



D 4.4 Training and Education Programme for Research Support Staff and Coaching and Mentoring Models



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LIST OF ACRONYMS

<i>PUT</i>	-	<i>Poznan University of Technology</i>
<i>BTU</i>	-	<i>Brandenburg University of Technology</i>
<i>UC</i>	-	<i>University of Cantabria</i>
<i>UMONS</i>	-	<i>University of Mons</i>
<i>UNICT</i>	-	<i>University of Catania</i>
<i>UPHF</i>	-	<i>Université Polytechnique Hauts-de-France</i>
<i>UVA</i>	-	<i>University of Vaasa</i>
<i>IPV</i>	-	<i>Polytechnic Institute of Viseu</i>
<i>UOP</i>	-	<i>University of the Peloponnese</i>
<i>KU</i>	-	<i>Karlstad University</i>
<i>R&I</i>	-	<i>Research and Innovation</i>
<i>ERA</i>	-	<i>European Research Area</i>
<i>RM</i>	-	<i>Research Management</i>
<i>RMA</i>	-	<i>Research manager and administrator</i>
<i>SM</i>	-	<i>Science Management</i>
<i>OO</i>	-	<i>Only Office</i>
<i>RPO</i>	-	<i>Research Performing Organisation</i>
<i>RFO</i>	-	<i>Research Funding Organisation</i>
<i>HRS4R</i>	-	<i>Human Resources Strategy for Researchers</i>
<i>MS</i>	-	<i>Milestone</i>
<i>TTO</i>	-	<i>Technology Transfer Office</i>
<i>MSCA</i>	-	<i>Marie Skłodowska Curie Action</i>
<i>GA</i>	-	<i>General Assembly</i>
<i>IP</i>	-	<i>Intellectual Property</i>

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1 Introduction

Deliverable D 4.4 “Training and education programme for research support staff and coaching and mentoring models” aims to promote talents in the research and innovation sector. This report therefore focuses on research and innovation support staff, who are essential for supporting research careers. At the beginning the relation between the task “promoting talents” and the deliverable D 4.4 will be explained (chapter 2). After presenting the contextual embedding of this deliverable in the current European Actions (chapter 3), an inventory of existing research and innovation support staff and their tasks within all 10 EUNICE partner universities will be conducted (chapter 4). The different research and innovation support structures will then be analysed for their support efficiency and the possibility of a EUNICE-wide research support structure will be discussed. Chapter 5 focuses on the coaching and mentoring programmes, which will be structured and designed on the basis of recent competence-based developments for researchers. An inventory of available training opportunities, including course content, will be provided, along with recommendations for establishing a unified direction for researcher training in EUNICE. The deliverable concludes with tables and figures that visualise the results of the aforementioned topics.

2 Relation to the Work Programme

Deliverable D 4.4 "Training and education programme for research support staff and coaching and mentoring models" is part of Task 4.4 'Promoting Talents' within Work Package (WP) 4 of the Horizon2020 project REUNICE. Task 4.4 focuses on the development and implementation of strategies to promote identified talents in research while considering staff diversity and ensuring gender balance at all levels. It furthermore refers to supporting research careers by providing training and mentoring by individuals from other sectors to acquire not only competent research-specific, but also transversal skills and competences (EU Commission 2020, 10). These aspects contribute towards the European University Transformation Module of development and implementing strategies for strengthening human capital in research and innovation and for enabling balanced brain circulation (ibid., 6).

In order to promote talent in research, it is essential to have support staff for research and innovation careers. Therefore, deliverable D 4.4 involves deducing and connecting the research and innovation (R&I) support staff and their duties. All 10 partner universities of our European University EUNICE will be included in the support staff network to approach the goal of a common research and innovation agenda and reinforce the research and innovation dimension of the alliance (REUNICE proposal 2020, 32).

The coaching and mentoring programmes created in this task aim to encourage re- and up-skilling among early career and experienced scientists, promoting excellence and inclusiveness. These training opportunities will be offered to the identified candidates from the EUNICE Awards, which reward outstanding trajectories of scientists and groups/departments, as part of REUNICE Task 4.3. This will strengthen human capital by focusing on the most promising candidates.

As mentioned in the previous deliverable D 4.3, there have been recent developments in research assessment and research management (see D 4.3 in [OO](#)). In addition, the EU Commission has provided new information on approaches to career development. These developments have implications for R&I support staff, as well as for the design of coaching and mentoring programmes in this deliverable. In particular, the very recent publications on a competence-based approach to career development in academia and beyond (Almerud/Ricksten/O'Neil et al. 2022) have a significant impact on training content and are examined in Chapter 5. Meanwhile, developments in research management are described in the following.

3 Recent Development in Research Management

As part of the process of developing the European Research Area (ERA) further, the EU Council adopted conclusions in 2021 on the Governance of the European Research Area (ERA) and a Pact for Research and Innovation (R&I) in Europe, setting out priorities and a streamlined governance framework for the ERA, including an ERA Policy Agenda for 2022-2024.¹ The Council also recognised the need to professionalise science management in research performing and funding organisations (RPOs and RFOs) and considered the potential benefits of collaboration between science management training providers, including those in the higher education sector, in the development of science management programmes and guidelines (Council Conclusion 13567/20 2020, 20).

3.1 ERA Action 17 - Research Management Initiative

In response, the ERA Policy Agenda includes in its Action 17 the *Research Management Initiative* to “Enhance the strategic capacity of Europe’s public research performing organisations”. Addressed are the different shapes of Science and Research Management², such as research policy advisors, research managers, financial support staff, innovation managers, data stewards, etc. For the purpose of defining the research manager in EUNICE, this deliverable uses the term "research and innovation support staff" to encompass all the different job titles and areas of responsibility that serve to support researchers at the partner universities.

The initiative recognises the importance of proper management as a key component of efficient R&I systems and that a strong community of research managers is essential for excellent hubs in knowledge creation and innovation (NCP_WIDERA.NET 2023, 1). Its aim to support networking and to improve training and skills development of research management staff is fully aligned with this task to connect R&I support staff in EUNICE through a network and to provide the support staff with training on career development strategies and opportunities, using a 'train the trainer' approach (see chapter 4).

This objective is additionally related to ERA Policy Agenda action 4 to “Promote attractive and sustainable research careers, balanced talent circulation and international, transdisciplinary and intersectoral mobility across the ERA” (EU Commission - Directorate-General for Research and Innovation 2021,7). Deliverables D 4.1 “HRS4R Joint Action Plan” and D 4.2 “Career paths catalogue (..)” provide a detailed insight into these aspects (see [OO](#)). Both initiatives map the research management landscape, including in terms of existing training programmes and qualification backgrounds of research managers in the ERA. These issues are essential for the coaching and mentoring programmes and are further explained in chapter 5.

¹ For detailed information see D 4.3 in [OO](#).

² Research Management (RM) refers to the operation (research), while Science Management (SM) refers to the outcome of the operation (science). This deliverable relates to research management.

Addressing the RM staff in the WIDERA³ calls of the Horizon Europe programme reflects the fact that proper science and research management has become a cross-cutting issue and is increasingly recognised as an important pillar in the pursuit of excellence. Therefore, with Action 17 the EU Commission wants to respond to and develop solutions for the problems faced by research managers and administrators (RMAs) in Europe: the uneven distribution of RMA communities and expertise across the ERA; the need for training, new skills and networking opportunities for RMAs; and the lack of recognition of the profession of research manager or research support staff (Delaure 2022).

3.2 Research Management Initiative – Activities

To tackle these challenges, the *Research Management Initiative*, in collaboration with Member States, the European Commission, research managers, and their associations, as well as research performing and funding organizations, foresees deploying the successive activities (ibid.):

- **Upskilling:** improve training and skills development of research management staff
- **Recognition:** contribute to professionalisation of the continuously evolving, multi-faceted role of the research management profession across the ERA, in coordination with Action 4
- **Networking:** support networking of research managers and best practice exchange via cross-border networks in the various dimensions of research management
- **Capacity building:** reinforce research management capacity across the entire ERA, notably supporting organisations in regions of lower R&I intensity (NCP_WIDERA.NET 2023, 3)

3.3 Research Management Initiative in EUNICE

To realise these activities, the *Research Management Initiative* will build on already existing support for some of the dimensions of research management, such as initiatives on open science, data management, ethics, infrastructures and research funding. The same wants to pursue this deliverable by implementing these objectives in a EUNICE wide dimension:

³ WIDERA consists of two parts: *Widening participation and spreading excellence* – WIDENING part- and *Reforming and enhancing the European research and innovation system* - ERA part. Both programme parts together are called WIDERA for short. (NCP_WIDERA.NET 2023)

Table 1: Activities from the Research Management Initiative and its possible implementation in (R)EUNICE dimensions

Upskilling:	Using a "train the trainer" approach, R&I support staff will share their expertise at RM level. The designed coaching and mentoring programmes are aimed at early-stage and experienced researchers and career development programmes (chapter 5 and D 4.2), improving the accessibility of joint virtual and non-virtual training programmes within EUNICE.
Recognition:	Based on the <i>European Competence Framework for Researchers</i> , the skills and competences of research managers in the different dimensions of research management will be defined, thus contributing to the recognition of new career paths, quality control of training programmes and curricula for research managers.
Networking:	Creating a research and innovation support network which targets the different dimensions of research management in EUNICE for practice exchange, focussing in particular on early career stage research managers. Providing also a support for the R&I support staff network through the Catalyst platform (REUNICE WP2)
Capacity building:	Cross-EUNICE R&I support staff exchange to support networking, training, and exchange of practices.

Like the initiative, the partner universities of REUNICE also rely on existing support for some research management dimensions. This is demonstrated in the results of Milestone (MS) 4.4, "Support Staff Network"⁴, which are included in the analysis of R&I support staff in EUNICE and recapitulated in the following chapter.

⁴ Milestone 4.4 in [OO](#)

4 Research and Innovation Support Staff in EUNICE

Research management ensures the effective planning, coordination and implementation of research and innovation efforts, contributing to increased efficiency, optimisation of resources and successful implementation of research and institutional priorities (here at university level). Since the aim of this deliverable is to promote talent, and since research and innovation support staff play a key role to achieve this aim, the following chapter is dedicated to identifying, describing and analysing the existing research and innovation support staff of all ten partner universities in the Alliance.

