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COMMON GUIDELINES AND KNOWLEDGE PLATFORM ("ARQUS TRANSFER EXPERTISE") TO SHARE BEST PRACTICES WITHIN THE FIELDS OF TRANSFER

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This study was conducted in 2023 as part of work package 4 "Re-Thinking Transfer" of the "Arqus Research and Innovation" project of the European University Alliance Arqus under the leadership of the Universities of Vilnius and Leipzig. The work package sought to investigate and visualise best practices in transfer in order to create conditions for a strong connection between Arqus Universities and their respective regional innovation ecosystem. The focus here is particularly on best practices from the social sciences, humanities and arts (SSHA). The five Arqus partners involved are the Universidad de Granada (UGR), Graz University (UG), Leipzig University (UL), Università degli Studi di Padova (UP) and Vilniaus Universitetas (VU).

Content

INTRODUCTION AND RESEARCH DESIGN

The transfer of academic knowledge and technologies, especially to their regional environment, is playing an increasingly important role for universities all over the world and is crucial for overcoming global societal challenges. Knowledge has become the most important resource for mastering the transformation of our societies into a sustainable future, as outlined in the UN Sustainable Development Goals (SDGs), for example. While the potential and instruments of knowledge and technology transfer from the natural and life sciences and medicine are firmly established, **effective transfer from the social sciences, humanities and arts (SSHA) is still a major challenge** for many universities. Nevertheless, **transfer from the SSHA is particularly important in order to successfully manage the societal dimensions** of this far-reaching transformation, for example through counselling, further education and social innovation.

In order to more clearly determine the potentials and challenges in transfer from and to the social sciences, humanities and arts and to formulate recommendations for successful transfer from the SSHA, transfer managers and researchers of the participating Arqus universities were asked about their experiences, strategies and practices in two stages by means of an online questionnaire and a guided interview based on it.

The online questionnaires contained 25 questions, which asked for both free answers and ranking scales; seven people from the five participating Arqus universities completed the questionnaire. As all of them are predominantly active in transfer management, the answers primarily reflect the administrative perspective on the SSHA transfer and the regional innovation ecosystems. The questions focused on the detailed description of the regional innovation ecosystems and their actors, the presentation of the transfer activities and potentials of the universities as well as on the link between university and region. The in-depth qualitative interviews following the questionnaires were conducted with six experts from the five Arqus universities using open-ended guidelines and had a total length of 353 minutes. As three interviews were conducted with transfer managers and three with researchers, the interviews represent both administrative and operational perspectives. The overarching understanding of the terms "transfer" and "regional innovation ecosystem", the link between university and region as well as the assessment of current transfer activities and description of best practices were asked. All interviews were individually adapted to the available questionnaires and interview partners. This made it possible to derive statements on the actual and necessary framework conditions for transfer from and to the SSHA as well as to identify best practices, which are presented below.

Finally, the experiences and recommendations of the interviewees are brought together in the form of a shared knowledge base ("Arqus Transfer Expertise") and common transfer guidelines and corresponding recommendations for action are formulated.

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1. Framework conditions of SSHA transfer and "regional innovation ecosystems" as a dimension of action

Transfer is understood as the dialogical dissemination and transmission of scientific knowledge from all scientific fields into society, culture, economy and politics. This includes declarative knowledge in the sense of concepts, propositions, models, and theories, as well as procedural knowledge in the sense of research methods and processing expertise and thus also includes knowledge of technology and engineering.[ADD SOURCE]

Based on the recommendations of the EU and the German Science Council, the two universities responsible for the project agreed on the above definition of transfer as the basis for the study. The advantage of this definition of transfer is that it also explicitly creates space for non-economic-oriented and non-technological transfer and is therefore particularly well suited to reflect the activities of the social sciences, humanities and arts in exchange with society. It can be used synonymously with the term "third mission" and seems particularly suitable for the strategic orientation of university transfer.

Based on this understanding of transfer, the online questionnaires and interviews were used to identify various similarities and differences with regard to transfer at the Arqus universities, which are presented below.

