REVALORISE +

enhancing research impact

Valorisation of SSH research

Module 3

Module timeline

REVALORISE +
enhancing research impact

00 – 05 min – Welcome and introduction

30 min break halfway

140 – 180 min – intellectual Property + practical exercise

05 – 75 min – Valorisation, stakeholders+ practical exercise

75 – 140 min – Stages of valorisation + practical exercise
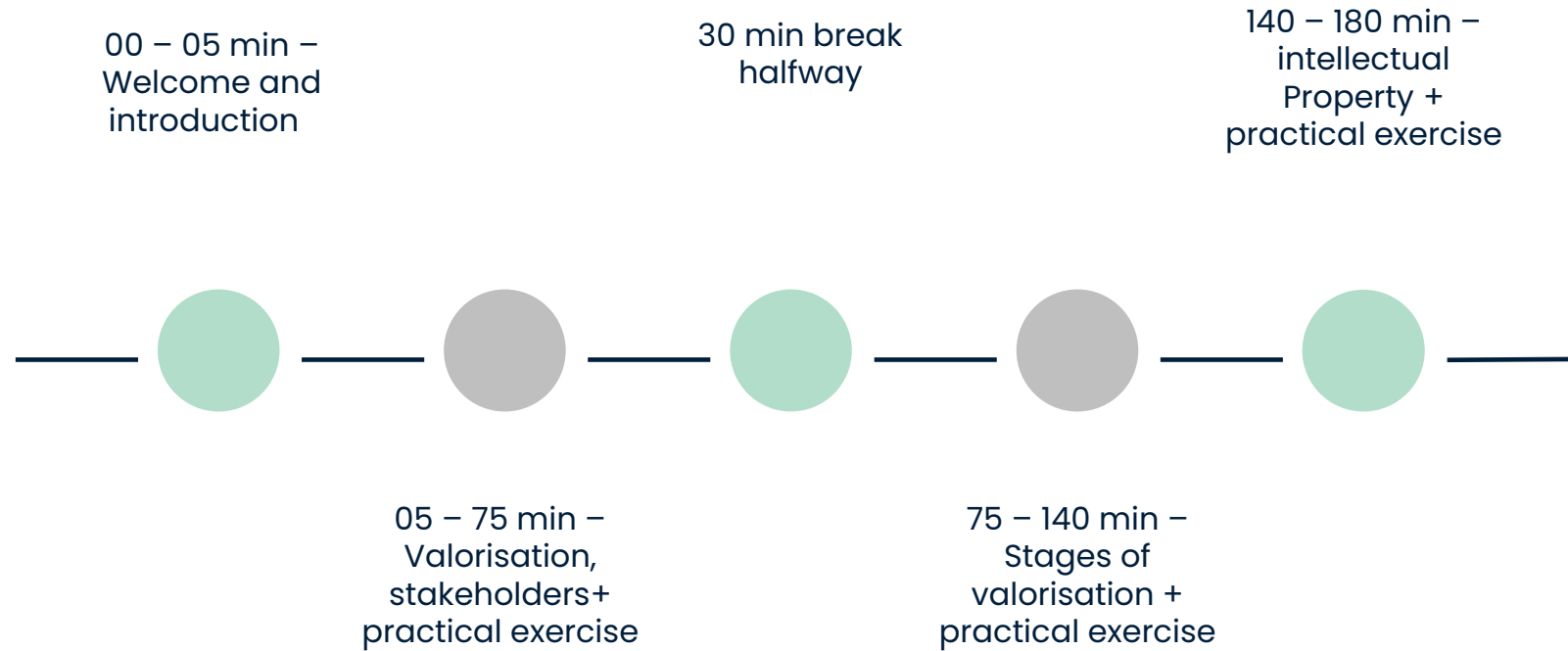
Who are our module facilitators?

Let's introduce!

Main components

Valorisation, its importance and stakeholders

The process of valorisation: identifying stages

Intellectual property

Valorisation, its importance and stakeholders

Valorisation definition

In the module of yesterday valorisation was defined as:

> Valorisation is taking research outcomes **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 a process where **knowledge** created within university is **transfered** to either practitioners (science to professionals) or the public (science to public) (Wutti & Hayden, 2017).