4.1 Methodology

The identification of research and innovation support staff for this deliverable is based on the results of MS 4.4, which were collected over a period of several weeks using the online collaboration platform Miro⁵ to identify and register both the different departmental network structures and the relevant staff. The outcome of this work is shown in Figure 2 and Figure 3 in the Annex (see p.48), one for research-oriented support staff and one for administration, human resources and transfer-oriented support staff. It includes the information of the 7 REUNICE partner universities. However, this deliverable wants to involve the R&I support staff of all EUNICE partner universities in order to approach the goal of a common research and innovation management in the alliance. As a consequence, the compiled list of identified individuals and contact information (e.g. job title, email address) from MS 4.4 was extended to all ten partner universities and is added to this task and can be found in the [OO](#) platform.

Thanks to this extended support network list, the contact persons of the different research departments could have been identified and have been contacted to share the insights of their research infrastructure. Thereupon a survey with four questions has been developed and sent to the identified R&I support staff. The survey responses were subsequently discussed with a representative from the research department of each EUNICE university during online meetings. This information was gathered over several weeks and could not have been obtained by a simple internet search due to the restrictive information sharing policies of some universities regarding research infrastructures.

In the following, based on the results of the survey and the meetings, the research department structures of each EUNICE university and their R&I support staff are presented. The chapter will be concluded with recommendations for the implementation of a EUNICE-wide R&I support structure.

⁵ Miro board: <https://miro.com/app/board/uXjVPXAgpEw=/>

4.2 PUT: Research infrastructure and R&I support (staff)

1. **How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU research funding?**

*Research and Project Office, being part of the central administration of the university, is responsible for the **pre-award phase** – supporting doctoral students and researchers in applying for research funds.*

*However, the **post-award phase** – the project management – is divided among central administration and the Institute in which the PI is employed. When the project is awarded, at the stage of signing the grant agreement, the project supervisor at Research and Project Office and administrative and financial specialist at the Institute are appointed.*

National and EU funded projects are managed in the same way.

2. **How do you support your researchers in submitting research proposals?**

When the call for proposals is open, the head of the Research and Project Office designates the person in charge of it. The designated person supports researcher in proposal preparation - explains any doubts regarding the provisions of the call documentation, contacts the funding institution if needed, cooperates with the team of legal advisers in the preparation of the consortium agreement, verifies the proposal, forwards the application to the university authorities for signature.

3. **Where do you see a need for support for researchers?**

Support for researchers is needed in terms of writing project proposals tailored to specific open calls for proposals, as well as building a budget taking into account the internal rules and regulations of funding centres. This support could be similar to well-known centres specialising in writing proposals, writing justifications for actions, consulting on proposals and building up a story indicating the relevance of the project in the context of an open call for projects.

In addition, an important support would be the creation of a team dedicated to linking research groups at PUT and finding opportunities for cooperation between research groups from different departments. These people could also deal with attracting industrial partners and coordinate the work of developing joint proposals. With a holistic view on the activities of different researchers, they could brilliantly introduce synergy at the University.

Also, it would be worthwhile to consider training or introducing people in strictly administrative project management in accordance with standards (e.g. Agile, Prince, Scrum), as well as people management in projects.

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

Research and Project Office organizes individual consultations for researchers preparing a grant proposal.

Researchers are also invited to participate in webinars and info sessions focused on a specific call.

Training is also provided at the invitation of the respective university unit (Faculty or Institute).

4.3 BTU: Research department structure and R&I support (staff)

1. How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU research funding?

*The support for acquiring third-party funding for research is centralised at BTU. An at least partially dedicated Research Officer is appointed only at one of the six Faculties, at Faculty 4 “Human Sciences”. Centralised research support at BTU is organised within the Department of Research for the **pre-award phase** in the Research Promotion Unit and for the **post-award phase** in the Third-party Funding Management Unit.*

*There is **no separation between national and EU research funding**, although specialised officers work on EU and national funding in both the pre-award and post-award phases. In the pre-award phase, special emphasis is placed on EU research funding (EU Liaison Officer) and funding from the German Research Foundation (DFG, DFG Research Officer).*

2. How do you support your researchers in submitting research proposals?

In the pre-award phase BTU offers the following instruments to support researchers in developing and submitting their scientific proposals:

- *Information on calls: National as well as EU or international calls for research proposals will be scanned, sorted and send to all BTU researchers via a **monthly newsletter**. Very specific topics will be **send directly by Email** to the relevant researchers. **On-site information events** will be organised occasionally for very relevant topics (e.g. special clusters in Horizon 2020/Europe or relevant funding lines of DFG).*
- *Information and support in research-related topics: Each semester, a **series of seminars** informs and supports researchers on research-related topics such as open access publishing, research data management, gender dimension in research, career development, safeguarding good research practice, and ethics.*

- *Information and support in proposal writing and submission: Beside the above-mentioned regular information on recent funding opportunities via the newsletter and seminars the researchers at BTU will be supported individually in proposal writing by **active support while proposal development** and by **proof-reading** of the proposal. Additionally, **administrative support** is given by developing and signing agreements like e.g. a Non-Disclosure Agreement.*
- *Financial support: Finally, there is also a financial support for researchers available, which can be used very freely for e.g. travel, financing personnel and even consultants, if appropriate.*

3. Where do you see a need for support for researchers?

*A broad variety of support instruments is already offered at BTU. To be able to better inform about all the instruments and to offer them to all scientists the set of support instruments **need a formalisation**. That will allow a more specific and customised support for all scientist. In particular, there is a need for pre-award instruments to be made available to scientists, **together with experienced staff (“Project Scouts”)**. The latter is very important as it is an alternative to hiring external consultants and allows internal knowledge of research support to be built up.*

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

*BTU offers money to hire professional coaches with the clear aim to prepare a competitive proposal for the European Research Council (ERC-Coaching programme). So far, no internal resources are established for this coaching program or any specific mentoring programme. Nevertheless, the Graduate Research School (GRS) has a **Qualification Programme** with courses specifically designed for the stage of doctoral/PhD studies and postdoctoral research. The GRS offers courses in four areas, which are facilitated by institutes and faculties of BTU as well as external instructors. See <https://www.b-tu.de/en/graduate-research-school/qualification-programme/structure>*

4.4 UMONS: Research department structure and R&I support (staff)

1. How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU research funding?

Research funding refers to the support provided to researchers for obtaining funding and at UMONS it is managed by the Direction de l’Administration et de la Valorisation de la Recherche (AVRE)⁶. National and EU funding are differentiated at our institution. Our

⁶ Corresponds to a Research Department and Technology Transfer Office (TTO)

Technology Transfer Offices (TTOs) provide assistance with specific domains and funding opportunities. Additionally, our EU office is responsible for supporting researchers in submitting projects for the Horizon Europe programme. AVRE manages the 10 Research Institutes at UMONS.

2. How do you support your researchers in submitting research proposals?

UMONS uses a tailored based approach. We support researchers in every part of the research proposal, from sensibilisation to project management and administration. When it comes to EU funding, we proactively scan potential calls of interest for our researchers, and also respond to their requests. We organize training sessions, assist in creating a consortium of partners when necessary, and find a consultant if possible. We review, rewrite, and rework proposals with the researchers, and provide support with budget/finance, resource allocation, administration, submission, grant agreement, consortium negotiation, and IP management. Our comprehensive service assists researchers in all steps of the proposal submission process.

6 key actions:

1. <i>Accompagner</i>	Accompany
2. <i>Proteger</i>	Protect
3. <i>Valoriser</i>	Enhance
4. <i>Connecter</i>	Connect
5. <i>Promouvoir</i>	Promote
6. <i>Administrer</i>	Manage

2.1 Support provided by external consultants

UMONS receives a special budget from the Belgian government to support researchers. This budget is intended for hiring external experts from regional funding agencies. These experts will assist researchers in writing proposals when UMONS holds the role of a coordinator or beneficiary. UMONS looks for the adequate consultants, depending on the EU call. This requires that a researcher contacts the EU Office at least 3 to 4 months before the call's deadline. With this strategy UMONS has good results regarding ongoing and planned projects, part of it are Consortia, ERC projects, MSCA⁷'s as the Postdoctoral Fellowships and the Doctoral Networks. It is also worth noting that the receipt of funding from the Belgian government and the benefits of carrying out proposals are balanced.

⁷ <https://marie-sklodowska-curie-actions.ec.europa.eu/>

3. Where do you see a need for support for researchers?

Every researcher is different, so we provide tailored support as just described. There is no specific need that we cannot meet at this stage.

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

Yes, we do tailored courses on research proposals and we also have full programmes where several modules are available. One notable example is the entrepreneurship course which entails several topics including research proposal and writing (link: [https://web.umons.ac.be/fr/partenaires/entrepreneuriat/formations-entrepreneuriat/?theme\[\]=entrepreneuriat&from-date=&to-date=&search=&search-studies=1#](https://web.umons.ac.be/fr/partenaires/entrepreneuriat/formations-entrepreneuriat/?theme[]=entrepreneuriat&from-date=&to-date=&search=&search-studies=1#)) and we give specific lectures on selected topics (i.e., ERC writing, horizon Europe, regional and national funding etc). In addition, we point them towards the actors of the Walloon, Belgian and European ecosystem (i.e., NCP...).

4.5 UPHF: Research department structure and R&I support (staff)

1. How is research funding organised in your university? Is it managed at faculty level or is it centralised?

*When UPHF receives external funding (local, regional, national or European, etc.), the **Research and Valorisation Department (DRV)** draws up the necessary administrative and financial documents and has them signed by the legal representative. As soon as these acts are signed, the DRV establishes the request for opening credits corresponding to the financing with the **Financial Affairs Department (DAF)** and the **Accounting Agency** (definition of the method of monitoring the operation).*

Once the appropriations have been approved, they are managed by the final beneficiary of the funding, i.e. the institution or one of its research laboratories.

- *If the funding involves several research laboratories, the DRV is responsible for management.*
- *If the funding involves a single research laboratory, in this case it is the laboratory that is responsible for making the expenditure in accordance with the university's financial regulations.*
- *If the funding is private (company), then VALUTEC, the university's subsidiary, is responsible for all the administrative and financial procedures, as well as monitoring expenditure and income.*

The DRV then draws up the financial reports and has them signed by the university's legal representative and accounting officer. These reports are sent to the funder to obtain payment of the funding.

