Re:ERUA
European Reform University Alliance
Research and Innovation

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D.2.6 Whitepaper - Guidelines for Best practices in RRI

Enhancing Societal Engagement and Responsible Research in ERUA Research Support Network

D2.6 – WP2 Engagement strategy for the areas of research & innovation

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Disclaimer

Executive Summary

The European Reform Universities Alliance (ERUA) is one of the 24 European university alliances selected under the second call of the European Universities Initiative.

The Alliance is based on a common ambition to develop a new kind of cooperation that re-imagines the role of European universities in a global context. ERUA partners share a vision of universities as creative spaces and a commitment to experimental approaches. The alliance is designing an integrated collaborative structure to streamline administrative processes and remove administrative barriers, considering carefully local contexts and institutional regulations in its decision-making process.

The ERUA Alliance comprises two key components: Education (ERUA Erasmus+), now entering its second phase, and Research (Re:ERUA).

Starting from November 2023, ERUA, under the Erasmus+ pillar, embarked on its second phase of funding, with five new members joining the alliance: University of Las Palmas de Gran Canaria (ULPGC, Spain), SWPS University of Social Sciences and Humanities (SWPS, Poland), Mykolas Romeris University (MRU, Lithuania), University of Macerata (UNIMC, Italy), and European University Viadrina (EUV, Germany). RUC and UKON are full partners of Re:ERUA until September 2024 but are now associated members under the Erasmus+ pillar.

Re:ERUA, consisting of the five original partners from the first phase of ERUA, is dedicated to developing a strategy for engaged and responsible research and innovation within the Alliance. In particular, Re:ERUA aims to align research practices with the broader societal needs, leveraging the principles of Responsible Research and Innovation framed by care ethics, social innovation, and democratic governance.

The integration of RRI practices within university research support services is underscored by the commitment to enhancing societal engagement and aligning research with ethical standards and societal well-being. Through various strategic actions, including the development of human resources, enhancing public relations and communication, fostering interdisciplinary collaboration, and advocating for open science practices, partner universities seek to cultivate a research environment that prioritizes societal impact.

However, the path towards a unified and effective RRI framework within Re:ERUA is complex and filled with challenges such as institutional barriers, resource constraints, and the inherent difficulties of fostering interdisciplinary research. The white paper highlights the necessity of careful mutualization of resources and strategic collaboration to overcome these obstacles, ensuring that the personalization of relations between researchers and research support services, essential to responsible research, is not lost.

By embracing the balance between mutualization benefits and the need for close personal interactions in research support, Re:ERUA has the potential to lead by example in fostering a research culture that is responsible, inclusive, and engaged with societal challenges, setting a blueprint for transforming research practices in alignment with the values of care, collaboration, and social responsibility.

ABBREVIATIONS:

ERUA or Alliance: *The Alliance grouping the eight partners working together on education, research and innovation plus the Universities of Konstanz and Roskilde which remain full partners in Re:ERUA but associated partners in the ERUA project funded under Erasmus +;*

ERUA1/ ERUA first phase*: European Reform University Alliance. Project funded in the framework of the Erasmus+ - European University initiative programme. It represents the first educational pillar of the Alliance. We refer to the first phase in funding under Erasmus +, in the period 2020 – 2023, with the same consortium as Re:ERUA.*

ERUA Erasmus+/ ERUA2: *European Reform University Alliance. Project funded in the framework of the Erasmus+ - European University initiative programme. It represents the educational pillar of the Alliance*

We refer to the second phase in funding under Erasmus +, from November 2023 onward with new partners, while Universities of Konstanz and Roskilde remain associated partners

Re:ERUA: *Research and Engagement for the European Reform University Alliance. Complementary project funded through the Horizon 2020 – SwafS programme. It represents the research pillar of ERUA;*

PC: *Project Coordinator;*

EC: *Executive Committee;*

SC: *Scientific Council. The Re-ERUA scientific advisory body of the Alliance; AB: Advisory Board;*

UC: *University Council. Main strategic decision-making body of the Alliance;*

BoR: Board of Rectors. Main strategic decision-making body of the Alliance

WP: *Work Package;*

WP-B: *Work Package Board;*

UP8: *University of Paris 8 Vincennes - Saint-Denis (France) > WP1: Management and Coordination; WP2: Engagement strategy for the areas of research and innovation*

RUC: *Roskilde University (Denmark) > WP3: Innovation and societal engagement*

UAEGEAN: *University of the Aegean (Greece) > WP4: The Alliance as an engine for Human capital*

UKON: *University of Konstanz (Germany) > WP Leader WP5: Open science for transparent research and public engagement.*

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NBU: *New Bulgarian University (Bulgaria) > WP Leader WP6: Sharing infrastructures and ressources and developing common structures.*

MRU*: Mykolas Romeris University (Lithuania) > WP Leader of WP3 in ERUA2: Structuring ERUA's Research-Based Clusters*

SWPS*: University of Social Sciences and Humanities (Poland) > WP Leader of* WP2 in ERUA2: Designing ERUA's innovative learning pathways

UNIMC*: University of Macerata (Italy). WP Leader of* WP4 in ERUA 2: Shaping the ERUA campus

ULPGC: University of Las Palmas de Gran Canaria (Spain). WP Leader of WP6: Developing ERUAs social entrepreneurship

RRI*:* Responsible Research and Innovation

1. Introduction

1.1.   ERUA definition of Responsible Research and Innovation (RRI)

The Re:ERUA definition of RRI draws from Re:ERUA's WP3 deliverable *Mapping Innovation and Societal Engagement: - Responsible research through a care ethics perspective: Responsible research through a care ethics perspective* by Re:ERUA university partner, Roskilde University[1].

The objective of Re:ERUA is to provide a framework for responsible research and innovation (RRI) that not only complies with but also surpasses European norms, with the aim of fostering greater unity within the European Research Area. One of the main outputs of the Re:ERUA project is a research-driven deliverable in WP3[2] that centres on societal participation through Responsible Research and Innovation (RRI) within the Alliance. The deliverable which draws inspiration from established European Union principles and research in RRI, specifically emphasises societal engagement and social innovation, aligning with the 'Science with and for Society'[3] objective of the European Commission's Horizon 2020 programme[4].

Nevertheless, the conventional notion of responsibility fails to acknowledge the connection between individual researchers and their organisational structure and is primarily focused on technological outcomes that disregard the concepts of citizenship and empowerment. In order to overcome these restrictions, the authors examine various manifestations of responsibility mobilising care ethics and social innovation (SI), with a specific focus on the democratic aspect of SI research. As scientific knowledge and universities play a broader function in society that extends beyond solving societal issues, in order to guarantee stakeholder participation, it is imperative for decision-makers and research institutions to develop a greater understanding of the significance of stakeholder involvement. For the authors, this strategy will help guarantee that research and innovation embody the essential element of accountability.

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[1] Dupret, K., Eschweiler, J., Umantseva, A., & Hyldkrog, R. V. B. (2022). *Mapping Innovation and Societal Engagement: - Responsible research through a care ethics perspective*. Roskilde Universitet. https://doi.org/10.13140/RG.2.2.31722.59845

[2] Idem

[3] Richard Owen, Phil Macnaghten, Jack Stilgoe, Responsible research and innovation: From science in society to science for society, with society, *Science and Public Policy*, Volume 39, Issue 6, December 2012, Pages 751–760, https://doi.org/10.1093/scipol/scs093

[4] European Commission, Directorate-General for Research and Innovation, Iagher, R., Monachello, R., Warin, C. et al., *Science with and for society in Horizon 2020 – Achievements and recommendations for Horizon Europe*, Delaney, N.(editor), Tornasi, Z.(editor), Publications Office, 2020, https://data.europa.eu/doi/10.2777/32018

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As the aforementioned WP3 report shows, researchers, in the Alliance, use engaging approaches to empower specific groups and foster the development of analytical thinking. By examining the reconceptualization of science in society via the lenses of accountability, care ethics, and social innovation, responsible research and innovation provides a thorough method that enables stakeholders to assess results based on societal engagement and ethical principles. Care ethics then clarify current ethical research procedures and underscore the moral obligation of research in the present era.

The need for "commitment to care" in responsible inquiry is apparent since it involves shifting from transactional to relational accountability and recognising the material interdependence of different world areas, individuals, and forms of life. This strategy requires the development of novel connections between researchers and participants, as well as between non-human entities that are involved in the research processes. *Dupret et al.* introduce the concept of responsibility in research that prioritises the underlying objectives and support behind the research rather than solely emphasising the practical outcomes of research in addressing societal issues. Care, as a profoundly interdependent practice, necessitates the conversion of personal ideals and emotions into communal mechanisms for enacting societal transformation.

Responsibility, viewed through the lens of care ethics, involves a range of activities such as innovation, science, and technology, all aimed at preserving and restoring our world. The correlation between duty and care in research is crucial for the establishment of sustainable futures, transcending mere technicalities such as data management and informed consent. Care in the context of responsible research involves considering and addressing the needs of others rather than solely focusing on one's own interests. Emphasising care is crucial for promoting responsible research aimed at achieving sustainable futures.

The analysis indicates that academics demonstrate a significant degree of responsible research engagement, which is influenced by societal and global concerns as well as organizational infrastructural factors. Responsible research is a means of achieving social change by engaging in collaborative and participatory procedures that challenge existing norms and advocate for new institutional practices. Reformed universities have an essential function in promoting social innovation by engaging stakeholders in the process of designing research and evaluating its relevance to creating sustainable futures. They propose a culture shift towards societal engagement and responsible research in a competitive research and higher education environment.

