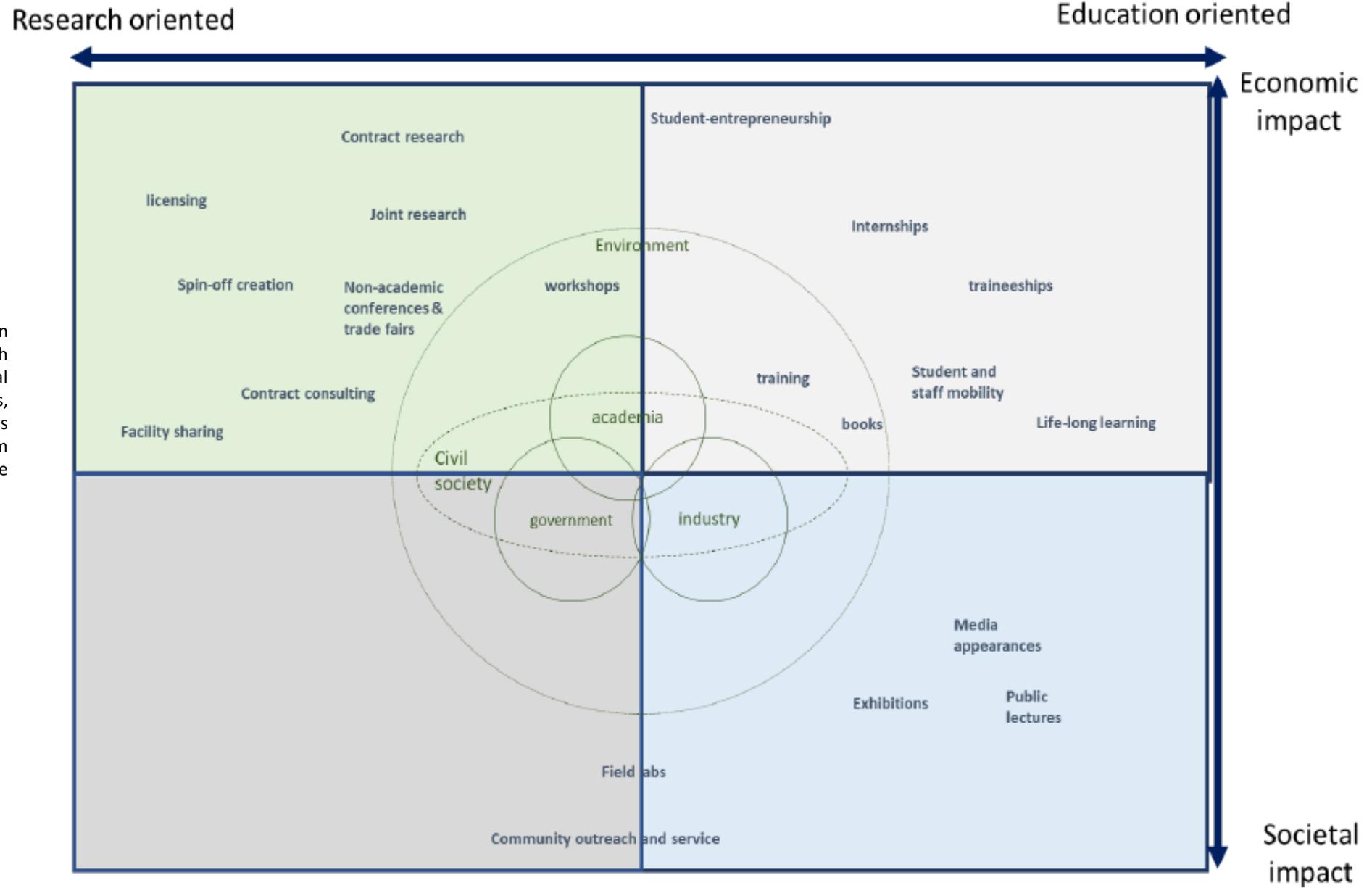
# Valorisation activities in SSH

- All **activities** that contribute to **ensuring the outcomes of scientific knowledge add value beyond the scientific domain** (Benneworth & Jongbloed, 2010);
- All **activities beyond teaching and personal research**, could be considered valorisation (Klofsten and Jones-Evans, 2000);
- **University-business collaboration activities** undertaken to benefit both private and public actors beyond companies (Davey, 2015; Davey, Baaken, Galán-Muros, & Meerman, 2011; Davey, Rossano, & van der Sijde, 2016);
- Valorisation **activities** are those **having a research or educational orientation** (Hladchenko, 2016);
- Valorisation **activities** are **defined according to partners or beneficiaries** to whom the activities are oriented (i.e. policy, business and public) (Wutti & Hayden, 2017).

**Figure 1.**

*Categorisation of Valorisation Activities*

This figure was produced by Wakkee I. and others in 2021, representing a matrix based on two axis (research vs. education driven activities and economic vs. societal impact) and showing the quintuple helix (Carayannis, Barth, & Campbell, 2012) to represent the various target groups to which the activities are directed. From the "REVALORISE+ Synthesis Report 2021", by Wakkee I., et al., 2021, REVALORISE, p. 12.



Identify and discuss  
valorisation possibilities  
for your research asset,  
while focusing on your own  
environment!

*Group exercise*

# Instructions

- Meet the participants with your research asset;