Each of the Arqus universities surveyed has an institutionalised, active transfer management system. This clearly shows that the five universities attribute (scientific and social) added value to transfer and consider transfer to be fundamentally worthy of support. The field of technology transfer in particular has a long tradition and, depending on the scientific orientation of the individual universities, actively contributes to shaping future-oriented markets and positioning the university as an economic player. At the same time, however, all Arqus partners are also increasingly focusing on transfer from the social sciences, humanities and arts. This is evident, for example, in the differentiation of transfer management personnel (Knowledge Transfer Officers) or in the awarding of transfer prizes for projects from all scientific disciplines – from the life and natural sciences to the SSHA. A high level of commitment to transfer can also be seen on the part of academics at the five Arqus universities surveyed. Young academics are increasingly appearing as active transfer actors at the Arqus universities in Graz, Granada, Leipzig, Padua and Vilnius. Relevant fields of science and transfer that are of particular concern to all the stakeholders and universities surveyed are the establishment of sustainability and inclusive education and communication formats in all areas of the university. The establishment of sustainability focuses on the entire scope of sustainability – from political and ecological to financial. Transfer from the life and nature sciences and medicine as well as from SSHA can and should contribute to conveying knowledge about the necessity of sustainability in any form to society and, conversely, to applying existing sustainability concepts from society to the university.

In addition to this common fundamental successive strengthening of transfer in all disciplines, there are of course also differences in transfer management at the Arqus universities. The distribution of resources and their evaluation should be particularly emphasised here. While some universities say that they lack the financial resources to expand their transfer activities, others cite the lack of

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5

specialised staff as a major challenge for their transfer activities. Another perspective emphasises that all the necessary resources are available in theory, but that they need to be structured and bundled more efficiently in practice. On the part of the researchers, differences are particularly evident with regard to their transfer awareness. For some scientists, transfer is a self-evident, academic field of activity. SSHA academics in particular provide relevant transfer services due to their disciplinary connection to society – often without being fully aware of this. Here again, the group of early career researchers appears to be particularly transfer-orientated. For other academics, on the other hand, transfer appears to be a less relevant field of activity, as in their perspective a dialogue-based exchange already takes place through teaching. This shows, for example, that different understandings of transfer are currently widespread among academics. It can be seen that the willingness to transfer appears to be more pronounced among younger academics, whereas older academics sometimes see transfer as a less relevant task additional to research and teaching. This also shows that a slow change in awareness is taking place in academic self-perception.

Researchers and transfer managers at the five Arqus universities also rate the realisation of transfer potential differently. The assessments range from "is fully realised" to "realisation still has potential" to "is not sufficiently realised". The assessments relate, among other things, to the general relationship between the university and the regional innovation ecosystem as well as the university's collaboration with scientific, economic, political and social stakeholders in detail. The aforementioned lack of resources is frequently cited as the main reason for the inadequate utilisation of transfer potential. The degree of networking of the university with its respective regional innovation ecosystem and specific potential non-university transfer partners also plays an important role.

*The ecosystem is defined by the alignment structure of the multilateral set of partners that need to interact in order for a focal value proposition to materialise. **Regional innovation ecosystems** are territorially defined collaboration contexts in which actors from politics and administration, economy, science and civil society are committed jointly and in a coordinated manner to the development of their region by co-creation and implementation of technological and social innovations. Knowledge and technology transfer understood as a reciprocal process between university and non-university actors is of central importance in this context. Regional innovation ecosystems often aim at innovations in a specific field of competence or at solving a particular problem in society as whole. At the same time, it is intended to create new jobs and attract companies. It is possible that multiple, overlapping innovation ecosystems are effective in a region, involving different partners.*

The above definition formed the basis for the survey of transfer actors on the networking of their universities with the respective regional innovation ecosystem. Here, too, both similarities and differences emerged.

The five Arqus universities are in dialogue with a diverse range of external partners. These include, for example, local political actors (see *Impronta Granada, p.*), socio-cultural organisations (see *Science meets…, p.*) or commercial enterprises (see *MINDLETIC, p.*). A selection and description of such

partners and collaborative projects can be found in chapter 3 "Best practices of the five Arqus universities" (p.). The large number of regional partnerships and the resulting projects clearly show that the Arqus universities are very well integrated into their regions and are actively involved there. It is also clear that all Arqus partners are involved in relevant regional topics – such as sustainability, digitalisation and cultural education – and are striving to deepen networking between the region and the university. The region-related innovation activity of the universities is also emphasised in the questionnaires and interviews.