The common denominator is to have an impact on society with research outcomes

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Why valorisation?

- it is the 3d mission of every university: value creation or making an impact on society

Research

Education

Valorisation

Knowledge creation

Value creation
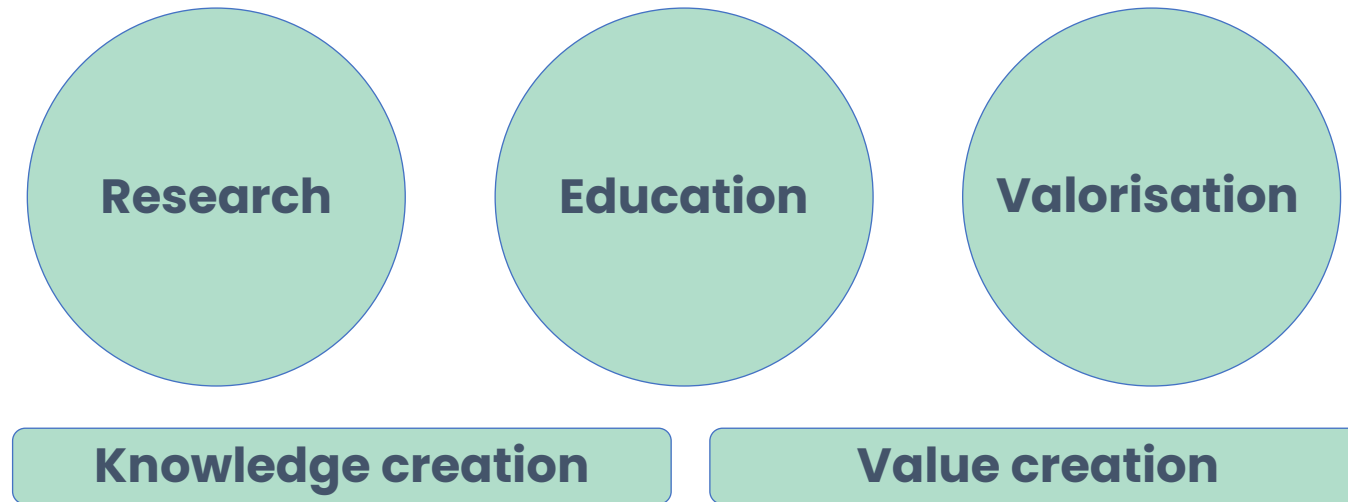
...and making money is just a reason, there are many other ways society values our knowledge

- expanding your network, improving your research input (new cases, data, questions) and output (results)

- better chances on getting funded

All about the money? A (very) short history

Knowledge or technology transfer offices used to narrow valorisation down to commercialisation. It still is omnipresent in their work and instruments. It originates from the science policy of the post war period, that saw an increasing investment by governments in their universities.

This was a policy the United States started in 1945, arguing science was the new frontier. Funding universities would lead to new technologies which would spur new industries, jobs, growth.

So, for the sake of economic growth, universities had to transfer their knowledge to the market, transform it into commercial viable products, services and processes. An adage that still lingers on, and in many cases less fitting for SSH, but it is shifting.

Characteristics of SSH valorisation

Are STEM and SSH valorisation on opposite sides of a spectrum?

- quantifiable vs. qualitative impact of results?

- commercialisation vs. dissemination and communication?

- market vs society?

- profit vs social benefit?

- business model vs social plan?

You could argue this spectrum as a whole is quick wins and measurable returns on investments vs long term effects that are less obviously linked to the valorisation activities. Often STEM valorisation is on the left side, and SSH valorisation on the right side of this spectrum.

But not necessarily.