1.2. Importance of integrating RRI in university research support services

1.2.1. Drawing Insights from the Report: Advocating for Support of RRI through a Care Ethics Lens

« *our aim and hope is that thinking and narrating with care about research practices, interpreting research practises, and the researcher's motivations as matters of care,*

often devalued and rendered invisible, can trouble the established, routine under-standings of what responsible research is and can be »[5]

Re:ERUA's WP3 RRI report presents a compelling picture of heightened responsible research activity among the interviewed researchers within ERUA. It underscores how responsibility acts as a catalyst, driving their research objectives and shaping various aspects such as methodology selection, stakeholder engagement, and dissemination efforts, extending even beyond university boundaries. However, it calls attention to a notable gap: the oversight of subjective dimensions within existing RRI frameworks. While researchers are profoundly impacted by pressing societal and global challenges, integrating these subjective dimensions into RRI definitions remains a work in pro-gress. This underscores the need for a more comprehensive understanding of respon-sible research that encompasses not only objective criteria but also the nuanced sub-jective experiences and contexts that shape research projects[6].

Delving into the intricate landscape of responsible research, highlighting its critical im-portance throughout the research process, challenges arise as researchers navigate the complexities of transparency, inclusiveness, and reflexivity. While these principles are deemed fundamental for responsible research and societal engagement, obstacles such as differing expectations and limited support infrastructure pose significant bar-riers[7].

The report underscores the indispensable role of responsible research in driving socie-tal change and fostering innovation, particularly within Reform universities. Yet, the stark reality emerges as organizational structures and merit systems often fail to in-centivize stakeholder engagement, hindering the development of participative metho-dologies. Drawing from the report, restricted research support systems, brief work contracts, and misleading excellence criteria can affect researchers ability to engage effectively with external stakeholders in their research methodologies and outputs.

In light of the imperative to critically examine the current state of responsible research, it is essential to recognize both its significance and the barriers it faces. By addressing these barriers, Reform Universities can better support responsible research endea-vors, thus enhancing their capacity to address pressing societal issues and drive me-aningful social change. Building upon this understanding, the report proceeds to present a series of recommendations aimed at both Reform Universities and national and European policymakers. These recommendations underscore the pivotal role of universities in promoting responsibility and societal engagement, while also cautioning

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[5] Dupret, K., Eschweiler, J., Umantseva, A., & Hyldkrog, R. V. B. (2022). *Mapping Innovation and Societal Engage-ment: - Responsible research through a care ethics perspective.* Roskilde Universitet. https://doi.org/10.13140/RG.2.2.31722.59845

[6] Idem

against the potential pitfalls of competitive performance criteria that may hinder research's ability to contribute effectively to social change.

1.2.2. Introducing Re:ERUA RRI recommendations

The recommendations provided in the report from WP3[8] are derived from observed practices and challenges in research, encompassing several aspects such as institutional organisation, national higher education and research cultures, and the influence at the EU level. These guidelines seek to tackle challenges related to performance assessments, career structures, and finance, which in turn impact the opportunities for RRI and these can be consulted in Annex I.

The recommandations are especially relevant for the Reform Universities within ERUA, as they highlight the importance of integrating the ethics of care with democratic social innovation. The current guidelines emphasise the importance of a detailed comprehension of responsibility, which includes individual motivations, organisational frameworks, and societal implications, in line with earlier RRI recommendations. Significantly, they promote a transition towards acknowledging not just research outcomes, but also the active participation of stakeholders and the notion of citizenship in ways which empower individuals[9].

Following the introduction of the Re:ERUA RRI recommendations, which highlight the need for a nuanced understanding of responsibility in research practices, the subsequent section shifts focus towards the practical implications of these recommendations in Reform Universities. Specifically, it examines how Research Support Units within the alliance can play a pivotal role in embedding the Reform identity core values into the fabric of university operations, thereby addressing the critical gap between ideal RRI practices and the current academic environment's incentive structures.

1.2.3. Enhancing University Reform: the Role of Research Support Units in Fostering its Core Values

The current academic landscape provides insufficient motivation for researchers to engage in societal involvement and interdisciplinary projects. Since their success is typically measured by quantifiable metrics, involvement in societal activities can seem like an additional burden that does not contribute to academic advancement.

[8] Dupret, K., Eschweiler, J., Umantseva, A., & Hyldkrog, R. V. B. (2022). *Mapping Innovation and Societal Engagement: - Responsible research through a care ethics perspective.* Roskilde Universitet. https://doi.org/10.13140/RG.2.2.31722.59845

[9] Dupret, K., Eschweiler, J., Umantseva, A., & Hyldkrog, R. V. B. (2022). *Mapping Innovation and Societal Engagement: - Responsible research through a care ethics perspective.* Roskilde Universitet. https://doi.org/10.13140/RG.2.2.31722.59845

Despite the challenges present in the current academic climate, research from a previous study within ERUA reveals that a significant portion of research support staff believe their efforts align with and advance the principles set forth by ERUA[10]. The data indicates that 73.7% of respondents either agree or strongly agree that their contributions aid the progression of innovative research. Moreover, 57.9% concur or strongly concur that their efforts promote collaboration across various academic departments and disciplines, while half of the respondents acknowledge their role in facilitating interdisciplinary research. In the initial phase of the study, it was shown that 51.3% of participants prioritize 'enhancing societal connections', and 46.2% emphasize 'advancing multidisciplinary collaboration' among the top contributors to effective research support, underlining the alliance's values as foundational to the identity and function of research support professionals.[11]

The Alliance places high importance on engagement with society and the widespread dissemination of research findings, principles that are increasingly recognized within the broader sphere of higher education. Acknowledging the importance of demonstrating and strategizing the societal implications of research, comprehending the nexus between funding and societal impact has become an integral aspect of research support, thereby enhancing expertise in this domain.

Furthermore, interdisciplinarity stands as a core principle within ERUA. Drawing from the same study, 50% of survey respondents affirm that their work encourages interdisciplinary cooperation, raising questions about the specific ways in which their efforts support this commitment.

According to the study's initial report[12], the primary role of research support within ERUA is to aid in the project proposal and application phases, with a pivotal recommendation being that such support should enhance societal engagement through public relations and non-academic communication assistance to researchers; this white paper endeavors to navigate the spectrum of RRI practices within the alliance, extending upon prior assessments of international best practices and benchmarking of research support services.

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[10] *Research support in ERUA Part 2 – Challenges, Good Practices, and Potentials for Mutualisation* (2023) 31 March 2023, https://erua-eui.eu/, available at https://erua-eui.eu/wp-content/uploads/2024/01/D.2.2.2.2-Report-on-International-Best-Practices-and-Benchmarking.pdf .

[11] Idem.

[12] *Research Support in ERUA Part 1 – Mapping and Contextualising Current Practice, Organisation, Tasks, and Services* (2023) 31 March 2023, https://erua-eui.eu/, available at https://erua-eui.eu/wp-content/uploads/2024/01/D.2.2.2.1-Report-on-Current-Practice-and-Organisation-of-Research.pdf.

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1.3. Overview of the purpose of the white paper

1.3.1. Methodology

It is imperative to highlight, as noted in Deliverable Re:ERUA D.3.6, that a portion of the practices documented herein were gathered by the Roskilde University within the context of Section B of D.3.6. The University of Paris 8 dedicated a significant focus to research support services. The practices documented in Annex II were accumulated by the University of Roskilde as part of the initiatives outlined in D.3.6, whereas the practices in Annex III were gathered by the University of Paris 8. Nonetheless, the analysis of all practices has been conducted by the University of Paris 8 in the present document.

Following the Re:ERUA workshop on Responsible Research and Innovation (RRI) held at Roskilde University in October 2023[13], where representatives from the university management across the alliance deliberated on their existing practices in light of our research-based recommendations, UP8 and RUC collaborated to engage the ERUA research support network. Both teams disseminated the findings from Work Package 3 of the Re:ERUA project, inviting network members to identify and share RRI-related practices. UP8 subsequently arranged meetings to delve deeper into these practices.

Despite some gaps in responses, it is critical to acknowledge that this might not fully reflect the actual policies in place. Furthermore, UNIMC, SWPS, MRU and ULPGC, as partners in ERUA2, actively and voluntarily contributed to the present report, enhancing our comprehension of RRI practices within the alliance as a whole, while assuring the utility of the present document in the longer term. The gathered practices can be consulted in Annex II and III.

The methodology encompassed three principal phases:

- Compiling and mapping initiatives to foster RRI, including:
  - o Gathering data on RRI inspired activities within their research support services by UP8 with assistance from the WP3, resulting in an significant inventory[14]
  - o The inventory covered training programs, policy formation, ethical review processes, and public engagement initiatives.
  - o Mapping these initiatives to discern similarities, variances, and areas for enhancement.
- Interaction with the ERUA Research Support Network, involving:
  - o Dialogues with Research Support Network participants to gauge current RRI methodologies, obstacles, and their alignment with the RRI

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[13] https://medialib.cmcdn.dk/medialibrary/BA21D059-D68C-42A8-B545-D4EC8D7D2F13/F35D1AF3-C366-EE11-84C8-00155D0B0940.pdf
[14] Some of the practices are also part of the D3.6 Directory

recommendations, offering insights for forthcoming projects and cooperative efforts within the network.
- Identification of commonalities for alliance-wide enhancement:
  - Refining good practices based on insights from earlier stages.
  - Assessing the viability of potential advancements in RRI methodologies.
  - Developing a framework for alliance-level mutualization to bolster RRI support and execution, thereby equipping the alliance to strategically advance these improvements.

The methodology's constraints, notably the incomplete engagement from all partners, were recognized, highlighting the imperative for further inquiry to secure a thorough grasp of RRI practices within the alliance.