However, it should also be noted that the term "regional innovation ecosystem" does not adequately reflect these activities. On the one hand, the term seems too vague to be translated into concrete strategies and courses of action and, on the other hand, too limited in various respects to capture the diverse transfer activities of universities. For example, the regional limitation reflects a scenario that is hardly realistic, as some of the universities surveyed work primarily with globally active partners in technology transfer. Although regional orientation plays an important role in the transfer strategies of all the universities surveyed here, it is only one aspect among others and does not dominate the transfer activities. Universities like to be involved in their region and also benefit from this, but do not take on a leading role in this structure.

In addition, there is often no shared understanding in the regions as an innovation region that extends beyond the political paper into practice and actually leads to coordinated action. In some cases, this even does not seem to be desired by the various regional players. Another limitation of the term is the rather economic orientation of the concept, which means, for example, that in the context of a "regional innovation ecosystem", non-profit-oriented partners and projects are given little or no consideration. For these reasons, the term is rarely used in the daily work context of transfer actors and management and also has little meaning in strategic papers.

Within the granting logic of third-party funding providers the term nevertheless plays a relevant role and universities are required to engage in the regional innovation ecosystem. It should therefore be noted that the term "regional innovation ecosystem" currently harbours potential for irritation and creates uncertainty in the day-to-day work of transfer actors. Nevertheless, it is precisely the relative openness of the term "regional innovation ecosystem" that offers the potential to be expanded to include the perspective of social innovation in addition to the economic level. However, the high hurdles of cross-sectoral coordinated action remain, so that in practice it will probably be more appropriate and realistic to speak of "networking and engagement with the region" rather than "engagement in the regional innovation ecosystem" for universities. Then, of course, the added value of the term is questionable.

The supra-regional orientation as one of the core characteristics of universities will also remain, if not grow. It can therefore be assumed that universities will rarely take on a leading role in such systems in the future. It is conceivable that scientific institutions in association with regional authorities might take on mediating and moderating roles in such contexts, because they credibly benefit indirectly from the prosperous development of "their region", but due to their funding structures do not pursue any direct interests of their own that would put them in competition with other players.

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To summarise, it can be said that transfer is always dependent on resources. The well thought-out and at the same time creative and flexible management of these limited resources is a fundamental necessity for successful transfer. On the one hand, attention must be paid to sustainability, but also to flexibility. In this way, successful transfer instruments, structures and partnerships can be established and consolidated in the long term and at the same time adapted to the needs of these partners. For this reason, university transfer management should be able to react flexibly and situationally to the respective challenges. The regional innovation ecosystem approach can be helpful here, particularly in terms of sustainability development, as theoretical knowledge – for example on sustainable development – is produced at universities. This knowledge can be transferred and applied in practice with the help of the players in the respective regional innovation ecosystems in order to realise sustainability development step by step, for example.

The prerequisites and requirements mentioned here give rise to numerous tasks for transfer management, which are explained in more detail in chapter 4 "Conclusions and recommendations for action for the transfer of and with SSHA".

2. Best practices of the five Arqus universities

The best practices presented below – two projects from each of the five Arqus partners – illustrate the already existing diversity of transfer activities from the SSHA within the universities' regions. They are all united by the claim of dialogue mediation between university and society.

2.1 Universidad de Granada (UGR)

Impronta Granada

The UGR and the Granada Provincial Council established the *Impronta Granada* alliance as a platform to tackle the region's challenges and thus contribute to the realisation of Granada's Urban Agenda. This "Urban Agenda" defines the ecological and economic goals for sustainable urban policy in the province of Granada up to 2030. Accordingly, the *Impronta Granada* alliance is focusing its activities on local and regional challenges. Challenges exist, for example, in the agricultural sector due to climate change or in the establishment of a sustainable circular economy within the region of Andalusia. For each challenge that members of the provincial council or public institutions approach the UGR with, *Impronta Granada* aims to generate individual solutions for example through scientific-creative dialogue, the transfer of existing knowledge, co-creation offers and hackathons. *Impronta Granada* therefore functions both as a platform for dialogue and networking between politics and science and as an innovation laboratory for proposed solutions, for example in relation to sustainable agriculture. By setting up the web platform improntagranada.es, the university and provincial council aim to pool the diverse knowledge that already exists and utilise it to tackle regional challenges

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8

together. Cooperation between science and local politics will also be strengthened, for example by linking UGR's courses, research findings and practical programmes directly with interest groups in the region.