Stakeholders

…and wherever your research is on this spectrum, valorisation per definition does not happen in isolation.
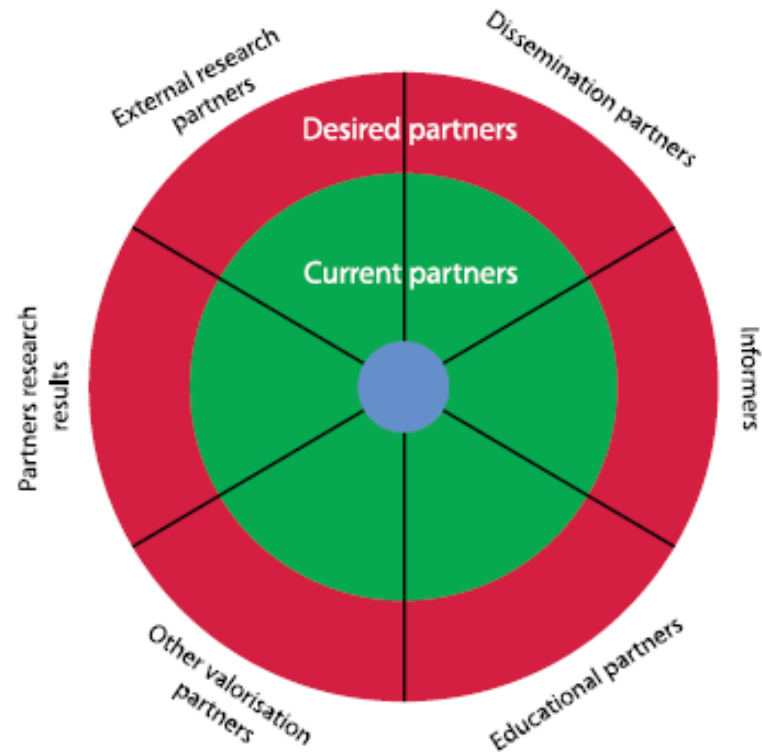
Knowledge providers - universities, academics, institutes, laboratories, university management, students and researchers;

Intermediary structures - knowledge transfer offices (KTOs), business incubators and science parks, research institutes, policy development departments, funding agencies;
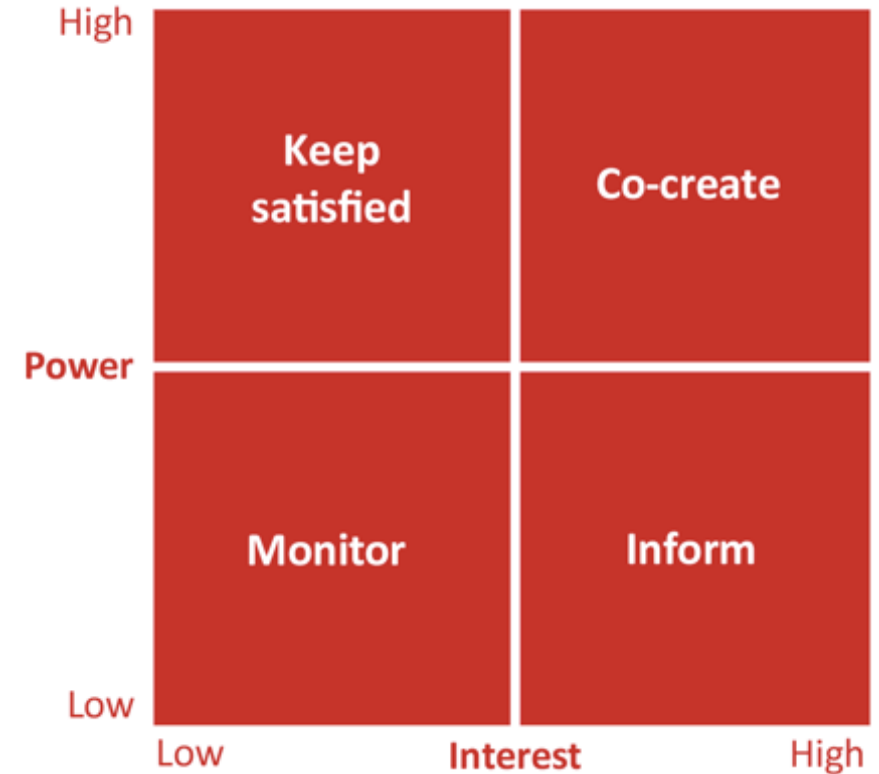
Beneficiaries - business, foundations, NGOs, industry, national and local authorities, municipalities, schools or other educational institutions, hospitals, museums, civil society organizations and citizens etc.;