As regards the implementation of the university's scientific policy, in particular through the following calls for projects: "co-funding of co-supervised doctoral thesis"; "guest lecturers"; "support for the organisation of scientific events", this is managed centrally by the DRV. Another part is managed by the laboratories, which receive an operating budget and several doctoral contract grants as part of their annual budget.

Information on the laboratories at UPHF⁸:

Research at UPHF is distributed among 4 major laboratories including 2 CNRS UMRs. Its strategy is defined by 3 strategic hubs addressing major societal challenges.

4 laboratories including 2 CNRS UMR

Research is divided into 4 research components:

1. **The CERAMATHS**, Laboratory of Ceramic Materials and Mathematics, created in 2021 following the merger of the laboratories in ceramic materials and associated processes (LMCPA), mathematics and their applications (LAMAV) and mathematics for engineering (LMI).
2. **The IEMN UMR CNRS 8520**, a large research center in Micro and Nanotechnologies. It is installed in different buildings on three geographical sites, in Villeneuve d'Ascq, Lille and Valenciennes on the Mont Houy campus of the UPHF.
3. **The LAMIH UMR CNRS 8201**, a large multidisciplinary laboratory of sustainable transport and human mobility. It is organized into 4 departments: automatic, mechanical, computer, human and life sciences. The laboratory is a member of the Carnot Institute ARTS.
4. **The LARSH**, Research Laboratory Societies and Humanities, created in 2021 following the merger of laboratories in social sciences (CRISS), in information and communication sciences (DeVisu) and in arts, letters, languages and linguistics (DeScripto). It thus brings together all researchers in the humanities and social sciences.

1.2 Do you distinguish between national and EU research funding?

As part of the management of external funding, whether national or European, the funding is managed according to the same methods. It is only the monitoring indicators that vary depending on the financier.

European funding is more restrictive than national funding in terms of monitoring and justification.

⁸ <https://www.uphf.fr/en/research/research-uphf/research-strategy>



2. How do you support your researchers in submitting research proposals?

Since 2014, the university has created a department in charge of supporting the field of Research and its Valorisation. This department is currently made up of two services:

- **The Administrative and Financial Service** is responsible for monitoring and managing research funding and can partly help researcher to write proposals.
- **The Partnership and Valorisation Service** is responsible for supporting teacher-researchers and researchers in their actions, in particular:
 - Support in setting up projects, particularly in response to calls for projects
 - Financial engineering and economic model according to the needs of the project
 - International scientific cooperation, notably international joint thesis supervision
 - Initiation of contractual collaboration with partners and funders (development/negotiation): consortium agreements, collaboration contracts, partnership agreement, various contracts (PhD theses, reception of foreign researchers, technology transfer, etc.)
 - Intellectual Property and copyright expertise
 - Detection of innovations and management of the patent portfolio

3. Where do you see a need for support for researchers?

There is a lack of business developers specialising in the scientific fields covered by the university's research laboratories to anticipate and prepare responses to calls for projects, put partners in touch with researchers, etc. The main goal is to reduce the administrative burden on our researchers so that they can concentrate on their research activities.

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

The university does not have a coaching or mentoring system. Some laboratories support new researchers in their first steps, particularly in setting up a project.

The university provides support and guidance on request. Depending on the need, the DRV's partnerships and valorisation service can call on support schemes offered and/or funded by the Hauts-de-France Regional Council (European project, ERC grants, in particular) or the SATT Nord (Company for the Technology Transfer Acceleration: IP strategy, start-up creation, etc.).

Thanks to the REUNICE project coordinator, who is a PhD candidate, a unique perspective on the research infrastructure was provided. It was interesting to learn that the lack of support is highly noted and missing, especially for early-stage researchers. Furthermore, it is important to note that information on EU calls and support for researchers, such as events on proposal preparation and practical advice, is only provided by research

laboratories and not the DRV, which serves as the centralised research department of UPFH.

4.6 UNICT: Research department structure and R&I support (staff)

1. **How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU research funding?**

University of Catania (UNICT) has 17 departments covering all scientific fields.

*The management of research at University of Catania involves both the **central administration offices** and the **departments** and it distinguishes national and international research funding.*

Research Structures

*In the central administration, there is the **Research Division** that was created in 1998 with the aim to provide specialized support to professors, researchers and graduates on matters related to scientific research activities. It includes the following offices:*

- *International Research Office*
- *National Research Office*
- *Research Contracts Office*

Each department has the so-called “Project Office (Ufficio Progetto)” composed by 1 or 2 persons.

Management of Research Projects at UNICT

Most of the research projects are implemented in the departments (17) by professors who are supported by the staff of the Project Office.

The Research Division provides specialised consultancy to professors and administrative staff of the Project Offices during the whole project life cycle from scouting activities to support activities during the audit carried out by the funding organisations.

2. **How do you support your researchers in submitting research proposals?**

The International Research Office provides the following services in order to support researchers in the presentation of international research proposals:

- *Targeted Scouting on researchers’ specific fields of research activities and scientific interests*
- *Information on funding opportunities and on rules of participation to calls for proposals*
- *Organisation of training courses on project proposals design and writing*
- *Partner search*

- *Pre-screening of the Project proposal draft*
- *Customized support in the project proposal design and writing*
- *Redaction and development of some strategic sections of the project proposals*

3. Where do you see a need for support for researchers?

Based on our experience, we believe that the support of International Research Office is strategic in the following areas:

- *Targeted Scouting on researchers' specific fields of research activities*
- *Training on project proposals design and writing*
- *Networking activities and participation to working groups at international level, to encourage UNICT researchers' better participation in research projects*
- *Collaboration with other organizations to promote the implementation of joint projects*
- *Pre-screening of the project idea*
- *Redaction and development of some strategic sections of the project proposals*
- *Specialised support during the implementation of the project to favor the correct reporting and the effective management of the project*
- *Specialised support during the audit by the founding organisations*

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

UNICT hasn't any specific coaching and mentoring programme.

However, in order to support researchers, the Research Division regularly organises:

- Information meeting for recently funded project: all professors involved in the funded projects and the staff of the Project Office of professors' department are invited to the meeting. The aim is to provide guidance for the implementation of procedures related to the grant agreement signature and the project's kick off.*
- Information meeting for the implementation of the project: all professors involved in the funded projects and the staff of the Project Office of professors' department are invited to the meeting. The aim is to present good practices in the projects' management and to provide specialised advice to solve any problem that could arise during the project*
- Courses on the presentation of proposals (at least 2 courses each year)*
- Courses on the effective management of funded projects (at least 2 courses each year)*

4.7 UVA Research department structure and R&I support (staff)

1. How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU re-search funding?

At the University of Vaasa, the centralised Research Services and Graduate School unit is the focal point for research funding. The Research Services team consist of 5 dedicated specialists, led by the head of the unit. The Research Services provides services for re-searchers at all levels and fields of science, and for any funding instrument.

There is number of personnel at the faculty and research platform level, mainly project managers, who assist and work with research funding (both pre-award and post-award services).

The research services distinguish between national and EU research funding in the sense that each specialist have their own distinctive funding instruments on which they focus. This means that some specialists focus more on EU research funding, others on national funding.

2. How do you support your researchers in submitting research proposals?

The Research Services at the University of Vaasa offer comprehensive pre-award ser-vices. This means developing the project idea, finding the suitable funding instrument, monitoring and informing of both national and international funding calls, budgeting, drafting the research plan, any kind of technical questions related to the research pro-posal (e.g. electronic application form), research ethics, open science and preparing pro-ject agreements (both in the project preparation phase and during on-going projects). The research services also assist the researchers in the grant agreement preparation phase (e.g. in EU funded projects). The research services work closely with the units of project management, communications, library services, IT services and innovations and ecosystems in developing the project life cycle services for researchers.

3. Where do you see a need for support for researchers?

The researchers need for support is multi-faceted. Early-stage researchers who are not yet that experienced in applying for research funding usually need more comprehensive support, starting from finding the right funding instrument to drafting the research pro-posal itself and technical questions (what is required for the application, electronic ap-plication form). Grant writing services (drafting the research/project plan) is something which especially the more experienced researchers ask for, but also help with budgeting and more technical questions on requirements and the application form. In EU funding, more specifically the Horizon Europe framework programme, finding the right and suit-able topic(s) in the work programme is also asked for. Generally, to have a person whom you can ask and gives support is considered important.

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

For doctoral researchers (PhD students), we offer a training session which takes place 2-3 times a year on applying for external funding their research work. Doctoral researchers can also study the course Writing Research Grant Proposals. Further, we visit the faculties, research platforms and research groups regularly for sessions where we inform about upcoming calls and discuss applications for funding. The research services also run a concept called Research Café occurring 1-2 times per month where we address all kinds of matters related to research projects, ranging from applying for funding to questions on research ethics. These events are usually on-line and often include invited guest speakers, e.g. from funding organisations.

4.8 UC: Research department structure and R&I support (staff)

1. How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU research funding?

The support services are managed centralised.

We distinguish between national, and European or international funding.

National Funding are supported by two offices:

- *Transfer Technology Office. Roles: support to regional and national grants and tenders (also international tenders). Link: <https://web.unican.es/unidades/OTRI> (All the links are in Spanish. Sorry)*
- *Research Management Service. It manages Human Resources programmes and the University's own research programmes. Link: <https://web.unican.es/unidades/gestion-investigacion>*

European (Overseas) Funding is supported by one office:

- *European Projects Office. All European and International Grants Programmes (Horizon Europe, Life, Erasmus, Interreg, etc).*

2. How do you support your researchers in submitting research proposals?

In European/National funding during the application phase, support for the preparation of proposals is different depending on whether our role is beneficiary or coordinator.

If we participate as a beneficiary our work is more administrative and financial: completing the information on the Financing Body Portal (European or National level), budgeting, document review, project feasibility, help-desk, etc.

Additionally, in European projects, if we act as coordinators, our role is more active, even reviewing the non-scientific parts of the proposals: impact, management, gender and ethical issues. We also support logistics with the other partners.

