



European
Commission

**REPORT ON GOOD
PRACTICES FROM
EUROPEAN UNIVERSITY
ALLIANCES PROJECTS
(PILOT II)**

**PROJECTS FUNDED UNDER
HORIZON 2020**
IBA-SwafS-SUPPORT-2-2020 CALL

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IBA-SwafS-SUPPORT-2-2020 CALL**

WRITTEN BY

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March 2024

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LIST OF ABBREVIATIONS

EEA	European Education Area
ERA	European Research Area
H2020	Horizon 2020
REA	European Research Executive Agency
R&I	Research and Innovation
SwafS	Science with and for Society

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FOREWORD

It is my pleasure to introduce this report on good practices of 22 projects funded under the call H2020-IBA-SwafS-Support-2-2020 (Pilot II) of the Science with and for Society (SwafS) programme of Horizon 2020, aimed at strengthening strategic partnerships across Higher Education Institutions (HEIs) in Europe and supporting the R&I dimension of European University Alliances. This is a follow-up to the first report [Progress of University Alliance Projects](#) which was published in May 2023 and included the analysis of the 17 SwafS projects of Pilot I (call H2020-IBA-SwafS-Support-1-2020).

Since 2019, the European Commission has been piloting the European Universities Initiative under Erasmus+. Since 2020, Horizon 2020 has complemented 39 of these European University Alliances to foster institutional change in key priorities of their R&I agendas. In its November 2021 conclusions on [the governance of the new European Research Area \(ERA\)](#), the Council called for further actions to empower HEIs to develop in line with the ERA and in constructive collaboration with the European Education Area (EEA)., the Council called for further actions to empower HEIs to develop in line with the ERA and in constructive collaboration with the European Education Area (EEA).

With this second report, we are proud to provide policy feedback and further evidence on the implementation of the [ERA Policy Agenda 2022-2024](#), in particular the [ERA Action 13 - Empowering Higher Education Institutions](#). The report presents tangible progress and good practices achieved in the different areas of institutional change of the European University Alliances projects, with the objective to raise excellence in science and in value creation in the university sector, and to align Member States efforts to increase the sector's global visibility and competitiveness.

The European Research Executive Agenda (REA), entrusted by the European Commission with the management of significant parts of the EU Research and Innovation framework programmes, recognised the need for a comprehensive report on this topic, which can help shape the design and progress of policies for higher impact, while informing citizens and inspiring transformations at institutional, national, and European level.

The report is drafted by a team of independent experts and is based on the analysis of project outputs and deliverables, including the policy briefs delivered by the involved consortia.

We acknowledge the need for future work and the role of the REA in continued delivery of relevant policy feedback.

Marc Tachelet

Director European Research Executive Agency

EXECUTIVE SUMMARY

This report presents a selection of good practices from the 22 Pilot II European University Alliance projects (alliances SwafS projects hereafter) funded under the Horizon 2020 IBA-SwafS-Support-2-2020 call. The report builds on a previous [Progress of University Alliance Projects report](#) on the 17 Pilot I alliances SwafS projects funded under the Horizon 2020 IBA-SwafS-Support-1-2020 call. Unlike the Pilot I report, which provided a consolidated analysis on the challenges and intermediate progress of the Pilot I projects, this report only presents various good practices from the Pilot II projects.

Potential good practices were first identified for each Pilot II alliance SwafS project, based on descriptions of activities in the intermediate policy briefs, periodic reports, deliverables, and reviewer assessments. One good practice was then selected from each alliance SwafS project based on the criteria that the good practice should be (1) administratively and technically feasible, (2) effective and successful, and (3) replicable and adaptable. The report offers a total of 22 good practices of R&I activities across the Pilot II alliances SwafS projects.

The 22 good practices are evenly divided across the 7 areas of institutional change or 'transformational modules' proposed by the European Commission to enact institutional change in R&I in Europe via the newly-formed University Alliances: (1) Developing a Common R&I Agenda (2) Strengthening Human Capital (3) Sharing Resources and Infrastructures (4) Cooperating with Non-academic Actors (5) Mainstreaming Open Science (6) Engaging Citizens and Society (7) Exploring Joint University Structures.

Each good practice is accompanied by relevant information about the alliance as well as a title, description, and links to key websites and files related to the good practice. The descriptions are not intended to be extensive but serve to summarise the good practices. The report does not present all good practices from the alliances, but only showcases interesting examples of transformational changes across the Pilot II alliances SwafS projects. The report closes with conclusions on the good practices and recommendations for the European University Alliances on their R&I dimension.

INTRODUCTION

This report addresses good practices from the Pilot II alliances SwafS projects, as part of a series of three reports generated:

- Report on Research Skills
- Report on Research Assessment
- Report on Good Practices from European University Alliance projects (Pilot II)

The European Commission is encouraging and supporting the emergence of transnational ‘European Universities’ by 2024, with the objective to develop systemic, structural, and sustainable institutionalised cooperation between the Higher Education Institutions (HEIs) involved. Different calls for proposals were launched under Erasmus+. The first call resulted in the creation of 17 ‘Pilot I’ University Alliances in 2019 and the second call resulted in a further 24 ‘Pilot II’ University Alliances in 2020.

The pilot calls for European University Alliances were complemented with project calls to expand the R&I dimension of the alliances under the Horizon 2020 Science with and for Society (SwafS) funding programme of the European Commission. 17 projects for Pilot I alliances were funded under the IBA-SwafS-Support-1-2020 call and 22 projects for Pilot II alliances were also funded under the IBA-SwafS-Support-2-2020 call.

The R&I projects were specifically aimed to support transformational change in R&I within each alliance across 7 areas of institutional change or ‘transformational modules’:

1. Developing a Common R&I Agenda
2. Strengthening Human Capital
3. Sharing Resources and Infrastructures
4. Cooperating with Non-academic Actors
5. Mainstreaming Open Science
6. Engaging Citizens and Society
7. Exploring Joint University Structures

A first report on Progress of University Alliance Projects, published in May 2023, provided a consolidated analysis on the intermediate progress of the Pilot I alliances SwafS projects. The analysis drew from policy briefs, periodic reports, deliverables, and reviewer assessments. This first report addressed the challenges faced with cooperation by the alliances, identified good practices and tangible progress in implementing transformational change, and proposed future recommendations for each of the 7 transformation modules.

Many of the Pilot I and Pilot II alliances SwafS projects partners are embarking for the first time on new development trajectories and support activities across the transformation modules. The experiences gained and lessons learnt from each alliance are potentially interesting and relevant for other alliances and HEIs not participating in alliances. A collection of good practices from the alliances SwafS projects can thus serve to support other alliances and HEIs and save them from reinventing the wheel.

This report focuses on a selection of good practices from the [22 Pilot II alliances SwafS projects](#). Potential good practices were first identified for each alliance based on descriptions of activities in the intermediate policy briefs, periodic reports, deliverables, and reviewer assessments from the projects. One good practice was then selected from each alliance based on the criteria that the good practice should be (1) administratively and technically feasible, (2) effective and successful, and (3) replicable and adaptable.

The current report presents good practices from the 22 Pilot II alliances SwafS projects, distributed across the 7 transformation modules. Each good practice is accompanied by a title, description, and links to relevant key websites and files. The descriptions are not meant to be extensive, but rather serve to succinctly summarise the good practices, whereby the interested reader can follow the links for further details. The report naturally does not present all good practices from the alliances, but only showcases interesting examples of transformational changes from the Pilot II alliances SwafS projects.