Identifying and mapping your stakeholders

The name generator

External research partners

Dissemination partners

Desired partners

Current partners

Partners research results

Informers

Other valorisation partners

Educational partners

Power - interest grid

High

Keep satisfied

Co-create

Power

Monitor

Inform

Low

Low

Interest

High

Exercise: define important valorisation actors

Break-out rooms of 3 people:

- One of the group explains to the others their current research project or recently completed research project;

- Discuss in your group who are the possible valorisation stakeholders of this research and map them into the power – interest grid. Use the name generator if necessary to identify the stakeholders. Which ones should you co-create with and why?

Total time for discussion: 25 minutes

Process of valorisation: identifying stages

Process of valorisation

Key points of the valorisation process:

- Valorisation exists by virtue of interaction between academia and society, between researchers and - directly or indirectly - end-users of the knowledge researchers produce.

- Regardless of the seemingly fixed and linear models you'll see, the process can have various shapes and routes. Impact is not always generated at only the end of the process.

Idea → Channels → Output → Outcome → Impact

From transfer to co-creation

3E GENERATIE →

|	
Archetype:	MIT / KU Leuven / University of Cambridge
Oorsprong:	Behoefte kennis uit te nutten, Bayh-Dole Act VS (1980)
Doel:	Waardecreatie (menselijk kapitaal, kennis, IP)
Hoofdactiviteit:	O&O plus valorisatie
Voertaal:	Engels
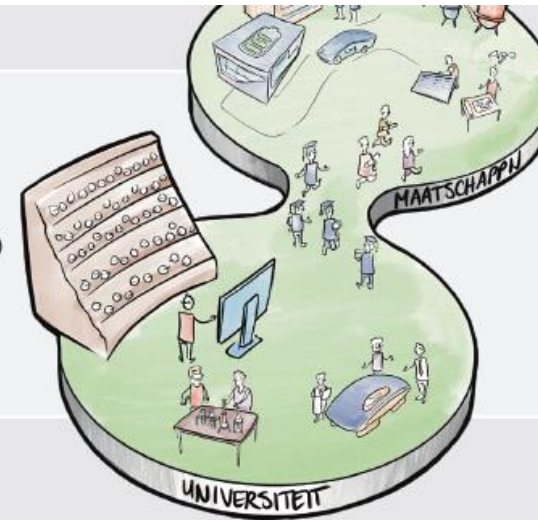
← 4E GENERATIE

Archetype:	Aan het ontstaan
Oorsprong:	Beweging richting open innovatie, maatschappelijk impact
Doel:	Impact (door inzet talent, kennis en netwerk/ faciliteiten)
Hoofdactiviteit:	Co-creatie
Voertaal:	Engels

Stages of valorisation

discovery-scoping: research data is delivered and considered for valorisation, its potential and best angle for implementation is discussed with stakeholders

utilization-development-testing: the best transformation of the data into an application form is iteratively planned, developed in concept, and tested in cooperation with stakeholders including end-users