Laboratory 717

The *Laboratory 717* project, named after Law 7/2017 on public participation in Andalusia, was developed in collaboration between UGR and the regional government of Andalusia. Law 7/2017 aims to regulate and promote the right to public participation in decision-making on regional and local matters in Andalusia. Accordingly, *Laboratory 717* represents an open space for the discussion and research of democratic participation processes carried out in the autonomous region of Andalusia. In addition, the website laboratorio717.org provides a mapping of existing citizen participation processes as well as an overview of the methods used, resources utilised and actors involved. Thus, if a municipality wants to establish for example a social centre to strengthen local citizen participation, it can use *Laboratory 717* to contact relevant initiatives or municipalities that already have experience in this area or make use of their online experience reports. UGR collects and provides knowledge via *Laboratory 717* in order to make it accessible and usable for society and political actors (initiatives, municipalities, etc.). This knowledge transfer actively contributes to the improvement of democratic structures in accordance with Law 7/2017.

3.2 Graz University (UG)

Digital Humanities Craft

Digital Humanities Craft OG (DH Craft) is a spin-off company of *Graz University*, which was founded in 2022 by researchers from UG's *Centre for Information Modelling* (ZIM). Digital Humanities is concerned with the development and application of digital methods in the humanities. One of the central questions is how digital methods can support research in the humanities. This question gives rise to various needs in terms of project realisation. For example, in consulting on data modelling, data analysis, database development, consulting on data management planning, funding applications, digital long-term archiving or teaching and further education. The company *DH Craft OG* offers precisely these supporting scientific IT services for the aforementioned needs of the humanities – for example for projects of cultural institutions or specific research contexts of the digital humanities. As a spin-off of the *Graz University*, *DH Craft* utilises the IT and infrastructure of the UG. The first project realised by *DH Craft* was developed in collaboration with the *Centre for Translation Studies* at Vienna
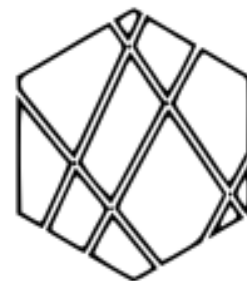
University and is called *Exil:Trans.* The aim of this project is to use a database to systematically analyse the careers of translators who were forced into exile by the Nazi regime. Another example of *DH Craft*'s work is the research project *CoReMA* (*Cooking Recipes of the Middle Ages*), which deals with the collection and digitisation of recipes from the Middle Ages. *DH Craft* clearly demonstrates how a spin-off company can have an impact on the humanities.

Under the motto "Cutting-edge research you can touch'' (german: "Spitzenforschung zum Angreifen"), *Graz University* created a *Uni-Pop-Up Store* in the city centre of Graz in

summer 2022. Over 150 events – lectures, workshops, discussion panels and much more – were open to the interested public and provided information about a wide range of UG research projects and disciplines. For example, there were archaeology workshops for pupils, hands-on science experiments, science quiz events and panel discussions on the topic of fake news. The aim of this city centre initiative was, on the one hand, to provide information about the range of courses offered by the *Graz University* and the scientific field of work. On the other hand, however, the main focus was on dialogue with society and the general public in Graz. The university pop-up store brought research and teaching directly from the university into the everyday life of pedestrian malls and shopping centres. With the *Uni Pop-Up Store*, *Graz University* has succeeded in creating an exciting new form of academic dialogue between the university and society. The pop-up store facilitated discourse, debates and impulses on relevant contemporary scientific and social topics in a diverse and creative way, thus contributing to the exchange between academic and non-academic groups.