PILOT II ALLIANCES SWAFS PROJECTS AND EUROPEAN UNIVERSITY ALLIANCES

<u>AURORA RI</u>	Aurora European University Alliance (Aurora)
<u>Beyond UNIVERSEH</u>	European Space University for Earth and Humanity (UNIVERSEH)
<u>BoostEuroTeQ</u>	EuroTeQ Engineering University (EuroTeQ)
<u>CIRCLE U. ERIA</u>	Circle U. European University Alliance (Circle U.)
<u>COMPASS</u>	Ulyseus European University (Ulyseus)
<u>EELISA innoCORE</u>	European Engineering Learning Innovation and Science Alliance (EELISA)
<u>ENGAGE EU R-I</u>	European University Engaged in Societal Change (ENGAGE.EU)
<u>ENHANCERIA</u>	European Universities of Technology Alliance (ENHANCE)
<u>ENLIGHT RISE</u>	European University Network to Promote Equitable Quality of Life, Sustainability, and Global Engagement through Higher Education Transformation (ENLIGHT)
<u>EUniWell Research</u>	European University for Well-Being (EUniWell)
<u>EUt EXTRAS</u>	European University of Technology (EUt+)
<u>FILMEU_RIT</u>	European Universities Alliance for Film and Media Arts (FilmEU)
<u>INVEST4EXCELLENCE</u>	InnoVations of REgional Sustainability European University Alliance (INVEST)
<u>NeurotechRI</u>	European University of Brain and Technology (NeurotechEU)
<u>ReERUA</u>	European Reform University Alliance (ERUA)
<u>RE-EURECA-PRO</u>	European University on Responsible Consumption and Production (EURECA-PRO)
<u>REUNICE</u>	European University for Customised Education (EUNICE)
<u>Re-UNITA</u>	UNITA European University Alliance (UNITA)
<u>RI4C2</u>	European Campus of City Universities (EC2U)
<u>RUN-EU PLUS</u>	Regional University Network European University (RUN-EU)
<u>T4ERI</u>	Transform4Europe European University Alliance (T4EU)
<u>UNIC4ER</u>	European University of Post-Industrial Cities (UNIC)

1.

DEVELOPING A COMMON R&I AGENDA

The aim of developing a common strategic R&I agenda and related action plan for an alliance is to focus activities and foster collaboration on specific R&I topics in a European University Alliance.

1.1 EUROPEAN UNIVERSITY OF TECHNOLOGY (EUT+)

PROJECT: [EUT EXTRAS](#)

GRANT AGREEMENT ID: 101035812

GOOD PRACTICE: Mapping and Sharing of R&I Activities in EUT+

DESCRIPTION

The EUT+ alliance brings together universities of technology with the aim of developing a radically human-centred model of technology that empowers technologically responsible researchers and citizens who comprehend the potential of technology and the risk of neglecting the purpose of technology.

The alliance set itself the task to create a common R&I strategy and agenda to realise this vision and started with a **methodological overview** on how a R&I mapping and analysis could be performed via external data sources and state-of-the-art text and data mining techniques. A set of **use case studies** was then collected on tools to extract analytics and insights from the mapping and was followed by discussions on sustainability of the tools.

A **mapping** was next conducted of the R&I activities by alliance partners to analyse and highlight the capacities of each partner, their existing relations, and the collaboration potential among the partners. This mapping was also intended to help the alliance understand how their R&I activities are thematically related to global societal challenges (such as the Sustainable Development Goals-

SDGs) and to the priorities of territories (such as are defined in the Smart Specialisation Strategies-S3) where alliance partners are located.

A R&I **mapping toolkit** was next developed consisting of (1) a slide deck of the mapping of the R&I activities of the alliance as a whole with key descriptive visualisations and indicators, (2) slide decks of the R&I activities of each institution with key descriptive visualisations and indicators, and (3) an interactive platform to explore the R&I activities at a finer granularity level (including a text search functionality as well as filters for institutions, topics, societal challenges, document types, and time range for publications).

The mapping toolkit serves not only to showcase the R&I capacities of the alliance but also facilitates internal collaboration among alliance's researchers as well as external collaboration with academic and non-academic stakeholders. The toolkit further supports strategic decision-making and collaboration at institutional level and consortium level within the alliance.



[EUT+ R&I Mapping Toolkit](#)

1.2 EUROPEAN UNIVERSITIES ALLIANCE FOR FILM AND MEDIA ARTS (FILMEU)

PROJECT: [FILMEU_RIT](#)

GRANT AGREEMENT ID: 101035820

GOOD PRACTICE: Developing a Strategic Roadmap for R&I Activities in FilmEU

DESCRIPTION

The FilmEU alliance consists of HEIs with a shared vision of designing and implementing strategies and action plans to strengthen R&I activities in the multidisciplinary fields of film and media arts.

The alliance has created a **strategic roadmap** to realise this vision based on a mapping of existing R&I expertise and common research agendas within the alliance. The roadmap includes a definition of collaborative and interdisciplinary research focusing on 'dynamic research clusters' defined as fluid networks of researchers clustered around specific research topics.

The roadmap identifies 5 **dynamic research clusters** on (1) Cultural Heritage for research from an archival perspective, (2) Stereoscopic Visions of Europe for research on stereoscopic photography, (3) Volumetric Cinema and Future Visions for research on cinematic experiences beyond the screen including new technologies and innovations, (4) Experimental Sound and Vision for research on audiovisual experimentation, and (5) Policy and Economy for research on competitiveness and sustainability of the industry.

The dynamic research clusters will be initially realised via **pilot projects**. The alliance launched a call for seed funding research projects to explore the potential and test the viability of the clusters as well as encourage collaboration among researchers across the alliance. The call required the projects to be exploratory and interdisciplinary in nature, consist of diverse and inclusive research teams, include researchers from at least 3 alliance partners, and focus on relevant societal challenges and research topics.

The model for a dynamic research cluster is based on the bottom-up activities of the currently active dynamic research clusters in the alliance. The definition of themes and conceptualisation of the pilot projects have been initiated by the researchers themselves in dynamic research clusters. The roadmap thus offers ideas to create dynamic research clusters and possible scenarios to activate the clusters into concrete research projects.



[Strategic Roadmap for Dynamic Research Clusters](#)

[Seed Funding Pilot Projects of Dynamic Research Clusters](#)

1.3 EUROPEAN UNIVERSITY OF POST-INDUSTRIAL CITIES (UNIC)

PROJECT: [UNIC4ER](#)

GRANT AGREEMENT ID: 101035801

GOOD PRACTICE: Developing a Strategy for R&I Activities in UNIC

DESCRIPTION

The UNIC alliance consists of HEIs established in post-industrial cities with a focus on contributing to post-industrial transitions and societal challenges by engaging local stakeholders in R&I activities.

The alliance has developed a **common strategy** for R&I focused on 'engaged research' which offers a multidisciplinary and participatory approach for knowledge production via collaborative engagement with and within society. This concept was first motivated in a series of seminars on best practices and then formulated in a series of interactive workshops involving alliance representatives, researchers, and local stakeholders.