3. Where do you see a need for support for researchers?

Currently, our services give support for researchers in different tasks such as:

- Search for calls for proposals
- Dissemination of open calls for proposals
- Advice on the administrative requirements established by the funding agency.
- Review of applications

Nonetheless, our researchers are demanding additional support in:

- Partners searches
- Proposal writing
- Centralised support in projects which UC is coordinator, both at national and European level.

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

We do not have coaching or mentoring programmes. But we have a call for grants to hire support services for the preparation of proposals for the European Research Council.

Regarding training, we conduct the following activities:

- An introductory course on the funding opportunities provided by European Programs framed in the professor training program: [link](#) to the course.
- Four courses, aimed at PhD students: [link](#) to the program
 - Two introductory courses on the funding opportunities provided by European programs
 - A course about business-academia collaboration opportunities
 - A course about how to write project proposals
 - A course about Open Science
 - Several courses about how to communicate and disseminate scientific results

We also participate in an annual event where we explain European opportunities for doctoral candidates. Additionally, we organize specific sessions for certain calls in collaboration with external stakeholders.

4.9 KU: Research department structure and R&I support (staff)

1. How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU re-search funding?

The Grants and Innovation Office (GIO) supports individual researchers and research groups at Karlstad University in developing external funding strategies, as well as working with the personal and professional development of research staff.

Support is offered through a range of competence development activities, for both individuals and groups, as well as in connection with external research funding applications to regional, national and international funders.

The GIO also provides advice to all Karlstad University employees and students who want to utilise their research results or innovative ideas in society, outside the traditional channels of academic dissemination.

Through its diverse networks beyond the academy, the GIO acts as a connector between the university and wider society. It helps researchers to make their own external contacts, creating opportunities for their participation in projects or other types of external initiatives with non-academic partners.

The GIO also has the task of contributing to the university's overall development of research and innovation activities and coordinates several different university-wide initiatives and projects at the regional, national and international levels.

The GIO's main areas of responsibility are:

- *Providing support for the university management regarding the development of KAU's research and innovation activities.*
- *Coordination of research administrative support at KAU, including the responsibility for developing and maintain the KAU Research Handbook.*
- *Coordination of the ongoing review of research at the university.*
- *Coordination of the university's research data support.*

2. How do you support your researchers in submitting research proposals?

The GIO's main areas of responsibility towards the researchers/research groups are:

- *Advice in the development of research and innovation strategies.*
- *Advice on research applications to regional, national and international funders.*
- *Advice regarding the utilisation of innovative ideas and research results, including responsibility for the government-appointed Innovation Office Fyrklövern, which is run in collaboration with Linnaeus University, Mid Sweden University and Örebro University.*

We are also working very closely with the university management (vice-chancellor, pro vice-chancellors, deans) regarding for instance:

- Providing support for the university management regarding the development of KAU's research and innovation activities.
- Coordination of research and innovation collaboration with external partners at the regional, national and international levels.
- Coordination of research administrative support at KAU.
- Coordination of the quality reviews of research at the university, also linked to HRS4R and CoARA.
- Coordination of the university's research data support and open science development.

3. Where do you see a need for support for researchers?

During the meeting it was pointed out that researchers ask especially for practical guidelines to write proposals for EU calls.

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

Here are some examples⁹:

4.1 CTRIVE: Competence development tool for research: intellectual value enhancement

CTRIVE[®] consists of eight workshops designed to enhance the competitiveness of participating researchers, each with a different theme:

- Knowing your funders
- Developing a research pitch
- Inside the head of evaluators
- Network building
- Research assets
- Impact
- Data management
- Introduction to research project management
- Introduction to Intellectual Property
- Self-reflection questions

The workshops provide opportunities for researcher interactions and co-learning alongside facilitative input around the thematic areas to enhance a researcher's ability to be successful.

⁹ <https://www.kau.se/en/research/research-support/support/grants-and-innovation-office/skills-and-career-development>

CTRIVE® is most suited to researcher at the early and midterm points of their careers, those that are re-engaging with research after a break away, or researchers new to the Swedish research environment. CTRIVE® can be adapted to meet the needs of individual researchers or research groups.

4.2 Leadership for researchers

Karlstad University offers leadership development for researchers who want to enhance their leadership skills within the academic context. The aim is to strengthen researchers in their leadership roles and contribute to sustainable and successful research environments. Leadership development is offered at three different levels, tailored to where you are in your research career. There is a progression through these levels, but they are independent, and no specific prerequisites are required. Leadership development for scientists is conducted in English, and participation is coordinated with your department head, who will then nominate to the dean.

4.3 Grants for goals

Grants for Goals®, GfG, was initially developed for research groups but a modified version is available for individual researchers. The purpose is to support research groups or individual researchers, who want to work proactively and strategically towards their own scientific goals. The programme includes five sessions that are carried out over a period of 3-6 months. The starting point is a resource inventory to identify strengths and areas for development. The outcome is a long-term strategy for research that includes a vision, goals and activities.

GfG entail that the participants create the content guided by facilitators from GIO. In other words, committed and active participants is crucial. For research groups, we know that established groups with ambition to work together for a longer period of time, is a good starting point.

4.4 PhD courses

4.4.1 Impact and the utilisation of research

This online course trains PhD students to communicate the value of their research to non-specialists and to collaborate more effectively with non-academic partners. Its focus is on developing a research pith, with supplementary content on funding policy, licensing options and real-world examples of researchers collaborating with public and private actors.

4.4.2 Data stewardship (DocEnhance)

The DocEnhance online courses introduces PhD students to the fundamental concepts of research data management. Managing research data in accordance with good practices is an easily transferable and sought-after skill both within and outside of academia. Topics include preparing data management plans, data collection and storage, publishing data, and preparing data for re-use by others.

4.10 IPV: Research department structure and R&I support (staff)

1. How is research funding organised in your university? Is it managed at faculty level or is it centralised? Do you distinguish between national and EU re-search funding?

Basically, in IPV there are three organizational typologies for research and fundraising:

1.1: *Institutional projects financed by European funds but managed by the Portuguese government, namely by the **Directorate General for Higher Education**, which oversees Higher Education Institutions. The IPV Presidency organizes the application process and then all its management and financial execution, with support from its Projects Office.*

Researchers/Academic staff participate by proposing/describing activities, schedule and KPIs and implementing the budget allocated to the respective activity.

1.2: *National and international research projects initiated by the academic staff integrated into an IPV Research and Development Unit, in which researchers/professors have the initiative to apply for open calls. If/When approved they are responsible for carrying out the activities and financial execution, but have the support of the IPV Presidency's Projects Office, namely the formal documents accompanying the application and budget, as well as financial execution throughout the project. In addition, there is also the support of the secretarial staff of the UIDs (who have already been presented at EUNICE meetings).*

1.3: *National and international research projects initiated by researchers/ professors, where the researchers take the initiative to apply to open Calls. If/When the project is approved, they are responsible for carrying out the activities and financial execution, but they can count on the support of the IPV Presidency's Projects Office, namely the formal documents that accompany the application and budget, as well as financial execution throughout the project.*

2. How do you support your researchers in submitting research proposals?

2.1. Projects Office staff (technical)

In the context of applications, they provide support in interpreting the Calls (what is and isn't eligible), provide formal documents to accompany the application and prepare the budget. They also help with the application submission process.

As part of the execution of the project, they ensure the correct instruction of expenditure processes (requests for goods and services; cost and travel allowances) within the scope of the financed projects, prepare the respective framework and register the funds requested, gather all the documentation that supports the reimbursement requests to financing entities and submit reimbursement requests.

2.2. IPV Research and Development Units' staff (technical)

Within the scope of project execution, they ensure the correct instruction of expenditure processes (requests for goods and services; cost and travel allowances) within the scope of the financed projects.

Ensure the correct instruction of expenditure processes within the scope of financed projects.

2.3. Technical department

Deals with formal procedures for purchasing goods and services, booking trips and accommodation within the scope of projects.

2.4. Financial services

Manages payments for project expenses.

3. Where do you see a need for support for researchers?

3.1. Support for applications, especially those for attracting international financing.

4. Do you have coaching and mentoring programmes to support researchers? If so, could you give us some examples or a link to courses?

4.1. We do not provide coaching and mentoring for researchers.

5. Questions to the survey answers:

5.1. Could you please elaborate a little bit more the responsibilities of the IPV's Presidency's Projects Office?

- Identify and promote opportunities for international agreements and partnerships and ensure global relations with similar organisations in other countries, in conjunction with the **DPGAF** (Departamento de Planeamento e Gestão Administrativa e Financeira) teams;
- Accompanying projects with national and international dimension, particularly those arising from working groups or with a strategic and transversal nature, centralising interaction with international organisations.
- Accompanying projects from the outset, advising and analysing each step to maximise their objectives and profitability.
- Implementing a methodology to control and monitor projects.
- Drawing up the various reports: Periodic report, progress report and final report.

5.2. Is the IPV Research and Development Unit (RDU) present in each Escola or is it a separated unit? Is it organised according to different topics?

RDU have a high degree of independence and autonomy with their own management elected organs and their own budget, they are more linked to certain schools of IPV but are located and share the resources of the IPV's central services (two dedicated non-teaching staff collaborators, Planning and Management Department that includes the Projects Office collaborators, Technical Department and Financial Services).

*Centre for Studies in Education and Innovation – **Ci&DEI** more linked to Educational School*

Research Groups

Educational Policies, Didactics and Training;

Health Education and Quality of Life;

Education for Entrepreneurship and Sustainability;

Education, Citizenship and Inclusion;

ICT and Multimedia in Education.

*Research Centre in Digital Services – **CISeD** - more linked to School of Technology and Management*

Research Groups

Digital Decision Support Systems [DDSS];

Social Web Applied to Culture, Economy and Society [SWACES];

Connected Digital Society [CDS];

Digital Service Business [DSB];

Digital Automotive Industry [DAI].

*The Health Sciences Research Unit: Nursing - **UICISA:E** more linked to Health School*

Research Groups

Training of health professionals and education for health;

Well-being, health and illness;

Health systems and organizations.

*Research Centre for Natural Resources, Environment and Society – **CERNAS** - more linked to Agrarian School and environment department of the School of Technology and Management*

Research Groups

Agriculture Science;

Environment and Society;

Food Science and Engineering.