- Discuss in a group what are the **valorisation possibilities** for your research asset, while focusing on opportunities offered in your environment;
- Discuss in a group what are **the valorisation outcomes** and **valorisation activities** for your research asset;

Time for discussion: 20 minutes

*COMMON MOTIVES & BARRIERS FOR  
VALORISATION IN SSH*

# Most common motives for valorisation

- ✓ **Status**
- ✓ *Being acknowledged for the work done*
- ✓ *Entrepreneurial attraction*
- ✓ *Practical impact in society*
- ✓ *Paying public funds back*
- ✓ *Educational impact and knowledge transfer*
- ✓ **Career advancement**
- ✓ *Getting **bigger funding***

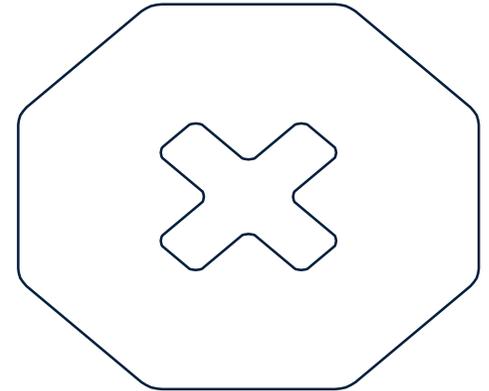
- Supported in the literature by: Benneworth, Muhonen, & Olmos Peñuela, 2017; Galán-Muros & Plewa, 2016; Kongsted, Tartari, Cannito, Norn, & Wohlert, 2017; Schofield, 2013.



## Institutional barriers:

- x Focus on **publications** as an indicator of academic success
- x Priority for **other academic tasks**
- x Lack of **multidisciplinary cooperation**
- x System **preference for STEM research**
- x **Unclear measurements** of SSH valorisation
- x Hard to find (SSH) **valorisation training**
- x Lack of **time**
- x Growing **competition for research funding**
- x Lack of **funding and incentives**
- x Scientific **publication language** does not meet 'outside' world
- x Fast paced business system does not align with the **academic pace**

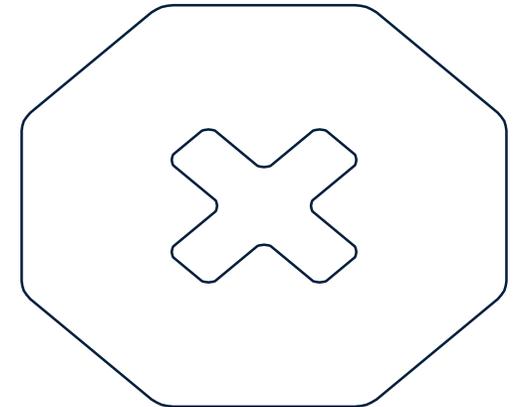
- Supported in the literature by: Cherney, 2015; Galleron, 2017; Reale et al., 2018; Vanholsbeek et al., 2019.