Diverse **mappings** were next made of existing policies, practices, initiatives, and structures supporting engaged research across alliance partners. These mappings were implemented via a survey targeted at research staff, researchers, and local stakeholders with questions on engaged research. The mappings also included national policies and strategies as well as national funding that could be relevant for or facilitate engaged research.

The alliance further published a **joint declaration** on engaged research signed by all alliance partners and their corresponding city governments. The declaration was drafted in close collaboration with students, research staff, researchers, and local stakeholders. The declaration advocates for an engaged research approach involving local citizens and communities as well as municipalities and civil society collaborating with universities to collectively decide what to research and be engaged in the R&I process.

These activities culminated in the creation of an initial joint strategy to develop and embed engaged research in the alliance. The strategy acknowledges that engaged research is a new concept for alliance partners, who are at different levels of development and require different trajectories. This initial strategy will be revised and incorporate emergent opportunities and lessons learned from the initial R&I activities on engaged research.



[UNIC4ER Engaged Research Strategy Forum](#)

[Report Which Maps Engaged Research Policy and Practices Across Each Partner Institution](#)

[Joint UNIC4ER Engaged Research Declaration](#)

[UNIC4ER Engaged Research Strategy](#)

2.

STRENGTHENING HUMAN CAPITAL

The aim of strengthening human capital is to ensure that researchers are adequately supported, recognised, and rewarded in their R&I activities across diverse career pathways.

2.1 EUROTEQ ENGINEERING UNIVERSITY (EUROTEQ)

PROJECT: [BoostEuroTeQ](#)

GRANT AGREEMENT ID: 101035802

GOOD PRACTICE: **Developing a Strategy to Upskill Professional Engineers in EuroTeQ**

DESCRIPTION

The EuroTeQ alliance consists of universities of science and technology with the aim of responsible value co-creation and making the knowledge square of education, research, innovation, and service to society a reality.

The alliance is supporting the lifelong learning of European engineers by conceptualising and developing new professional roles of **Experts for Learning and Professional Development**. The experts will be academic staff who are specialists in the scientific upskilling of engineers and are responsible for the development of professional education for engineers. They will also be 'bridge builders' to stakeholders outside of academia.

A **qualification framework** which describes the required competences to fulfil the tasks of a learning professional has been finalised. Four competence areas were identified: specialised methodological competences (such as didactics and adult pedagogy), social/communication competences (such as interdisciplinary cooperation and science communication), personal competences (such as conceptual

thinking and adaptability), and activity/realisation-oriented competences (such as enthusiasm). In addition, key learning outcomes for each of the four dimensions were defined.

Based on this framework, and in close collaboration with institutional and industry partners, a tailor-made **training programme** has been developed, where the latest research findings in engineering can be integrated. This programme has a hybrid and modular structure to account for the varying situations and prerequisites at partner universities. The programme aims to qualify participants as specialists for the scientific upskilling of engineers.



[Status Quo Analysis of EuroTeQ Learning Professional](#)

[Qualification Framework for EuroTeQ Learning Professional](#)

2.2 EUROPEAN UNIVERSITY FOR WELL-BEING (EUNIWELL)

PROJECT: [EUniWell Research](#)

GRANT AGREEMENT ID: 101035821

GOOD PRACTICE: **Creating a Training Academy for Early-Career Researchers in EUniWell**

DESCRIPTION

The EUniWell alliance for well-being is composed of universities pursuing a knowledge-based approach to advancing the economy of well-being with a focus on health, individual and social well-being, environment, and urbanity.

Rapid changes in digital transformation, society, and academia require researchers to upskill and reskill in a way that also opens career pathways beyond academia. The alliance has created a **Research Training Academy** in the form of a digital hub to upskill and reskill early-career and senior researchers. The academy aims to centralise the alliance's career support and training catalogue and to create a community of researchers united by their commitment to well-being. The hub also provides a space where they can network, interact, co-create, and share research findings.

The alliance has also developed a **Well-Being Skills Taxonomy** which identifies and defines essential well-being skills and guides the prioritisation of activities and trainings within the academy. The taxonomy is further augmented by training offers available at alliance institutions which are offered in hybrid and online formats and are mapped under four categories: communication skills; networking; work-life balance; Open Science.

The alliance further gives its researchers access to the **Vitae Researcher Development Framework**. This is an external web-based tool with which researchers can identify an area of interest with a well-being focus and, depending on their career stage and their needs, conceive a customised training plan and career development path. The tool uses a holistic approach based on four main areas (with additional sub-categories): knowledge and intellectual abilities; personal effectiveness; research governance and organisation; engagement, influence, and impact.

A **Leadership Fellowship** training programme has lastly been developed for alliance researchers to foster their leadership skills especially as supervisors and principal investigators and to facilitate the application of these skills within the fellows' teams. With a focus on a well-being agenda, the fellows benefit from peer-to-peer guidance, facilitating the exchange of personal experiences, and development along individual learning paths.



[Research Training Academy](#)

[Well-Being Skills Taxonomy](#)

[Career Support and Skills Assessment Tools with Vitae](#)

[EUniWell Leadership Fellowship](#)

2.3 REGIONAL UNIVERSITY NETWORK EUROPEAN UNIVERSITY (RUN-EU)

PROJECT: [RUN-EU PLUS](#)

GRANT AGREEMENT ID: 101035816

GOOD PRACTICE: **Designing a Researcher Career Development Programme in RUN-EU**

DESCRIPTION

The RUN-EU alliance consists of HEIs aiming to strengthen regional development and focusing on sustainable economic, social, cultural, and environmental progress in their respective regions.

A **Researcher Career Development Training Programme** has been created to support alliance researchers in identifying personal career paths which will facilitate intersectoral and international mobility during their careers and foster diversity and inclusiveness in their research teams. The programme consists of themes of existing courses for researchers provided by the alliance, identified programme development needs, and a series of workshops run annually in three editions across the duration of the project.

A set of **themes of existing courses** was identified based on a self-audit and GAP analysis of researcher career development practices in the alliance. The themes include orientation to doctoral studies and researcher career paths, career planning and management, skills self-assessment, research methodologies, data analysis, research ethics and integrity, intellectual property management, academic writing, grant writing, report writing, Open Science, publishing, science communication,

intercultural communication, teaching, supervision, and sustainable development.

A set of **needs for possible courses** was also identified based on the self-audit and GAP analysis. Some alliance institutions have extensive training options for researchers whereas others provide no formal training. The needs focus on mentorship, rewards for research excellence, career stability support, short-term contracts, time/task management and work/life balance, research and digital skills, enterprise skills, communication skills, teaching and supervision, interpersonal skills, and career development.

The **series of annual workshops** consists of multiple workshops for alliance researchers each year which focus on topics linked to the themes of existing courses and the identified needs for possible courses. The workshops are complemented by discipline-specific training programmes for the researchers. The researchers will be further supported by a Cloud of Knowledge Portal where researchers can access training material from the workshops, courses, research grants, and mobility possibilities in the portal.



[Human Capital Resource Strategies](#)

[Researcher Career Development Framework Training Workshop Programmes](#)

[Annual Report on the Implementation of the Researcher Career Development Framework Training Workshops](#)

3.

SHARING RESOURCES AND INFRASTRUCTURES

The aim of sharing research resources (including publications, data, software, and services) and infrastructures (including human resources, instruments, and repositories) is to support researchers in their R&I activities and facilitate collaboration in the alliance.