5.3. Your response to question 3 was that you would like to see more support for researchers in terms of proposal support. Can you tell me what level of support you imagine? Would you like to have assistance by writing parts of the proposal, for example?

Yes, precisely that.

Nowadays, financial management is so demanding that Project Office collaborators are very busy just with financial management and younger researchers needed to feel some support in reading the calls to have help in interpreting what the content of each chapter of each instructional piece of the application.

4.11 UOP: Research department structure and R&I support (staff)

Unfortunately, there is only limited information about the research department structure and the R&I support at the University of Peloponnese. The available information was obtained from a colleague from the department of Programming & Development:

As a department of Programming & Development, our role should be consultative and guiding in nature. However, in reality, we only manage the financial implementation of approved projects. We plan to make changes in the future, but currently, I do not have the information you requested.

4.12 Characteristics

The initiative to create a common EUNICE network for research and innovation support staff has been well received by almost all partner universities. A research network to discuss ideas and challenges on a EUNICE expense meets the needs of the support staff. Additionally, at the last EUNICE General Assembly (GA)¹⁰, the Vice Rectors for Research and Innovation convened to discuss options for fostering common research-based projects. These aspects, along with the results of MS 4.4, were helpful in collecting the necessary information and meeting the R&I support staff in the alliance. The characteristics presented below are summarised in Table 4 and can be found on p.49 in the Annex.

The description of the R&I structure of the ten partner universities was carried out in order to identify the research management structure, the research support staff and their duties, focusing on EU-related support, within EUNICE. The results indicate that there are notable structural differences in the research management and funding de-

¹⁰ In September 2023 at UNICT

partments among the universities within EUNICE. The main difference lies in the contrast between a centralised research management structure and a departmental one. In the latter case, research management responsibilities are distributed among various departments, institutes, or faculties. Each department has, for example UNICT, its own R&I support staff, consisting of two people, specialised in the scientific field of the department. This organizational structure may pose challenges in connecting the support staff within EUNICE.

However, there are differences even within universities that have a centralised RM structure. The terminology used to refer to the research management office varies significantly and, in some cases, includes several other services, such as technological transfer, financial and accounting departments, EU office, project department, etc. (see Table 4, p.49). This indicates that successful implementation of research management requires strong collaboration between multiple departments and services within a university. Consequently, it is crucial to view research and innovation support as an essential component of the university's overall structure and organization. This should be taken into account when considering the transversal competencies required for R&I support staff and how the interconnected services within a university for R&I support can be transferred to a EUNICE-wide R&I support structure.

This aspect is further related to tasks and responsibilities of a R&I support staff. Although there were variations in the roles and responsibilities of support staff within the support network, where job titles may be identical or similar but cover different areas of responsibility, while other job titles may have similar but different responsibilities, it can be noted that in all the partner universities the R&I support staff are active researchers or individuals with research experience. Despite differences in terminology, support staff share the same challenges and problems. The core tasks of supporting researchers remain the same throughout EUNICE, although the range of tasks and responsibilities may vary. As example: At BTU, UMONS, and UNICT, the role of an *EU Liaison Officer* corresponds to the R&I support staff position declared here. Meanwhile, the tasks of this position correspond to the *Senior Specialist* role in the Research department at UVA and the *Research Advisor* role at KU.

In this context, the number of R&I staff available to support researchers plays a key role, as it fluctuates between universities. BTU and UNICT have only one or two R&I support staff members, while VAASA has recently expanded its R&I support team to provide tailored practical guidance for call applications, covering regional, national, and EU funding opportunities for their researchers. They currently have a team of nearly ten support members. The same applies to KU. This indicates the strength of representation of RM and the likelihood of the R&I support staff position being recognized at the university.

Differences also exist in the support provided by R&I staff to researchers, which varies depending on the funding opportunity - regional, national, or EU. For EU funding, R&I support is divided into pre-award and post-award phases. Vaasa has correspondingly divided its research services into two units. Furthermore, the level of support for researchers depends on the university's role in an EU call. The required effort is greater when the university acts as a coordinator, so partner universities adjust their support

intensity accordingly. Some EUNICE universities, use external consulting agencies to help write proposals, especially to meet the requirements of ERC calls. Notably UMONS mentioned this strategy of tailored support for their researchers, as their university receives a special budget for activities to support researchers. BTU, PUT and UNICT also mentioned to hiring external experts for proposal writing in special cases. However, due to financial constraints, most EUNICE partners cannot afford this approach or use it exceptionally.

When addressing the areas of required support for their researchers, universities commonly identify writing proposals (practical guidelines), financial planning, and finding consortium partners as key priorities. Therefore, support is mostly needed during the pre-award phase. Especially regarding the non-scientific parts of the proposal for an EU call, such as dealing with intellectual property (IP), impact, data management, gender and ethical issues and Open Sciences, researchers and R&I support staff require a high level of transversal skills. Advising on these matters can be challenging for support staff. A EUNICE network at their level could help to ease the pressure and exchange best practices, according to the 'train the trainer' approach. In contrast, each university appears to execute the post-award phase and project execution well, although there are differences in the methods used (centralised, non-centralised, collaboration with other departments, etc.) and the number of staff available, as described above.

As far as coaching and mentoring programmes are concerned, most partner universities offer training opportunities on the non-scientific parts of EU-proposal to address the necessary areas of support for researchers. Financial and management aspects of projects are also covered, as well as seminars and workshops on funding opportunities and EU call information. Other training methods and content are available on request. However, almost every university mentioned that the training offered should be expanded and further elaborated to better meet the needs of researchers when facing the requirements of EU calls. Only KU offers competence-based development as suggested by the EU Career and Competence Framework for Researchers which will be further explained in the following chapter.

4.13 Conclusions and recommendations

The presented results aim to provide an overview of the organization and structure of research departments and the R&I support staff available in the EUNICE alliance. Differences have been identified in the research management structures of all EUNICE university. The variety of structures is impressive, as it shows the unique approaches to handling research management and research support. Unfortunately, these differences make it also quite challenging to agree on a common R&I support staff structure for EUNICE.

On top of the list of differences is the contrast between a centralised research management structure and a departmental one. Furthermore, the availability of R&I support services and collaboration opportunities between departments vary within a single uni-

versity, not to mention when it should come to a collaboration among all EUNICE partners. Some universities lack even completely services such as Career Management or Research Data Management. Additionally, the use of external agencies for writing EU proposals, a small team of R&I support staff and the lack of enough or tailored training opportunities affect greatly the preconditions and possibilities for researchers depending on the partner university.

Another important aspect is the terminology used, which as the diverse RM structures, is often based on national definitions. At the beginning of this task, the term "research and innovation support staff" was explained in order to facilitate understanding and provide a common basis for discussion. It is therefore recommendable to establish a common language and structure to ensure effective communication and collaboration.

While there are notable distinctions, it is important to highlight that the fundamental duties, obstacles, and requirements for assistance of researchers and R&I support staff are the same across all EUNICE partner institutions. Furthermore, most partners were in favour of the proposal to create a network of R&I support staff who would hold regular meetings to discuss common issues and share best practices. This network could also act as a catalyst for joint research projects. To achieve this goal, all representatives of the R&I support staff agreed to use the recently finalised REUNICE platform called 'Catalyst' in WP2. A special campaign has been created exclusively for the R&I support staff to encourage the development of ideas for joint projects.

However, it must be taken into account that a EUNICE-wide R&I support should strike a balance between support and competition, enabling mutual support without disrupting the competitiveness which nevertheless exists among the EUNICE alliance.



Recommendations

This chapter included all ten partner universities to the list of research and innovation support staff and provided an analysis of the research management structure of the EUNICE partner universities. The RM structure itself, the support staff, the support offered and required by researchers, and the available training opportunities have been taken into account.

The list of research and innovation support staff shows contact points for more or less every department and together with the analysis of the RM structures, it can be used as a repository for the research and innovation support staff at each university. These results should serve as a starting point for a common approach towards joint research-based projects and can be interpreted as the first step towards a common research management structure within EUNICE.

Furthermore, the development of a common glossary can help to reduce the terminology differences mentioned above and to promote the development of a common language. It is also important to note that the analysis of the RM structures does not aim to prioritize one structure or organization over another. These structures are typically established historically. However, if a reorganization were to occur, significant changes to these structures may be necessary.

Given the diversity of structures presented, the task may seem challenging. Nevertheless, the development and elaboration of a common governance requires profound structural changes. Therefore, the European University Alliance EUNICE must have knowledge of and be aware of the different RM structures and the available R&I support staff at each partner university.

5 EUNICE Coaching and mentoring programmes

The coaching and mentoring programmes in this task aim to encourage skilling, re- and up-skilling among early career and experienced scientists. Their design is generated in accordance with the ongoing initiatives of the *European Framework for Research Careers*¹¹ and the *European Competence Framework for Researchers*¹² to address the development of researchers' transferable skills, promote career development, and develop better research management capacities.

5.1 A competence-based approach for career development

The new initiatives, *European Framework for Research Careers* and the *European Competence Framework for Researchers*, have been developed by the European Commission in line with Action 4 of the ERA Policy Agenda and are the outcome of the Commission's 2020 Communication (COM/2020/628). Both initiatives are related to each other and promote not only the appeal and effectiveness of research careers but also interoperability and comparability among them.

The *European Framework for Research Careers* defines four broad research profiles (R1-R4) to enable comparisons in terms of functions and experience levels between countries. These profiles are based on updated concepts of the specific career stages. The initiative also includes a review of the 2005 *European Charter for Researchers* and *Code of Conduct for the Recruitment of Researchers*, which should lead to a new Charter for Researchers, addressed to researchers, employers, funders and policy makers (EU Commission 2023).

The *European Competence Framework for Researchers* (ResearchComp) is primarily a tool for assessing and developing the transferable skills of researchers, with the aim of enhancing their capacities for a successful career in academia and beyond. It is the first EU Competence Framework for Researchers, based on the *New Skills Agenda* (2020-2025)¹³ and the updated (2022) skill set for the *European Skills, Competences, Qualifications and Occupations* (ESCO)¹⁴ classifications.

