



CATALISI

Catalysation of institutional transformations
of Higher Education Institutions through
the adoption of acceleration services

D3.2 COLLECTION OF TRANSFORMATIONAL PATHWAYS 31/12/2025

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COLLECTION OF TRANSFORMATIONAL PATHWAYS

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Abstract	This deliverable outlines the final Transformational Pathways developed by the CATALISI project to support seven Higher Education Institutions (HEIs) in Europe in advancing

	institutional change in research and innovation. Through a structured, participatory, and iterative methodology, the project enabled HEIs to design and implement tailored action plans, leveraging acceleration services such as Living Labs and Design Labs. The report highlights key achievements in talent mobility, open science, public engagement, and sustainability, and provides lessons learned to guide future institutional transformation efforts.
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EXECUTIVE SUMMARY

This deliverable presents the final version of the transformational pathways developed within the CATALISI project, aimed at supporting seven Higher Education Institutions (HEIs) across Europe in achieving institutional transformation in Research and Innovation (R&I). The CATALISI model is built on three core domains: Research Careers and Talent Support, Research Modus Operandi, and Sustainable Research and Education, intersected by tailored the acceleration services as Living Labs, Design Lab for Transformational Pathways, Counselling, Capacity Building and Outreach, Predictive Study on Skills Anticipation, CATALYST Hub, and Community of Practice (CoP)

This document synthesizes the experiences and outcomes of CATALISI HEIs, each of which co-designed and implemented a customized pathway to support Institutional transformation on specific R&I fields and topics. The methodology followed a structured, participatory, and iterative approach, beginning with comprehensive needs assessments and stakeholder mapping, and progressing through collaborative workshops, validation sessions, and continuous feedback. Action plans were refined through multi-stage evaluations, including input from the External Acceleration Board and project facilitators, ensuring alignment with both institutional priorities and European strategic objectives.

Key findings highlight the importance of stakeholder engagement, iterative planning, and the strategic use of acceleration services in driving effective transformation. The pathways demonstrate measurable progress in areas such as talent mobility, lifelong learning, public engagement, open science, and financial sustainability. Each HEI's journey is characterized by the integration of co-creation processes, robust monitoring frameworks, and sustainability measures designed to ensure long-term impact beyond the project's lifetime.

Lessons learned emphasize the value of focused priorities, continuous improvement, and cross-institutional learning. The report concludes that institutional transformation in HEIs is best achieved through inclusive, adaptive, and strategically aligned approaches, supported by ongoing collaboration and capacity building.

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ABBREVIATIONS

D	Deliverable
DoA	Description of Action
EU	European Union
T	Task
WP	Work-Package
GA	Grant Agreement
CA	Consortium Agreement
DC	Dissemination and Communication
LL	Living Labs
SME	Small and Medium Enterprise
CoP	Community of Practice
HEIs	Higher Education Institutions
R&I	Research and Innovation
EAB	External Evaluators Board

1. PROJECT INTRODUCTION

1.1. BACKGROUND AND AIM

Higher Education Institutions (HEIs) in the EU have been recognized for their global leadership in the fields of research and innovation. To maximize research impact and institutional transformation, HEIs need to strengthen their European University collaborations.

By bridging the gap between HEIs disparities in terms of R&I performance, HEIs can navigate and cooperate in the production and dissemination of high-quality knowledge to maximize the value of research and its impact within the region.

CATALISI model focus on three main domains (Research careers and talent support, Research Modus operandi, and Sustainable research and education) intersected by seven acceleration services Living Labs, Design Lab for Transformational Pathways, , Counselling, Capacity Building and Outreach, Predictive Study on Skills Anticipation, CATALYST Hub, and Community of Practice (CoP) which are designed to facilitate and catalyse the process of institutional transformation.

The aim of CATALISI is to help and support Higher Education Institutions to successfully implement strategies and individual pathways for institutional transformation through the adoption of acceleration services.

These are designed to facilitate and accelerate institutional transformations in the field of Research and Innovation which will strengthen European Universities collaborations and alliances as lighthouses of European values.

1.2. INTRODUCTION TO THE DOCUMENT

The European Commission has identified Institutional Transformation as a key strategy to tackle the challenges of Research and Innovation (R&I) governance. Steering the transformations that affect science and innovation—along with their positive and negative implications—requires, to some extent, the implementation of structural changes within research organizations. Higher Education Institutions (HEIs) face the dual challenge of bridging disparities in R&I performance and building a cohesive system in which HEIs across Europe can collaborate effectively in the production and dissemination of high-quality knowledge. In this context, the Horizon Europe project CATALISI is designed to support HEIs in developing and implementing tailored strategies for institutional transformation using acceleration services. Specifically, CATALISI explores how HEI's governance can evolve, viewing governance as the intentional interaction between societal and state actors to reshape science, technology, and innovation systems in response to societal concerns.

To meet the above aim, CATALISI designed a model built upon two building blocks: on one side, four facilitators (APRE, EY, ENoLL, F6S) that accelerated and facilitated the transformational pathways of HEIs through acceleration services, knowledge transfer, and the implementation of co-designed activities. On the other side, the implementers were the Higher Education Institutions involved in CATALISI that pursued institutional transformations. These members committed to introducing and implementing new reforms in their structures

by intervening in specific domains and intervention areas. The project was shaped and developed around two intertwining dimensions that were implemented by each HEI (implementers), with the support of experienced facilitators, which were: domains and acceleration services. CATALISI identified three domains (Human Capital, Research Modus Operandi, Finance), each composed of different intervention areas that indicated the content of specific institutional transformations deemed necessary by each HEI.

This report provides a final update on the transformational pathways of each Higher Education Institution (HEI) in the CATALISI project.

1.3. STRUCTURE OF THE DELIVERABLE

This deliverable consists of the following sections:

Chapter 1: Project Introduction

This chapter provides an overview of the CATALISI project, its background, aims, and the rationale for institutional transformation in European Higher Education Institutions (HEIs). It sets the context for the deliverable and introduces the main objectives and strategic approach.

Chapter 2: CATALISI MODEL: TRANSFORMATION PATHWAYS FOR INSTITUTIONAL TRANSFORMATION IN HEIs

The second chapter describes the conceptual framework of the CATALISI model, detailing the three core domains and fourteen intervention areas. It explains how acceleration services support institutional change and outlines the methodology for designing transformational pathways.

The core of this deliverable is structured around **Chapters 3 to Chapter 9**, each dedicated to the transformational pathway of a specific CATALISI implementer. These chapters provide a comprehensive view of how each HEI translates the project's strategic vision into actionable steps. They outline the institutional context, the priority areas for transformation, and the roadmap of interventions designed to achieve long-term impact. In addition, they detail the governance mechanisms, stakeholder engagement strategies, and monitoring approaches that ensure sustainability and alignment with the overarching objectives of CATALISI.

Chapter 10: CONCLUSIONS - LESSONS LEARNED FROM THE IMPLEMENTATION OF TRANSFORMATION PATHWAYS IN UNIVERSITIES

The last chapter synthesizes key lessons learned across all participating HEIs, focusing on co-design, iterative planning, strategic use of acceleration services, prioritization, monitoring, sustainability, and cross-institutional learning.

1.4. METHODS

The methods applied in this deliverable are based on a structured, participatory, and iterative approach that guides each HEIs through the development, implementation, and refinement of its own transformational pathway. Each HEI began with a comprehensive assessment of its institutional context and needs, using tools such as SWOT analysis, stakeholder mapping,

and targeted surveys or interviews conducted within the Living Lab. Building on this foundation, pathways were co-designed in collaboration with project facilitators and key stakeholders through Living Lab and Design Lab for Transformational Pathways methodologies, which enabled participatory workshops, validation sessions, and iterative feedback. Draft action plans were then validated and refined in dedicated workshops, ensuring alignment with institutional priorities and stakeholder expectations. Implementation was supported by ongoing access to acceleration services, including coaching, mentoring, capacity building, and digital knowledge-sharing platforms, while progress was systematically monitored using key performance indicators and regular reporting. The process was dynamic and adaptive, with continuous internal and external (notably from the External Acceleration Board) evaluation feedback informing revisions and improvements to ensure that each pathway was relevant, actionable, and sustainable within the CATALISI framework.

1.5. SYNERGIES WITH OTHER TASKS AND WP

The development and implementation of the transformational pathways described in this deliverable have been closely interconnected with the broader activities and outputs of the CATALISI project. Throughout the process, strong synergies have been established with other work packages, tasks, and deliverables, ensuring methodological coherence and maximizing the impact of each intervention. These interconnections enabled the sharing of knowledge, tools, and good practices across the consortium, while also supporting the alignment of institutional strategies with project-wide objectives. The following list of WP outlines how these synergies have contributed to the effectiveness and sustainability of the methods and results presented in this deliverable:

- **WP1 (Acting-Living Labs Co-Creation):** the needs assessments, stakeholder mappings, and co-creation workshops conducted in WP1 directly inform the design and implementation of transformational pathways in this deliverable. Each pathway sets the strategic direction for institutional change, while **Action Plans**, developed within the Living Labs, translate these strategies into concrete steps, timelines, and responsibilities. In short, the pathway defines the “**what**” and “**why**,” and the action plan specifies the “**how**” and “**when**.” Living Labs provided the space to shape and refine both, ensuring alignment with institutional and societal needs.
- **WP2 (Knowledge Sharing and Mutual Learning programme):** the learning hub, twinning schemes, and mutual learning workshops facilitate the exchange of experiences and good practices among HEIs, enhancing the quality and impact of the methods used in pathway development.
- **WP3 (Design, Coaching, and Sustainability):** this deliverable is a direct output of WP3, synthesizing the strategic design, coaching, and sustainability planning activities into actionable pathways for institutional transformation.
- **WP4 (Evaluation and Impact Assessment):** the monitoring and evaluation frameworks developed in WP4 are applied to assess the progress and effectiveness of the action plans, providing data for continuous improvement and policy recommendations.
- **WP5 (Communication, Dissemination, and Exploitation):** the results, methodologies, and lessons learned from the implementation of transformational pathways are

disseminated through WP5 activities, ensuring visibility, uptake, and replication of successful practices.

- **WP6 (Project Management):** ensures coordination, compliance, and alignment of all methodological activities with the project's objectives, timelines, and ethical standards.

2. CATALISI MODEL: TRANSFORMATIONAL PATHWAYS FOR INSTITUTIONAL TRANSFORMATION IN HEIS

2.1. TRANSFORMATIONAL PATHWAYS

Institutional transformation can be defined as a type of change triggered in an organization, which requires a combination of a **social** and **organizational** approach. The first one is a **bottom-up approach**, which focuses on the changes of **social patterns** (e.g. cognitive, emotional, relational, etc.) which are largely shared by people within an organization, and it implies a major personal commitment of people to change their own behaviours, views and mindset. The second one is a **top-down approach**, which aims at modifying the organizational structures (i.e., norms, procedures, protocols, etc.) that govern organizational life. It primarily puts efforts on the involvement of leaders and managers which will use hierarchical **relations** to change the norms that lead to further **behavioural change** over time. The social approach needs a certain level of stabilization of the new "behavioural" arrangement, which may be crystalized in clear norms, procedures and structures. On the other hand, the organizational approach requires a certain level of **consensus** and **involvement** to legitimize the changes.

Institutional transformations can occur in various types of organizations, including government bodies, corporations, educational institutions, non-profit organizations, and even societal systems. They often arise in response to **internal** or **external** pressures, such as changing market conditions, evolving social expectations, technological advancements, or the need for organizational growth or survival.

Institutional transformations focus on changes at the level of individual organizations. These could, for example, be HEIs that are willing to address the challenges of R&I. Therefore, the implementation of institutional changes in HEIs is required, to a variable extent, to govern and drive the transformations affecting science and innovation as well their positive and negative implications.

CATALISI project focuses on the institutional change needed to reform the most important priorities and challenges for HEIs regarding institutional transformations towards the future. Indeed, Institutional transformation is key to introduce and implement new reforms in HEIs' structures intervening on specific domains and intervention areas.

To achieve its overall aim, CATALISI has developed a framework featured by 3 domains and 14 intervention areas that can stimulate the institutional changes necessary to bridge the gap between the HEIs disparities in terms of R&I performance. This also entails building a R&I system where HEIs in Europe can navigate and cooperate in the production and dissemination of high-quality knowledge. Moreover, it will contribute to strengthen

collaborations among European universities and alliances considered as core European values.