3.3 Leipzig University (UL)

Science meets…

The *Science meets…* funding programme (German: *Wissenschaft trifft...*) at *Leipzig University* offers scientists the opportunity to intensify their collaboration with stakeholders from society and business. The two programme sections *Science meets Society* (German: *Wissenschaft trifft Gesellschaft*) and *Science meets Business* (German: *Wissenschaft trifft Wirtschaft*) allow funding of a wide variety of transfer formats from all disciplines. Together with a non-university partner, students and researchers at UL can apply for collaborative projects, joint events, joint research and development as well as validation, research, expert opinions or studies. Funding of up to €15,000 per transfer format is possible. In the past, for example, a collaboration between the *Institute of Cultural Studies* and the Chemnitz-based association *Netzwerk für Kinder- und Jugendarbeit e.V.* was supported as part of the *Science meets Society* programme. The aim of this partnership between the institute and the

association was to scientifically monitor and analyse the organisational development and restructuring of the association and its activities. This also enabled the *Institute of Cultural Studies* to intensify its relationships with practice partners in the region. *Science meets Business* also facilitated the establishment of new, tablet-based language diagnostics for young people through the cooperation between the *Institute for Special Needs Education* and *Berufsbildungswerk Leipzig gGmbH*.

Handlungsmacht der Kommunen Stärken (HKS)

As part of the *T!Raum – TransferRäume für die Zukunft von Regionen* (english: *T!Raum –* transfer spaces for the future of regions) funding programme, the *Handlungsmacht der Kommunen Stärken* (*HKS*; English:

Strengthen the power to act of municipalities) project is a transfer initiative of *Leipzig University*. The aim of this initiative is to create participative formats for knowledge production and transfer in order to strengthen cooperation between various municipalities in Central Germany and the UL. Using various workshop formats, *HKS* develops material, non-material, structural and legitimising resources to help Central German municipalities (e.g. Eilenburg, Torgau and Zeitz) to overcome current challenges. These challenges include demographic and climate change as well as economic structural change processes. Usually, there is a lack of scientific institutions in small and medium-sized towns of central Germany, meaning that knowledge production needs to be organised with the help of external partners. *HKS* closes this gap and looks for customised solutions for the municipalities. Of particular relevance here is the co-creation of permanent structures for dialogue-based transfer on site.

The workshop formats already mentioned enable precisely this local action and strengthen the municipalities' power to act. For example, the workshop format *Transfer durch KoKreation* (english: *Transfer through co-creation)* was launched on 1 October 2023. This deals with the participation of city residents and examines how this can be promoted through real-world laboratories, service learning or digital co-creation. Another workshop area is called *Transfer über Köpfe* (english: *Transfer via Minds*) and started on 1 December 2023, focusing on strategies to rejuvenate the economically active population in the municipalities of Eilenburg and Zeitz and on attracting skilled workers to the Central German region.

3.4 Università degli Studi di Padova (UP)

SenSArt

SenSArt – The Sensuous Appeal of the Holy. Sensory Agency of Sacred Art and Somatised Spiritual Experiences in Medieval Europe (12th-15th century) is the title of a project that will be realised at the *Universitá degli Studi di Padova* from 2021 to 2026 and is funded by the *European Research Council*. In a comparative multidisciplinary study, researchers from various disciplines in the social sciences, humanities and arts (art history, study of religions, etc.) will address the question of whether and to what extent seeing is the only sense involved in the perception of art. Specifically, the overall sensory impact of medieval sacred art will be analysed on the basis of five different regions of Europe. The aim is to find out how believers in the Middle Ages used their bodies and senses in religious devotional practices, thereby adding new perspectives to the visual perception of art that dominates today. The knowledge gained in the project will be communicated to the public through various events. For example, lectures and seminars on medieval art, religion and culture are organised for both academics and non-academic audiences. In this way, *SenSArt* aims to bring about a paradigm shift in today's understanding of medieval Europe and shed new light on historical, religious and cultural phenomena.