The information used for the coaching and mentoring programmes in this deliverable is primarily based on the Policy brief titled 'Knowledge ecosystems in the new ERA- Using

¹¹ <https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors>

¹² https://research-and-innovation.ec.europa.eu/jobs-research/researchcomp-european-competence-framework-researchers_en

¹³ <https://aca-secretariat.be/newsletter/european-skills-agenda-2020-2025/>

¹⁴ ESCO is the European multilingual classification of Skills, Competences, Qualifications and Occupations. It is part of the Europe 2020 strategy and is managed by Directorate General Employment, Social Affairs and Inclusion (DG EMPL). The ESCO classification identifies, describes and categorises skills, competences, qualifications and professional occupations relevant for the EU labour market and education and training. Those concepts and the relationships between them can be understood by electronic systems, which allow different online platforms to use ESCO for services like matching jobseekers to jobs on the basis of their skills and suggesting trainings to people who want to reskill or upskill. (Almerud/Ricksten/O'Neil et al. 2022, 12)

a competence-based approach for career development in academia and beyond' (Almerud/Ricksten/O'Neil et al., 2022) which is part of the project 'Knowledge ecosystems in the new ERA' commissioned by the Commission's Directorate-General for Research and Innovation.

ResearchComp is currently a prototype that has not yet been tested or applied in real-life settings (ibid, 28). Nevertheless, ResearchComp establishes a common language and understanding of researchers' transversal competences. Therefore, it serves as inspiration and a significant source for designing coaching and mentoring programmes, as well as establishing a unified direction for researchers' training in EUNICE.

5.2 ResearchComp for EUNICE coaching and mentoring programmes

The conceptual model of the framework comprises 38 skills grouped into seven competence areas. This set of transversal skills is necessary for careers in all sectors of society, including academia, business, industry, public administration or the development of one's own start-ups. The structure enables researchers to determine their position and the requirements for advancing to the next level.

The main advantage of this framework is its flexibility, allowing each stakeholder, including EUNICE, to customize it to their specific requirements. This feature enables the design of coaching and mentoring programmes for EUNICE to be carried out in three steps. The identification of distinct training requirements for junior and experienced researchers is the first step. The second step involves selecting course content for the different research profiles, followed by an inventory of available courses in EUNICE as the third step.

Step 1: Identification of training needs for early-stage and experienced researchers

The wheel of skills and competence areas will be used to identify the training needs of early-stage and experienced researchers. According to the *Research profiles descriptors*¹⁵, coaching programmes are intended for First Stage Researchers (R1) and Recognised Researchers (R2), while mentoring programmes are intended for Established Researchers (R3) and Leading Researchers (R4). Each skill will be classified as belonging to the appropriate research profile:

¹⁵ <https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors>

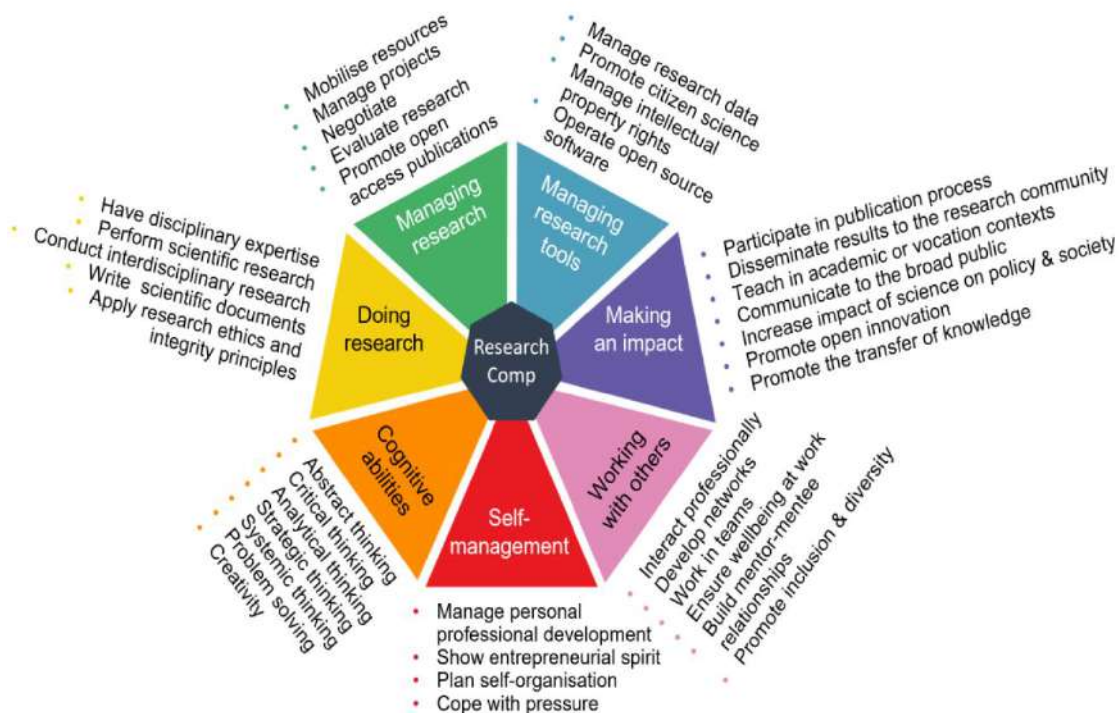


Figure 1: ResearchComp

Table 2: ResearchComp in EUNICE

ResearchComp Competence area	Coaching programme – addressed to early career scientists (R1+R2)	Mentoring programme – addressed to experienced scientists (R3+R4)	Applicable for both (R1-R4)
Doing research			
Have disciplinary expertise		x	
Perform scientific research	x		
Conduct interdisciplinary research	x		
Write scientific documents			x
Apply research ethics and integrity principles			x
Cognitive abilities			
Abstract thinking		x	
Analytical thinking	x		
Critical thinking	x		
Strategic thinking		x	
Systematic thinking			

Problem solving	x		
Creativity	x		
Self-management			
Manage personal professional development		x	
Show entrepreneurial spirit		x	
Plan self-organisation	x		
Cope with pressure	x		
Working with others			
Interact professionally		x	
Develop networks	x		
Work in teams	x		
Ensure wellbeing at work		x	
Build mentor-mentee relationships			x
Promote inclusion & diversity		x	
Making an Impact			
Participate in publication process	x		
Disseminate results to the research community	x		
Teach in academic or vocation context		x (regarding vocation)	x
Communicate to the broad public			x
Increase impact of science on policy & society		x	
Promote open innovation			x
Promote the transfer of knowledge			x
Managing research tools			
Manage research data			x
Promote citizen science		x	

Manage intellectual property rights			X
Operate open-source software		X	
Managing research			
Mobilise resources		X	
Manage projects			X
Negotiate		X	
Evaluate research		X	
Promote open access publications			X

Step 2: Selecting course content

For early-stage scientists

The table above shows that early-stage scientists require a broader range of tailored training as they are still in the process of developing and honing their abilities. The course contests for coaching programmes for R1 and R2 scientists should therefore aim to enhance the following skills:

- Perform scientific research
- Conduct interdisciplinary research
- Analytical thinking
- Critical thinking
- Problem solving
- Creativity
- Plan self-organisation
- Cope with pressure
- Develop networks
- Work in teams
- Participate in publication process

For experienced researchers

Experienced researchers tend to focus on conducting high-quality research at an abstract level. They should also guide younger scientists in their specific research area and promote their soft skills. The course contests for mentoring programmes for R3 and R4 scientists should therefore aim to enhance the following skills:

- Have disciplinary expertise
- Abstract thinking
- Strategic thinking
- Manage personal professional development
- Show entrepreneurial spirit
- Interact professionally
- Ensure wellbeing at work

- Promote inclusion & diversity
- Increase impact of science on policy & society
- Promote citizen science
- Operate open-source software
- Mobilise resources
- Negotiate Evaluate research

For all research profiles

Some skills are further applicable for all research profiles, especially in the field of making an impact. The course contests for R1- R4 scientists should therefore focus on enhancing the following skills:

- Write scientific documents
- Apply research ethics and integrity principles
- Build mentor-mentee relationships
- Teach in academic or vocation context
- Communicate to the broad public
- Promote open innovation
- Promote the transfer of knowledge
- Manage research data
- Manage intellectual property rights
- Manage projects Promote open access publications

For the research and innovation support staff

When addressing the R&I support staff the course content should be preferably based on the skills of the managing research area:

- Mobilise resources
- Manage projects
- Negotiate
- Evaluate research
- Promote open access publications

In this context, the network of R&I support staff is also important as it allows the staff involved to share their practices in line with the 'train the trainer' aspect mentioned in this deliverable.

Step 3: Inventory of available courses in and for EUNICE

The inventory of available courses is based on the two ongoing initiatives, *RM Roadmap* and *CARDEA*, as well as on the results of deliverable D4.2, which provides an overview of continuing education offerings at EUNICE universities¹⁶.

¹⁶ It should be noted, that this overview includes only the 7 REUNICE universities.

RM Roadmap and *CARDEA* are two Horizon Europe projects funded by the European Commission under the HORIZON-WIDERA-2021-ERA-01 call. Both projects started in 2022 and follow the bottom-up principle to support researchers and involve the research management community.

RM Roadmap

RM Roadmap will allow existing European networks to connect on a smart community platform which will enable an unprecedented consultation process in research management in the world. This co-creation process will gather the existing communities and expand upon them to reach two main objectives - To create and inform a bottom-up consensus on the future of RM in a roadmap, and to inform the community about existing training, networking, funding, and career mobility opportunities. This initiative goes hand in hand with the intention of this deliverable to create a EUNICE wide R&I support structure, where the staff involved will be connected through a network to enhance joint research projects and face challenges together as one European university.