2.2. DOMAINS AND INTERVENTION AREAS

The HEIs involved in CATALISI project, have pursued institutional transformation by intervening in specific domains respectively composed of 14 different intervention areas. The domains selected, which are not mutually exclusive, are those which are most in need of structural and institutional changes to maximize the value of research and its impact within the European region. In addition, they were selected based on the needs expressed by HEIs and their will to carry out institutional transformation. The intervention areas indicate the content of specific transformations that can be deemed necessary by each HEI for their institutional transformation.

The 3 domains are:

- **Research careers and talent support:** it is an intangible asset which directly influences HEIs' performance in the fields of Research & Innovation. This domain deals with knowledge-quality improvement as well as policies for attractiveness and inclusiveness in the fields of R&I. The project investigates reforms on research assessments, gender & inclusiveness plans, and life-long learning practices. There are also intervention areas which focus on strategic cooperation with other societal actors and that target research careers and labour market imbalances. The pursue of an institutional transformation around Research careers and talent support for R&I also implies tackling the methods and conditions by which Research careers and talent support is produced.
- **Research Modus Operandi:** it focuses on HEIs' methods and ways of conducting research. Within this domain, there are 3 intervention areas, where mainstreaming open science and digitisation of research goes hand in hand with public engagement & outreach to society to solve social challenges. On this note, the strengthening of Open Science practices has a reflection on the improvement of high-quality knowledge. Moreover, sharing of research infrastructure and capacities is key to implementing a long-term institutional transformation.
- **Sustainable research and education:** it involves the development of partnerships, networks and strategies for sustainable financing schemes and the setting of an agenda, which supports the institutional transformation within the domains of Research careers and talent support and Research Modus Operandi.

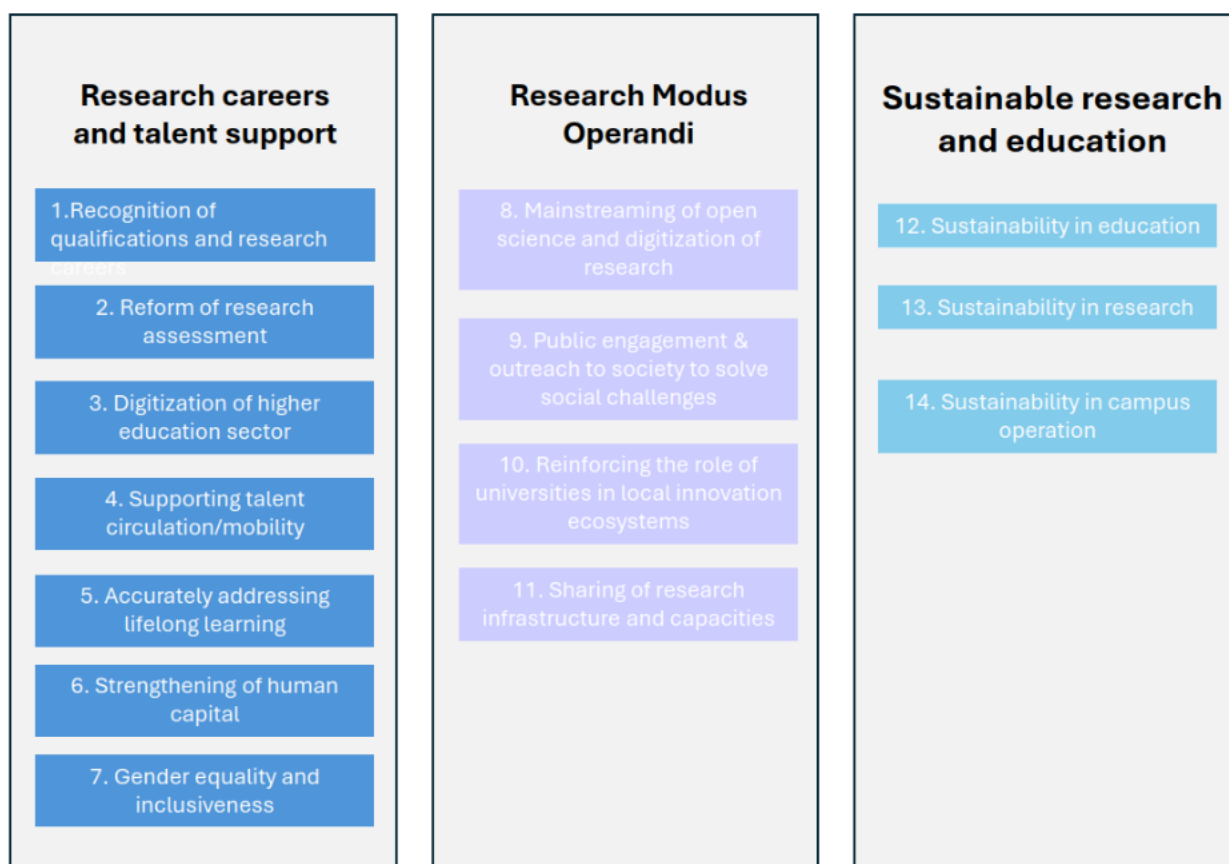


FIGURE 1 – DOMAINS AND INTERVENTION AREAS

The intervention areas within the domain of Research careers and talent support are:

1. **Recognition of qualifications and research careers:** this intervention area is focused on giving more importance to the qualifications of researchers (e.g., awards for good research practices) to support learning and career opportunities across the EU region.
2. **Reform of research assessment:** this area includes the change of practices related to research assessment, with a focus on switching from a traditional "journal-based" metrics approach to a qualitative approach. This, with the goal to maximise the quality and impact of research through the recognition of the diverse research outputs, practices and activities.¹
3. **Digitisation of higher education sector:** this area includes supporting HEIs in the digital transition 4.0 which means adapting to a new reality, experiencing a complete cultural change that is challenging the attitudes, actions and values shared by the members and stakeholders of HEIs². Therefore, it is the result of an organizational change where people, processes and the entire business models understand technology as a tool to generate value.
4. **Supporting talent circulation/mobility:** this area is focused on strengthening the synergies and interconnections among HEIs in the European Research Area (ERA), to promote mobility programmes among talented researchers. This

¹ European Commission (website): "Reforming research assessment: The Agreement is now final", (July 2022)

² Frontiers, "Digitalization and digital transformation in higher education: A bibliometric analysis" (December 2022)

would enable researchers to circulate freely and benefit from different experiences and expertise.

5. **Accurately addressing lifelong learning:** many universities continue to prioritize academic excellence and research, with less attention being paid to widening access and participation to learning opportunities. Therefore, interventions in this area are aimed at creating a culture in which lifelong learning is seen as something that encompasses varied forms of education and all types of learners³
6. **Strengthening Research careers and talent support:** this area is focused on the need to increase the capacity building of Research careers and talent support by providing the skillset and capabilities to HEIs through different educational and learning activities. The aim is to promote continuous professional development through the acquisition of new skills which contributes to the creation of more qualified professionals.
7. **Gender equality and inclusiveness:** gender is a key dimension of Responsible Research & Innovation policies. This intervention area is aimed at addressing gender inequalities in HEIs through the implementation of reforms targeting gender equality, final assessments and policy recommendations that will support future policies and actions to improve and maintain a more gender equal space in the fields of R&I. This will encourage the institutions to re-assess the hiring and promotion processes, supporting the openness and inclusiveness of R&I systems in Europe.

The intervention areas within the domain of Research Modus Operandi are:

1. **8. Mainstreaming of open science and digitisation of research:** Open Science is a general term applied to the ways in which science is practiced and disseminated. It is both a policy priority of the European Commission and a required method of working under the EU research and innovation programs. Open Science contributes to the quality, efficiency, and responsiveness of research. CATALISI will promote Open Science in a threefold way (1) as an object of research and development, (2) as a principle, driver, and strategy for its own inclusive and open practices, and (3) as a compliance rule under the Horizon Europe's Open Science. This intervention area is focused on mainstreaming Open science practices into partnerships, involving HEIs and external actors.
2. **9. Public engagement & outreach to society to solve social challenges:** public engagement describes the ways in which the activity and benefits of higher education and research can be shared with the public⁴. This intervention area is focused on enhancing collaboration with local stakeholders and promoting citizen science activities (e.g., Citizen Science hubs).
3. **10. Reinforcing the role of universities in local innovation ecosystems:** this area is focused on interactions between universities, businesses, governmental agencies and other public organisations. Actions within this intervention area are aimed at encouraging joint forces between universities and their partners in regional innovation systems to build bridges across institutional and disciplinary

³ UNESCO, "Transforming Higher Education Institutions into Lifelong Learning Institutions" (May 2023)

⁴ National Co-ordinating Centre for Public Engagement (NCCPE), "What is Public engagement?"

boundaries, looking for new collaborative formats and spaces in order to address shared challenges, and shape their own changing roles in the process.⁵

4. **11. Sharing of research infrastructure and capacities:** Research Infrastructures are facilities that provide resources and services for research communities to conduct research and foster innovation⁶. The goal of this intervention area is to foster collaboration between HEIs in the EU area to reduce fragmentation of research & innovation ecosystems and to better coordinate the development and use of Research Infrastructures.

The intervention areas within the domain of Sustainable research and education are:

1. **12. Sustainability in education:** this intervention area addresses the financial aspect related to life-long learning programmes and exchange programmes. Interventions in this specific area are aimed at keeping fees at a reasonable rate by, among others, making grants for exchanges more accessible. This can also entail supporting HEIs in preparing applications for grants.
2. **13. Sustainability in research:** this area is focused on the development of a career framework for researchers in order to reduce the amount short-term contracts by investing in long-term contracts. In addition, this involves investing in open science practices and tools which endeavour reproducibility of a study. This allows to use the same research methods and yields the same results through the analysis of existing data.
3. **14. Sustainability in campus operations:** this intervention area is focused on enhancing in-person campus experience by investing in activities considered as opportunities to re-imagine campus-built environments, by considering specific dimensions such as digital transition and environmental sustainability. This also includes re-thinking models to allocate financial resources to in-campus operations.

The process of institutional transformation foresees the use of specific acceleration services which will serve as tools to implement changes in the intervention areas that HEIs will decide to pursue transformation in.

2.3. TRANSFORMATIONAL PATHWAY – DESIGN METHODOLOGY

Within Task 3.2, the development of each HEI's transformational pathway follows a structured process that begins with the use of the reflection tool (see APPENDIX I and Deliverable D3.2 – Collection of Transformational Pathways). EY collected this information to produce the first draft of each pathway, while in parallel, HEIs participated in Living Labs sessions led by ENOLL to analyse local context and barriers. Recognizing that transformational pathways are living documents, they were first revised on Month 24 and updated again at project's end (M36), as documented in D3.2. In the second phase, with ENOLL's guidance, HEIs developed tailored action plans, focusing on stakeholder inclusion, prioritization, implementation, and resource

⁵ European University Association (EUA), *"The role of Universities in regional innovation ecosystems"*, (March 2019)

⁶ European Commission (website), *"What are Research Infrastructures?"*

allocation—ensuring that terminology and content are fully aligned with the action plans and the deliverable.

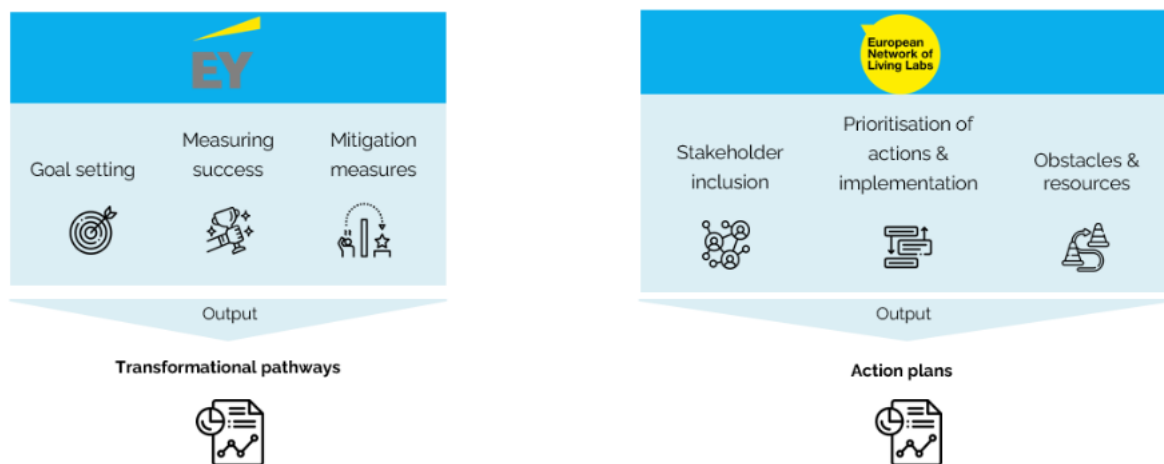


FIGURE 2 – PROCESS FOR THE DEVELOPMENT OF TRANSFORMATIONAL PATHWAYS

Co-design and Tailoring of Transformational Pathways

The methodology for defining the transformational pathways was developed by EY to ensure that each HEI could set and achieve a series of short-term goals during the project, laying the groundwork for medium- and long-term sustainable institutional change. This approach resulted in the creation of a roadmap framework for each HEI, following a structured agenda to guide institutional transformation within a defined timeframe. The main output of this phase was a concrete action plan and agenda for each HEI, enabling tangible results at scheduled milestones. Once these were established, HEIs gained access to additional acceleration services tailored to their pathways.