3.1 AURORA EUROPEAN UNIVERSITY ALLIANCE (AURORA)

PROJECT: [AURORA RI](#)

GRANT AGREEMENT ID: 101035804

GOOD PRACTICE: **Mapping of Key Research Resources and Infrastructures in Aurora**

DESCRIPTION

The Aurora alliance consists of research-intensive universities which are committed to social impact and aim to influence societal change and contribute to the Sustainable Development goals (SDGs) via their R&I activities.

The Aurora alliance has extensive and **specialised research resources and infrastructures** including expert knowledge, data, and equipment. One of the aims of the AURORA RI project is to develop best practices to pool and share relevant resources and infrastructures among alliance members.

The alliance has conducted a web-based **survey on research resources and infrastructures** at alliance partners. The survey focused on resources and infrastructures in which partners have an interest and capacity to share, whereby the sharing could further drive collaboration within the alliance. The survey resulted in a comprehensive overview of research resources and infrastructures categorised into expertise, networks, data, and infrastructure.

The alliance has next drafted a **Memorandum of Understanding** among alliance partners to keep the list of resources and infrastructures updated and share these resources and infrastructures with alliance researchers. The memorandum describes the terms and conditions for sharing, offering a framework for agreements between researchers and universities, and includes templates for cooperation agreements and written contracts.

An **online interactive map** has lastly been created to support researchers in easily finding, locating, understanding, and accessing these commonly relevant and available resources and infrastructures in the alliance. The map provides a graphical interface of alliance partners with filter options to select resources and infrastructures with their respective descriptions and contact details. The map and all relevant information are regularly updated.



[Memorandum of Understanding](#)

[Interactive Map of Key Resources](#)

3.2 EUROPEAN UNIVERSITY OF BRAIN AND TECHNOLOGY (NEUROTECHEU)

PROJECT: [NeurotechRI](#)

GRANT AGREEMENT ID: 101035817

GOOD PRACTICE: **Creating Digital Platforms for Knowledge Sharing in NeurotechEU**

DESCRIPTION

The NeurotechEU alliance consists of HEIs with a specialisation in neurotechnology which aim to build a trans-European network of excellence in brain research and technologies to increase the competitiveness of European education, research, economy, and society.

The alliance is developing a **knowledge-sharing system** which enables alliance members and stakeholders to share knowledge in a trusted environment, be able to decide on the conditions for sharing knowledge and gain a fair exchange or reward for the exchange of knowledge. This knowledge sharing system will be realised through digital platforms which will support the delivery of education, research, and innovation activities.

An **analysis of existing knowledge-sharing systems** was conducted whereby six categories were identified for key knowledge-sharing platforms: (1) shared knowledge sources including collections of data and materials (2) general file sharing for collaboration between researchers and research support staff (3) sharing of research data, algorithms, and publications (4) ways for students and

researchers to ask questions to the neuroscientific community (5) ways for students and researchers to connect in meeting spaces (6) educational content sharing including courses and materials.

A **mapping of existing knowledge-sharing systems to digital platforms** which are being used by the alliance has lastly been conducted: (1) EBRAINS and KnowledgeSpace (2) OneDrive (3) EBRAINS and Frontiers in Neuroscience (4) EBRAINS and INCF Neurostars (5) Facebook, Instagram, LinkedIn, Microsoft Teams, Slack, Twitter, YouTube, and Zoom (6) INCF Training Space and LearnGala. The alliance has thus taken a distributed platform approach to sharing knowledge and is coordinating the use of these platforms by students, researchers, and research support staff.



[Set Up the R&I Platforms](#)

3.3 EUROPEAN REFORM UNIVERSITY ALLIANCE (ERUA)

PROJECT: [ReERUA](#)

GRANT AGREEMENT ID: 101035808

GOOD PRACTICE: Mapping and Sharing Research Resources and Infrastructures in ERUA

DESCRIPTION

The ERUA alliance consists of reform universities with the aim to develop alternative models of the modern university as creative spaces for critical thinking and experimentation for a more just, open, and inclusive society.

The alliance has developed a **common strategy** on sharing relevant research resources and infrastructures among alliance members. The strategy started with identifying and mapping all R&I resources and infrastructures available across the alliance. The mapping included corresponding details on the name, type, location, research domain, and key themes as well as relevant links, datasets, software, and equipment.

The mapping allowed the alliance to next assess the **possibilities to connect, merge, and federate** the resources and infrastructures. This included a survey among alliance research unit leaders on their interest in and views on collaborating and sharing resources and infrastructures. The resulting assessment identified possible convergences

in specific research domains and on specific research topics as well as identifying barriers to sharing resources and infrastructures with an action plan to tackle barriers.

Guidelines were lastly established to share and give access to researchers within the alliance to the listed research resources and infrastructures. The guidelines acknowledge that there are rules and requirements specific to the research units governing the use of the resources and infrastructures. The guidelines are thus based on the internal policies of the research units. The mapping will be digitised and fully searchable via an online research portal to facilitate sharing and collaboration between alliance researchers.



[Mapping of R&I Internal and External \(Infra\)structures, Resources, and Networks](#)

[Existing Infrastructures and Resources Sharing Assessment and Action Plan](#)

[Guidelines on Infrastructure Sharing Procedures](#)

3.4 UNITA EUROPEAN UNIVERSITY ALLIANCE (UNITA)

PROJECT: [Re-UNITA](#)

GRANT AGREEMENT ID: 101035810

GOOD PRACTICE: **Creating a Network of Shared Resources and Infrastructures in UNITA**

DESCRIPTION

The UNITA alliance consists of Romance-language speaking universities which are committed to fostering the linguistic diversity and socio-economic development of their rural and cross-border mountain territories as well as establishing a new model of collaborative and integrated R&I activities.

The alliance has built a **network of shared resources and infrastructures** to support research and collaboration by alliance researchers. A database was first designed and created for research resources and infrastructures in the alliance. More than 200 resources and infrastructures were catalogued, ranging from specific equipment (such as an eye tracker) to expensive and unique equipment (such as high-end electronic microscopes) to services where the experience and skills of technical personnel can be consulted.

An **agreement** was next drafted and signed on the procedures for sharing the catalogued resources and infrastructure within the alliance. The agreement needed to consider that each university and/or country has specific legal frameworks for sharing resources and infrastructures. The agreement specified that all resources and infrastructures are provided with a web page and contact details and all prices are internal university prices.

An **interactive dashboard** was lastly created to help alliance researchers more easily find and access the shared resources and infrastructures. The dashboard includes filters for the alliance partner as well as the type (such as equipment), typology (such as advanced data/calculation), and application (such as agrifood) of the shared resources and infrastructures. The dashboard is now being used by alliance researchers who need to fill in a simple report form with feedback to improve the dashboard and database.



[UNITA Online Resources and Infrastructure Database](#)

4.

COOPERATING WITH NON-ACADEMIC ACTORS

The aim of cooperating with non-academic actors is to promote bidirectional intersectoral mobility and research collaboration of alliance researchers with public and private sectors.

4.1 CIRCLE U. EUROPEAN UNIVERSITY ALLIANCE (CIRCLE U.)

PROJECT: [CIRCLE U. ERIA](#)

GRANT AGREEMENT ID: 101035814

GOOD PRACTICE: **Brainstorming Research Projects in Intersectoral Workshops in Circle U.**

DESCRIPTION

The Circle U. alliance consists of research-intensive and interdisciplinary universities aiming for outstanding education, research, and innovation which contributes to more sustainable, democratic, and healthier societies.