Concentus Musicus Patavinus

In 1984, a musicologist from the *Universitá degli Studi di Padova* (UP) founded the *Concentus Musicus Patavinus* – a project that directly combines musicological research with the organisation of concerts and the production of music. With choreographic-musical events, the *Concentus Musicus Patavinus* endeavours to bring together people who share an interest in historical music and want to make music together. On the one hand, it opens up a social space and meeting place, but on the other hand it also communicates the musicological findings of the researchers. Every week, music enthusiasts from the academic and non-academic community can make music in a Gregorian chant choir, a big band or an orchestra, for example. Together, researchers and musicians regularly present their results to the public. The concerts usually take place in churches or chapels in the city of Padua. The *Concentus Musicus Patavinus* enables students to engage with and experience historical music in a theoretical and practical way and is an excellent example of how universities can open up to their urban society and be recognised as a cultural venue.

3.5 Vilniaus Universitetas (VU)

UAB EMOCINIS BALANSAS (MINDLETIC)

Stress, lack of motivation and even burnout are challenges for mental well-being in the workplace, which have also increased as a result of the Covid-19 pandemic. The start-up *MINDLETIC* was therefore founded by VU researchers in co-creation with organisations and mental health experts and has set itself the task of improving mental well-being in the workplace. *MINDLETIC* describes itself as a "digital gym for mental health" and offers individually designed mental health training programmes for its customers and their employees. Based on scientifically sound analysis and training programmes, the mental health of employees is examined, and corresponding digital solutions are developed to improve resilience and to predict and prevent emotional imbalance. The *MINDLETIC APP* gives those affected access to scientifically based tools to train their own mental health. These tools can be used at individual, team and organisational level. In this way, *MINDLETIC* aims to help employees to deal constructively with challenging situations and employers to cultivate a mindful working environment.

SOHACK – Social Hacking for Higher Education for Sustainability

The international *SOHACK* project is dedicated to the development of sustainability at several European universities. The "development of sustainability" primarily refers to the implementation of sustainability as a self-evident dimension in everyday life and action. Together with other universities and organisations, *Vilniaus Universitetas* offers its students the opportunity to work together in an interdisciplinary team on sustainability issues. Using an innovative approach that combines place-making and hackathon methods, a new learning context is being created to empower both students and university staff to actively contribute to change for a more sustainable future. The focus is on the universities themselves, as sustainability challenges, such as the wasteful consumption of energy or food, can also be found in everyday university life and on campus. *SOHACK* aims to develop and implement sustainability skills for precisely these challenges. In the long term, students and teachers should expand their knowledge of sustainability in general and of sustainable teaching methods.

3. Conclusion and recommendations for action for the transfer of and with SSHA

From the experiences, positions and wishes of the transfer managers and researchers surveyed, as well as from the best practices, various recommendations for action can be formulated to increase the quantity and quality of transfer activities at universities, particularly with regard to the social sciences, humanities and arts.

1) In order to promote the equal transfer of knowledge from all disciplines and to fully realise its potential, it seems sensible for universities to base their work on a concept of transfer that includes all the disciplines represented and goes well beyond the traditional understanding of transfer as technology transfer. Furthermore, it is advisable to organise the further development of the concept of transfer in a co-productive manner – also between universities. [READ MORE]

It has been shown that the expansion of classic transfer concepts is a good approach here. In this way, it may be possible to take greater account of new transfer activities at universities and integrate them into the strategic development of the institutions. This is because the understanding of transfer among academics and administrators is just as diverse as transfer activities. Above all, the questionnaires and interviews made it clear how different the understanding of transfer from the life sciences and natural sciences is compared to the social sciences, humanities and arts. This still widespread incongruence of transfer concepts often leads to a devaluation of the non-primarily economically orientated transfer of the SSHA as a second-class transfer and fails to recognise its necessity for a successful, sustainable transformation of society. This continues in the form of structural disadvantages, such as poorer human and financial resources.

A comprehensive concept of transfer that encompasses transfer activities from the life sciences and natural sciences as well as from the social sciences, humanities and arts would help to create a positive transfer awareness among all scientists in the long term. This is a prerequisite for further developing and ultimately realising concepts and goals of transfer and the third mission. In this way, universities can better fulfil their social responsibility.

2) University management and transfer management must ensure that such an understanding of transfer is actually anchored in the working and transfer culture of their institutions and therefore develop mechanisms for its continuous communication. On the one hand, this would help to raise awareness of the relevance of transfer as a whole and, on the other hand, make the diverse transfer activities from social sciences, humanities and arts, which are currently often not understood as such even by those involved, more visible and effective. Actively contributing to a paradigm shift with regard to the productive and lasting communication of such transfer awareness is a central and extremely extensive task of current and future transfer management.