The process followed four key steps:

1. **Confirmation of Intervention Areas:** EY met with each HEI to confirm the specific intervention areas where they aimed to pursue institutional transformation.
2. **Guided Reflection Tool:** one-on-one online meetings were held to instruct HEIs on using the reflection tool, adapted from the TIME4CS project (<https://zenodo.org/records/7022933>). This tool helped outline a tailored roadmap, translating institutional needs into concrete actions within a strategic framework and timeline.
3. **Drafting the Transformational Pathway:** based on the data collected from the reflection tool, EY prepared the first draft of the transformational pathway for each HEI.
4. **Validation Workshop:** after sharing the draft, a validation workshop was organized with each HEI to review, discuss, and refine the proposed pathway.

Revised Action Plan, Implementation and Monitoring

Following the delivery of the first draft of the transformational pathways by EY, the implementers defined a Revised Action Plan, through the guidance of ENoLL, including a scheduled agenda for achieving tangible results. After the revised action plan was finalized, each HEI participated in a series of meetings with UCC as part of the Evaluation and Impact Assessment activities under Work Package 4 (WP4). UCC, as WP4 leader, facilitated the evaluation and review of each HEI's KPIs, ensuring alignment with project objectives and effective monitoring. This process supported the co-development of performance indicators and the implementation of a robust monitoring framework. Concurrently, additional sessions were held with EY to review and refine the activities outlined in the updated action plan.

Subsequently, HEIs proceeded with the implementation of their revised action plans, supported by CATALISI acceleration services, such as Living labs, Counselling, Capacity Building and Outreach. Progress was tracked through regular KPI monitoring and reporting.

In addition, as part of Task 4.6, an evaluation mechanism was activated under the supervision of the External Acceleration Board (EAB), coordinated by APRE. The EAB is composed of four independent experts (external to the project) tasked with assessing the transformational pathways developed by the implementers (T3.2). The evaluation process included three rounds of feedback: the first one following the first version of the Transformational Pathways (due by M12), the second one after the Revised Action Plans (due by M24) and the third one (M35), after the development of the (pre)-final version of the transformational pathways, which will constitute and converge in D3.2 – Collection of transformational pathways (due by M36). Each round involved individual remote evaluations by the experts, followed by a virtual meeting to consolidate their assessments and produce a summary evaluation. It has been ensured that the experts' recommendations were integrated into the ongoing activities, reinforcing the quality and impact of the institutional transformation process.

2.4. TRANSFORMATIONAL PATHWAY – STRUCTURE

The following sections present the transformational pathways developed by each Higher Education Institution (HEI) within the CATALISI project. Each pathway is structured according to a unified framework, enabling transparent and comparable reporting of the institutional transformation journey undertaken. Specifically, for each implementer, the pathway describes:

1. **The initial vision and context:** a comprehensive overview of the HEI, outlining its main activities, institutional objectives, and strategic aims. This section sets the stage by describing the HEI's starting point and the motivations driving its transformation.
2. **The first version of the Action Plan and activities carried out across different domains and intervention areas:** the initial version of the Action Plan was subjected to a comprehensive, multi-stage evaluation process. First, the External Acceleration Board (EAB) conducted their first independent assessment, and a parallel evaluation was carried out within the framework of Evaluation and Impact Assessment (WP4). In addition, as part of Task 1.5 CATALISI Living Labs: Evaluation stage, ENoLL led a dedicated evaluation after the first implementation cycle, drawing on a set of key

indicators for Living Lab evaluation. This evaluation clustered results along six common attributes: active user involvement, multi-method approach, multi-stakeholder participation, orchestration, real-life setting, and co-creation. The first internal evaluation reports directly informed the revision of the HEIs' action plans.

3. **The evaluations received and subsequent revisions:** this section describes the evaluations received from the EAB facilitators, and other stakeholders in three different phases of the project. It highlights how feedback and recommendations have been integrated, ensuring that the pathway remains dynamic and responsive to both internal and external inputs. Notably, the evaluation process is multi-layered, involving both internal and external perspectives to maximize the robustness and relevance of the transformation strategy.
4. **The updated Action Plan and its main innovations:** the revised Action Plan reflects lessons learned from the initial implementation phase and incorporates feedback from the first round of evaluations. It details the main innovations, adjustments, and new priorities, ensuring that the pathway remains aligned with institutional goals and stakeholder needs. Each intervention area included in the updated Action Plan is described in depth, with a focus on new activities, key performance indicators (KPIs), and updated timelines.

After EY delivered the first draft of the transformational pathways, the implementers, guided by ENoLL, developed a revised action plan that included a clear schedule for achieving tangible results. Once this updated plan was finalized, each HEI engaged in a series of meetings with UCC, as part of the Evaluation and Impact Assessment process under WP4. UCC led the process of evaluating and reviewing each HEI's key performance indicators (KPIs), making sure that all planned activities were closely aligned with the project's objectives and that progress was monitored in a systematic and effective way. This collaborative process enabled the co-development of performance indicators and the establishment of a robust monitoring framework. At the same time, further sessions were held with EY to review and refine the activities included in the updated action plan. Progress was systematically tracked through regular KPI monitoring and reporting. Monitoring and evaluation process was further strengthened by the introduction of an evaluation mechanism overseen by the EAB, coordinated by APRE. This ensured that expert recommendations were continuously integrated into the ongoing transformation process, reinforcing the quality and impact of institutional change. The updated Action Plans were submitted to the EAB, which then provided a second wave of feedback to each HEIs.

5. **Stakeholder engagement and co-creation processes:** a dedicated section outlines the processes and mechanisms for engaging stakeholders and fostering co-creation. This includes the involvement of academic staff, external partners, and civil society in the design, implementation, and evaluation of the pathway. The emphasis on co-creation ensures that the transformation process is inclusive, participatory, and grounded in real institutional and societal needs.
6. **Sustainability measures and perspectives for the post-project period:** this section presents the HEI's plans for sustaining and extending the transformation process beyond the project's lifetime. It details post-project activities, long-term strategies,

and sustainability measures designed to ensure the continuation and consolidation of the changes initiated under CATALISI. These measures demonstrate the HEI's commitment to implement transformation within its structures and practices, securing impact over a two- to three-year timeframe after the project's end.

This structured approach allows for a clear understanding of how each HEI has addressed institutional transformation, highlighting the role of stakeholder contributions, the use of acceleration services, and alignment with European strategic priorities. The subsequent sections provide an in-depth analysis of each intervention area, illustrating results, lessons learned, and strategies to ensure long-term impact.

3. TRANSFORMATIONAL PATHWAY – KAUNAS UNIVERSITY OF TECHNOLOGY (KTU)

Kaunas University of Technology (KTU), established in 1922, is one of Lithuania's leading public research universities. Located in Kaunas, KTU has a rich history of academic excellence and innovation. KTU's vision is to be an interdisciplinary university, competitive at the international level, developing and transferring new knowledge and innovations. The University's vision is pursued with regards to the University's values via three value-creation chains and their objectives:

- Studies development of the high added-value future members of society.
- Research and innovations development of knowledge and technologies corresponding to societal needs and their transfer to students, business and public sector.
- Organizational development insurance of effective performance of the University's activities and strengthening of the competencies of human resources.

3.1. FIRST VERSION OF THE ACTION PLAN

In the first action plan (D1.2) five Intervention Areas (IAs) have been defined and explored across three core domains: Research careers and talent support, Research Modus Operandi, and Sustainable research and education. Within the Research careers and talent support domain, three IAs have been identified: **IA4**. Supporting talent circulation/mobility, **IA5**. Accurately addressing lifelong learning and **IA6**. Strengthening of human capital. The Research Modus Operandi domain includes actions focused on **IA9**. Public Engagement and Outreach, while in the Sustainable research and education domain, actions focused on **IA12**. Sustainability in Education

The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved during the period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of progress made.

TABLE 1 – KTU'S FIRST ACTION PLAN

Domain	Intervention Area	Activities	Results achieved
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D1.	IA4. Supporting talent circulation / mobility	<ol style="list-style-type: none"> 1. Conducting a survey of staff at pilot Faculty on obstacles and motivation for international mobility 2. Preparing the strategy on fostering first-time international mobility at KTU 	<ol style="list-style-type: none"> 1. Survey report – <i>Achieved by September 2024</i> 2. Strategy document on first-time international mobility – <i>To be achieved by December 2025</i>
	IA5. Accurately addressing lifelong learning	<ol style="list-style-type: none"> 1. Establishing an institutional working group 2. Survey of KTU alumni on the needs and suggestions for the lifelong learning with KTU 3. Survey of bachelor's and master's students in their final year at KTU 4. Activity brief (including results of alumni survey and students' survey) 	<ol style="list-style-type: none"> 1. Establishing working groups – <i>Achieved by September 2024</i> 2. Alumni survey – <i>Achieved by December 2024</i> 3. Students survey conducted – <i>Achieved by August 2025</i> 4. Activity brief – <i>Achieved by December 2025</i>
	IA6. Strengthening of human capital	<ol style="list-style-type: none"> 1. Survey of Writing Clinic potential users 2. Interviews with Writing Clinic users' 3. Announcing success stories or user testimonials in internal communication channels 4. Action Plan (for strengthening university-based services for academic writing) 	<ol style="list-style-type: none"> 1. Survey of doctoral students – <i>Achieved by March 2025</i> 2. Writing Clinic user interviews – <i>Achieved by March 2025</i> 3. Messages published on internal communication channels – <i>Achieved by December 2025</i> 4. Writing Clinic Service Enhancement Action Plan – <i>achieved by December 2025</i>
D2.	IA9. Public engagement & outreach to society to solve social challenges	<ol style="list-style-type: none"> 1. Organize trainings for KTU researchers and public to increase awareness about citizen science 2. To develop a strategy for effectively engaging public in research 	<ol style="list-style-type: none"> 1. Trainings for KTU researchers and public – <i>Achieved by May 2025</i> 2. Strategy – <i>Achieved by November 2025</i>
D3.	IA13. Sustainability in research	<ol style="list-style-type: none"> 1. Organize B2B event for KTU researchers to strengthen interdisciplinary cooperation 2. Organize knowledge exchange event for PhD students to strengthen their interdisciplinary competencies 3. Preparing recommendations for KTU on strengthening interdisciplinary cooperation 	<ol style="list-style-type: none"> 1. Event for KTU researchers – <i>IA13 cancelled Event for KTU PhD students – Achieved by May 2025</i> 2. Recommendations document – <i>IA13 cancelled</i>

3.2. FIRST WAVE OF EVALUATIONS

The initial version of the Action Plan was subjected to two distinct evaluations: one conducted by the External Acceleration Board, and another carried out within the framework of Evaluation and Impact Assessment (WP4). The KTU Action Plan was strong in its clear objectives for talent mobility, lifelong learning, public engagement, and interdisciplinary research, with well-defined short- and medium-term actions. External Evaluators appreciated the piloting of initiatives and the alignment with research excellence and international mobility. The plan's ambition to strengthen a citizen science hub and foster societal outreach was notable, as was the focus on skill development and leveraging existing resources. However, long-term goals were too broad and need more specific actions. There was a need for stronger links to national and European policies, clearer impact metrics, and more engagement with external stakeholders. Addressing barriers to first-time mobility, such as lack of contact, and reducing bureaucracy were also recommended. Overall, the plan was solid but would benefit from more detailed long-term strategies and improved stakeholder involvement.

3.3. ACCELERATION SERVICES

Acceleration services are designed to ease the implementation of transformation processes in HEIs. They contribute to the achievement of specific outcomes in a more effective way by being tailored services to specific needs. All HEIs will be able to benefit from all acceleration services provided by the facilitators. While accessing and implementing the acceleration services, implementers themselves will have the possibility to become service providers to other HEIs part of CATALISI project (or other HEIs) in the intervention areas that they have acquired expertise in. This dynamic will create a learning ecosystem where HEIs will be continuously supported in the achievement of institutional transformation.