The alliance has developed a **Sandpits programme** in which researchers brainstorm research projects in intersectoral workshops which aims to (1) give researchers time/space to think about their research and explore new directions via interactions with other disciplines; support understanding and respecting of methods, approaches and outputs from different disciplines; develop a deep/authentic understanding of interdisciplinary research; encourage emergence of interdisciplinary projects via sharing and collective brainstorming under guidance of professional facilitators trained in Sandpits methodology; serve as a starting point for new alliance collaborations.

Existing **Knowledge Hubs** formed the starting point for the Sandpits programme which were focused on the themes democracy, climate, and global health. The Sandpits

methodology involves a workshop run by a professional facilitator who guides the interactions of participants using tried and tested tools to help bring out initiatives and research topics as well as identify potential threats and barriers. The Sandpits methodology is typically not structured around a specific theme at the start, but the alliance opted to leverage their existing Knowledge Hubs to structure the Sandpits sessions.

The first **Sandpits sessions** were held as two rounds of 2-day residential workshops with researchers and relevant external stakeholders. The first Sandpits round sought to encourage the emergence of interdisciplinary projects related to the Knowledge Hubs. The second Sandpits session developed and supported the most promising ideas into concrete project proposals to be submitted for alliance seed funding or to external funding bodies. The Sandpits sessions are planned to take place annually and have no restrictions regarding research area, age, career stage, or nationality.



[Call for Applicants for Circle U. Sandpits 2022](#)

[First Circle U. Sandpits 2022](#)

[Second Circle U. Sandpits 2022](#)

[Call for Applicants for Circle U. Sandpits 2023](#)

4.2 EUROPEAN UNIVERSITY ENGAGED IN SOCIETAL CHANGE (ENGAGE.EU)

PROJECT: [ENGAGE EU R-I](#)

GRANT AGREEMENT ID: 101035807

GOOD PRACTICE: Reinforcing and Creating Innopreneurial Ecosystems in ENGAGE.EU

DESCRIPTION

The ENGAGE.EU alliance brings together universities in business, economics, and social sciences which aim to provide European citizens with the skills and competences needed to tackle major societal challenges.

The alliance has developed an **Innopreneurial Mindset** as a guiding principle for cooperation and collaboration between innopreneurs and external stakeholders including researchers, societal organisations, business partners, municipalities, governments, and non-governmental organisations. This mindset forms the basis of creating innopreneurial ecosystems to enable alliance institutions to become drivers of innovation in their regions and be better positioned to support sustainable innovation and tackle major societal challenges at local, regional, and European levels.

This innopreneurial mindset is supported by an **innopreneurial toolkit** which helps alliance partners to develop local strategies for innopreneurial ecosystems with local stakeholders, networks, and partnerships. The toolkit lists the main activities needed and offers optional

activities to alliance partners to develop local innopreneurial strategies. The toolkit is flexible and can be adapted to prevailing regional circumstances and existing capacities. The mindset is further supported by innopreneurial spaces which provide a virtual and physical support structure for researchers and stakeholders so that they can move from a proof of concept to a minimum viable product or prototype in the form of a business model or unit, policy, or regulation.

The alliance has lastly done a **mapping** of existing innopreneurial initiatives partnerships across alliance institutions. The mapping aimed to ascertain the needs of organisations and companies cooperating with alliance partners within their local innovation ecosystems. The mapping also aimed to provide alliance partners with the tools to develop local optimisation plans and identify specific avenues for improvement adjusted to alliance partners.



[ENGAGE EU Innopreneurial Mindset](#)

[ENGAGE EU Toolkit for Innopreneurial Ecosystems](#)

4.3 INNOVATIONS OF REGIONAL SUSTAINABILITY EUROPEAN UNIVERSITY ALLIANCE (INVEST)

PROJECT: [INVEST4EXCELLENCE](#)

GRANT AGREEMENT ID: 101035815

GOOD PRACTICE: **Developing a Stakeholder Involvement Tool in INVEST**

DESCRIPTION

The INVEST alliance consists of universities and universities of applied sciences focusing on international, cross-disciplinary, and multilingual education and research on global challenges for sustainable development.

The alliance has created regional **Living Labs** to enable transdisciplinary research connecting applied science, education, governance, business, and citizens in learning and innovation. The Living Labs have several aims: (1) fostering inclusive quadruple helix participation (2) create authentic learning environments focusing on a sustainable future (3) stimulate reflexivity in learning and innovation for sustainability (4) facilitate interaction, knowledge sharing, and open system management. The alliance aims to realise the maximum potential of the Living Labs through stakeholder involvement.

The alliance has developed a **Stakeholder Involvement Tool** based on collected best practices on stakeholder involvement in alliance activities. The tool describes the methods and processes for thematic dialogue and promotion of learning and innovation with stakeholders and provides guidance on evaluating the current situation,

setting measurable goals, and benchmarking best practices to involve stakeholders in the Living Labs. A review of challenges and individually set targets for stakeholder involvement was done to ensure the tool corresponds to the needs of alliance partners.

The tool is supported by a **competence matrix and monitoring template**. The competence matrix is intended to set a baseline reference of the key research skills and competences at each alliance partner and monitor the development of these skills and competences. The monitoring template is intended to support the annual assessment of stakeholder involvement at each alliance partner and acts as a scheme for impact assessment. The template also monitors the development of alliance skills and competences.



[INVEST Living Labs](#)

[RDI Competence Matrix and Stakeholder Involvement Tool](#)

5.

MAINSTREAMING OPEN SCIENCE

The aim of mainstreaming Open Science is to raise awareness about Open Science and support researchers in changing to a more open and collaborative way of doing research.

5.1 EUROPEAN ENGINEERING LEARNING INNOVATION AND SCIENCE ALLIANCE (EELISA)

PROJECT: [EELISA innoCORE](#)

GRANT AGREEMENT ID: 101035811

GOOD PRACTICE: **Developing Toolkits to Plan and Implement Open Science in EELISA**

DESCRIPTION

The EELISA alliance consists of HEIs with the aim of defining and implementing a new model of engineering rooted in society which addresses global challenges with smart and sustainable solutions.

The alliance aims to **reinforce existing policies** on Open Science via new and innovative mechanisms and tools at alliance partners. This includes mapping and benchmarking current practices, identifying good practices, and formulating and implementing action plans on Open Science. This also includes developing a common framework on practices, training, tools and services, infrastructures, and incentives and rewards for Open Science.

A **methodological toolkit** was developed to support alliance partners in designing policies and strategies for Open Science. The toolkit was created as an action model that allowed both joint partner activities and customised partner approaches. The toolkit consisted of a proposal for a common vision for Open Science, a survey to assess the state of play in Open Science adoption and monitoring with a related analysis and recommendations, and a roadmap with impact pathways for future developments and proposed additional resources. The survey resulted in a common set of good practices to inspire the alliance and researchers to do Open Science.

A **strategic planning and implementation guide** for Open Science was next drafted to support implementation of Open Science policies and strategies. The guide offers a methodological framework to assess Open Science proficiency through scores across 10 Open Science dimensions. The scores are linked to stages of adoption (namely learning, support, and growth) with corresponding descriptors of current behaviours and activities. The results support alliance partners in profiling their current stage of Open Science adoption and strategically planning their Open Science journey.