3) The idea of sustainability has the potential to be a central target dimension for the transfer of university knowledge, both in terms of structure and content.

Aligning social and university action with the concept of sustainability, as elaborated in the UN's SDGs, is crucial for overcoming global challenges and creating a world worth living in for future generations. The alignment of transfer strategies with the contribution of universities to achieving the SDGs offers the opportunity to embed all disciplines and their transfer activities in a forward-looking, meaningful framework for action, to coordinate them with each other and to network them. [READ FULL TEXT OF RECOMMENDATION]

4) Focussing transfer on sustainability in this way provides a promising basis for better utilising and bundling the internal university structures that condition and enable it. For example, the structurally effective distribution of financial resources, as well as the documentation and communication of knowledge as a resource, requires long-term planning and networking in order to utilise existing knowledge.

At the same time, transfer must also contribute to advancing the topic of sustainable social development and could also initiate new innovative formats for research and teaching in this way. For example, some universities are already organising communication and teaching formats on sustainability topics (see for example *SOHACK*, p.). Such formats need to be expanded even further in the future and mediate dialogue between science and society. In particular, strengthening mediating transfer formats from the SSHA can be helpful, for example to discuss and communicate scientific findings on climate change or artificial intelligence as well as the social consequences of these developments. [READ FULL TEXT OF RECOMMENDATION]

5) Long-term successful transfer must rely on the promotion and transfer sensitisation of young researchers and invest in them. First and foremost, this means recognising, acknowledging and promoting the often already existing high level of willingness and commitment to transfer among young scientists. This can be done, for example, by anchoring transfer in job profiles and in the evaluation of performance, by explicitly recognising transfer activities in recruitment procedures, by providing low-threshold financial support for innovative transfer projects and formats, by offering advice and further training on effective and easy-to-use transfer instruments in research and teaching, and by offering compulsory transfer-oriented courses in Bachelor's and Master's degree programmes in all disciplines.

Rewarding existing transfer activities is also a form of sustainable support that transfer managers can utilise in a targeted manner. For example, transfer prizes could be awarded explicitly to young academics or transfer leave semesters could be offered.

6) The comprehensive documentation of transfer activities from all academic disciplines must be further developed as a prerequisite for its management and established across the board at the individual universities.

The development of a set of instruments that can be operationalised and adapted to the needs of the respective university to measure both the output and the medium and long-term impact would offer considerable added value for the (further) development of effective transfer mechanisms.

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The theoretical and methodological resources of the social sciences, humanities and arts should be explicitly utilised for this purpose.

7) The coordinated and long-term regional involvement of universities is crucial for their prosperous development in all areas and is therefore not only part of their social responsibility but is also in their own best interests.

The more intensively a university and its researchers are in dialogue with regional stakeholders, the better a dialogue-based transfer between academia and society can succeed and the researchers can also benefit from the transfer through new research topics, questions and the inclusion of alternative knowledge in their research. To achieve this, it is necessary for universities and transfer management to realise and actively fulfil their respective regional responsibilities. In reverse, universities benefit from the prospering economic, social and cultural development of their regions, as they also participate in growing tax revenues and, as employers in an attractive region, can more easily attract international top researchers.

The precise analysis of specific challenges within the respective region (e. g. unemployment, shortage of skilled workers, climate change) and the establishment of partnerships with non-university stakeholders can help to co-creatively take on this regional responsibility, overcome challenges together and successfully shape the dialogue between academia and society. In this way, the transfer from the SSHA can help to do justice to the tension between global innovation and regional interaction.

The fact that regions and universities learn from and with each other can be formulated at this point as the credo of transfer management. The Arqus network can be of great benefit for this learning-orientated exchange in particular. The Arqus Alliance should be used to pool existing knowledge, exchange it and make it accessible and usable for everyone. This could be achieved, for example, by promoting international collaborative projects or organising exchange opportunities (meetings, conferences). To summarise, it can be said that Arqus as a network can contribute to overcoming the challenges of the regions described above and to implementing the transfer management tasks mentioned.