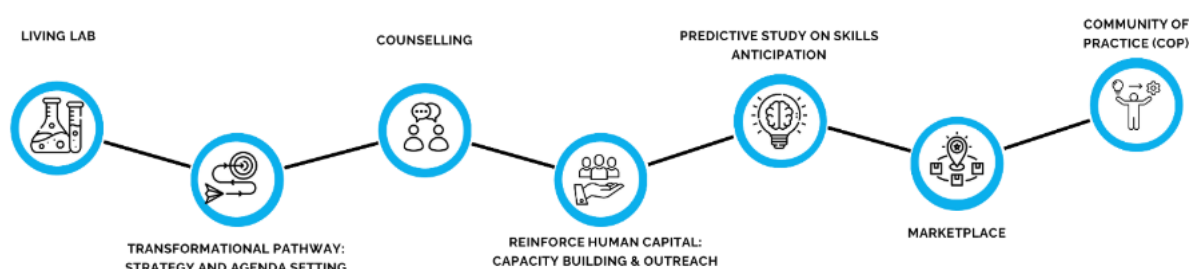


FIGURE 3 – ACCELERATION SERVICES

The acceleration services are:

- **Living lab:** the European Network of Living Labs – ENoLL: they are guided by the European Network of Living Labs (ENoLL). A participatory and collaborative framework that emphasizes co-creation, stakeholder engagement, and real-world settings for innovation. Living Labs are practical, real-world environments where new ideas and strategies are tested and refined with stakeholders including university staff and students and external partners. These labs allow for the elaboration of targeted and effective action plans within selected intervention areas.

- **Design lab for transformational pathway:** strategy and agenda setting: this acceleration service supports each implementing organization in developing and tailoring its transformational pathway to address specific institutional needs. The process is conducted within the Living Lab framework. Through collaborative co-design with facilitators and local stakeholders, each HEI creates a customized pathway and agenda, making this service the essential starting point for institutional transformation and ensuring coherence with the broader Replicable Framework of acceleration services.
- **Counselling:** during the development of transformational pathways and action plans, HEIs are guided on specific problems, solvable in short period of time. Counselling services, including mentoring and coaching, play a crucial role in offering guidance and best practice examples to universities. Moreover, the counselling service is designed as a cross-cutting service to all other acceleration services as it gives constant and accessible guidance throughout the duration of the whole project for all HEIs involved.
- **Capacity building & outreach:** it provides HEIs with essential methods and skills through exchanges, mutual learning, and tailored webinars. It aims to provide HEIs with methods, skills and capabilities to develop transformation strategies related to specific R&I topics in a participatory way, relying on knowledge sharing, mutual learning, Twinning schemes and tailor-made webinars on specific R&I topics. Through this service, universities can address challenges more effectively, by fostering a collaborative environment conducive to meaningful progress and sustainable change in the higher education landscape.
- **Predictive study on skills anticipation:** it analyses trends in labor markets to determine which skills will be essential for future workforce needs. A predictive study on skills anticipation can play a crucial role in shaping curriculum development, ensuring that Higher Education Institutions remain responsive to the evolution of key macro-trends, such as environmental, social, political and technological changes. This study helps to foster lifelong learning opportunities and the re-skilling and up-skilling for researchers, who will be better able to adapt to future challenges.
- **Catalyst Hub:** it is structured into three key areas: Learning, Funding and Collaboration. It aims to facilitate the identification of funding opportunities, collaborations for researchers to increase R&D investments. It fosters stronger connections between academia and industry, helping to bridge the gap between research outputs and market needs.
- **Community of practice (CoP):** a collaborative group of practitioners, formed by actors from quadruple helix (mainly academia, but also civil society, public authorities and industry actors). This service serves as community where members can collaboratively address challenges, exchange insights on innovation, provide advice and guidance and work towards institutional transformations. By connecting a wide array of stakeholders, the CoP foster a culture of continuous improvement and support HEIs in better aligning their strategies with regional, national, and European innovation goals.

3.4. INTERVENTION AREA IA4. SUPPORTING TALENT CIRCULATION/MOBILITY [RESEARCH CAREERS AND TALENT SUPPORT]

KTU is committed to enhancing talent circulation and employee mobility as a strategic priority within its broader **Research careers and talent support** strategy. The university aims to foster a culture of international mobility and become an attractive destination for researchers at all career stages, leading (R4), established (R3), recognized (R2), and first stage (R1). In the long term, KTU envisions becoming a university with high levels of international staff mobility and a strong reputation for attracting global talent.

3.4.1. Updated Action plan

With respect to the activities outlined in the initial action plan, within this intervention area, the first activity remained unchanged:

1. **Conducting a survey of staff at pilot Faculty on obstacles and motivation for international mobility**
2. **Preparing strategic guidelines on fostering first time international mobility at KTU**

One new activity has been added to the plan to respond to the recommendations of the first wave of evaluation in addressing the barriers to first-time mobility:

3. **Interviews with staff with low or none international mobility**

The new activity reflects the intent of KTU in fostering international mobility as long-term vision is to be a university with a high international mobility of employees and attractive for talents.

The first activity foreseen has been achieved **by February 2025**, and the second activity was achieved **by December 2025**. Regarding the third activity, it has been achieved **by May 2025**. The main result of this IA is to develop a **Strategic guidelines for fostering first-time international mobility of staff**, which is foreseen for **December 2025**.

3.5. INTERVENTION AREA IA6. STRENGTHENING HUMAN CAPITAL

KTU is committed to strengthening human capital and enhancing the capacities of its researchers as part of its strategic vision to become a leading research-oriented university. The institution aims to cultivate excellence in academic publishing and high-quality research across both disciplinary and interdisciplinary domains. In the long term, KTU envisions a robust research environment that empowers its academic community to produce top-tier scholarly work.

3.5.1. Updated Action plan

With respect to the activities outlined in the initial action plan, within this intervention area, all the activities remained unchanged:

1. **Survey of Writing Clinic potential users**
2. **Interviews with Writing Clinic users**
3. **Announcing success stories or user testimonials in internal communication channels**
4. **Action plan (for strengthening of university-based services for academic writing)**

The first and second activities foreseen have been **achieved by June 2025**, and the second activity has been achieved within **March 2025**. Regarding the third and fourth activities, these activities were achieved within **December 2025**.

The main result of this IA is an **Action Plan for Strengthening services for academic writing in KTU**, which was completed in **December 2025**.

3.6. INTERVENTION AREA IA9. PUBLIC ENGAGEMENT WITH AND OUTREACH TO SOCIETY TO SOLVE SOCIAL CHALLENGES

KTU is committed to enhancing public engagement and stakeholder inclusion as part of its broader mission to address societal challenges through research and collaboration. KTU envisions becoming a catalyst for social change and a trusted partner in society. In the long term, KTU aspires to be recognized as a university that actively contributes to societal transformation through sustained cooperation with communities, organizations, and policymakers.

3.6.1. Updated Action plan

With respect to the activities outlined in the initial action plan, within this intervention area, two activities remained unchanged:

1. **Organize trainings for KTU researchers and the public to increase awareness about citizen science**

And, to reach KTU's goal within this interventional area, two activities have been added to the new action plan:

2. **Organize public lectures for society to raise awareness about public engagement in science**
3. **To develop a roadmap on how to effectively engage public in research**

The new activity reflects the medium-long goal of KTU in increasing awareness of the university academic and research staff of the benefits of public engagement in research. The first activity foreseen has been **achieved by September 2025**. The second activity was **achieved by December 2025**, and the third activity **was achieved by November 2025**. The main result of this IA is a **Roadmap for engaging public in research**, which was completed in **November 2025**.

3.7. REVISED ACTION PLAN

KTU has sharpened its strategic focus by updating the domains and intervention areas to better align with institutional priorities and stakeholder needs. In particular, the updated plan now focuses only on two main domains (Research careers and talent support, and Research Modus Operandi, abandoning the domain of Sustainable research and education), and three core intervention areas: Supporting talent circulation and mobility, strengthening human capital, and Public Engagement and Outreach, abandoning Sustainability in research. These updates ensure that the action plan is more focused, measurable, and actionable, driving sustainable change and supporting KTU's long-term objectives. The following table provides a concise overview of the updated action plan, mapping each intervention area to its corresponding activities and expected results. This structured summary is intended to offer readers an at-a-glance understanding of the plan's priorities and progress. The subsequent sections will explore each intervention area in greater detail, highlighting the specific activities undertaken, results achieved, and any ongoing or planned revisions.

TABLE 2 – KTU'S UPDATED ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D1.	IA4. Supporting talent circulation / mobility Goal: First - time international mobility of staff	1. Conducting a survey of staff at pilot Faculty on obstacles and motivation for international mobility 2. Interviews with staff with low or none international mobility 3. Preparing strategic guidelines on fostering first-time international mobility at KTU	Strategic guidelines for fostering first-time international mobility of staff
	IA6. Strengthening of human capital Goal: Strengthening services for academic writing in KTU	1. Survey of Writing Clinic potential users 2. Interviews with Writing Clinic users 3. Announcing success stories or user testimonials in internal communication channels 4. Action plan (for strengthening of university based services for academic writing)	Action Plan for Writing Clinic Service Enhancement Action Plan
D2.	IA9. Public engagement & outreach to society to solve social challenges Goal: Strengthening	1. Organize trainings for KTU researchers and public to increase awareness about citizen science 2. Organize public lectures for society to raise awareness about public engagement in science	Roadmap on how to effectively engage public in research

	activities of citizen science hub	3. To develop a roadmap on how to effectively engage public in research	
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3.8. STAKEHOLDERS & CO-CREATION

KTU's transformational pathway has been shaped through a structured, multi-stakeholder co-creation process, engaging representatives from academia, business, public administration, and civil society at every stage. Stakeholder involvement was ensured via workshops, surveys, interviews, and participatory sessions, guided by the Living Lab and Design Lab acceleration services. This approach enabled KTU to identify real needs and barriers, refine its priorities, and design targeted actions – such as fostering international staff mobility, strengthening academic writing support, and enhancing public engagement through the Citizen Science Hub.

The co-creation process not only improved the relevance and feasibility of the action plan but also fostered a culture of collaboration and shared ownership of institutional change. By integrating diverse perspectives KTU's strategy is now more focused, actionable, and aligned with both institutional goals and stakeholder expectations, supporting sustainable transformation and societal impact.

3.9. SECOND WAVE OF EVALUATIONS

In general, External Evaluators appreciated the increased focus on the practical steps for talent mobility and the piloting of new initiatives, as well as the alignment with institutional growth and broader academic trends. The evaluators noted that long-term objectives remain too broad and require more specific actions and agenda setting and that the plan would benefit from stronger links to national and European policies, expanded engagement with external stakeholders, and clearer metrics for impact assessment.

3.10. ACCELERATION SERVICES USED

To accelerate the development and implementation of its action plan, KTU used a range of acceleration services, with **Living Labs** being the most prominent for both current and future projects. Recognizing potential funding challenges for these services after the CATALISI project concludes, KTU is exploring the integration of the Living Lab model within its Citizen Science Hub to ensure sustainability. Additionally, the university benefited from targeted support in **Counselling (WP3)**, as well as participation in **MML** and **Twinning activities (within WP2 - Capacity Building and Outreach acceleration service)**.

3.11. THIRD WAVE OF EAB EVALUATIONS

In this latest review done in M35, the EAB reviewed KTU's updated transformational pathway, focusing on the progress made since the previous assessment and the institution's responsiveness to earlier recommendations. In their evaluation the EAB recognizes KTU's clear progress. The team has taken previous feedback seriously, streamlining KPIs and

improving the flow of actions, which has made the transformation pathway much easier to follow. There's visible momentum: governance reforms and working groups are active, and updates in HR and performance frameworks are underway. KTU has also made smart use of acceleration services, especially in strengthening governance and advancing international research careers.

Looking ahead, the EAB encourages KTU to deepen collaboration with external stakeholders, such as civil society and industry, and to bring more interdisciplinary and challenge-driven projects into the mix. Expanding the KPI framework to better capture joint initiatives and citizen science, using both numbers and stories will help showcase broader impact.

Overall, KTU's journey is on a strong trajectory, with just a few areas where greater ambition and external engagement could make the transformation even more impactful.