Transitioning from the methodology applied and its subsequent findings, we now turn our attention to the limitations of this whitepaper, aiming to provide a comprehensive overview of RRI practices within the ERUA research support network. This progression highlights the need for a nuanced approach in developing a unified framework for research support, reflective of the principles of Responsible Research and Innovation, amidst the diverse institutional landscapes and priorities present within the alliance.

1.3.2. Limits of the whitepaper

This report offers an in-depth look at the current RRI inspired practices in research support services within the Alliance.

As the WP3 report shows, it is essential to recognise that the factors of responsibility in relation to social innovation, which were examined from the perspective of care ethics, can vary in significance among the many universities in the alliance.

The concept of RRI, which involves recognising and implementing itself as a Reform University, is closely linked to and influenced by the unique circumstances of each member of the alliance. Thus, the whitepaper aims to give a review of areas for possible informal and structured mutualization within ERUA research support network. It seeks to identify areas where best practices can be developed, using a common approach, to make a positive impact on society and empower the populations of the alliance universities.

The current whitepaper is limited in ways that impede its efficacy. Firstly, the RRI concept differs across various settings, resulting in discrepancies in how it is put into practice. In order to address the issue at hand, our approach integrates the aforementioned suggestions from WP3 as a starting point, with the goal of establishing a shared foundation for university research support services. However, despite these efforts, universities may lack a comprehensive institutional-level strategy to promote RRI, except for the Charter on Common Research Framework (Re:ERUA D.2.5) released in January 2024.

In short, current approaches may give more importance to particular components of RRI, but they generally lack the flexibility to cover all the complex factors needed for a complete implementation of RRI. Therefore, there is still a discrepancy between the current practices employed and the comprehensive strategy required for the success-ful integration of RRI. In addition, the fact that the practices in place were developed and executed within the current university environment, which has different rules and priorities, may make them more difficult to replicate.

By cultivating a culture that promotes collaboration and continuous learning, member institutions may use their combined knowledge and skills to more effectively support engaged research. This collaborative effort aims to establish a framework for societal engagement and responsible research support within the alliance. The present report seeks to contribute to this goal.

The exploration of the whitepaper's limitations provides a foundation for examining the current practices and strategies of RRI within university research support units. This shift focuses on presenting specific instances of RRI-related practices at the Re:ERUA level across the network. This analysis aims to identify potential areas for mutualization and synergies that can enhance support for engaged and caring research within the alliance.

2. Current landscape of RRI in University Research Support Services and possible areas of mutualizations

This section offers an analysis of the current state of RRI support at the alliance's uni-versities. It does so by presenting specific instances of RRI-related practices and stra-tegies implemented at Re:ERUA's level to guarantee the dissemination of societal en-gagement and responsible research within the network of research support services.

It is crucial to acknowledge that, from a care ethics standpoint, not all of the practices mentioned can be categorised as societal engagement and responsible research or have direct correlations with the RRI recommendations under consideration. The present state of affairs results from the participants inputs in accordance with their interpretation of the RRI recommendations.

However, the mapping provides an opportunity to identify potential areas of mutualiza-tion in research support services throughout the Alliance and further determine which synergies may result in increased support for caring research.

2.1. Overview of the current practices in research support units at the University level

This whitepaper is grounded on a collection of insights from institutional research support, aligning with the WP3 recommendations for Innovation and Societal Engagement outlined (Annex I) and is enriched with additional data from research support services, as per the current whitepaper's focus in WP2 D.2.6, detailed in Annex III.

It assimilates a broad spectrum of insights from research support services, conceptualized here as encompassing the full range of institutional support for research activities. To comprehensively map out RRI-inspired practices within these frameworks, our investigation expands beyond the traditional roles of research support offices, primarily focused on proposal development and project management. Reflecting the wide variety of tasks undertaken by research support staff throughout the alliance[15], the whitepaper explores an extended mapping of services and responsibilities across the research lifecycle, as identified by The UK's Association for Research Managers and Administrators (ARMA) [16]. This approach seeks to capture a holistic view of institutional research support, covering a diverse array of services. These include support for early career researchers, dissemination and public engagement, knowledge transfer and engagement with external stakeholders, and involvement in research policy and strategy concerning Open Access, Open Research, or Open Data, alongside the HR Excellence Award.

This broad conceptualization of research support services facilitates a detailed identification of RRI practices within the Re:ERUA network, thereby enriching our understanding of institutional support mechanisms for research and their pivotal roles in fostering societal engagement.

2.2. Addressing challenges and identified gaps in the mutualization of RRI good practices:

2.2.1. Understanding the Scope, Benefits, and Challenges of Mutualization within Re:ERUA

Sharing and pooling resources and collaborative structures within European research alliances aims to enhance education and research support. This strategy encompasses a range of joint efforts, from casual networking to structured partnerships,

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[15] *Research Support in ERUA Part 1 – Mapping and Contextualising Current Practice, Organisation, Tasks, and Services* (2023) 31 March 2023, https://erua-eui.eu/, available at https://erua-eui.eu/wp-content/uploads/2024/01/D.2.2.2.1-Report-on-Current-Practice-and-Organisation-of-Research.pdf

[16] https://arma.ac.uk/wp-content/uploads/2018/08/PDF-Final.pdf

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designed to tap into combined expertise and assets for greater operational efficiency and collaboration, aligning with the goals of the European Research Area (ERA)[17].

Drawing from the previous ERUA report on Research Support, this whitepaper employs the concept of mutualisation which aligns with the overarching goal of fostering mutual identities and facilitating the sharing of services where appropriate[18]. The model of mutualisation presented herein refers to the establishment of collective frameworks within the alliance, encompassing a wide spectrum of collaborative structures. These structures range from informal to formal modes of cooperation. Consequently, within the context of research support, mutualisation may include a variety of collaborative mechanisms, from informal networks among research support staff to the creation of a centralized office dedicated to joint project applications within the alliance.

The advantages of this collaborative approach include improved knowledge exchange, capacity enhancement, operational synergy, and cost reduction. Yet, it encounters hurdles like the necessity to maintain a balance between personal interaction in research assistance and the effectiveness of joint services, highlighting the importance of direct connections and localized support. Further, differences in national education and research frameworks, the risk of increasing workloads through the duplication of structures, and the need to keep local operational abilities intact pose considerable challenges in harmonizing strategies across alliances widely.

Within the context of the ERUA, the suitability of this collaborative strategy varies greatly depending on the task at hand and the level of personal interaction required. This collaborative strategy is valuable in areas like monitoring funding opportunities, enhancing researcher networking, and overseeing transnational projects, in a nutshell, where the focus on knowledge and pooling resources significantly boosts operational efficiency and effectiveness. The strategic use of local and implicit knowledge from research support staff for tasks such as matchmaking across universities further demonstrates the capability of this approach to support effective mutualisation, provided it is implemented thoughtfully to acknowledge the importance of individual assessment and local expertise[19].

In conclusion, the success of this collaborative model within Re:ERUA depends on the precise identification and exploitation of opportunities where collective structures and resources can offer advantages without compromising the essential need for localized support. Through thoughtful execution, Re:ERUA can fully realize the potential of this

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[17] Council conclusions on the European Universities initiative – Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education 2021/C 221/03ST/8658/2021/INIT *OJ C 221, 10.6.2021, p. 14–24 (BG, ES, CS, DA, DE, ET, EL, EN, FR, HR, IT, LV, LT, HU, MT, NL, PL, PT, RO, SK, SL, FI, SV*

[18] *Research support in ERUA Part 2 – Challenges, Good Practices, and Potentials for Mutualisation* (2023) 31 March 2023, https://erua-eui.eu/, available at https://erua-eui.eu/wp-content/uploads/2024/01/D.2.2.2.2-Report-on-International-Best-Practices-and-Benchmarking.pdf

[19] Idem

approach to enhance research support, encourage collaboration, and promote organizational learning across the alliance.

2.2.2. Potential Opportunities for Resource Sharing and Pooling in the Network of Research Support Offices:

Re:ERUA's ambition to promote mutualization and resource pooling encapsulates a variety of collaborative efforts, from constructing informal networks through mailing lists and building Re:ERUA's RRI Directory to establishing centralized project application offices. This endeavor aligns with the alliance's broader objectives of enhancing research and higher education quality across the European Union, indicating that implementing RRI guidelines through resource sharing and pooling is fundamentally compatible with ERUA's strategic direction. Acknowledging the comprehensive scope of RRI practices outlined, human resources (HR) training, public relations (PR) and communication, and interdisciplinarity are areas which could collectively form the backbone of RRI within the Alliance.

2.2.2.1. A Multifaceted Approach to RRI

Training and Skills Development: Training programs highlighted in the chapter, such as those at Konstanz University and Roskilde University, demonstrate a strong commitment to equipping researchers with the necessary skills for RRI. These initiatives focus on ethics, open science, science communication, and leadership, ensuring that researchers are prepared to engage with societal challenges thoughtfully and effectively. However, the variation in training opportunities across institutions suggests room for greater mutualization. By sharing resources and expertise, Re:ERUA could develop a unified training curriculum that addresses RRI comprehensively, enhancing the skills of researchers and research support staff alike

Public Relations and Communication: The emphasis on PR and communication strategies within Re:ERUA universities underscores the importance of connecting research with broader societal needs. Initiatives like the Communications Center at UP8 and the online platforms at SWPS University serve as vital conduits for disseminating research findings to non-academic audiences. These efforts not only increase the visibility of research but also foster engagement with the public, policymakers, and industry partners. To further these objectives, Re:ERUA can leverage shared platforms and best practices for science communication, aiming for a more coordinated approach to societal engagement.

Fostering Interdisciplinarity: Interdisciplinary collaboration stands as a critical component of RRI, enabling the tackling of complex societal issues that span multiple domains. While individual Re:ERUA universities have made great strides in promoting intersectoral cooperation and interdisciplinary exchange, there remains a significant opportunity for alliance-wide initiatives. By establishing mechanisms for cross-

disciplinary collaboration, such as joint research projects and inter-university seminars, Re:ERUA can catalyze innovation and societal engagement at a broader scale.