## Personal & organisational barriers:

- x Lack of **skills-time funding**
- x Lack of **skills and knowledge**
- x Fear of losing **ownership/control over research**
- x Fear of **stakeholders' interests bias** - impacting outcomes
- x Complex **social processes**
- x Unclear **KT role**
- x **Distrust** of KT professionals by researchers

- Supported in the literature by: Good et al., 2018; Urbano et al., 2019;



Identify and discuss  
motives and barriers for  
valorisation of your  
research asset, while  
focusing on your  
environment!

*Group exercise*

# Instructions

- Meet the participants with your research asset;
- Discuss in a group what are **motives and potential barriers** for valorisation of your research asset, while focusing on your own environment;

Time for discussion: 20 minutes

*Thank you for the attention!*

Any questions?

# References / Useful Literature

1. Amry, D. K., Ahmad, A. J., & Lu, D. (2021). The new inclusive role of university technology transfer: Setting an agenda for further research. *International Journal of Innovation Studies*, 5(1), 9-22.
2. Andriessen, D. G. (2005). Value, valuation, and valorisation. *Inspirerend innoveren; Meerwarde door kennis*. Åstebro, T., & Hoos, F. (2021). Impact measurement based on repeated randomized control trials: The case of a training program to encourage social entrepreneurship. *Strategic Entrepreneurship Journal*, 15(2), 254-278.
3. Benneworth, P., & Jongbloed, B. W. (2010). Who matters to universities? A stakeholder perspective on humanities, arts and social sciences valorisation. *Higher education*, 59(5), 567-588.
4. Benneworth, P., & Jongbloed, B. W. (2010). Who matters to universities? A stakeholder perspective on humanities, arts and social sciences valorisation. *Higher Education*, 59(5), 567-588.
5. Benneworth, P., Muhonen, R., & Olmos-Peñuela, J. (2017). Approaches to Assessing Impact in the Humanities and Social Sciences.
6. Cherney, A. (2015). Academic-industry collaborations and knowledge co-production in the social sciences. *Journal of Sociology*, 51(4), 1003-1016. doi:<https://doi.org/10.1177/1440783313492237>.
7. Davey T., et al. (2021). *The STEM-Valorisation Synthesis Report*. STEM Valorise. <https://stemvalorise.eu/wp-content/uploads/2021/12/The-Valorization-Synthesis-Training-Investigation-Report-FINAL-VERSION-1-UPDATED-14Dec-1.pdf>
8. Davey, T. (2015). Entrepreneurship at Universities Exploring the conditions and factors influencing the development of entrepreneurship in universities. *Unpublished PhD thesis or dissertation: VU Amsterdam*.
9. Davey, T., Baaken, T., Galán-Muros, V., & Meerman, A. (2011). Study on the cooperation between higher education institutions and public and private organisations in Europe. *European Commission, DG Education and Culture, Brussels ISBN, 978-992*.
10. Davey, T., Rossano, S., & van der Sijde, P. (2016). Does context matter in academic entrepreneurship? The role of barriers and drivers in the regional and national context. *The Journal of Technology Transfer*, 41(6), 1457- 1482.
11. Dewaele, A., Vandael, K., Meysman, S., & Buysse, A. (2021). Understanding collaborative interactions in relation to research impact in social sciences and humanities: A meta-ethnography. *Research Evaluation*. doi:<https://doi.org/10.1093/reseval/rvaa033>