3.12. ADAPTING THE TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026 - 2028

Building on the achievements of the CATALISI project, KTU has carefully shaped its post-project strategy for 2026–2028 by integrating valuable recommendations from the External Acceleration Board (EAB) and project facilitators. This chapter presents the university's forward-looking priorities and planned activities, designed not only to extend institutional transformation but also to address the feedback and insights provided by external experts and partners. The following actions set the foundation for sustainable progress, anticipating the measures required to ensure lasting impact.

The following table reflects the activities and KPI planned for the Post-Project period. (2026-2028):

TABLE 3 – KTU'S TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD

Domain	Intervention Area	Activities	KPI
D1.	IA4. Supporting talent circulation / mobility	<ul style="list-style-type: none"> • Broadening the pool of mobility partners • Organizing experience sharing events • Organizing webinars about virtual mobility • Developing structured and continuous engagement with external stakeholders, involving industry, civil society organisations, and international partners in the co-design of mobility-related initiatives. 	<ul style="list-style-type: none"> • Increased number of possible mobility partners by 30% • At least 10 experiences sharing events organized • 50% increase in awareness of mobility opportunities (survey-based). • Initiatives with external stakeholders co-designed • Interdisciplinary challenge-based mobility pilots introduced
	IA6. Strengthening of human capital	<ul style="list-style-type: none"> • Organizing internal training of staff as mentors of Writing Clinic 	<ul style="list-style-type: none"> • 5 training organized to engage internal staff as Writing Clinic mentors • A peer-review system developed

		<ul style="list-style-type: none"> Establishing a peer-review system that is co-designed with academic staff and external experts from partner institutions. Creating an online repository of training materials 	<ul style="list-style-type: none"> Online repository of training materials Early user satisfaction survey and qualitative feedback on mentoring and peer-review processes
D2.	IA9. Public engagement & outreach to society to solve social challenges	<ul style="list-style-type: none"> Developing recognition systems for citizen scientists and academic staff that use public engagement methods Strengthening activities of CS hub Organizing training for researchers to mentor CS projects Establishing Living Lab as long-term structure that brings together citizens, researchers, local authorities, and industry to co-create knowledge and innovation in the domain of sustainability 	<ul style="list-style-type: none"> Recognition systems for citizen scientists and academic staff that use public engagement methods Functioning CS hub At least 5 CS mentors trained Functioning Living Lab-based CS projects and external stakeholder partners involved

3.13. SUSTAINABILITY MEASURES

In direct response to the guidance received from the EAB and facilitators, KTU has developed a comprehensive set of sustainability measures to support its transformational pathway beyond the project's formal end. These measures are closely aligned with the post-project activities and reflect best practices and lessons learned throughout the project. By embedding these recommendations into its long-term strategy, KTU aims to secure the continuity and resilience of institutional change, ensuring that the benefits realized during CATALISI will endure and evolve. In direct response to the guidance received from the EAB and facilitators, KTU has developed a comprehensive set of sustainability measures to support its transformational pathway beyond the project's formal end. These measures are closely aligned with the post-project activities and reflect best practices and lessons learned throughout the project. By embedding these recommendations into its long-term strategy, KTU aims to secure the continuity and resilience of institutional change, ensuring that the benefits realized during CATALISI will endure and evolve. To ensure that the achievements of the transformational pathway extend beyond the project's lifetime, KTU has committed to several sustainability measures.

Sustainability measures for Intervention Area IA4. Supporting talent circulation/mobility:

- **Institutional integration:** Embed mobility into teacher academic assessment framework (make it part of performance review, promotion criteria).
- **Partnership continuity:** Build long-term agreements with foreign institutions, not just one-off exchanges.
- **Funding diversification:** Combine Erasmus+ funding with university co-funding to reduce reliance on one source.
- **Knowledge transfer:** Require returning teachers to share lessons learned (e.g., workshops, internal reports, peer mentoring).
- **Digital continuity:** Support blended mobility – maintain virtual collaboration with host institutions after physical stay.

Sustainability measures for Intervention Area IA6. Strengthening Human Capital:

- **Capacity building:** Train internal staff and senior researchers to act as mentors/trainers, reducing reliance on external experts.
- **Peer support:** Establish a peer-review or “writing buddy” system among researchers.
- **Digital resources:** Create an online repository of guides, recorded webinars, templates—so support continues beyond live sessions.
- **Incentives & recognition:** Recognize staff who contribute to the clinic (certificates, workload credit, teaching points).
- **Integration into research lifecycle:** Make writing support part of PhD training programmes.

Sustainability measures for Intervention Area IA9. Public engagement with and outreach to society to solve social challenges:

- **Community partnerships:** Build long-term relationships with schools, NGOs, municipalities to ensure recurring participation.
- **Volunteer retention:** Create recognition systems for citizen scientists (certificates, acknowledgement in publications, open days).
- **Open data & transparency:** Provide clear feedback to citizens on how their contributions are used and what impact they have.
- **Digital platforms:** Strengthen an online hub where citizens can continuously engage (upload observations, access results, participate in discussions).
- **Cross-funding models:** Apply for EU and national science communication programmes for funding.
- **Capacity building:** Train CS mentors that have public engagement skills so the hub doesn't depend on a small group of champions.
- **Living lab:** Establish Living Lab as long-term structure that bring together citizens, researchers, local authorities, and industry to co-create knowledge and innovation in the domain of sustainability.

Sustainability measures for cross-intervention areas:

- **Formal Integration into Institutional Strategy Documents.** KTU will gradually incorporate the mobility expansion actions, the Writing Clinic mentor system, peer-review structures, and the Citizen Science hub into core strategic frameworks. This guarantees continuity and resource allocation beyond project funding.
- **Establishment of Living Labs.** KTU intends to create fully operational Living Labs with defined thematic domains (including mobility, Writing Clinic, public engagement), stakeholder roles, and sustainability plans. Living Labs will eventually become long-

term infrastructures for piloting new research approaches, testing innovations, and fostering multi-actor collaboration. They will also serve as an engine of interdisciplinary and challenge-driven research.

- **Stakeholder Engagement Framework.** A structured engagement framework will be introduced, enabling ongoing collaboration with industry, policymakers, civil society, and citizens. This includes annual co-design workshops, recurring open innovation challenges, and Living Lab steering committee with external representation.
- **Internal Capacity-Building for Sustainability.** Mentoring systems, peer review structures, and CS training programmes will be maintained as part of ongoing professional development for researchers and administrative staff. Dedicated units will oversee their long-term evolution and integration across faculties.
- **Resource Mobilisation Beyond CATALISI project.** KTU will leverage its expanded international network and internal capacities to pursue new Horizon Europe projects, regional development funding, and partnerships with municipalities and enterprises supporting Living Lab operations.

4. TRANSFORMATIONAL PATHWAY – ARISTOTELE UNIVERSITY OF THESSALONIKI (AUTH)

The Aristotle University of Thessaloniki (AUTH) is the largest university in Greece, located in the heart of Thessaloniki. Established in 1925, it is named after the philosopher Aristotle, who was born near the city. The university's main campus includes 10 faculties with 40 schools. AUTH offers a wide range of undergraduate and postgraduate programs, with instruction primarily in Greek, though there are courses available in English, French, German, and Italian. The university is renowned for its research output and academic excellence, making it a significant educational institution in Greece and the broader region.

4.1. FIRST VERSION OF THE ACTION PLAN

In the first action plan ([D1.2](#)) **five Intervention Areas (IAs)** have been defined and explored across **three core domains: Research careers and talent support, Research Modus Operandi, and Sustainable research and education**. This selection process was guided by a thorough understanding of the primary needs and objectives of the university, aiming to strategically address challenges and propel itself towards achieving its desired goals.

Within the **Research careers and talent support**, three IAs have been identified: **IA1. Recognition of qualifications and research career** and **IA3. Digitisation of the higher education sector**. The **Research Modus Operandi** domain includes the **IA8. focused on Mainstreaming of Open Science and digitisation of research**.

The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved during the period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of progress made.

TABLE 4 – AUTH'S FIRST ACTION PLAN

Domain	Intervention Area	Activities	Results achieved
D1.	IA1. Recognition of qualifications and research	<ol style="list-style-type: none"> 1. Review the existing policies and procedures related to qualification acknowledgement and professional advancement 2. Map out the comprehensive processes involved in qualification recognition, career progression, and associated administrative procedures 	<ol style="list-style-type: none"> 1. Identify at least 10 specific policy elements or processes for revision. - <i>Achieved by December 2024</i> 2. Identify and prioritize at least 5 areas for improvement. - <i>Achieved by December 2024</i>
	IA3. Digitization of higher education sector	<ol style="list-style-type: none"> 1. Integration of at least 3 Massive Open Online Courses (MOOCs) into the Medical Curriculum 2. Engaging professors through seminars or "Train the Trainer" schemes 	<ol style="list-style-type: none"> 1. Achieve an enrolment of 100+ people enrolled in at least one Massive Open Online Course (MOOC), both medical students and externals - <i>Achieved by December 2025</i> 2. Conduct specialized webinars aimed at empowering educators to effectively utilize MOOCs in teaching practices. Host at least 2 seminars within 2024, each with a minimum duration of 2 hours, ensuring active participation from a minimum of 20 professors or educators per seminar - <i>Achieved by June 2025</i>
D3.	IA8. Mainstreaming of open science and digitization of research	<ol style="list-style-type: none"> 1. Create a dedicated lecture in the Medical Department's Innovation Course (Selected course for the 1st Year Medical Students), focusing on the practice of sharing data during academic education 2. Providing training sessions for users, particularly researchers, on the principles and practices of data sharing 	<ol style="list-style-type: none"> 1. At least 20 students who select the course and conducting their final presentation - <i>Achieved by June 2025</i> 2. Achieve a minimum attendance of 25 attendees per training session. - <i>Achieved by June 2025</i>

4.2. FIRST WAVE OF EVALUATIONS

The initial version of the Action Plan was subjected to two distinct evaluations: one conducted by the External Acceleration Board, and another carried out within the framework of Evaluation and Impact Assessment (WP4). The insights and recommendations derived from both assessment processes, combined with the lessons learned, proved fundamental in

informing the development of the second version of the Action Plan. This complementary evaluation approach enabled AUTH to further refine its strategic priorities and tailor actions to the needs of its stakeholders, ensuring that the subsequent evolution of the Action Plan was firmly anchored in both expert guidance and participatory feedback.

4.3. INTERVENTION AREA IA1. RECOGNITION OF QUALIFICATIONS AND RESEARCH

AUTH focuses on recognizing qualifications, supporting research careers, implementing Living Labs, and certifying Citizen Science researchers. The university aims to establish a robust framework that acknowledges practical skills and expertise gained through participation in Living Labs, Citizen Science, and Open Science activities. Certification programs are designed to validate researchers' ability to apply academic knowledge to real-world challenges, providing credentials recognized both locally and at the EU level. This approach demonstrates AUTH's commitment to experiential learning, interdisciplinary collaboration, and ethical research practices, ultimately supporting the development of well-rounded, socially engaged scholars in line with Aristotle's educational philosophy.

4.3.1. Updated Action plan

Compared to the initial action plan, one new activity has been added, and the other two activities have been reviewed and revised to better address emerging needs and feedback:

1. **Review of Existing Policies and Procedures:** the university continues to systematically review current policies and procedures related to the acknowledgement of qualifications and pathways for professional advancement. This ensures that all processes remain relevant and responsive to both internal and external expectations.
2. **Mapping of Recognition Processes:** AUTH is mapping the comprehensive processes involved in qualification recognition, career progression, and related administrative procedures. This mapping exercise is designed to identify gaps, streamline workflows, and clarify responsibilities across departments.

And, to reach AUTH's goal within this interventional area, one activity has been added to the new action plan:

3. **Strengthening Academic Capacity in Digital Health Innovation:** building on the initial plan, AUTH has introduced a new activity focused on enhancing academic capacity in digital health innovation. This involves targeted training, interdisciplinary collaboration, and the development of new certification pathways to support emerging fields and societal needs.

These activities are expected to enhance transparency and fairness in the recognition of academic and professional qualifications at AUTH. By continuously updating and refining its processes, the university ensures alignment with both national and European standards. Ultimately, this approach supports the development of a more dynamic and inclusive research environment.

4.4. INTERVENTION AREA IA3. DIGITISATION OF THE HIGHER EDUCATION SECTOR

AUTH is committed to advancing the digital transformation of higher education, with a special focus on expanding the use of MOOCs, particularly in Medical School. By promoting MOOCs, AUTH aims to democratize access to quality academic content, making education more flexible and accessible to a broader audience. This initiative reflects the university's dedication to modernizing teaching methods and leveraging technology to improve learning outcomes. The digitization strategy ensures that all students, including those in medicine, have the necessary tools and resources to excel. Ultimately, this approach supports the wider goal of knowledge dissemination and societal advancement, aligning with AUTH's mission to foster educational excellence and innovation.