2.2.2.2. Challenges and Opportunities for mutualization

The challenges facing RRI practices mutualization —ranging from institutional barriers and insufficient resources to the need for systemic support for interdisciplinary work— highlight the necessity for a concerted, alliance-wide strategy.

Opportunities for collaboration and alignment of practices are particularly ripe in the areas of training, where shared online modules and workshops can standardize RRI training across the alliance; in PR and communication, where a central repository of best practices and resources could enhance outreach efforts; and in fostering interdisciplinarity, where a ERUA-wide platform for project collaboration and knowledge exchange could break down silos between disciplines.

To fully realize the potential of RRI within the alliance, the alliance must adopt a unified strategy that encompasses HR, training, PR and communication, and interdisciplinarity. This strategy should aim to overcome existing barriers, creating a robust support system for researchers and research support services alike. With this approach the Alliance can ensure that its research activities are not only socially innovative and excellent but also responsible, inclusive, and deeply engaged with societal needs and challenges.

3. Current Re:ERUA strategies for Integrating RRI with a care ethics perspective within the Alliance

The recommendations outlined in WP3's RRI report highlight key areas where improvement is needed, particularly in engaging with social responsibility and promoting systematic practices of knowledge co-creation. In response, Re:ERUA has undertaken initiatives to enhance societal engagement and foster responsible research practices within university partners:

3.1. Integrating RRI across Re:ERUA: Strategies for Excellence, Open Science, and Societal Engagement

Defining an excellence policy for Re:ERUA infrastructures

Re:ERUA WP6, led by NBU, has produced a document that discusses the development of a policy for scientific excellence within, focusing on enhancing research and

innovation infrastructure sharing[20]. NBU leads the effort to establish criteria for quality and excellence across joint structures. After initial discussions and a workshop with Re:ERUA partners and the Scientific Council, the document adopts a programmatic vision of research excellence rather than prescribing a rigid set of criteria. It emphasizes the complexity of defining scientific excellence, critiquing the reliance on quantitative metrics such as the Journal Impact Factor (JIF) for its limitations, including biases towards English-speaking and Western-centric research, its impact on promoting a "publish or perish" culture, and its failure to adequately represent humanities and social sciences.

The document advocates for peer review as a fundamental standard of scientific quality, suggesting a nuanced approach to evaluation that considers both qualitative judgment and responsible use of quantitative indicators. It aligns with the European Commission's recommendations for fostering a collaborative and knowledge-sharing culture within academia.
In defining scientific excellence, the document highlights the importance of social responsibility, engagement in research, inter- and transdisciplinary collaboration, and local impact. It proposes a comprehensive view of research impact, embracing economic, environmental, health, social, cultural, and internationalization aspects.

This approach reflects the broader values and goals of the Alliance and its commitment to rethinking research and innovation through participatory and inclusive engagement, aiming for a more equitable, open, and inclusive society.

Synergizing strategic documents around RRI and work on implementation plans tensure RRI is embedded in all upcoming activities of the alliance

Drawing from Re:ERUA's D.3.3 "Mapping Societal Engagement and Social Innovation," the initiative emphasizes the need for harmonizing RRI principles with a care ethics perspective across its strategic documents. The RRI report from WP3[21] and the Charter for the Common Research Framework Programme (D.2.5), serve as pivotal frameworks for embedding participatory research and societal engagement throughout ERUA. Advocating for "alternative excellence" in research evaluation, these documents promote a culture of RRI, encourage experimental functions, and are subject to annual review. They detail strategies for bolstering collaborative research,

[20] Sergueenkova, V., Trendafilov, D. (2022) *A scientific Excellence Policy Document for a Reform University Allaince* – Report D.6.5 Re:ERUA,

[21] Dupret, K., Eschweiler, J., Umantseva, A., & Hyldkrog, R. V. B. (2022). *Mapping Innovation and Societal Engagement: - Responsible research through a care ethics perspective.* Roskilde Universitet. https://doi.org/10.13140/RG.2.2.31722.59845

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human resource development, and a commitment to equality and inclusion, aiming to support caring research practices and societal well-being.

The Charter emerged through a process that incorporated feedback from Work Package leaders and expert group sessions, ultimately gaining approval from the Board of Rectors. This endorsement ensures the charter's alignment with ERUA's shared ambitions for responsible societal engagement. Furthermore, the Charter Action Plan for Training Programmes developed by UAegean proposes a comprehensive framework for upskilling and reskilling, addressing issues linked to infrastructures, management, and the quality assessment of such initiatives. It aims to facilitate engaged research by providing ERUA researchers with essential skills for societal engagement and by promoting collaborative research projects that include citizens and social entrepreneurs.

Structuring Re:ERUA's Open Science network for Transparent Research and Public Engagement

The "Open Science for Transparent Research and Public Engagement" WP5, focuses on promoting Open Science, by not only identifying researchers' needs but also by developing and providing necessary structures, services, and tools. Among its significant contributions are the creation and dissemination of two Open Science online courses, fully accessible and designed for different levels of expertise. These include a basic course on foundational topics like Research Data Management and FAIR Data, and an advanced course that delves into subjects such as Citizen Science and Alternative Measures of Research Impact.

Additionally, the package facilitates monthly virtual Open Science Meet-Ups, addressing various Open Science themes with input from experts, and has established a network of Open Science Ambassadors to promote these principles within the academic sphere. An evaluation of the potential for sharing or merging institutional research data repositories has also been undertaken to enhance the accessibility of research data.

These efforts have been quite successful, with the online courses receiving significant views and downloads, indicating wide dissemination across ERUA universities. The Open Science Meet-Ups and the Ambassador Program have furthered discussion, collaboration, and networking among researchers interested in Open Science. Despite this progress, challenges such as broadening the Meet-Ups' audience and addressing the heterogeneity of institutional research data repositories, which impacts the feasibility of their consolidation, remain focal points for ongoing efforts to improve the visibility and findability of research data.

Disseminating processes and outcomes of Re:ERUA societal engagement and responsible research

The WP3 knowledge brokerage is a key strategy for integrating Societal Engagement and Responsible Research within ERUA's Research Support Services Network and

beyond. This strategic approach is designed to bridge the gap between research and societal needs, ensuring that the fruits of academic labor directly contribute to societal well-being, in line with the core principles of Re:ERUA's take on RRI—care ethics, social innovation, and democratic governance.

At the heart of knowledge brokerage in ERUA is the establishment of D.3.2 Interactive mapping of engaged research – methodology description. This e-learning catalogue is designed to showcase and disseminate collaborative projects with strong societal engagement components. The goal is to highlight the diversity of engaged research across alliance partners and to share researchers' reflections and methodologies. Key features include:

- An interactive webpage providing audio-visual materials and textual descriptions of collaborative projects.
- A keyword search engine to help users navigate various aspects of collaborative research.
- Project descriptions emphasizing collaborative methodologies, interdisciplinarity, and multi-sector collaborations.

Another fundamental element of this strategy involves the ongoing presentations within Re:ERUA instances on the soon to be public Handbook of Guidelines and Reflections For Best Practices on research collaboration for societal engagement and social innovation (D.3.6). The guidelines offer a practical framework for fostering collaboration that aligns with RRI principles. They aim to support individual researchers and institutions in developing practices that are inclusive, responsive, and ethically responsible.Future workshops will be held in online as part of a staff week of Re:ERUA Network of Research Support Services and on site at partners Universities.

3.2.   Strategic Progress in Implementing the Re:ERUA RRI Guidelines

As previously demonstrated, Re:ERUA is actively advancing its RRI guidelines through the strategic dissemination of foundational documents such as the Charter for the Common Research Framework Programme, the Charter Action Plan for Upskilling and Reskilling, and Re:ERUA's Scientific Excellence Policy. This initiative is further enriched by a series of Gendered and Inclusive Innovation initiatives under WP4 such as training modules, and upcoming workshops and conference[22], a range of expert group sessions under WP2, focusing on participatory methods, citizen science, alternative

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[22] The Gendered and Inclusive Innovation Initiative driven by Uagean under WP4 comprises training modules on Gender inequality in the context of the family and society, in the workplace and in the context of politics with two workshops on the last respective themes. A digital conference on gendered and inclusive innovation will provide women researchers and minorities with new opportunities, and skills upgrading connected with innovation and the social management of technology will be held in September 2024

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excellence metrics in Social Sciences and Humanities (SSH), and engaging comparative research assessments with external scholars. WP3's emphasis on collaborative research experiments complements these endeavors, showcasing a holistic strategy for societal engagement and responsible research enhancement.

The launch of the Re:ERUA WP5 Open Science Ambassador Program, with four researchers championing Open Science, embodies a proactive approach to fostering a culture of responsible, democratic, and inclusive research within the alliance. Within the framework of the Re:ERUA Engagement Strategy which is the concluding output of Work Package 2 (WP2), a working group is currently set up to further conceptualize engaged research, within the perspective of epistemic justice and injustice.

Additionally, the effort to facilitate resource sharing and collaboration, from informal networks such as initiating a mailing list for the Network of Research Support Services under WP2, to establishing a Re:ERUA RRI Directory and developing research infrastructures like Re:ERUA's research portal, is in line with the alliance's broad objectives. These initiatives, designed to integrate Re:ERUA RRI guidelines, demonstrate a strategic dedication to aligning research practices with societal responsibilities.