The methodological toolkit and implementation guide provide the alliance with a **common framework and tools** to jointly mainstream Open Science. The alliance has furthermore created an Open Science homepage for the dissemination and exploitation of their Open Science activities and outputs. The homepage includes the alliance vision of Open Science, summaries of and links to key Open Science deliverables, upcoming activities for Open Science, and a news feed of relevant alliance articles on Open Science.



[Open Science Methodological Toolkit](#)

[Open Science Strategic Planning and Implementation Guide](#)

[EELISA Open Science Homepage](#)

[EELISA Network of Open Science Ambassadors](#)

5.2 EUROPEAN UNIVERSITY FOR CUSTOMISED EDUCATION (EUNICE)

PROJECT: [REUNICE](#)

GRANT AGREEMENT ID: 101035813

GOOD PRACTICE: **Developing a Survey and Framework for Open Science in EUNICE**

DESCRIPTION

The EUNICE alliance consists of HEIs focused on interdisciplinary and applied research as well as customised education and research which can solve local and global social and economic challenges.

The alliance aims to **promote Open Science** as a widely adopted practice among alliance partners to make research more open, collaborative, and closer to society. This includes making research publications and data more openly accessible and developing a blockchain-based collaborative platform to support Open Science. This also includes the development and implementation of an Open Science governance model for the alliance.

A **strategy for Open Science** has been developed based on a survey mapping the current policies and practices for Open Science in the alliance. The survey aimed to study the current situation of Open Science in the alliance and develop an Open Science framework grounded in the results. The survey was targeted at representatives familiar with Open Science and included closed and open questions on the level of awareness, knowledge and adoption of Open Science as well as barriers to doing Open Science. The survey data was next analysed whereby a descriptive statistical analysis was conducted on the closed responses and the open responses were analysed by coding answers according to various themes/concepts.

The **survey results** show that alliance partners have differing policies and practices on Open Science at local, national, and international levels, which have been endorsed by their respective committees, rectors, and ministries. The existing institutional policies typically specify the roles, rights, and responsibilities of the institution, department, or service regarding the adoption and implementation of the policy (such as the role of library staff). These policies have in some cases been made openly available online. The survey also collected barriers to Open Science as well as relevant contacts and stakeholders relevant for Open Science at each of the alliance partners.

A **conceptual framework** was next formulated from the analysis to support the development of strategies for Open Science. The framework consists of five main components: (1) principles (including findability, accessibility, interoperability, and reusability as well as transparency, participation, collaboration, and inclusiveness) (2) practices (according to the four UNESCO categories of knowledge, infrastructures, engagement of societal actors, and dialogue with other knowledge systems) (3) constraints hindering adoption (4) common objectives and strategies (5) stakeholders. The framework defines a common strategy for Open Science in the alliance.



[Open Science Strategy for EUNICE Universities](#)

5.3 EUROPEAN CAMPUS OF CITY UNIVERSITIES (EC2U)

PROJECT: [RI4C2](#)

GRANT AGREEMENT ID: 101035803

GOOD PRACTICE: Identifying and Promoting Use Cases on Open Science in EC2U

DESCRIPTION

The EC2U alliance consists of long-standing universities which are locally and globally engaged, and which strive to create an open and innovative space allowing seamless mobility between their universities and cities.

The alliance aims to **mainstream Open Science** and promote a culture of Open Science and open innovation among alliance partners and researchers. This includes integrating openness, transparency, and collaboration into the design, performance, and assessment of research. This also includes supporting key Open Science practices including open access to research publications, open and FAIR data management, open educational resources, open research evaluation, and public engagement.

A series of 48 **existing use cases** on Open Science were identified in the alliance. The use cases were collected from researchers and research support staff in each alliance partner via the open-source survey platform REDCap. The participants were recruited by sharing a survey invitation via various channels (including university intranets and mailing lists) and researchers known to practise Open Science were especially encouraged. The use case descriptions were structured in the format of 'what, why, and how,' whereby each question was accompanied with its own respective text field as well as instructions with supporting questions in the survey form.

A **comparative analysis** of use cases was next conducted. While various use cases were collected, the use cases

focus mainly on well-established practices including open access to research publications, FAIR data management, and science outreach. The alliance is aware, however, of novel and emerging practices that have not yet been documented (such as support for open and responsible research assessment, preregistration, copyright, licensing, and citizen science). The alliance also notes that the lack of adequate incentives and rewards in research assessment is a barrier to adopting Open Science practices. The alliance further needs to support the use of existing Open Science infrastructures (including tools, platforms, and repositories). The alliance lastly needs to raise more awareness and promote understanding and training of Open Science among researchers.

A **guidebook** with practical support information and tips for researchers and research support staff on key Open Science practices was lastly published. The guidebook provides useful 'what, how, and why' descriptions of open access to research publications, open data, open workflows, and open communities together with a list of key resources and further reading. The guidebook was not only based on the use cases and comparative analysis, but also on interviews with six Open Science Champions who were identified during the collection of the use cases. These champions routinely implement Open Science in their research activities and promote Open Science in their respective institutions. The interviews with the champions were recorded and are openly available online for interested researchers.



[Case Descriptions on Open Science](#)

[Case Synthesis of Open Science Practices](#)

[Open Science Guidebook](#)

[Interviews with Open Science Champions](#)

6.

ENGAGING CITIZENS AND SOCIETY

The aim of engaging citizens and society is to involve societal stakeholders in addressing societal challenges on the full research spectrum from research design to implementation.

6.1 EUROPEAN SPACE UNIVERSITY FOR EARTH AND HUMANITY (UNIVERSEH)

PROJECT: [Beyond UNIVERSEH](#)

GRANT AGREEMENT ID: 101035795

GOOD PRACTICE: **Creating a Digital Platform for Citizen Engagement in UNIVERSEH**

DESCRIPTION

The UNIVERSEH alliance is composed of HEIs aiming to collaborate on and contribute to the global leadership of Europe in space and new space with a focus on space for societal challenges, space sustainability, space exploration, and space resources and settlement.

The alliance aims to leverage the public fascination with space and create a **reciprocal relationship** between alliance students, researchers, and citizens to increase public knowledge of space science, raise awareness of its opportunities, and provide students and researchers with citizen-based knowledge. A special focus has been placed on training students, researchers, and instructors to improve their abilities in communicating with the public and help them to become effective science communicators.

A **Citizens Platform** has been created to help citizens learn about space research and enable interaction between space researchers and citizens. The platform consists of current citizen science case studies and pilot projects at alliance partners such as developing a multilingual dictionary of space concepts and developing computer coding for

space research. The public is invited to contribute to space research through the citizen science projects as well as through science communication trainings and events for citizens, a corner to propose and develop space research project ideas, and a meet and connect webpage listing space researchers at alliance partners.

The Citizens Platform is supported by extensive **training sessions** for students, researchers, and citizens in English which are offered online in a course catalogue in Moodle and promoted via alliance websites and social media channels. The development of the trainings was based on an existing report on best practices which took stock of the existing structures and experiences for science communication and citizen science in the alliance.