4.4.1. Updated Action plan

With respect to the activities outlined in the initial action plan, within this intervention area, the second activity *Integrating MOOCs Usage in the Medical Department* remained unchanged:

1. **Integration of MOOCs into the Curriculum:** AUTH is incorporating at least three Massive Open Online Courses (MOOCs) into the curriculum, particularly within the Medical Department. This aims to broaden access to high-quality educational content and support lifelong learning.
2. **Faculty Engagement and Training:** the university is engaging professors through seminars and "Train the Trainer" schemes, equipping academic staff with the skills and knowledge needed to effectively utilize digital tools and MOOCs in their teaching practices.

Through these initiatives, AUTH is making significant strides toward a more accessible and innovative educational experience. The integration of digital tools not only benefits students and faculty but also positions the university as a leader in digital transformation. Continued investment in digital education will help AUTH remain competitive and responsive to future challenges.

4.5. INTERVENTION AREA IA8. MAINSTREAMING OF OPEN SCIENCE AND DIGITISATION OF RESEARCH

AUTH is actively promoting Open Science and research digitization, with a strong emphasis on Fair Data Sharing and Crowdsourcing. The university long term goal is to build a research ecosystem grounded in openness, collaboration, and digital accessibility. By facilitating Fair Data Sharing, AUTH demonstrates its commitment to transparency, ensuring that research data and findings are openly available, reproducible, and usable by the global scientific community. The adoption of FAIR principles (Findable, Accessible, Interoperable, Reusable) guarantees that research data is both accessible and responsibly managed. Additionally, AUTH's embrace of Crowdsourcing invites citizen scientists, volunteers, and experts from diverse backgrounds to participate in research, making scientific practices more inclusive and responsive to societal needs. This approach reflects AUTH's dedication to ethical research, knowledge sharing, and the transformation of research culture in line with Aristotle's ideals.

4.5.1. Updated Action plan

With respect to the activities outlined in the initial action plan, within this intervention area, two activities remained unchanged:

1. **Dedicated Lecture on Data Sharing:** AUTH has created a dedicated lecture within the Medical Department's Innovation Course (targeted at first-year medical students), emphasizing the practice and importance of data sharing in academic research.
2. **Training Sessions on Data Sharing Principles:** the university is providing ongoing training sessions for researchers and users, focusing on the principles and best practices of data sharing to ensure compliance with Open Science standards and to promote a culture of transparency and reproducibility.

By implementing Open Science principles and data sharing practices into its research culture, AUTH is fostering greater collaboration and transparency. These actions will empower researchers to contribute more effectively to the global scientific community. As a result, AUTH is well-positioned to drive impactful research and uphold the highest standards of scientific integrity.

4.6. REVISED ACTION PLAN

The AUTH Action Plan was recognized for its clear short- and medium-term objectives, especially in integrating Living Labs, citizen science, and digital transformation into teaching and research. External Evaluators appreciated the ambition to provide certifications for non-traditional research outputs and the strong internal stakeholder engagement through workshops and training. However, feedback highlighted the need for more concrete actions, particularly in research assessment reform and external collaboration with businesses. The plan was seen as too broad, raising concerns about feasibility given resource and bureaucratic constraints. Evaluators recommended narrowing the focus, developing actionable steps for medium- and long-term goals, and establishing clear KPIs. Strengthening external stakeholder involvement and monitoring mechanisms was also advised. These insights guided the revision of the pathway, making it more targeted and measurable. Overall, the evaluation process was crucial in aligning AUTH's strategy with both institutional needs and evaluator recommendations. The following table provides a concise overview of the updated action plan, mapping each intervention area to its corresponding activities and expected results. This structured summary is intended to offer readers an at-a-glance understanding of the plan's priorities and progress. The subsequent sections will explore each intervention area in greater detail, highlighting the specific activities undertaken, results achieved, and any ongoing or planned revisions.

TABLE 5 – AUTH'S UPDATED ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D1.	IA1. Recognition of qualifications and research	1. Review the existing policies and procedures related to qualification	1. Identify at least 10 specific policy elements or processes

	<p>Goal: Providing certifications and accreditation to LL and Citizen Science Participants</p>	<p>acknowledgement and professional advancement</p> <ol style="list-style-type: none"> 2. Map out the comprehensive processes involved in qualification recognition, career progression, and associated administrative procedures 3. Strengthening Academic Capacity in Digital Health Innovation 	<p>for revision. - <i>Achieved by December 2024</i></p> <ol style="list-style-type: none"> 2. Identify and prioritize at least 5 areas for improvement. - <i>Achieved by December 2024</i> 3. Proposal submission and approval by the School's General Assembly (April 2024); Official publication of the position in the Government Gazette (July 2024); Deadline for applications (September 2024) - <i>Achieved</i>
	<p>IA3. Digitization of higher education sector</p> <p>Goal: Integrating MOOCs Usage in the Medical Department</p>	<ol style="list-style-type: none"> 1. Integration of at least 3 Massive Open Online Courses (MOOCs) into the Medical Curriculum. 2. Engaging professors through seminars or "Train the Trainer" schemes 	<ol style="list-style-type: none"> 1. Achieve an enrolment of 100+ people in the MOOC courses, both medical students and externals - <i>Achieved by December 2025</i> 2. Conduct specialized webinars aimed at empowering educators to effectively utilize MOOCs in teaching practices - <i>Achieved by June 2025</i>
D3.	<p>IA8. Mainstreaming of open science and digitization of research</p> <p>Goal: Facilitating Fair Data & IP Sharing</p>	<ol style="list-style-type: none"> 1. Create a dedicated lecture in the Medical Department's Innovation Course (Selected course for the 1st Year Medical Students), focusing on the practice of sharing data during academic education 2. Providing training sessions for users, particularly researchers, on the principles and practices of data sharing 	<ol style="list-style-type: none"> 1. At least 20 students who select the course and conducting their final presentation - <i>Achieved by June 2025</i> 2. Achieve a minimum attendance of 25 attendees per training session. - <i>Achieved by June 2025</i>

4.7. STAKEHOLDERS & CO-CREATION

AUTH's transformational pathway has been shaped through a structured, multi-stakeholder co-creation process, engaging representatives from academia, civil society, and international partners at each stage. Stakeholder involvement was ensured via workshops, targeted mapping, and participatory sessions, guided by the Living Lab and Design Lab for Transformational Pathways acceleration services. This approach enabled AUTH to identify real needs and barriers, refine its priorities, and design targeted actions—such as advancing the recognition of qualifications through Living Labs, promoting MOOCs in the Medical School, and mainstreaming Open Science and Fair Data Sharing. The co-creation process included a diverse group of participants: internal university departments (such as the Medicine Department Laboratory of Digital Innovation, IT Department, and Technology Transfer Office), external academic partners (including McGill University and the University of Macedonia), and civil society organizations (such as ANTIGONE). While business and public administration were less represented in the initial phase, their perspectives were considered in the mapping and will be further engaged in future activities.

Through this collaborative process, AUTH was able to surface the distinct needs, values, and expectations of quadruple helix stakeholders. Academia emphasized the need for formal recognition of practical skills and a streamlined framework for intellectual property and collaboration. Civil society prioritized accessible, ethical, and inclusive education, while business stakeholders (though less present) were identified as key supporters of digital transformation and open innovation. Public administration stakeholders highlighted the importance of transparency, streamlined processes, and support for transformative projects. By integrating these diverse perspectives, AUTH's strategy is now more focused, actionable, and aligned with both institutional goals and stakeholder expectations. The co-creation process not only improved the relevance and feasibility of the action plan but also fostered a culture of collaboration and shared ownership of institutional change, supporting sustainable transformation and societal impact.

4.8. SECOND WAVE OF EAB EVALUATIONS

The EAB appreciated AUTH's focus on certification in Citizen Science and the mapping of qualification processes, recognizing these as innovative steps. However, they noted that the action plan remains too broad, with some objectives and interventions lacking specificity and clear implementation details. The engagement of external stakeholders, especially from industry and business, was seen as insufficiently defined, and the digitization of research actions (such as MOOCs) needs more concrete planning. Evaluators recommended setting clearer goals, measurable KPIs, and practical follow-up activities, particularly for initiatives like fair data and IP. Strengthening links to national and European policies and expanding stakeholder involvement were also advised. In summary, while AUTH's pathway shows progress and ambition, further focus, specificity, and external engagement are needed to ensure effective and sustainable transformation.

4.9. ACCELERATION SERVICES USED

To support the development and implementation of the action plan, AUTH made extensive use of several acceleration services. **Living Lab** has already been well established in AUTH especially in the medical department. AUTH is expanding LL methodologies to local ecosystem in Thessaloniki, beyond the physical spaces into Arts, Sciences, philosophy,

museums. AUTH is also cultivating a sustainability action for this expansion of the use of the methodology. Furthermore, since 2024, the university developed and organised the **1st Hellenic Living Labs summit** and the **2nd Hellenic Living Lab Summit** (June 2025). Furthermore, the **Living Labs Methodology (LL)** are being used by AUTH in webinars and travel events for researchers and staff.

4.10. THIRD WAVE OF EAB EVALUATIONS

In this latest review done in M35, the EAB reviewed AUTH'S updated transformational pathway, observing that the pathway has been improved according to the second wave of evaluations from the EAB. According to their evaluation AUTH's transformation agenda is both ambitious and well-aligned with European priorities, covering areas like citizen science, digital tools, open badges, and institutional recognition systems. The innovative approach to certifying Living Lab participation through new qualification frameworks is particularly noteworthy. AUTH's strong partnerships with local government, civic organizations, and academic partners reinforce its role as a regional anchor, while the co-creation approach continues to drive innovation and effective knowledge transfer. The pathway has matured, integrating broader outputs and lessons learned, especially in non-traditional research and stakeholder engagement.

To further strengthen its impact, the EAB recommends that AUTH broaden its KPI framework to include both qualitative and quantitative indicators, pilot the Living Lab qualification system with selected initiatives, and institutionalize Living Lab structures with long-term funding to ensure sustainability beyond the project.

4.11. ADAPTING THE TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD: 2026 – 2028

As Aristotle University of Thessaloniki looks ahead to the post-project phase, its strategic direction for 2026–2028 reflects a collaborative refinement process shaped by the insights of the External Acceleration Board and project facilitators. This section outlines the university's next steps, which have been thoughtfully adjusted to incorporate expert feedback and practical recommendations. The planned initiatives are designed to build on recent progress, ensuring that AUTH's transformation continues to evolve in line with both institutional goals and external guidance. The following table reflects the activities AUTH's Post-Project:

TABLE 6 – AUTH'S TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026-2028

Domain	Intervention Area	Activities	KPI
D1.	IA1. Recognition of qualifications & research careers	<ul style="list-style-type: none"> Prioritise the identification and drafting of guidance for 3-5 critical policy/legal gaps affecting qualification recognition for digital/interdisciplinary 	<ul style="list-style-type: none"> Qualitative: Formal approval of the LL certification framework by AUTH's Senate/Rectorate. Quantitative: At least 3 critical policy elements/processes identified, with guidance on best practices for revision submitted to the relevant AUTH authority.

		<p>roles and research career progression.</p> <ul style="list-style-type: none"> • Finalise comprehensive process maps for qualification recognition and career progression, specifically integrating the Living Lab (LL) certification framework into the School of Medicine's administrative structure. 	
	IA3. Digitization of higher education sector	<ul style="list-style-type: none"> • Integrate at least 3 MOOCs into the Medical Curriculum. • Engage professors through seminars or Train-the-Trainer schemes. 	<ul style="list-style-type: none"> • Sustain and expand the integration of MOOCs within the Medical Curriculum, aiming to maintain at least 3 active MOOCs and introduce 1–2 additional courses by 2028. • Establish a continuous capacity-building scheme for academic staff, including annual seminars or Train-the-Trainer activities to support digital teaching practices (minimum 1–2 sessions per year). • Organize at least 4 specialized seminars over the 2026–2028 period (minimum 2 hours each, ≥20 participants per session), focusing on digital education, MOOCs integration, and innovative teaching methods.
D2.	IA8. Mainstreaming of open science and digitization of research	<ul style="list-style-type: none"> • Institutionalise the dedicated lecture on Open Data Sharing by making it a mandatory component of all Departments' Courses or an equivalent foundational research course. • Deliver advanced, specialised training sessions for researchers on FAIR Data principles. 	<ul style="list-style-type: none"> • Qualitative: The lecture on Open Data Sharing is formally codified as a mandatory module within the curriculum. • Quantitative: ≥20 students registered and presenting final work on Open Data Sharing. • Quantitative: ≥ 3 advanced training sessions delivered (focusing on data management, FAIR tools, security/ethics) with a focus on data sharing relevant to business/industry collaboration.