3.3.   Possible Directions for Implementing the Re:ERUA's RRI guidelines

To enhance the implementation of Re:ERUA's RRI guidelines further introduced in the Charter for the Common Research Framework Programme, universities might consider the establishment of a specialized RRI Research Support Implementation Team through Re:ERUA's Network of Research Support Services. This team, ideally composed of experts in research management, policy formulation, learning and development, and stakeholder engagement, would have the mandate to operationalize the Charter for the Common Research Framework Programme's values and guidelines. A thorough evaluation to identify and address gaps in alignment, and to synchronize policies with the Charter's principles, is imperative. This would include identifying areas of alignment and working closely with stakeholders to modify and harmonise current policies and processes appropriately.

Using the results of the gap analysis, a comprehensive implementation strategy may be created specifically for research support services. This plan would concentrate on prioritising initiatives that encourage social responsibility and sustainable international collaboration.

In addition, workshops, job shadowing programmes, and staff weeks organised in the framework of the Re:ERUA Network of Research Support Services could be developed to improve the abilities of research support services in promoting the values and principles of Re:ERUA's RRI framework. These initiatives could cover a range of topics, such as care ethics in research and integrity frameworks, non-academic dissemination of collaborative research processes and outputs, and the support of pre-award and post-award research management of transdisciplinary and cross-sectoral research projects.

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An assessment system tailored to research support services could potentially be created, in line with the goals and principles of the Charter, to measure the success of these services in promoting alternative excellence and cultivating a culture of responsible research.

Enhancing collaboration among research support services in the alliance should be encouraged to foster the sharing of the most effective methods and resources, therefore encouraging openness and continuous learning within the Alliance. Subsequently, a thorough assessment of gaps and a concerted effort to synchronise policies and procedures with the principles and methodologies outlined in the Charter might be undertaken. This would include identifying areas of alignment and working closely with stakeholders to modify and harmonise current policies and processes appropriately. Using the results of the gap analysis, a comprehensive implementation strategy may be created specifically for research support services. This plan would concentrate on prioritising initiatives that encourage alternative excellence and sustainable international collaboration.

Efforts to integrate the values and principles of the mentioned Charter (D.2.5) into ERUA's research management systems and procedures are paramount. This process will necessitate the adaptation of existing systems and tools to ensure an alignment with the Charter's guidelines. Additionally, promoting the Charter's values among both internal and external stakeholders of research support services, and instituting flexible yet thorough mechanisms for evaluating and revising implementation plans and policies, are critical steps towards fostering a RRI culture within ERUA. These efforts will empower research support units to effectively align their services with the Charter on Common Research Framework Programme and ERUA's RRI recommendations.

Concurrently, the alignment processes, particularly, require thoughtful application to accommodate the varied organizational structures of research support across universities. Moreover, the success of capacity-building initiatives is largely dependent on their implementation in a manner that avoids unnecessary burdens.

In this light, efforts to enrich the Alliance with RRI must leverage collaborative learning frameworks and address sharing challenges with precision. A flexible, contextually adapted approach is essential for seamlessly integrating of RRI principles and guidelines.

4. Conclusion and possible ways forward

In conclusion, Re:ERUA efforts to enhance societal engagement and responsible research illustrate a complex landscape characterized by significant advancements and persistent challenges. This white paper has highlighted ERUA's dedication to embedding RRI throughout its research support services, underpinned by principles of care ethics, social innovation, and democratic governance. These efforts signify a strategic shift towards aligning research with societal well-being and an academic excellence

taking into account invisible research processes, the subjectivity of researchers and the diversity of research endeavours.

The significant amount of initiatives focusing on human resources, training of postgraduate researchers, public relations and non-academic dissemination, and the promotion of interdisciplinary collaboration are pivotal to RRI's core within the alliance. They present opportunities for alignment, where shared resources and collaborative strategies can enhance the effectiveness of RRI practices.

However, the journey towards a cohesive RRI framework is paved with obstacles. Institutional barriers, resource limitations, and the necessity for systemic support for interdisciplinary efforts underscore the complexity of fully integrating RRI into research activities. Re:ERUA's approach to sharing and pooling resources must navigate these challenges carefully, ensuring that efforts to consolidate resources do not compromise the personalized support crucial for nurturing responsible research.

This white paper advocates for a strategic, unified approach to RRI integration, highlighting the importance of balancing the benefits of aligning universities' research management practices with the imperative to maintain close personal interactions between research support services and researchers. As Re:ERUA progresses with its RRI integration strategies, it must aim to foster a research environment that is innovative, socially responsible, and deeply engaged with societal needs.

Insights from Re:ERUA, including experiences from experimental universities like UP8 and RUC, alongside those with a strong focus on Social Sciences and Humanities such as SWPS, UniMC, and MRU, provide valuable reflections and areas for further inquiry. These universities underscore the importance of aligning research support services with their existing cultures of participatory research and multidisciplinarity.

An interviewee highlighted that research itself should propel the Responsible Research and Innovation framework, indicating that the absence of a formal RRI scheme does not imply a lack of support for societal engagement and responsible research practices. This perspective is compelling, especially in universities where a bottom-up approach to excellence, prioritizing participatory research and scientifically impactful proposals, is observed. Interviews reveal that research support services deeply value participatory research, reflecting the ethos of their insititutions. This raises the possibility of an overlap between specific, context-driven support for collaborative research and broader RRI strategies, meriting further exploration to understand the effectiveness of these practices and their role in supporting the research lifecycles.

Furthermore, UniMC, SWPS, and MRU's commitment to reforming research assessment practices, through their signing or official support of the 'Agreement on Reforming Research Assessment,' represents a significant move towards evaluating research impact beyond quantifiable metrics such as publications and citations in journals with high Impact Factors (JIF)."These pioneering universities are actively contributing to a future where research evaluation embraces open science, societal engagement, and academic excellence. This transition presents an opportunity for Re:ERUA to learn

from their experiences, emphasizing the need for ongoing collaboration and dialogue to ensure that COARA's principles are effectively integrated with broader reform initiatives. Addressing these challenges will significantly contribute to Re:ERUA's objectives. Embracing both the opportunities and challenges ahead, Re:ERUA and ERUA 2 possess the potential to demonstrate how alliances can cultivate a research culture that is responsible, inclusive, and dedicated to societal well-being. While the path forward is complex, it unfolds a vision for transforming research practices in ways that genuinely embody the values of care, collaboration, and social responsibility.

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6. Appendix

6.1. Annex I – WP3 Re:ERUA Recommendations to University management and European Research Governance

1. Remove contradictions between RRI and excellence

Excellence criteria should be extended to include: 1. ethics, 2. work conditions, 3. social responsibility/innovation reflected not only in outputs but also in process.

2. Management should conduct policy work to influence national funders and decision makers to integrate RRI criteria in expected impact sections (RRI practice)

Management should ensure that more RRI based criteria of merit systems can be levelled on national and international levels.

3. Develop assessments of societal engagement/double impact that better account for practice development and stakeholder involvement than existing (impact and merit) systems

Establish university working groups on how to include RRI and engagement indicators in internal assessment standards and include non-academic publications and communicationthat are part of RRI or societal engagement as indicators. This should involve representatives from diverse disciplines.

4. Establish or increase infrastructural support for non-academic dissemination

Establish central or departmental PR & communications support available to all researchers with project funding.

5. Develop RRI criteria for recruitment and career progression evaluation

Move on from excessive focus on citations and publications and find better ways to acknowledge non-academic publications and communication that are central to societal engagement research.

6. Establish institutional capacity to create space for cross-disciplinary exchangeand RRI criteria

Create space for cross-disciplinary exchange among researchers from different disciplines and departments outside externally funded research projects

7. Develop tools to support RRI and societal engagement in early career trainingand research

Develop training and teaching modules on research ethics that include RRI dimensions and ethics of care for researchers. Develop guidance on research activism, and non-academic

dissemination. Create a knowledge exchange of collaborative methodologies in research to increase stakeholders' role in developing anticipation and reflexivity and responsiveness.

8. **Introduce regular work satisfaction and career development reviews that followprinciples of responsibility and care ethics with staff, including researchers on temporary contracts and PhD students**

To ensure responsible research at all levels of the university, the working conditions for staffwith precarious positions should also be attended to following principles of responsibility andcare.

9. **Develop tools to support RRI and societal engagement in teaching to ensurethe reflexivity ecosystem internally in the university**

Encourage student involvement in both research and teaching to ensure the nurturing of ecosystem of critical thinking and inclusiveness also internally

10. **Review RRI tools by the European Union (EU 2017) including specific care andengagement criteria linked to RRI in line with the reform nature**

A special working group should be set up to develop RRI tools and guidance linked to care and engagement criteria when further developing the Reform identity.

11. **In accordance with a Reform University approach management should ensuredemocratic and inclusive governance among scientific staff**

Democratic governance and inclusive decision-making structures are deeply rooted in somereform university histories.

The recommendations for the EU are the following:

1. **Qualify evaluation systems that acknowledge and approve societalengagement and collaboration**

Where possible review or develop new research impact indicators based on responsibilitydimensions from a care perspective

2. **National and EU research funding should strengthen social science and thehumanities in multiple-stakeholder projects**

Research funding applications should be assessed according to more transdisciplinarycriteria in order to reduce natural science and technological innovation bias.

3. **The EU should ensure communication and exchange about RRI dimensions inresearch**

EU institutions should forge stronger collaboration with university units that supportstakeholder engagement on national and European levels.

It is imperative to highlight, as noted in Deliverable Re:ERUA D.3.6, that a portion of the practices documented herein were gathered by the Roskilde University within the context of Section B of D.3.6. The University of Paris 8 dedicated a significant focus to research support services. The practices documented in Annex II were accumulated by the University of Roskilde as part of the initiatives outlined in D.3.6, whereas the practices in Annex III were gathered by the University of Paris 8. Nonetheless, the analysis of all practices has been conducted by the University of Paris 8 in this document.