11. Dewaele, A., Vandael, K., Meysman, S., & Buysse, A. (2021). Understanding collaborative interactions in relation to research impact in social sciences and humanities: A meta-ethnography. *Research Evaluation*. doi:<https://doi.org/10.1093/reseval/rvaa033>
12. Galán-Muros, V., & Plewa, C. (2016). What drives and inhibits university-business cooperation in Europe? A comprehensive assessment. *R&D Management*, 46(2), 369-382.
13. Galleron, I., Ochsner, M., Spaapen, J., & Williams, G. (2017). Valorising SSH research: Towards a new approach to evaluate SSH research' value for society. *fteval Journal for Research and Technology Policy Evaluation*, 44, 35-41.
14. Good, M., Knockaert, M., Soppe, B., & Wright, M. (2018). The technology transfer ecosystem in academia. An organizational design perspective. *Technovation*, 1-16.
15. Hannon, D., Dewaele, A., De Smet, E., & Buysse, A. (2019). *Guide to impact planning*. Retrieved from Ghent: <https://biblio.ugent.be/publication/8653733/file/8653734>
16. Hladchenko, M. (2016). Knowledge valorisation. *International Journal of Educational Management*, 30(5), 668-678. doi:<http://dx.doi.org/10.1108/IJEM-12-2014-0167>.
17. IXA. (2014). *IXA Valorisation guide - Practical handbook for social sciences and humanities researchers*. Amsterdam: IXA.
18. Klofsten, M., & Jones-Evans, D. (2000). Comparing academic entrepreneurship in Europe—the case of Sweden and Ireland. *Small Business Economics*, 14(4), 299-309.
19. Kongsted, H., Tartari, V., Cannito, D., Norn, M. T., & Wohler, J. (2017). University researchers' engagement with industry, the public sector and society: Results from a 2017 survey of university researchers in Denmark.
20. Munari, F., & Toschi, L. (2021). The impact of public funding on science valorisation: an analysis of the ERC Proof-of-Concept Programme. *Research Policy*, 50(6), 104211.
21. Narasimhalu, A. D. (2012). Science and technology parks as an open innovation catalyst for valorization. UNESCO-World Technopolis Association Workshop 2012. *Research Collection School of Information Systems*

22. Olmos-Peñuela, J., Castro-Martínez, E., & D'Este, P. (2014). Knowledge transfer activities in social sciences and humanities: Explaining the interactions of research groups with non-academic agents. *Research Policy*, 43(4), 696-706.
23. Reale, E., Avramov, D., Canhial, K., Donovan, C., Flecha, R., Holm, P., . . . Oliver, E. (2018). A review of literature on evaluating the scientific, social and political impact of social sciences and humanities research. *Research Evaluation*, 27(4), 298-308.
24. Schofield T. (2013). Critical success factors for knowledge transfer collaborations between university and industry. *Journal of Research Administration*, 44(2), 38-56.
25. Urbano, D., Aparicio, S., & Audretsch, D. (2019). Twenty-five years of research on institutions, entrepreneurship, and economic growth: what has been learned? *Small Business Economics*, 1-29.
26. Van De Burgwal, L. H., Dias, A., & Claassen, E. (2019). Incentives for knowledge valorisation: a European benchmark. *The Journal of Technology Transfer*, 44(1), 1-20. doi:http://dx.doi.org.rps.hva.nl:2048/10.1007/s10961-017- 9594-8
27. Van Der Sijde, P., Wakkee, I., & Sharp, H. J. (2015). *Academic Entrepreneurship: From Science Society Interaction to Marketable Academic Products and Services*. Paper presented at the High Tech Small Firms, Groningen.
28. Vanholsbeeck, M., & Lendák-Kabók, K. (2020). Research Impact as a 'Boundary Object' in the Social Sciences and the Humanities. *Word & Text: A Journal of Literary Studies & Linguistics*, 10.
29. Vanholsbeek, M., Demetriou, T., Girkontaite, A., Starcic, A. I., Keiski, V., Kulczycki, E., . . . Vehovec, M. (2019). Senior academics as key negotiators in the implementation of impact policies in the social sciences and humanities. *fteval Journal for Research and Technology Policy Evaluation*, 48, 72-79. doi:10.22163/fteval.2019.371.
30. Wakee I. et al. (2021). *REVALORISE+ Synthesis Report 2021*. REVALORISE. <https://revalorise.eu/mission/investigation/>
31. Wutti, D., & Hayden, M. (2017). *Knowledge transfer in the social sciences and humanities (SSH)-definition, motivators, obstacles, and visions*. Paper presented at the Colloquium: New Philologies.

# REVALORISE<sup>+</sup>

enhancing research impact



RevaloriseEu



REVALORISE+

[revalorise.eu](https://revalorise.eu)