implementation: the final application is produced and implemented
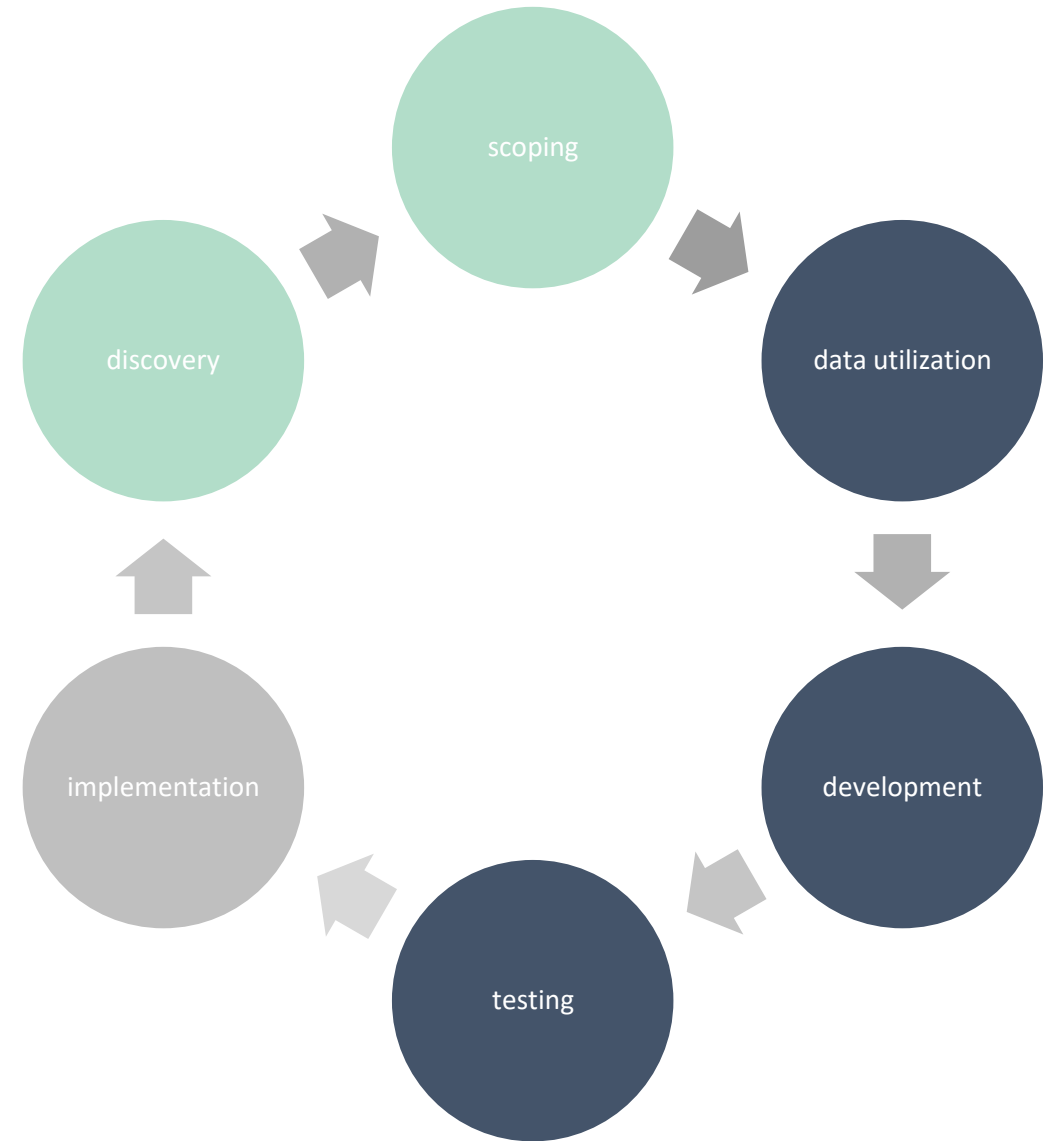
Stages in valorisation

Challenges

discovery and scoping

What part of the research results are best for valorisation? What is your idea precisely?

What is the exact problem to solve or need to address with this idea?

What are the pros and cons of your idea, also in comparison to other solutions

Who will benefit from your idea?

utilization-develop-test

To what kind of product / service / process should the research result be transformed?

What conditions and functions should be met in order to mirror the main benefits of the result?

Which stakeholders should be involved? Who are the end-users and who could be the owner of the product / service / process?

Implementation

Who is responsible for implementation of the final product / service / process

What are the key elements of the dissemination and marketing strategy to apply?

Exercise: identification of stages and challenges

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Break-out rooms of 3 people:

- One of the group explains to the others their current research project or recently completed research project;

- Discuss in your group a) at what valorisation stage are the research results b) what are the specific challenges met in this stage c) what is needed to move to the next stage

Total time for discussion: 25 minutes

Intellectual property

Intellectual property

Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce (World Intellectual Property Organisation, 2022).