NB - The following practices are organized by type and correlated with the related WP3 recommendation.

6.2. Annex II: D.3.6 RRI Directory (without contact details of institutional research support staff involved NBU, RUC, UKON, UP8)

6.2.1. Human Resources

D3.3 recommendations in this area are:

Develop RRI criteria for recruitment and career progression evaluation

Move on from excessive focus on citations and publications and find better ways to acknowledge non-academic publications and communication that are central to societal engagement research.

University management should review how to integrate RRI and societal engagement criteria in recruitment, career development, and performance assessment. Such principles can be used to review existing institutionalized expectations and performance goals in the context of reform university principles. This could ensure that evaluation criteria are in accordance with goals of more societally engaged research. This review should keep in mind that much of today's research is international and that researcher's credentials in terms of e.g., excellence will not be comparable to other universities. Here it is important that RRI and engagement performance acknowledgements do not hinder but enhance career opportunities and acknowledgement.

Introduce regular work satisfaction and career development reviews that follow principles of responsibility and care ethics with staff, including researchers on temporary contracts and PhD students

To ensure responsible research at all levels of the university, the working conditions for staff with precarious positions should also be attended to following principles of responsibility and care.

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HR divisions should provide supportive and caring work conditions for junior and senior both short term and long-term staff.

University	Initiative/ Unit	URL
Konstanz University	Gender-balanced recruitment	Referat für Gleichstellung, Familienförderung und Diversity https://www.uni-konstanz.de/gleichstellungs-referat/gleichstellung-in-wissenschaft-und-studium/geschlechterge-rechte-organisationsent-wicklung/berufungsverfahren-und-aktive-rekrutierung/
Konstanz University	Guidelines for Personal Development assessments with PhDs and PostDocs	https://www.uni-konstanz.de/asd/info-pool/toolbox-person-alentwicklung/
Konstanz University	Peer coaching for recruitment process	https://asd-veranstal-tungen.uni-konstanz.de/archiv/som-mersemester-2023/event.php?vnr=42b-10c

6.2.2. RRI and societal engagement skills development

D3.3 recommendations in this area are:

Establish institutional capacity to create space for cross-disciplinary exchange and RRI criteria

Create space for cross-disciplinary exchange among researchers from different disciplines and departments outside externally funded research projects.

Currently there is a lack of institutional capacity building for cross-disciplinary work, in relation to skills, knowledge, funding and infrastructure. Innovation and research oriented to resolve societal challenges require transdisciplinary collaboration and methodologies. Many researchers wish for societal engagement through their work and there is already quite some expertise how to do so. However, institutional support to

develop cross-disciplinary competences is lacking. Cross-disciplinarity could become part of professional development courses within the university, there could be regular cross-disciplinary penal discussions, etc. Universities should consider allocating resources to develop and support cross-disciplinary exchange and research projects, working hand in hand with non-academic publication and communication support.

Develop tools to support RRI and societal engagement in early career training and research

Develop training and teaching modules on research ethics that include RRI dimensions and ethics of care for researchers. Develop guidance on research activism, and non-academic dissemination. Create a knowledge exchange of collaborative methodologies in research to increase stakeholders' role in developing anticipation and reflexivity and responsiveness.

Universities can tap into substantial knowledge in how to conduct responsible and engaged research. Many researchers also successfully bridge collaborative research methodologies with collaborative pedagogic approaches to increase reflexivity and awareness of responsibility. Such individual efforts can be systematized, also by adapting existing ethical guidelines to become not merely standardized measures of how to conduct responsible research but put into practice in researchers' communities, concrete projects and teaching.

University	Initiative/ Unit	URL
Konstanz University	Academic Staff Development department 'Reels and Research – Science Communication on Social Media for Doctoral Researchers'. In this workshop they will learn the basics of science communication with a focus on social media, especially Instagram. They will be introduced to practical strategies that help to formulate key messages and to present research to a broad audience.	https://asd-veranstaltungen.uni-konstanz.de/promotion/event.php?vnr=4c0-108

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Konstanz University	Leadership, Management, Science Communication and Knowledge Transfer Certificate"	Academic Staff Development Unit	
	Doctoral Students and other early career researchers can deepen their leadership and management competences. The course includes an official record of skills in this area which are relevant for future careers both inside and outside academia.	https://www.uni-konstanz.de/en/asd/services/certificate-programmes/leadership-certificate/	
Konstanz University	Intersectoral Cooperation Programme at the *Zukunftskolleg* intended to foster teamwork between Zukunftskolleg fellows and the non-academic sector — namely, industrial partners, companies, social institutions, cultural institutions, archives, public bodies, or non-profit organisations. Grants can be given to support cooperations that foster joint research projects with mutual benefits, research dissemination and public outreach initiatives. Contains a database of funded projects.	https://www.uni-konstanz.de/zukunftskolleg/support-measures/funding-for-cooperative-initiatives/inter-sectoral-cooperation-programme/	One fellow per department is selected as Zukunftskolleg Representative
Konstanz University	Jour Fixe at the Zukunftskolleg an interdisciplinary session in which early-career researchers discuss the progress of our work, present results, share and encounter questions from other disciplines and explore possibilities for interdisciplinary collaboration.	https://www.uni-konstanz.de/zukunftskolleg/events/jour-fixe/	One fellow per department is selected as Zukunftskolleg Representative

	A monthly lunch serves as further opportunity to share academic experiences and to discussing relevant topics affecting academia and early-career research.	
Konstanz University	*Zukunftskolleg* Central Office Facilitates early-career researchers with administrative help and facilitates the integration within the university as a whole.	https://www.uni-konstanz.de/zukunftskolleg/contact/central-office/
Konstanz University	Critical thinking In order to promote critical thinking, didactic elements that are already partly used in one's teaching practice can be consciously integrated into teaching in order to create a favourable teaching-learning atmosphere. As part of ERUA this is a project that develops courses that deal specifically with the possibilities for promoting critical thinking in teaching.	Academic Staff Development https://www.uni-konstanz.de/en/asd/information-resources/teaching-toolbox/critical-thinking/
Konstanz University	Referat für Gleichstellung, Familienförderung und Diversity (Unit for Equality, Family Support and Diversity): Unconscious Bias Training Unconscious Bias is one action to promote the inclusive university, courses and lectures on the topic have been offered since 2021, since 2023 there is also an online self-learning tool (currently for university members only)	The unit: https://www.uni-konstanz.de/gleichstellungs-referat/ Unconscious Bias Training website: https://www.uni-konstanz.de/gleichstellungs-referat/diversity/diversity-an-der-universitaet-konstanz/anti-bias-trainings-massnahmen/

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Self-learning tool:

Roskilde University	Research Ethics and responsible conduct of research	https://intra.ruc.dk/in-dex.php?id=46197&L=1	Unit for Academic Development (EAE)

The central aim of this course is to present and discuss the most important general issues pertaining to responsible conduct of research. We shall primarily clarify and discuss ethical issues concerning:

- Fabrication and falsification of data
- Plagiarism
- Authorship assignment (the Vancouver Recommendations)
- Conflict of interests and research collaboration
- Public science communication
- The use of human/animal research subjects
- Micro- and macro-ethics

The course also aims to strengthen the participants' awareness of relevant guidelines and regulations of responsible conduct of research. Moreover, from a practical point the participants will also have to discuss and identify potential issues of research ethics and discuss appropriate responses relevant to their research projects.

The course is mandatory for PhD students at Roskilde University enrolled

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	from 2019 and on-wards. However, all PhD students are encouraged to take the course. We recommend that PhD students take the course after their 1. semester. Other early career and senior researchers are welcome to participate. Max no. of participants 25.		
Roskilde University	**Research data management and the FAIR principles in Open Science** Open Science and the FAIR principles are increasingly being regarded as part of good research practices. The FAIR principles aim to make your research data Findable, Accessible, Interoperable and Reusable. This course explains what it requires to achieve good research data management, it introduces the main concepts of Open Science and what it entails to implement the FAIR principles in a research project. Participants discuss the possible benefits and barriers in sharing research data and gain knowledge of what FAIR can mean in their research project. The course is now mandatory for PhD students at Roskilde University.	https://in-tra.ruc.dk/nc/en/employees/services-to-employees/eae-unit-for-academic-development/eae-offers/research-tools/research-data-management-and-the-fair-principles-in-open-science/	Unit for Academic Development (EAE)
New Bulgarian University	**Collaborative Research guidelines and e-learning tool for ReERUA** Various internal activities planned, including training workshops **Specialized trainings** From the beginning of the academic year 2022-	https://cor.nbu.bg/bg	Library and Learning Resource Center

2023, the specialized trainings offered by the Library are held jointly with the Center for Learning Resources. Established training topics that are among the teachers' favourites are:

"Promotion of project results by depositing in the Scientific Electronic Archive of NBU", "Open access for open science: types of open access publishing and benefits for scientists" and "Advice to authors of scientific publications for successful publication in peer reviewed and indexed journals".

New Bulgarian University	Doctoral School of the NBU		Department of Philosophy and Sociology
	The Doctoral School is a high academic forum that aims to combine general educational initiatives supporting doctoral students in their work on their PhD theses with additional research and above all public initiatives. The doctoral school provides young scientists with opportunities to work in an interdisciplinary and international academic environment, stimulating the impact of their research on real processes in contemporary Bulgarian and European society.		https://sophy.nbu.bg/en
New Bulgarian University	Annual Doctoral marathon within the framework of the Early Autumn School of Semiotics with international participation		Southeast European Center for Semiotic Research

6.2.3. Communication and PR

D3.3 recommendations in this area are to:

Establish or increase infrastructural support for non-academic dissemination

Establish central or departmental PR & communications support available to all researchers with project funding.