4.12. SUSTAINABILITY MEASURES

The sustainability framework that follows is a direct outcome of AUTH's commitment to embedding the EAB's recommendation for stronger integration into AUTH's governance and long-term strategy. The sustainability approach has been reinforced to ensure that the transformational pathway's outcomes are embedded institutionally and remain active beyond the project's duration.

- **Institutional Integration:** embedding key activities (certification of skills, and FAIR data training) into the regular operations of the university, coordinated through the Medical School's Laboratory of Digital Innovation and the IT Department.
- **Policy Alignment:** linking AUTH's actions with national higher education strategies and European initiatives (ERA, EOSC), ensuring compatibility and access to future funding opportunities.
- **Dedicated Structures:** establishing a FAIR Data Office and a permanent Task Force on Educational Digitisation and Citizen Science, responsible for maintaining and updating resources, certifications, and training.
- **Stakeholder Engagement:** strengthening long-term collaboration with civil society, academic partners, and business stakeholders through annual co-creation forums and Memoranda of Understanding.

5. TRANSFORMATIONAL PATHWAY – UNIVERSITY COLLEGE CORK (UCC)

University College Cork (UCC), located in Cork, Ireland, is a leading university established in 1845. It offers a wide range of undergraduate and postgraduate programs to its 25,000 students and is known for its strong focus on research and innovation. The campus is modern and close to Cork city center. UCC is recognized for its commitment to sustainability and is ranked the 4th most sustainable university in the world according to UI Green Metric. The university values the relationship between students and lecturers, creating a supportive learning environment.

5.1. FIRST VERSION OF THE ACTION PLAN

In the first version of the action plan ([D1.2](#)) one Intervention Area (IA) has been defined and explored across one core domain: Sustainable research and education. Within the Sustainable research and education domain, University College Cork (UCC) focused on **IA13. Sustainability of Research Finance**. The plan was developed through a participatory approach, involving the creation of a dedicated quadruple-helix taskforce, the use of Living Lab methodologies, and the engagement of both internal and external stakeholders. Activities were designed to address strategic challenges in research funding, foster a positive research culture, and pilot innovative financial models to ensure long-term sustainability. The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved during the period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of progress made.

TABLE 7 – UCC'S FIRST ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to be achieved
D3.	IA13.	1. Establish an 'Action Plan' taskforce team as Steering Group for the Action Plan phases	1. Taskforce TOR – Achieved by December 2024

Sustainability in research	<ol style="list-style-type: none"> 2. Devise Co-Creation Framework and Management - integrated approach to design, development, delivery of living-lab co-creation activities linked to GOALS 3. Research Culture: Acceleration services - Map acceleration services activities to the goals 4. Establish a Living Lab on financial sustainability in HEI research 5. Current State - Desktop review and articulate detailed current state as a foundational tool for engagement and communications 6. Research Costs Data and Insights - Survey to deepen understanding and insights of research needs and spend direct/indirect costs 7. Identify best international practices in other jurisdictions and learn from CATALASI partners how other institutions handle overhead and income allocation 8. Scope and Brief for co-design overhead model 9. Co-design an ideal over-head model (indirect costs) - Deliver 3 x co-design workshops to engage internal stakeholders in the design and development of a new model 10. Culture and Communications - Disseminate co-designed model 11. Current State - Desktop review, policy and institutional context as foundational tool building understanding of engaged research 12. Engaged Research Data and Insights - Engaged Research focus groups to deepen understanding and insights 13. Identify best international practice in other jurisdictions and learn from CATALASI partners 	<ol style="list-style-type: none"> 2. Framework and workplan for activities – Achieved by June 2024 3. Acceleration Services Map – Achieved by September 2024 4. Articulate issues and Living Lab in a position paper – Achieved by December 2024 5. Current State Overview Report – Achieved by June 2024 6. Survey report – Achieved by December 2024 7. Develop 3 x international case examples – Achieved by December 2024 8. Co-Design Brief – Achieved by March 2025 9. Co-design workshops on overhead model – Achieved by September 2025 10. News item and co-design model as output for dissemination – Achieved by November 2025 11. Current State Overview Report – Achieved by June 2024 12. Focus groups report – Achieved by December 2024 13. Develop 3 x international case examples – Achieved by March 2025
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		<p>14. Scope and Brief for pilot UCC Engaged Research Funding Model - outline scope and brief for co-designing Engaged Research Model</p> <p>15. Co-design an ER model to pilot in UCC</p> <p>16. Culture and Communications - Launch ER Model</p> <p>17. Current State - Desktop review and articulate detailed current state context on priority areas of focus for capacity building considering e.g. PhD Funding model, multi-inter-trans-disciplinary co-operation; talent; career progression and diversification of staff research, participation and performance</p> <p>18. Strategic Research Fund Data and Insights - One to one meetings with senior leadership on aligning with institutional strategy implementation</p> <p>19. Identify best international practice in other jurisdictions and learn from CATALASI partner institutions structures and mechanisms to support financial investment in building capacity (talent and research support systems/infrastructure)</p> <p>20. Scope and Brief for a Strategic Research Fund - outline co-design scope and brief of a strategic research fund focused on supporting e.g. talent, career progression and capacity building</p> <p>21. Co-design strategic research fund pilot actions</p> <p>22. Culture and Communications - Launch strategic research fund pilot action(s)</p>	<p>14. Co-design scope and brief – Achieved by March 2025</p> <p>15. ER Model Pilot Articulated – Achieved by March 2025</p> <p>16. Launch of pilot Action to initiate ER Model - associated news/notice for dissemination (web + workvivo) – In progress</p> <p>17. Current State Overview Report – Achieved by June 2024</p> <p>18. Survey report – Achieved by December 2024</p> <p>19. Develop 3 x international case examples – Achieved by December 2024</p> <p>20. Co-design scope and brief – Achieved by March 2025</p> <p>21. Co-creation event – Achieved by September 2025</p> <p>22. Launch of pilot action(s) – associated news/notice for dissemination – To</p>
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		<p>23. Current State - Desktop review and articulate detailed current state as foundational tool for engagement and communications</p> <p>24. Income Models Data and Insights</p> <p>25. Identify best international practice in other jurisdictions and learn from CATALISI partners institutional approach to research income</p> <p>26. Scope and Brief for co-design co-design and pilot actions and initiatives that inform how the institutional can realise greater balance and diversification of research income</p> <p>27. Co-design pilot new income model actions and initiatives that inform how the institutional can realise greater balance and diversification of research income</p> <p>28. Culture and Communications - Launch pilot action(s)</p> <p>29. Develop Communication and Dissemination Plan to support Action Plan Goals</p> <p>30. Communications to support Research Culture - Develop key comms tools and identify key platforms/fora/activities to present and promote CATALISI and transformation goal/activity to build awareness of the issues and activities and support engagement and influence for transformation</p> <p>31. Coordinate and monitor ongoing communications activities and outputs</p>	<p>be achieved by December 2025</p> <p>23. Current State Overview Report - Achieved by June 2024</p> <p>24. Survey report - Achieved by December 2024</p> <p>25. Develop 3 x international case examples - Achieved by December 2024</p> <p>26. Co-Design Scope and Brief - Achieved by March 2025</p> <p>27. Co-creation event - Achieved by September 2025</p> <p>28. Launch pilot actions - association news/notice for dissemination - To be achieved by December 2025</p> <p>29. Communication Plan - Achieved by June 2024</p> <p>30. Communications outputs (presentations, workvivo/news articles, leaflets etc) - To be achieved by December 2025</p> <p>31. Communication Report - To be achieved December 2025</p>
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5.2. FIRST WAVE OF EVALUATIONS

The initial version of the UCC Action Plan underwent both External Acceleration Board and internal Evaluation and Impact Assessment, with feedback and lessons learned shaping its

evolution within the CATALISI Living Lab framework. This dual evaluation enabled UCC to refine its strategic priorities and better address stakeholder needs, grounding the plan in both expert guidance and participatory input. The Action Plan was strong in its clear focus on financial sustainability, alignment with UCC's strategic plan, and comprehensive coverage of research funding, infrastructure, and talent retention. Evaluators valued the participatory approach, Living Lab methodology, and UCC's commitment to civic and community engagement. However, infrastructure deficits and administrative burdens remained challenges, and the plan would have benefited from more diversified funding sources, a revised overhead model, and strategic fund allocation. Strengthening talent retention, recognizing diverse contributions, and establishing clear KPIs and feedback mechanisms were also recommended. Overall, the plan was robust but would benefit from more targeted actions and improved monitoring.

5.3. INTERVENTION AREA IA13. SUSTAINABILITY IN RESEARCH

University College Cork (UCC) is committed to advancing the sustainability of research as a strategic priority within its broader institutional transformation agenda. The university recognizes that financial sustainability is a cornerstone for maintaining research excellence, fostering innovation, and supporting societal impact. UCC's approach to sustainability in research is holistic, addressing not only the diversification of funding sources but also the creation of resilient systems, stakeholder engagement, and the alignment of research priorities with institutional, regional, and national strategies.

5.3.1. Updated Action plan

Following feedback from external evaluators, UCC's action plan underwent substantial refinement. Key improvements include a stronger emphasis on the sustainability of research finance, the definition of concrete and measurable actions, deeper stakeholder involvement, and the implementation of robust monitoring mechanisms. The revised plan now incorporates co-designed income models, a strategic research fund, and a comprehensive communications strategy, each supported by clear KPIs and timelines. These enhancements have aligned the plan more closely with the recommendations of external evaluators and stakeholders, making it more effective, realistic, and sustainable.

5.4. REVISED ACTION PLAN

The updated Action Plan for University College Cork (UCC) builds on the lessons learned during the first year of implementation and integrates feedback from both internal and external evaluations. In this revised version, UCC has sharpened its strategic focus by concentrating on the intervention area **IA13. Sustainability of Research Finance**, recognizing that financial sustainability is deeply interconnected with the broader research ecosystem. The plan was revised through the iterative Living Lab methodology to ensure greater strategic alignment with institutional, national, and European policies. Real-time evaluation and stakeholder contributions have led to adaptive modifications, ensuring the plan remains responsive to evolving needs and challenges. The revised action plan aims to deliver long-term impact through robust key performance indicators (KPIs) and a resilient research funding framework.

UCC took onboard feedback from the External Acceleration Board. The institution rendered its goals more explicit and refined its Action Plan activities and KPIs. More precisely, regarding the concern surrounding how to ensure long-term sustainability in research financing after the end of the CATALISI project, UCC has further improved and integrated the revised overhead model for the institution and has achieved the landmark of getting this reform approved by the university. Furthermore, UCC has ensured ownership and participation of senior leadership (at the Vice-President of Research and Innovation level) to ensure that the new model is integrated and sustained for long-term impact.

The following table provides a concise overview of the updated action plan, mapping each intervention area to its corresponding activities and expected results. This structured summary is intended to offer readers an at-a-glance understanding of the plan's priorities and progress. The subsequent sections will explore each intervention area in greater detail, highlighting the specific activities undertaken, results achieved, and any ongoing or planned revisions.

TABLE 8 - UCC'S UPDATED ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D3.	IA13. Sustainability in research Goal: Sustainable Research Financing	<ol style="list-style-type: none"> 1. Explore, identify and articulate financing issues for sustainability in research 2. Establish a Co-Creation Framework and embed CATALISI Acceleration Services 3. Co-Create Revised Overhead Model 4. Co-Create Engaged Research funding model 5. Co-Create and Pilot New Income Models 6. Co-create and Pilot Strategic Research Fund 7. Research Culture: Communications 	<ol style="list-style-type: none"> 1. Develop a report on Framework Conditions, Barriers and Enablers – Achieved by December 2024 2. Establish Research Culture Transformation Living Lab – Achieved by December 2024 3. Scope and brief for codesign of Overhead model – Achieve by December 2025 4. Secure high profile research funding – Achieved by December 2024 5. Co-design of pilot new income model actions and initiatives that support diversification of research financing – Achieved by July 2025 6. Co-created and tested (pilot) new strategic research fund – To be achieved by December 2025 7. Communications Plan – To be achieved by December 2025

5.5. STAKEHOLDERS & CO-CREATION

The transformational pathway at University College Cork (UCC) has been shaped through a structured, multi-stakeholder co-creation process, engaging representatives from academia, business, public administration, and civil society at every stage. Stakeholder involvement was ensured via workshops, surveys, interviews, and participatory sessions, guided by the Living Lab and Design Lab acceleration services. This approach enabled UCC to identify real needs and barriers, refine its priorities, and design targeted actions—such as developing new financial models for research sustainability, piloting engaged research funding, and revising overhead models.