CARDEA

CARDEA is a group (mostly HR professionals) with a proven track record in implementing initiatives in support of research staff within the universities and organisations involved in the project. The overall objective of *CARDEA* is to enable the Professionalisation of Research Management as a valued career choice within the European Research Area. Through *CARDEA* clear and identified role competencies, progression pathways, standards for benchmarked and indexed salaries and access to appropriate skills development for Research Managers at all stages of their careers will be proposed. For this deliverable especially the *CARDEA* Hub¹⁷ is significant as it offers a list of courses for Training and professional development, such as the areas:

- Project management: *Project Management Skills, Preparing your Research Project Budget, Commercial Awareness, Research Integrity*
- Data Management
- Leadership and Team Management: *Working with teams, Leading a Research team, Motivation skills, Maximising Personal Effectiveness*
- Dissemination and Communication: *Presentation Skills, Personalised Communication Skills*
- HRS4R - HR Excellence in Research

For the inventory of courses available in EUNICE, the result of D 4.2 provides an overview of the continuing education courses offered by the 7 REUNICE universities:

¹⁷ <https://www.ucc.ie/en/cardea/cardeahub/>

Table 3: Overview about further educational offers at EUNICE universities

Theme / University	Poznan University of Technology	Brandenburg University of Technology	University of Cantabria	University of Mons	University of Catania	Université Polytechnique Hauts-de-France	University of Vaasa
Research & Innovation	<ul style="list-style-type: none"> • Open Access training and funding for e.g. Elsevier, Springer or IEEE 	<ul style="list-style-type: none"> • General urban planning legislation • Technology, Science and Society (TESS) (ENG) 	<ul style="list-style-type: none"> • Short courses for junior and senior researchers • “How to write a project proposal & project financing” 	<ul style="list-style-type: none"> • Conducting your doctoral project (in sciences and technologies) • Setting up a research project training (ENG) • Open science / Open access / Open sources (ENG) • Discover and experience the AGILE project method (ENG) • ISO certification 	<ul style="list-style-type: none"> • Contamination Lab 	<ul style="list-style-type: none"> • Conducting projects on pedagogical innovations 	
Leadership & Management		<ul style="list-style-type: none"> • Leadership & management training • Project management 	<ul style="list-style-type: none"> • Human Resource Management Master • MBA 	<ul style="list-style-type: none"> • Specific methods of management training (ENG) 	<ul style="list-style-type: none"> • Diverse university masters (ENG) 	<ul style="list-style-type: none"> • Management of companies and administrations training 	<ul style="list-style-type: none"> • Executive Education Programmes (ENG) • DBA & MBA (ENG)
Teaching		<ul style="list-style-type: none"> • Advanced Music Education • Media literacy for lecturers 	<ul style="list-style-type: none"> • Short courses for lecturers about e.g. pedagogical content, new technologies applied to teaching 	<ul style="list-style-type: none"> • Certificate of teaching aptitude • Training offer of the pedagogical support service • English as a medium of instruction (ENG) • Content and language 		<ul style="list-style-type: none"> • Continuous teacher training e.g. about new technologies & open science 	

				integrated learning (ENG)			
Entrepreneurial Support	<ul style="list-style-type: none"> • Training on the intellectual property rights 	<ul style="list-style-type: none"> • Innovation Management • Transferscout 	<ul style="list-style-type: none"> • Doctoral training: entrepreneurship and research • Entrepreneurship contexts 	<ul style="list-style-type: none"> • Entrepreneurship pathway (ENG) • Workshop “Protecting your creation and identity through intellectual property and industrial property” (ENG) • Workshop Entrepreneurship “Challenging your idea” (ENG) 	<ul style="list-style-type: none"> • Start Cup Catania (ENG) 	<ul style="list-style-type: none"> • Student Entrepreneur Diploma 	<ul style="list-style-type: none"> • West Coast Startup – Ecosystem partner for Entrepreneurial Support (ENG) • Innovation and Ecosystem Unit – helps with IP management of researchers and provides services for entrepreneurial researchers (ENG)
Communication and Social Media			<ul style="list-style-type: none"> • Short courses “How to promote your scientific research” • Short courses “How to use social media in the academic field” 	<ul style="list-style-type: none"> • Media Training • LinkedIn profile training • Writing and speaking training 	<ul style="list-style-type: none"> • Diverse university master (ENG) 		<ul style="list-style-type: none"> Open University qualifications and certifications: • Marketing and communication courses (ENG)
Soft Skills and Social Competences	<ul style="list-style-type: none"> • Training on information skills in science and technology (ENG) • Doctoral trainings (related to specific projects) 	<ul style="list-style-type: none"> • Digital competences 	<ul style="list-style-type: none"> • Short courses for lecturers and researchers “How to deal with stress” • Short courses for lecturers and 	<ul style="list-style-type: none"> • PCM, Comcolors and other interpersonal communication (ENG) • Time management 	<ul style="list-style-type: none"> • PhD courses 	<ul style="list-style-type: none"> • Validation of acquired experiences (VAE) 	<ul style="list-style-type: none"> Open University qualifications and certifications: • Language courses (ENG)



	"Trainings focused on developing skills relevant for international cooperation" (ENG)		researchers "Inclusiveness"	<ul style="list-style-type: none"> • Tools to tame your stress (ENG) • French courses for foreigners 			
<i>Others</i>		<ul style="list-style-type: none"> • Forensic Sciences and Engineering (M.Sc.) • Commercial law for technology companies (M.B.L.) • Urban Design (M.Sc.) (ENG) 	<ul style="list-style-type: none"> • Doctoral training • Doctoral training (ENG) • Language courses (some specific for lecturers/researchers) 	<ul style="list-style-type: none"> • Doctoral training 	<ul style="list-style-type: none"> • Diverse university masters (ENG) 		<ul style="list-style-type: none"> • Doctoral School (ENG) • Master Programs (ENG)
<i>Career Paths Support</i>		<ul style="list-style-type: none"> • Writing strategies for academics • Planning an academic career (ENG) • Professorial appointment training (ENG) 		<ul style="list-style-type: none"> • Mentorship program (ENG) • Skills assessment • Company visits (ENG) • Discover the job market for PhD's (ENG) • OTMR e-recruitment • Writing a non-academic CV (ENG) 	<ul style="list-style-type: none"> • PhD courses 	<ul style="list-style-type: none"> • Services offered by the office of professional insertion assistance 	
<i>In Total</i>	4	15	12	27	7	6	9



5.3 Conclusion

The previous chapter has shown that transferable skills are necessary for the Alliance due to the wide range of tasks that researchers and R&I support staff have to perform in different fields. Training opportunities often do not meet the specific needs of both parties, making it difficult to respond effectively to the diverse requirements of EU calls for proposals.

The results presented should help to address the lack of training, coaching and mentoring programmes for all research profiles, as well as for R&I support staff in EUNICE universities. As a starting point, the table of training opportunities offered by the 7 REUNICE universities from D 4.2 and the free CARDEA HUB with its numerous webinars can be used. Moreover, the survey from chapter 4 showed that KU offers already tailored courses in accordance with ResearchComp and expressed in addition that some courses could be offered to the alliance. Thanks to the flexible structure of ResearchComp, each partner university can further create its own tailor-made course programmes according to its current needs.

As ResearchComp and its new competency-based approach to career development is much more complex, only the most important part of it contributed to this task. For a coherent implementation of course content and training opportunities inspired by this initiative, EUNICE universities are encouraged to explore and consult detailed information [here](#).

The initiative has been published at an opportune time, as there is currently high demand for support in skilling, re-skilling, and up-skilling of both early career and experienced researchers and research managers. ResearchComp provides the Alliance with a ready-to-use preparatory tool to develop transferable skills by establishing a common language and understanding of the transversal competences of researchers and research managers, which is essential for EUNICE-wide collaboration. ResearchComp's recommendations and guidelines could hence assist EUNICE in adopting a unified approach to training researchers and R&I support staff within the alliance.

6 Summary and conclusion

The aim of this deliverable was to involve all 10 EUNICE partner universities in promoting the concept of the European University and evaluating the possibilities of promoting talent in the research and innovation sector, as well as adopting a unified approach to training researchers and R&I support staff on a EUNICE-wide scale.

As research and innovation support staff play a crucial role in promoting talents, the first objective was to identify and connect the R&I support staff through a network, building upon the results of previous deliverables of WP 4, specifically D 4.2 and D 4.3. The EUNICE R&I support staff network facilitates the exchange of best practices among alliance members through a “train the trainer” approach and tackle the challenges presented by the multi-faceted requirements of EU funding opportunities at the EUNICE research management level. The conducted survey results have shown that the basic duties, challenges, and requirements for supporting researchers and R&I staff are consistent across all EUNICE partner institutions, despite some notable differences. The representatives of each partner university have also confirmed that a research network to discuss ideas for common research projects and confer about common problems on a EUNICE expanse meets the needs of the support staff. To foster this network, also the EUNICE Vice-rectors for Research are involved, which will help to approach the goal of a common research and innovation agenda and strengthen the research and innovation dimension of the alliance.

Addressing the research management staff reflected the fact that proper science and research management has become a cross-cutting issue for the EU and is increasingly recognised as an important pillar in the pursuit of excellence. Proper research management is a key component of efficient R&I systems and a strong community of research managers is essential for excellent knowledge creation and innovation. It is further important to consider research and innovation support as an integral part of a university's structure.

In this context, it was important to identify the research management structures, including the support offered and required by researchers, as well as the available training opportunities at each partner university in EUNICE. Significant differences were identified in the research management structures of all EUNICE universities, and the availability of R&I support services and collaboration opportunities between departments varied within a single university. Furthermore, the use of external agencies to write EU proposals, a small team of R&I support staff, and insufficient or inadequate training opportunities have a significant impact on the preconditions and possibilities for researchers depending on the partner university. These factors make it challenging to establish a common R&I support staff structure for EUNICE. However, creating a common governance framework would require significant structural changes. Therefore, the European University Alliance EUNICE should have knowledge of the different research management structures and the research and innovation support staff available at each partner university. Using a common language and structure can facilitate effective communication and collaboration.

The second objective addressed coaching and mentoring programmes that aim to encourage skilling, re-skilling, and up-skilling among early career and experienced scientists and R&I support staff. Their design was created in line with the current initiatives of the *European Framework for Research Careers* and the *European Competence Framework for Researchers* (ResearchComp) to address the development of researchers' transferable skills, promote career development, and improve research management capacities.

The survey results have shown that transferable skills are essential for the Alliance, given the diverse range of tasks that researchers and R&I support staff must perform in various fields. ResearchComp's new competency-based approach to career development can enhance the Alliance's existing training opportunities and promote the skills, re-skilling, and up-skilling of early-career and experienced researchers and research managers. By promoting talent and staff diversity, this initiative provides recommendations and guidelines for a unified approach to training researchers and R&I support staff in EUNICE. It presents a common set of researcher competences with a shared language, which is essential for collaboration across EUNICE.