There is widespread personal drive among researchers to create value and impact for others. However, researchers are not trained in writing non-academic dissemination materials, do not necessarily have the right connections to media and other outlets or lack connections to relevant decision-makers. It is also not sufficiently recognised in merit systems.

University	Initiative/ Unit	URL
Paris 8	The Communications Center provides (PR) and communications support to researchers across various disciplines. It was recently established whithin the framework of the Open Science Pole. This unit serves as a resource hub to help researchers effectively communicate their work to non-academic audiences, including the media, policymakers, and the general public. a. Press Releases: assisting researchers in crafting and distributing press releases to announce significant research achievements or finding and	

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facilitating the dissemination of these findings to a wider audience.

b. Writing and Editing: providing assistance in writing and editing non-academic materials, such as articles, blog posts, to make research findings accessible to a broader audience.

c. Visual Materials: helping researchers develop visual materials (infographics, videos, etc.) that enhance the understanding of their research.

d. Media Training: offering training sessions for researchers on how to effectively engage with the media, conduct interviews, and present their work in an interesting way.

e. Building Connections: helping researchers establish connections with relevant stakeholders, decision-makers, and organizations outside the academic sphere.

f. Event Coordination: supporting the organization of events that facilitate interactions between researchers and the broader community.

g. Acknowledging Efforts: advocating for the recognition of researchers' non-academic dissemination efforts in university merit and promotion systems.

New Bulgarian University	Counseling of teachers The "Communications" department advises on the dissemination of	https://nbu.bg/bg/za-nbu/struktura-i-upravlenie/centralni-administracii/centralna-universitetska-administraciq	Communications Department

	information through internal information channels in the universities, It provides guidelines for the implementation of the NBU graphic identity standard. The department assists and advises authors on the editing and distribution of press releases in the media and NBU profiles on social networks, etc.	
New Bulgarian University	University Journal The journal aims to present in a popular way the achievements of the university, teachers, researchers, and students to the academic community and beyond. It has been published for more than 30 years, and since 2017 it has also been published electronically with its own website. Here, any author can share in a popular language the results of their research, project, or scientific research. Information is also available online, allowing it to be easily spread, both on personal social media pages and at the institutional level.	https://universitetski-dnevnik.nbu.bg/
New Bulgarian University	"In the Media" module on the university website The module is supported by the NBU Library. On a daily basis, it reflects information from electronic and print media that is related to the university and the personalities from the NBU. The module automatically distributes the publications from the main page to the web pages of the departments to which they refer.	https://news.nbu.bg/bg/in-the-media

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Two goals are achieved: to inform the university level about the scientific and creative achievements in a popular language and to outline the contribution of each individual department.

The library monitors publications and can make recommendations to improve non-academic writing, include specific keywords, target a publication to specific print or electronic media. A recommendation may be made to the author for further consultation with the University's External Communications Manager.

New Bulgarian University	Strategic plan of NBU 2023 – 2028	1.https://publishing-house.nbu.bg/
	The management of the University supports the prioritization of depositing the results of scientific and creative activity in the Scientific Electronic Archive as a means of improving the relationship between scientific research work and the external environment. Also, the association of the results of scientific and creative forums, realized by the unit in the NBU, with the Publishing House of the University is promoted in order to ensure the visibility and recognition of the publications. These tasks correspond to the university's strategy for widely publicizing the results of the realization of scientific, educational and creative projects among the academic community and outside it, both nationally and internationally.	2. https://eprints.nbu.bg/

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6.2.4. Teaching and learning support

D3.3 recommendations in this area are:

Develop tools to support RRI and societal engagement in teaching to ensure the reflexivity ecosystem internally in the university

Encourage student involvement in both research and teaching to ensure the nurturing of ecosystem of critical thinking and inclusiveness also internally

RRI and care principles should also be applied in teaching to ensure the nurturing of ecosystems of critical thinking, where dimensions of responsible research and innovation are suitable. Including students in research, courses on research ethics that include RRI and care ethics, dialogical teaching, also through involvement of responsibility dimensions and the involvement of students in cross-disciplinary communication of research are all tools to be considered.

University	Initiative/ Unit	URL
Konstanz University	**Transfer in Teaching** As of January 2017, the University of Konstanz is proud to be able to support lecturers and students with devising, organising, financing and implementing projects that bring together institutions and individuals from academic and non-academic contexts.	https://www.uni-konstanz.de/en/university/society-and-business/transfer-lehre/
Konstanz University	**Qualification N** The University of Konstanz has set itself the objective of systematically integrating the broader topic of sustainability into university study using a training programme on sustainable development. The **Sustainability Certificate** creates a framework that allows students of all subjects to engage in a process of	https://www.uni-konstanz.de/en/university/sustainable-development/institutional-support-structures/green-office/courses-qualification-n/qualification-n-the-sustainability-certificate-at-the-university-of-konstanz/

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	interdisciplinary ex-change. On the basis of current research, students discuss sustainability topics and develop social and individual problem-solving approaches. At the end of the curriculum, students are awarded a certificate as a valuable addition to their CV. In the area of teaching, the curriculum includes one-time thematic seminars and foundation courses each semester. The courses eligible for ECTS credits can also be recognized as transferable skills.		
New Bulgarian University	Training for teaching staff organized by the Learning Resource Center	https://cor.nbu.bg/bg	LearningResource Center
	The Center was created to help improve the professional qualifications of the teaching staff.		
	The center organizes group training and seminars on current issues, such as:		
	- "Key Research Skills - ChatGPT", etc.		
	- "An online roundtable for questions, opinions and suggestions to the StrikePlagiarism.com team"		
	- Training: "Using plagiarism tracking software - StrikePlagiarism" etc.		
	The center maintains a monthly program of trainings, as well as an archive with materials from already conducted trainings.		
New Bulgarian University	Teacher Cafe Initiative	https://cor.nbu.bg/bg	LearningResource Center
	This is monthly forum. It serves to share modern		

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	methods, techniques and skills and exchange experience between NBU teachers, from different disciplines, with a particular commitment to young teachers and researchers. One of the goals of the forum is the creation of a unified university community.		
New Bulgarian University	Project Office consultation of project managers and project teams The "Project Office" consults and provides technical assistance in the development of external projects, incl. directing proposals for the inclusion of consortia, networks, platforms or coalitions to the departments of the NBU. It coordinates Erasmus+ program activities. Through the consultations, the bureau promotes and implements the NBU's institutional policy for involving as many students and doctoral students as possible in research, educational and creative projects. The Bureau maintains comprehensive statistical information on the number and type of participants, incl. students in projects in which NBU is a leader or partner.	https://projects.nbu.bg/	PROJECT OFFICE

6.3. Annex III - D.2.6 Landscape of existing RRI inspired practices within research support services - NBU, RUC, UKON, UP8, MRU, SWPS, ULPGC, UniMC

It is important to emphasize, as mentioned in deliverable D.3.6, that the a part of the practices reported here were collected by the University of Roskilde as part of section B of D.3.6. Paris 8 focused much more on research services. Practices collected in Annex II have been collected by RUC in the framework of aforementioned D.3.6, while practices of Annex III were collected by UP8. In any case, the analysis of these practices, all of them, was conducted by UP8 in the present document.

6.3.1. Human resources

University	Introduction	URL
Paris 8	**Implementing HR4RS European label** UP8 was granted the HRS4R European label in 2023, and has been initiating measures for transparent and equitable HR management practices. The action plan aligns with the 40 principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.	https://www.univ-pa-ris8.fr/en/?hrs4r-strategy
Paris 8	**Students and Postgraduate researchers Psychological Support**	https://www.univ-paris8.fr/Ser-vice-de-Sante-des-Etudiants-SSE
ULPGC	**Implementation of the HRS4R seal in researcher codes of conduct and good practice codes at the doctoral school.** Currently, in the process of managing the corresponding regulations, to move forward with finalization.	https://www.ulpgc.es/si-tes/default/files/Archivo-sULPGC/vinvestigacion/propu-esta_de_reglamento_del_pers onal_investiga-dor_en_la_ulpgc_v15_0112202 3.pdf
MRU	**Motivational and monitoring system for employee's satisfaction** The 2021–2023 Strategic Action Plan envisages the establishment of a motivational system for employees as well as a monitoring system for their satisfaction with work conditions and measures to improve it. To implement the latter, a staff opinion survey was launched in 2021 aiming to find out employees' opinion and expectations on organisational performance. Major problems identified in the 2021 staff opinion survey were: a lack of feedback; the need to review the work remuneration system; and a lack of community building activities. The decision to introduce annual performance interviews between employees and unit heads was	https://www.mruni.eu/wp-con-tent/uploads/2023/04/Person-nel-Management-General-Prin-ciples.pdf

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introduced, the remuneration system revised, and the spectrum of community building activities expanded. The results of the employees' 2022 survey revealed a lack of academic personnel involvement in community activities. As a solution, the range of community building activities was expanded including different festivals, excursions, sports, tours, etc. Due to the staff opinion survey, staff motivation and satisfaction with the workplace and the quality of work has increased. It is planned to carry out staff opinion surveys every year.