Intellectual property rights (IPRs) are the rights given to persons over the creations of their minds. They usually give the creator an exclusive right over the use of his/her creation for a certain period of time (World Trade Organisation, 2022).

Why IPRs matter in valorisation

✓ Provide legal certainty

✓ Promote scientific research and innovation

✓ Encourage researchers to consider the possible opportunities for exploiting research outcomes so as to increase the potential flow of benefits to society

✓ Balance the various conflicting interests of universities, industry and society

✓ Ensure compliance with applicable national laws and regulations

Forms of IPRs

IPRs are customarily divided into two main areas
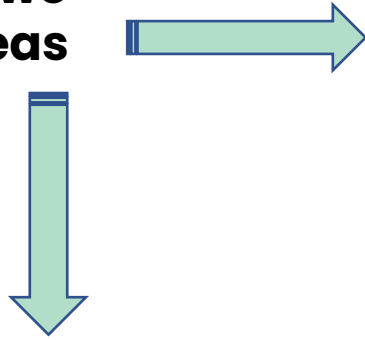
Copyright and rights related to copyright:

Those are rights of authors of literary, scientific and artistic works, rights of performers, producers of sound recordings and broadcasting organizations. Or software code. The work in its entirety, rather than the content is protected automatically.

Industrial property that can be divided into two main categories:

a. protection of distinctive signs, in particular **trademarks** (which distinguish the goods or services of one undertaking from those of other undertakings) and **geographical indications** (which identify a good as originating in a place where a given characteristic of the good is essentially attributable to its geographical origin)

b. Other types of industrial property are protected primarily to stimulate innovation, design and the creation of technology. In this category fall **inventions** (protected by patents), **industrial designs** and **trade secrets.**

Intellectual property in academia

Key points of intellectual property in academia:

▪ Most common forms of IP rights in academia are copyright and patents.

▪ The university is – in most cases / countries – the owner of the research results produced by researchers

▪ Researchers do have rights regarding the (exploitation of their) research results

▪ Universities use licences to transfer (the right to use) research results to external partners, also if there's no patent involved. A license defines the terms of this transfer for all involved parties. A normal market remuneration, or market fee must be determined, meaning the value of the results need to be translated into a certain compensation (not necessarily in terms of euro's)

Exercise: intellectual property

Break-out rooms of 3 people:

- Read the two case descriptions and discuss these questions:
  - Case 1: did the researchers choose a good moment to start the discussion about commercialization?
  - Case 2: what is your opinion of the terms of this license deal?

Total time for discussion: 15 minutes

Case 1: the right moment for IPR talks

Learning a language through gaming

Two researchers from the linguistics department of a university developed the content for an adaptive game that helps pupils at secondary schools learn a foreign language. Its focus on grammar and structural approach set it apart from other serious games supporting language learning. The game is the result of a multi-year research project during which it was tested, in various stages of development, at several secondary schools. To be able to do this testing properly the researchers had a software program developed by one of their students they both knew to have successfully develop serious games before. The school and pupils are enthusiastic about the game and app they tested. Moreover, many other schools are interested, and the student game developer wants to start a new company to exploit it commercially alongside other games he made. The researchers decide it's time to contact their knowledge transfer office to discuss IPR and steps to take for commercialization.

Discuss: did the researchers choose a good moment to start the discussion about commercialization?

Case 2: terms of license deal

Online psychological testing

A research group from the psychology department of a university have found a way to perform certain psychological tests succesfully online. A group of recent graduates who were involved in the research project developing this knowledge start a new company to exploit these tests, alongside other products. A license agreement is made, enabling this company to exploit the test for 5 years. As a remuneration the university receives an in-kind contribution, instead of a fee: representatives of the company will contribute to the psychology master program (a yearly guest lesson), act as coaches in the entrepreneurship program for student startups, and, finally, facilitate further research projects related to online psychological testing.

Discuss: what is your opinion of the terms of this license deal?

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