Additional effort was dedicated to evaluating recent developments in research career and competence development at the European level. This is due to the significant impact of current initiatives related to Action 4 and 17 of the Era Policy Agenda on the training and education programmes for research support staff, as well as the coaching and mentoring models.

In conclusion, the objective of cross-cutting work package 4 is to provide tools and services that are applicable throughout the alliance. Therefore, this deliverable aims to contribute measures to promote talent by equipping R&I support staff and research profiles at all stages with transversal skills through tailored training opportunities to meet the requirements of their roles.

7 Annex

Restricted due to personal data protection

Figure 2: Network of Support Staff – Administration, HR and Transfer Orientation

Restricted due to personal data protection

Figure 3: Network of Support Staff – Research Orientation

Table 4: Research Infrastructures for Funding Opportunities of EUNICE partner universities

Research Infrastructures (RIs) for Funding Opportunities of EUNICE partner universities									
No.	University	Name of RI for Funding Opportunities	Website	RI centralised	RI at Faculty/ Institutional level	Institutes/ Departments/ Laboratories	Researcher support offer	Need for researcher support	Coaching and mentoring programmes to support researchers
1.	PUT	<p>Research and Project Office (part of the central administration - responsible for the pre-award phase)</p> <p>Project Management</p> <p>Accounting Department</p>	<p>https://www.put.uva.be/en/index.php?id=24992</p>	x	<p>at institutional level - responsible for the post-award phase</p> <p>at institutional level - responsible for the post-award phase</p>	9 faculties divided in institutes	<p>Pre-award phase:</p> <ul style="list-style-type: none"> designated person explains any doubts regarding the provisions of the call documentation contacts the funding institution if needed cooperates with the team of legal advisers in the preparation of the consortium agreement verifies the proposal forwards the application to the university authorities for signature 	<ul style="list-style-type: none"> writing call specific project proposals building a budget taking into account the internal rules and regulations of funding centres finding partners linking research groups at PUT finding opportunities for cooperation between research groups from different departments attracting industrial partners and coordinate the work of developing joint proposals 	<ul style="list-style-type: none"> organizes individual consultations for researchers preparing a grant proposal specific lectures on selected topics (i.e. ERC writing, horizon Europe, regional and national funding etc.) In addition, we point them towards the actors of the Walloon, Belgium and European ecosystem webinars and info sessions focused on a specific call training at the invitation of the respective university unit (faculty or institute)
2.	BTU	Forschungsabteilung - Research department	https://www.btu.de/en/research/information/research-services	x			<ul style="list-style-type: none"> EU and national funding opportunities Support with the application process (e.g. composition of consortia, advice on wording in the application, budget calculations, letters of commitment and non-disclosure agreements) Supervision of approved projects (including the conclusion of grant and consortium agreements, clarification of funding law issues) Seminars on EU research funding as well as information and explanations on calls for proposals 	<ul style="list-style-type: none"> writing call specific project proposals building a budget taking into account the internal rules and regulations of funding centres Dealing with Open Data Management, IP, Open Science 	<ul style="list-style-type: none"> Seminars and Workshops on EU and national research funding as well as information and explanations on calls for proposals Seminars on data management, IP https://www.btu.de/en/research/information/research-services
3.	UMONS	<p>Direction de l'Administration et de la Valorisation de la Recherche (AVRE) - Department for Research Support and Technology Transfer</p> <p>EU Office</p>	<p>https://web.umons.ac.be/en/informations/research/</p>	x		10 research institutes	<p>Support in every part of a EU proposal:</p> <ul style="list-style-type: none"> scan the potential calls of interest for our researchers contact researchers proactively organize training sessions helping to create a consortium of partners when needed finding a consultant if possible, we review, re-write and rework the proposal with the researchers assistance in the budget/finance, resources allocation helping with administration and submission, grant agreement, consortium negotiation, IP management 		<ul style="list-style-type: none"> tailored courses on research proposals specific lectures on selected topics (i.e. ERC writing, horizon Europe, regional and national funding etc.) <p>https://web.umons.ac.be/fr/partenaire/entrepreneuriat/formation-formation-rechercheur?email=contact@umonts.be&to=direction-et-admin-recherche@umonts.ac.be</p>
4.	UPHF	<p>Research and Valorization Department (DRV)</p> <p>Financial Affairs Department (DAF)</p> <p>Accounting Agency</p>	https://www.univ-lyon.fr/en/research	x	<p>If the funding involves a single research laboratory, in this case it is the laboratory</p>	<p>Institutes divided in 4 research laboratories</p> <ul style="list-style-type: none"> CERAMATHS IS4V LAMH LARH 	<p>RI support is mostly outsourced through the Partnership and Valorization Service, see covered in request calling the Heijmans-Frame Regional Council:</p> <ul style="list-style-type: none"> Setting up projects in response to specific calls financial planning of projects finding partners international cooperation: making agreements, contracts Dealing with IP and Open Data Management, Copyright Detection of innovations and management of the patent portfolio 	<ul style="list-style-type: none"> Setting up projects in response to specific calls financial planning of projects finding partners international cooperation: making agreements, contracts Dealing with IP and Open Data Management, Copyright Detection of innovations and management of the patent portfolio practical guidelines on how to write a proposal EU funding opportunities 	On request



5.	UNICT	Research Division	https://www.unict.it/en/research/research-units	X	17 departments and each of them has a project office	<ul style="list-style-type: none"> Targeted Scouting on researchers' specific fields of research activities and scientific interests Information on funding opportunities and on rules of participation to calls for proposals Organisation of training courses on project proposals design and writing Partner search Pre-screening of the Project proposal draft Customized support in the project proposal design and writing Redaction and development of some strategic sections of the project proposals 	<ul style="list-style-type: none"> Targeted Scouting on researchers' specific fields of research activities Training on project proposals design and writing Networking activities and participation to working groups at international level, to encourage unict researchers' better participation in research projects Collaboration with other organizations to promote the implementation of joint projects Pre-screening of the project ideas Redaction and development of some strategic sections of the project proposals Specialized support during the implementation of the project to favor the correct reporting and the effective management of the project Specialised support during the audit by the founding organisations 	<ul style="list-style-type: none"> Information meeting for recently funded project Information meeting for the implementation of the project Courses on the presentation of proposals (at least 2 courses each year) Courses on the effective management of funded projects
6.	UC	<p>OPEH-Oficina de Proyectos Europeos e Internacionales -</p> <p>Transfer Technology Office support to regional and national grants and tenders (also international tenders).</p> <p>Research Management Service: manages Human Resources programmes and the University's own research programmes</p> <p>European Projects Office: All European and International Grants Programmes (Horizon Europe, Life, Erasmus, Interreg, etc)</p>	https://web.ucm.es/esp/areas/act/transfer/	X	8 Research Institutes	<p>General support:</p> <ul style="list-style-type: none"> Search for calls for proposals Dissemination of open calls for proposals Advice on the administrative requirements established by the funding agency. Review of applications <p>Beneficiary role:</p> <ul style="list-style-type: none"> work is more administrative and financial: compiling the information on the Financing Body (national, European or national level), budgeting, document review, project feasibility, help-desk, etc. <p>Coordinator role:</p> <ul style="list-style-type: none"> role is more active: reviewing the non-scientific parts of the proposals: impact, management, gender and ethical issues + support in logistics 	<ul style="list-style-type: none"> Partner searches Proposal writing Centralised support in projects which UC is coordinator, both at national and European level. 	<p>Training opportunities:</p> <ul style="list-style-type: none"> An introductory course on the funding opportunities provided by European Programs framed in the professor training program Four courses, aimed at PhD students Two introductory courses on the funding opportunities provided by European programs A course about business-academia collaboration opportunities A course about how to write project proposals A course about Open Science Several courses about how to communicate and disseminate scientific results
7.	UVA	Research Services divided in pre-award and post-award unit	https://www.uva.nl/en/research/research-infrastructure	X	Project managers on faculty and research platform level	<p>Pre-award phase:</p> <ul style="list-style-type: none"> developing the project idea finding the suitable funding instrument, monitoring and informing of both national and international funding calls, budgeting, drafting the research plan, any kind of technical questions related to the research proposal research ethics, open science and preparing project agreements grant agreement preparation phase 	<p>Early-stage researchers:</p> <ul style="list-style-type: none"> need comprehensive support-> starting from finding the right funding instrument to drafting the research proposal itself and technical questions <p>Experienced scientists:</p> <ul style="list-style-type: none"> Grant writing - practical guidelines for writing Budgeting and specific question related to specific call 	<ul style="list-style-type: none"> Funding opportunities Writing research Grant proposals Intern sensibilisation and promotion for EU calls Research Café for practice exchange once or twice per month
8.	KU	The Grants and Innovation Office (GIO)	https://www.ku.se/en/research-support/support/grants-and-innovation-office	X		<ul style="list-style-type: none"> Advice in the development of research and innovation strategies. Advice on research applications to regional, national and international funders. Advice regarding the utilisation of innovative ideas and research results, including responsibility for the government appointed Innovation Office Fyrklöver, which is run in collaboration with Linnaeus University, Mid Sweden University and Örebro University. Coordination of research and innovation collaboration with external partners at the regional, national and international levels. 	<ul style="list-style-type: none"> Practical guidelines for writing proposals for EU calls 	<p>Competence Development:</p> <ul style="list-style-type: none"> Professional development CTRIVE Transpeer PhD Course Initiative Open Science <p>NOTE: Some coaching courses are available in English and could be offered to EUNICE partners</p>

9.	IPV	IPV Presidency's Projects Office					<p>Pre-award phase:</p> <ul style="list-style-type: none"> • Interpreting calls • Administrative and financial assistance in the application process <p>Post-award phase:</p> <ul style="list-style-type: none"> • they ensure the correct instruction of expenditure processes • financial management of the project • correct implementation of project 	<ul style="list-style-type: none"> • support for the applications, especially regarding international funding opportunities -> all aspects of application process: writing proposal + administrative and financial aspects 	None
		Research and Development Unit (RDU)	https://site.ipv.nl/about/research.htm	x		https://www.investstar.nl/			
10.	UOP	Department of Programming & Development			x	3 Schools as departments	n.a.	n.a.	n.a.



8 Literature

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