MRU	**Creation of a Community Welfare Centre** Established in 2021 in order to provide services to the community more effectively. This Centre consisted of the Department of Psychological Counselling, the Department of Social Affairs, as well as the Health and Sports Department. The Centre brought together employees who worked in the field of social affairs, the Health and Sports Centre, which had previously operated independently, and the Psychological Service, which had been operating for many years at the Institute of Psychology of the Faculty of Human and Social Studies. The activity of the Psychological Service, was not academic; therefore, from a managerial point of view, it was appropriate to transfer the latter to a non-academic unit. Due to the COVID-19 pandemic and in order to improve psychological counselling, social care, wellness and sports activities, the system for providing individual consultations was improved: 5–6 free psychological consultations were guaranteed, and preventive activities were carried out widely. The Social Affairs Department was assigned important functions related to the coordination and implementation of the motivational system, coordination of gender equality and equal opportunities policies, integration of community members with special needs, development of a system for the introduction and adaptation safety, and managing emergencies. By transferring the activities of the Health and Sports Department to the Centre, the goals of the department were adjusted: to strengthen wellness activities and to offer the community greater choice in activities. The unification of these services has led to a more effective coordination of activities aimed at the well-being of the community, an increase in the diversity of services.	https://www.mruni.eu/en/psychological-support/
UNIMC	**Psychological support** PhD candidates are provided with a psychological support service and life coach scheme. Established during the Pandemic, it is still successfully running.	Università di Macerata: Well-being integrated services (unimc.it)
UniMC	**Implementing of the HR Excellence award** University was awarded by the European Commission with the **HR Excellence in Research** accreditation (one of the first granted in Italy) in 2014 and with the subsequent recognition and logo within the European Institutions. The objective is to make the working environment of Macerata more attractive for researchers already working there, and for those who may come there to work, with a particular focus on the needs of *"young researchers"* (PhD students, assignees of study grants, collaborators of various kinds).	

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The research support unit is now elaborating a policy on the theme of Responsible Research and Societal engagement (i.e. Impact / Stakeholder / Citizen Engagement and Science Communication) focusing on Open science practices. This is a specific action of the current HRS4R Strategy (action 65).

SWPS	**Implementation of the HR excellence award**	https://english.swps.pl/we-the-university/join-us/hr-excellence-in-research
	SWPS University was granted the right to display the HR Excellence in Research logo in 2016 and is committed to creating a stimulating environment for scientific research by supporting multiple initiatives, adhering to the equal opportunity policy, supporting mobility of academic staff, providing training, and securing financing for research projects.	
	In 2018, SWPS University started working on the cohesion of its research staff recruitment policy. New procedures were created which were based on OTM-R guidelines.	
	Current implementation of the Gender Equality 2022 – 2025 Plan	

6.3.2. Public relations and communication

University	Initiative/Unit	URL
MRU	**Creation of Science Communication Manager position**	
	The position of Science Communication Manager starts in January 2024. This is a dedicated post which will ensure the dissemination of scientific results to the general public, social partners, businesses and others. A specific budget is foreseen to achieve these objectives.	
SWPS	**Creation of an online communication platform**	https://english.swps.pl/meetourresearchers
	Investement in infrastructure supporting the wide dissemination of research findings with an online communication platform. The university has also established the 'Meet Our Researchers' platform which aims to present researchers' profiles, their research work, achievements, and scientific interests. It includes information about research projects, scientific publications, and teaching activities. The platform serves to promote experts, encourage collaboration, and provide broader access to knowledge generated by researchers. It contains interviews, videos, biographies, and links to scientific publications	https://english.swps.pl/we-the-university/how-we-work/social-engagement
SWPS	**Science communication events**	
	Such as the Science Festival, Love Data Week, Human Tech Summit, and Psyche Zone – which are part of SWPS University's research strategy and support research objectives by promoting innovation,	

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knowledge exchange, education, and raising awareness about social psychology and artificial intelligence

6.3.3. RRI and societal engagement skills development

University	Initiative/ Unit	URL
ULPGC	Approval of the regulations related to the doctoral program	https://escueladocto-rado.ulpgc.es/es-cuela/reglamento
UniMC	A comprehensive training programme on open science, including data was launched in 2021 and still on-going. Most training materials are freely accessible	https://www.unimc.it/en/researchbck/rese-archpolicy-2/open-science
SWPS	Webinars on open science are recurring online meetings focused on promoting the principles of open science	https://web.swps.pl/strefa-psyche/634-wyda-rzenia-dla-mlodziezy/webinar

6.3.4. RRI and caring engagement practices

University	Initiative/ Unit	URL
Paris 8	Development of an evaluation Criteria for Project Proposals Funded on UP8's own budget: One of the evaluation criteria for research projects funded by UP8's budget is openness to interdisciplinary and intersectoral horizons (civil society, SMEs, institutions).	https://www.univ-pa-ris8.fr/IMG/pdf/lettrecadr age_aap2024.pdf
Paris 8	Application for the Science for and with Society" Label: UParis 8 has submitted an application for the obtention of the "Science with and for Society" label. The framework of the call was launched by the French Ministry of Higher Education. The	aap---labellisation-sci-ence-avec-et-pour-la-soci-t-2024-30354.pdf (enseignementsup-re-cherche.gouv.fr)

project design focuses on specific axes to improve UP8's position in the relationship between academia and society.

The label "Science for and with Society" is already part of the internal research funding scheme, for UP8 research projects, and aims to provide additional funding for projects related to participatory and citizen sciences. Its objective is to support projects focused on the co-production of knowledge, covering both content aspects (methodology of participatory sciences, scientific mediation, etc.) and formal aspects (events open to various audiences from civil society).

https://www.univ-paris8.fr/IMG/pdf/lettrecadrage_aap2024.pdf

Paris 8	**Enhancing ERUA's Collaborative Projects through UP8 Budget** To strengthen efforts in responsible research and innovation (RRI), UP8 actively supports collaborative research initiatives. The university advocates for additional funding for research proposals incorporating European collaborations. The inaugural call for projects seeking the ERUA label was launched in 2022 and successfully renewed in 2023	https://erua-eui.eu/2022/12/02/call-for-projects-at-uparis8-2023-with-the-label-erua/
RUC	**Creation of a comprehensive directory of both RRI and engagement practices within Re:ERUA.** This directory created as part of Re:ERUA D.3.6 will serve as a informal collaboration tool within the Network of Research Support Services .	
ULPGC	**All Societal Engagement Practices (SEP) are carried out in the Office of Research Results Transfer (OTC).**	
MRU	**Establishment of a Research Promotion Fund in 2020** Established by the Senate on the proposal of the Rector of MRU to promote the development of research and increase access to funding for researchers. The Fund supports 7 competitive activities (attracting scientists from abroad to conduct research, promoting active scientific activity, funding scientific events, publishing scientific articles, participation in scientific events, expert organisations and networks, international scientific exchanges, joint projects of scientists and groups of researchers with a foreign scientist) and 3 continuous activities (editing high-level publications, publishing scientific papers, preparing high-level publications). The Fund is allocated on a competitive basis, following standing or periodic calls for proposals. Each year, both the allocation and the use of the Foundation's resources grow.	https://www.mruni.eu/en/news/mru-encouraging-academics-with-incentives-to-achieve-best-possible-results/
MRU	**Launch of a project to create a sustainable research ecosystem which will host the Centre of Excellence for Social Innovation in 2023** The Center will carry out research and experimental development in the fields of law, communication and information, education and psychology. Bringing together the R&D	https://smsm.lrv.lt/lt/veiklos-sritys-1/mokslas/universitetu-ekscelencijos-iniciatyva/

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infrastructure needed for high-level research, the Centre will support international networking between researchers, foster the development of excellence in world-leading scientific and research institutions and professional organisations, support R&D initiatives (21 internal projects) by research teams with the highest potential to achieve international excellence, and ensure the dissemination of research results to the academic community, stakeholders and the public.

MRU	An open science working group is being set up	https://www.mruni.eu/en/news/mru-discussion-on-openness-transparency-and-credibility-in-science/
MRU	Regulation of the Scientific Activities of Mykolas Romeris University, where basic statements are about Social Laboratory Network (interdisciplinary research, Committee of Compliance with Research Ethics (paragraph 41-42); management of scientific data (paragraph 101-106). The Research and Innovation office is currently working on additional regulation about Committee of Compliance with Research Ethics and management of scientific data. As CRIS, the science data management tool/system is being implemented, the office plans to store open access science data there.	https://www.mruni.eu/wp-content/uploads/2023/03/Mykolas-Romeris-University-Regulations-on-Scientific-Activities.pdf https://cris.mruni.eu/cris/home
UNIMC	Internal call for Interdisciplinary and intersectoral research projects proposals launched in 2021 As a result, 16 interdisciplinary and intersectorial research projects were funded and are currently running.	Università di Macerata: Bando per il finanziamento di progetti di ricerca di Ateneo - Anno 2022 (unimc.it)
UNIMC	An open science working group with senior and early career researchers and research managers has been recently set up.	https://www.unimc.it/en/research-bck/research-policy-2/open-science
UNIMC	Current elaboration of a Roadmap for the actual implementation of the Open Science principles as one of the main goals of the UNIMC Strategic plan 2023-2025	unimc.it/it/sostenibilita/pianificazione-programmazione/documenti/piano-strategico_2023-2025.pdf
UNIMC	Creation of the figure of data steward in 2022 within the Grant office.	Università di Macerata: Open Science (unimc.it)

	Based at the Grant Office, the data steward is in charge with supporting researchers in drafting data management plans and providing advice on how to manage research data.	
UNIMC	Financial support to cover open access fees. This initiative is aimed to support researchers willing to publish in open access.	Sistema bibliotecario di ateneo — Università di Macerata: Fondo di ateneo OA (unimc.it)
SWPS	Establishment of the SWPS Research Administration Office	
SWPS	Data steward – observing confidentiality principles, ensuring data integrity, and guaranteeing that data are used in accordance with ethical research standards	
SWPS	The Office for Research	https://portal.swps.edu.pl/group/common/dzial-badan-naukowych
SWPS	Establishment of a Science Share Research Data Repository	https://portal.swps.edu.pl/pl/group/common/repozytorium-science-share
SWPS	Creation of a Knowledge Transfer Center	https://sites.google.com/swps.edu.pl/ctw-wdrozenia/strona-g%C5%82%C3%B3wna