[UNIVERSEH Citizens Platform](#)

[UNIVERSEH Science Communication Channel](#)

[UNIVERSEH Events Channel](#)

[UNIVERSEH Best Practices in Science Communication](#)

[UNIVERSEH Catalogue of Trainings](#)

6.2 EUROPEAN UNIVERSITY NETWORK TO PROMOTE EQUITABLE QUALITY OF LIFE, SUSTAINABILITY, AND GLOBAL ENGAGEMENT THROUGH HIGHER EDUCATION TRANSFORMATION (ENLIGHT)

PROJECT: [ENLIGHT RISE](#)

GRANT AGREEMENT ID: 101035819

GOOD PRACTICE: **Stepping Up the Ladder of Participation for Public Engagement in ENLIGHT**

DESCRIPTION

The ENLIGHT alliance consists of comprehensive and research-intensive universities with a deep commitment to social responsibility and aiming to promote equitable quality of life, sustainability, and global engagement.

The alliance intends to **co-create knowledge** through genuine engagement and an interactive two-way dialogue with civil society. This ranges from jointly setting research agendas, executing the research, analysing, and interpreting findings, discussing follow-ups, and creating and impact. This also includes mutual learning, joint development of approaches, and increased civil society participation in research and innovation activities.

A key goal of the alliance is to step up the **Ladder of Participation** for promoting public engagement with alliance research. Public engagement activities can be arranged according to their level of engagement intensity, whereby stepping up the ladder entails moving from static one-directional approaches to interactive bidirectional

and collaborative approaches. This ensures that alliance research responds to society's views and needs.

A **mutual learning** plan and network was developed to support the alliance in stepping up the ladder for public engagement. The plan was built on a survey of existing civil society engagement activities and tools in research, innovation, learning, and teaching in the alliance. Alliance experts then analysed the results according to the Ladder of Participation and developed an inclusive and integrated cooperation approach to public engagement. The plan includes strategy and training development webinars and workshops to lay the foundation for collaboration and engagement activities.

The alliance lastly created a mentoring programme to support alliance partners and researchers in their public engagement activities. The programme consists of mutual site visits to target groups and stakeholders, online and physical webinars and workshops, and support materials including publications, dissemination materials, tools, and a helpdesk.



[ENLIGHT Public Engagement Channel](#)

[Survey of Existing Civil Society Engagement Tools in Research, Innovation, Learning, and Teaching](#)

6.3 EUROPEAN UNIVERSITY ON RESPONSIBLE CONSUMPTION AND PRODUCTION (EURECA-PRO)

PROJECT: [RE-EURECA-PRO](#)

GRANT AGREEMENT ID: 101035798

GOOD PRACTICE: **Developing a Strategy for Citizen Engagement in EURECA-PRO**

DESCRIPTION

The EURECA-PRO alliance brings together HEIs with the aim of enabling students, staff, and stakeholders to study, teach, and do research in the field of responsible consumption and production.

The alliance drafted a **strategy concept** for increasing citizen engagement and reducing barriers between civil society and alliance institutions. A survey was first conducted at alliance partners on the current status quo of science communication activities, existing citizen engagement structures and resources, and future objectives and visions for citizen engagement. The results were then analysed and compared with literature on citizen engagement and will feed into the creation of implementation guidelines. The first guidelines to implement the strategy are undergoing testing in the context of implementation of citizen engagement activities in the alliance.

The testing includes **Project Weeks** where alliance partners engage with the public for an entire week at their campus. The University of Petrosani, for instance, organised for interested participants a hands-on week of visits around the university and to specialised laboratories. The visitors explored the ecopedology laboratory (conducting microscopic analyses of bioindicators to monitor pollution), ecology and environmental protection laboratory

(performing water, air, and soil analyses and examining the presence of pollutants), environmental laboratory (which showcased various types of industrial waste and potential recovery methods), and geology laboratory (which offered insights into a diverse set of minerals and rocks).

The testing also includes **science slams** where researchers at alliance partners explain their research to the public in 10-minute talks which are easy to follow and afterwards the audience votes on the best presentation. Montanuniversität Leoben, for instance, organised a science slam event where researchers from all career stages and disciplines presented their research to the public. The researchers could present any topic related to sustainability in English or German. Participation was free of charge for all.

The testing lastly includes **Pupil's Universities** where lecturers make complex topics easy to understand and exciting for young people so that the topics become accessible and young people are stimulated to pursue them. Hochschule Mittweida, for instance, took the discussion out of the classroom and gave lectures in the Schwanenteich public park in the city. The children were sent on searches for clues for Hubert the Deer with a team of forensic experts and learned the basics of forensic science.



[Strategy Concept for Increasing Citizen Engagement](#)

[Project Week Event at University of Petrosani](#)

[Science Slam Event at Montanuniversität Leoben](#)

[Pupils' University Event at Hochschule Mittweida](#)

7.

EXPLORING JOINT UNIVERSITY STRUCTURES

The aim of exploring joint university structures is to create common administrative, legal, and technical structures to support coordination and collaboration across an alliance.

7.1 ULYSSEUS EUROPEAN UNIVERSITY (ULYSSEUS)

PROJECT: COMPASS

GRANT AGREEMENT ID: 101035809

GOOD PRACTICE: **Creating a Digital Platform to Communicate and Collaborate in Ulysseus**

DESCRIPTION

The Ulysseus alliance consists of a diversity of universities, including comprehensive universities, technical universities, and universities of applied sciences which are entrepreneurial, person-centred, and open to the world and which aim to develop local territorial and digital innovation ecosystems for research and education.

The alliance has developed a **Ulysseus Digital Platform** to coordinate the communication and collaboration activities within the alliance. The platform consists of a set of services and applications which supports the distributed alliance teams, interconnects alliance research networks, consolidates alliance teaching materials, and allows alliance students, researchers, and local communities to interact with each other. The platform is based on open-source software and is being developed to include centralised authentication and a private cloud architecture to ensure sovereignty, interoperability, and scalability.

The platform consists of the **main alliance website** together with **satellite websites** for relevant alliance activities and projects. The main website is based on the open-source software Wordpress and is technically hosted and maintained by the alliance Digital Unit and regularly updated – from a content point of view – by the Dissemination unit. The main website is responsible for all key communication and dissemination activities of the alliance and forms an entry point for the academic services offered by the alliance. The satellite websites are hosted on the main website domain and focus on key alliance activities. This currently includes the D2S@Ulysseus website for modernising education through digital soft skills and Mob4All website for promoting the transnational mobility of students with special needs, among others.

The platform also consists of a **digital learning platform** for students, researchers, research support staff, and local communities. The Ulysseus Learning Platform is based on the open-source software Moodle and is capable of developing and delivering online training courses. A course catalogue offers a range of interactive skills and language courses. A video hosting platform based on the open-source software Esup-Pod hosts recorded videos for self-paced learning. A video conference platform based on the open-source software BigBlueButton allows teachers to deliver live online courses and includes virtual background and break-out room options.

Ulysseus holds a strong commitment to Open Science for building a strong research community following the FAIR principles. The alliance released an Open Education and Science Handbook, which describes its commitment and good practices toward Open Science and built its digital platform based on research digital network Match4Cooperation App, to boost research collaborations within the alliance and with Associated Partners. This app consists of a unique social network that allows the Ulysseus research community to exchange on their work and collaborate of European Union calls and other public or private opportunities. In addition, actions are being carried out in the direction of citizen science, in particular through the creation of Open Classes and Living labs, as well as digital spaces for virtual Science Shop.

The platform lastly consists of **functionalities** for surveys and online collaboration. The Ulyseus Survey Platform is based on the open-source software Limesurvey and allows users to create surveys, collect responses, and analyse the results. This survey tool importantly allows users to collect sensitive data and features localisation, complex

branching mechanisms, and ready-made customisable reports. The Ulyseus Intranet is based on the commercial software-as-a-service solution Office365 from Microsoft and is an internal collaboration platform to share and work collectively on files. The software package includes email, calendars, Teams, and Sharepoint.



[Overview of the Ulyseus Digital Platform](#)

[Full list of Ulyseus satellite sites](#)

[Ulyseus Learning Platform](#)

[Ulyseus Video Platform](#)

[Ulyseus Video Conference Platform via BigBlueButton](#)

[Ulyseus Survey Platform](#)

[Match4Cooperation App](#)

[Open Science Platform](#)

7.2 EUROPEAN UNIVERSITIES OF TECHNOLOGY ALLIANCE (ENHANCE)

PROJECT: [ENHANCERIA](#)

GRANT AGREEMENT ID: 101035806

GOOD PRACTICE: Common Glossary of Terminology on Focus Areas in the Alliance

DESCRIPTION

The ENHANCE alliance consists of research-intensive technical universities focusing on science and technology which aim to empower students, researchers, and society to tackle future challenges including digitalisation, artificial intelligence (AI), climate action, and sustainable cities/communities.

The alliance has selected four **focus areas** to conduct joint research activities: (1) sustainable development through transdisciplinary research (2) sustainable entrepreneurship and innovation ecosystems (3) human resources development (4) research infrastructures. During initial mapping activities across the focus areas, it became clear that a broad and diverse terminology was being used which highlighted the different understandings of similar concepts and the use of different definitions across the alliance.

A **preliminary glossary** has been created to identify the concepts used across the alliance and agree upon definitions for a common understanding. The glossary consists of four separate glossaries for each of the four focus areas and will not only serve as a guide for mutual understanding but also facilitate analysis of the different institutional and cultural settings. The glossary will

furthermore support the ongoing implementation of the areas of institutional change that correspond to these four selected focus areas.

The glossary has been created in a **bottom-up** manner via the identification of key concepts and definitions during the mapping of the focus areas. This mapping collected existing policies and practices and included interviews with relevant researchers and research support staff at alliance partners. The identified concepts and key words were then mindmapped in Miro boards which allowed a more visual and interactive discussion. Possible taxonomies, relationships, and meanings of the different concepts were discussed leading to an agreement on key concepts and definitions. The glossary and definitions will be further refined and expanded in future.



[Glossary of the Terminology Used in the Different Universities within the Focus Areas](#)

7.3 TRANSFORM4EUROPE EUROPEAN UNIVERSITY ALLIANCE (T4EU)

PROJECT: [T4ERI](#)

GRANT AGREEMENT ID: 101035805

GOOD PRACTICE: **Developing a Funding Strategy for Doctoral Research Networks in T4ERI**

DESCRIPTION

The T4EU alliance consists of universities aiming to educate highly skilled knowledge entrepreneurs who are responsible for their environments and equipped with state-of-the-art knowledge to address societal challenges.

The alliance is developing **International Doctoral Research Networks** which will deliver doctoral programmes via partnerships between alliance partners and organisations from business sectors in Europe and beyond. The networks will focus on training highly qualified early-career researchers, stimulating their creativity and ability to think innovatively, and boosting their long-term employability. The networks will address the specific research and innovation needs of the different business sectors, bring alliance partners into direct contact with the business sector, and enable alliance researchers to develop skills and competences that are relevant for the business sector.

A **fundraising strategy** to create and support doctoral research networks has been devised, which aims to raise awareness about possible funding opportunities and secure funding for doctoral candidates in the networks. The strategy distinguishes between typical doctoral candidates, professional doctorates for doctoral candidates doing research with or in the business sector (and supervised jointly by academic and business partners), and joint doctorates for doctoral candidates on an international,

cross-sectoral, and interdisciplinary cooperation scheme (and supervised jointly by all partners).

The **strategy** starts by explaining the purpose of the funding plan, proposes key of a successful fundraising strategy, and compares the advantages and disadvantages of both public and private grant funding. The strategy then maps for each alliance partner: (1) whether the partner has an existing fundraising strategy (2) examples of relevant national funding (3) examples of relevant European funding (4) examples of relevant private funding (5) whether the partner has a professional doctorate programme and (6) whether the partner has a joint doctorate programme. The mapping provides an excellent fundraising overview for each partner in the alliance.

The strategy lastly offers an **action plan** to implement a funding campaign over a six-month period. The objectives of the campaign are to raise awareness of the importance of the international doctoral research networks programme and to raise funds to recruit and train minimally two doctoral candidates in the networks per alliance partner. The action plan identifies the scope of activities, roles of key members in the fundraising team, and a clear timeline of planned activities per objective with concrete actions. An associated budget is proposed for the costs of training the doctoral candidates, marketing and advertising, and a campaign event.



[Fundraising Strategy for International Doctoral Research Networks](#)

CONCLUSIONS AND RECOMMENDATIONS

This report has identified several **conclusions** on the Pilot II European University Alliance SwafS projects:

- (C1) The alliances have been ambitious in implementing the areas of institutional change and continue to develop and embed their long-term strategic and structural cooperation.
- (C2) (The alliances show that there are different paths to transformational change which may differ according to the strategic priorities and interests of the alliances and partners.
- (C3) The alliances have (similar to the Pilot I alliances) been selective in their choices of the areas of institutional change and focused on the development of their chosen areas.
- (C4) The identification of successful models and good practices which are shared across and within alliances can accelerate transformational change in and beyond the alliances.
- (C5) The good practices identified in this report often show synergies between education and research and, by extension, the complementarity of Erasmus+ and Horizon Europe.
- (C6) Only one good practice has been selected in this report for each Pilot II alliance but there are more good practices available and possibly more yet to come for each alliance.
- (C7) Many good practices from the alliances are not easily findable or accessible whereby key project outputs are not openly available online on alliance websites or in repositories.
- (C8) An overcommitment by some alliances to outputs in the form of many deliverables and milestones can slow down project implementation and affect output quality and depth.
- (C9) The lump sum payment for the projects has allowed the alliances to focus more on achieving their objectives and realising impact rather than on administration and reporting.
- (C10) The alliances are becoming key stakeholders in R&I and can strategically leverage their collective positions and experiences to influence policy making.

This report finally proposed several **recommendations** to the European University Alliance SwafS projects:

- (R1) Continue the good progress in the implementation of the chosen areas of institutional change in the projects and plan for sustainability of actions and outputs after the projects.
- (R2) Continue the development of possible good practices and ensure that good practices and key exploitable results from the projects are made openly available and accessible.
- (R3) Focus in future projects on implementing areas of institutional change on objectives and impacts and link these to a limited number of specific deliverables and milestones.
- (R4) Ensure continued engagement and mutual learning activities between Pilot I and Pilot II alliances SwafS projects and catalogue other interesting good practices after the pilot projects end.
- (R5) Look collectively for future funding sources within and across alliances to continue the implementation and support future sustainability of the areas of institutional change.

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