The co-creation process not only improved the relevance and feasibility of the action plan but also fostered a culture of collaboration and shared ownership of institutional change. By integrating diverse perspectives, UCC's strategy is now more focused, actionable, and aligned with both institutional goals and stakeholder expectations, supporting sustainable transformation and societal impact. The Living Lab methodology, in particular, provided a participatory environment for continuous feedback and adaptation, ensuring that the voices of all quadruple helix actors were embedded in the design and implementation of UCC's research finance sustainability agenda.

This collaborative approach has strengthened UCC's ability to respond to evolving challenges, build resilient systems, and deliver long-term impact through robust key performance indicators and a resilient research funding framework.

5.6. SECOND WAVE OF EAB EVALUATIONS

UCC's second Action Plan was praised by the EAB for its strategic focus on sustainable research finance, with well-structured initiatives such as revising funding models and testing new income strategies. The use of co-creation workshops and Living Lab methodology was seen as a proactive and innovative approach, effectively supporting institutional transformation. It has been noted strong integration of the plan within UCC's internal frameworks and a high level of ambition, particularly in exploring new business models for academic research.

5.7. ACCELERATION SERVICES USED

To support the development and implementation of the action plan, UCC made extensive use of several acceleration services. The Living Lab enabled participatory co-creation with stakeholders, while the Design Lab guided the strategic design and continuous refinement of interventions. Counselling provided targeted support to address emerging challenges, Capacity Building offered training and knowledge exchange, UCC found the MML and Twinning events, particularly the ones organized in Cork, to be extremely useful in sharing and learning from the other CATALISI partners - in particular, a new income stream for research financing and a joint initiative on research culture with V/AUMC and UJI were both achieved thanks to these events. The Community of Practice (CoP) fostered ongoing collaboration and sharing of best practices. This integrated approach ensured that actions were both relevant and sustainable.

5.8. THIRD WAVE OF EAB EVALUATIONS

In this third review done in M35, the EAB notes UCC's refined focus on sustainable research funding, capacity-building, and strategic engagement, all closely aligned with institutional priorities. The university's strong culture of co-creation is evident in stakeholder workshops and real-time evaluation, which have fostered inclusive dialogue and secured support from academic leadership. Acceleration services have been used effectively to strengthen internal capabilities and community engagement, contributing to a mature and well-managed transformation process. Acceleration services have been used effectively to strengthen internal capabilities and community engagement, contributing to a mature and well-managed transformation process.

A particularly impactful step is the creation and integration of a strategic research fund within the Vice President for Research's office, supporting long-term sustainability. UCC also excels in quadruple helix collaboration, working closely with CATALISI partners across academia, government, industry, and civil society. The transformation pathway is well integrated into institutional planning, with clear objectives and strong senior leadership support.

Looking ahead, the EAB recommends that UCC define a clear post-project sustainability plan, outlining resource allocation and leadership for future implementation. Expanding engagement with local authorities, businesses, and civil society will further support innovation, funding, and long-term ecosystem integration.

5.9. ADAPTING THE TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026-2028

UCC's roadmap for the years following the CATALISI project has been shaped through ongoing dialogue with the EAB and project facilitators. The priorities and actions described in this chapter reflect a deliberate response to expert evaluations and collaborative input, ensuring that UCC's transformation agenda remains both ambitious and grounded in practical experience. These forward plans are intended to build on the university's achievements, while remaining flexible to evolving recommendations and sector trends.

TABLE 9 - UCC'S TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026-2028

Domain	Intervention Area	Activity	KPIs and Expected/Already Obtained Results
D3.	IA13. Sustainability in Research Finance	Living Lab methodology is well established in UCC and will be applying the experience gained through LL in CATALISI in other EU funded projects.	Although LLs are already present in UCC, CATALISI experience has further cemented their use in the university.

		Methodologies and processes relating to Twinnings and MMLs (focus on and topic-relevant discussions which are well planned in advance) have been integrated.	UCC using these new instruments in other projects.
		Evaluation and Impact Assessment knowledge and experience gained through CATALISI is being leveraged for other EU funded projects in which UCC is fulfilling the role of evaluator.	UCC fulfilling the role of evaluation and impact assessment leader in other projects.
		Used and integrated CATALISI methodology to identify new income streams (for example thanks to MML in Cork) and is reproducible in future years.	UCC has already accessed new funding opportunities thanks to CATALISI experience.
		New Overhead Model for research finance will render these sustainability measures feasible. In this transformation, there is clear ownership of this action with a member of the UCC CATALISI team.	Policy revision and ownership of change already established.
		Maintain collaboration with UJI and AUMC for survey and study in Research Culture.	Joint survey will be rolled out in due course.
		Progress an academic paper in relation to our WP4 work in evaluation and impact assessment.	Work already commended and will be delivered in 2026/2027
		We will consider using bespoke acceleration services and periods to catalyse change in the institution.	Projects implementing services by 2026
		Integrating many of the listed transformations here in	CATALISI inspired policy changes by 2026/27

		institution's future strategic policy.	
		Pursuing our approach to evaluation and impact assessment as a KER to be exploited post project. This aspect will be further developed next year, leveraging our WP4 experience.	Further integration and development of processes using CATALISI WP4 experience by 2026/27

5.10. SUSTAINABILITY MEASURES

The sustainability measures outlined here have been crafted to underpin UCC's future activities, drawing directly from the guidance and best practices highlighted by the EAB and facilitators throughout the project. By integrating these external perspectives into its operational strategy, UCC is committed to maintaining the momentum of change and embedding resilience into its institutional processes, so that the benefits of transformation are sustained well into the future.

To ensure that the achievements of the transformational pathway extend beyond the project's lifetime, UCC has committed to several sustainability measures:

- New Revised Overhead Model in place for the entire institution, strategically owned by the office of the Vice-President of Research and Innovation.
- UCC has appointed a Head of Research Culture, Engagement and Impact.
- Leveraging the CATALISI Acc. Serv. Methodology of the successful obtainment of a Welcome Trust Fund in relation to engaged research and research culture.
- Given UCC's dual function as an implementer and facilitator, the institution has developed deep understanding of its Evaluation and Impact Assessment role, which is applying to other initiatives such as the "Green In Cities" project.

6. TRANSFORMATIONAL PATHWAY – AMSTERDAM UNIVERSITY MEDICAL CENTER (AUMC)

Amsterdam University Medical Center (AUMC) located in Amsterdam, Netherlands, is a leading medical center formed by the merger of the Academic Medical Center (AMC) and VU University Medical Center (VUmc) in 2018. It is affiliated with both the University of Amsterdam and Vrije Universiteit Amsterdam. AUMC is well-known for its comprehensive healthcare services, education, and cutting-edge research.

6.1. FIRST VERSION OF THE ACTION PLAN

In the first action plan (D1.2) one Intervention Area (IA), **Reform of research assessment** (IA2.) was defined and explored within a core domain: **Research careers and talent support**. Within this domain, Amsterdam UMC focused on the IA of embedding Research Integrity (RI) education to increase Responsible Conduct of Research (RCR) and foster a positive research culture. The plan was developed through a participatory approach, involving the collaboration of RI coordinators, academic staff, policy officers, and other stakeholders. Activities were designed to address key challenges in research integrity training, reform research assessment and career recognition, and pilot innovative educational models to ensure long-term sustainability.

The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved or are expected during the validity period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of progress made.⁷

TABLE 10 – AUMC'S FIRST ACTION PLAN

Domain	Intervention Area	Activities	Results achieved
D1.	IA1. Recognition of qualifications and research	1. Structural revisions on RCR curricula	1. Establish a network of trainers in RCR within RIOS – Achieved by March 2025
	IA2. Reform of research	2. Discipline specific training in RCR	2. RCR courses in all 10 Faculties – To be achieved in 2026
		3. Implementation of the re-designed RCR PhD courses in each Faculty	3. Minimum of 50 PhD students trained – To be achieved by December 2025
		4. Help develop trainings for supervisors: set a default, help with the development of a toolbox and training framework	4. Supervisor training toolbox and framework – To be achieved in 2026
		5. Introduce peer coach system	5. Peer coach system – Achieved by December 2025
		6. Create network for trainers	6. Network, meeting twice a year – Achieved by December 2025

⁷ AUMC and LUISS structured their action plans differently from other partners, grouping or organizing intervention areas (IAs) according to their own implementation logic (e.g., combining IAs), which is why their documents and related review materials may follow a distinct format compared to those from other implementers.

		7. Implement pilot trainings and evaluate 8. Develop a RI toolbox for organizing RI activities such as workshops 9. Develop an overview of all RI instruments available at VU and Amsterdam UMC 10. Map the group non/academic staff / who are they and what are their training needs 11. Map research support staff and training needs	7. Paper on evaluation – Achieved by July 2025 8. Toolbox for organizing RI activities on the website – To be achieved by 2026 9. Provide overview RI instruments – To be achieved by December 2025 10. Present overview of non-academic staff – Achieved by September 2025 11. Present overview of research support staff – Achieved by September 2025
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6.2. FIRST WAVE OF EVALUATIONS

The initial version of the Action Plan was subjected to two distinct evaluations: one conducted by the External Acceleration Board, and another carried out within the framework of Evaluation and Impact Assessment (WP4). The initial AUMC Action Plan focused on embedding research integrity (RI) education and reforming research assessment within the domain of research careers and talent support. External evaluators recognized the plan's strong commitment to responsible conduct of research (RCR), the participatory co-design process, and the establishment of a comprehensive RCR learning pathway for PhD students, supervisors, and staff. The plan was praised for its clear structure, alignment with institutional priorities, and the integration of diverse training activities, including discipline-specific modules and peer coaching. Evaluators valued the involvement of multiple stakeholders—such as RI coordinators, academic staff, and policy makers—in both the design and implementation phases, fostering a culture of collaboration and continuous improvement. However, they noted that the plan would benefit from more detailed sequencing of actions, clearer KPIs, and a stronger link to the co-creative Quadruple Helix approach. The need for sustainable embedding of RI education, recognition of diverse contributions, and harmonization of policies across institutional partners was highlighted. Evaluators also recommended expanding the monitoring framework and ensuring that research culture changes are measurable and inclusive. Overall, the plan was considered robust and innovative, but would be strengthened by more specific milestones, enhanced stakeholder engagement, and improved evaluation mechanisms.

6.3. INTERVENTION AREA IA1. RECOGNITION OF QUALIFICATIONS AND RESEARCH – IA2. REFORM OF RESEARCH

Amsterdam UMC (AUMC) is working on an institutional transformation focused on two key intervention areas: reforming research assessment and enhancing recognition of qualifications and research careers. Since these areas are closely connected in practice, the institution aims to strengthen responsible research conduct overall by promoting RCR through education and fostering a positive research culture.

This involves several actions, including revising existing policies and improving training and skill development for researchers, staff, and other relevant groups within the organization. The primary objective is to integrate a structured learning pathway for RCR. By equipping researchers with essential knowledge on research integrity and supporting responsible research practices, various educational tools will be introduced across the institution. These tools—such as training sessions, workshops, and other interactive activities—will help embed the RCR learning pathway and contribute to cultivating a positive research culture.

Following the Living Lab approach, the action plans initially co-designed in early 2024 have been updated based on insights from the first implementation phase (February–December 2024). AUMC prioritized tasks according to resource availability, project timelines, and stakeholder needs.

While non-academic staff were originally included as a target group for RI training and research culture assessment, AUMC decided to concentrate on the academic community for the qualitative and survey studies, given their active involvement and alignment with institutional research strategies. The institution still values evaluating non-academic staff's knowledge of RI and their perceptions of research culture, but this will be addressed in collaboration with the Center of Expertise after the project concludes.

6.3.1. Updated Action plan

The action plan aims to embed Research Integrity (RI) education in a sustainable way to reinforce Responsible Conduct of Research (RCR) and nurture a positive research culture. Led by AUMC, this initiative supports the broader reform of research assessment and the recognition of qualifications and research careers, ensuring RI principles become part of institutional structures. With respect to the activities outlined in the initial action plan, within these intervention areas, AUMC presented a new set of activities:

- PhD - Improvement in current Institutional facilities, support and procedures
- PhD - Stimulate and support further development and re-design of RCR PhD courses
- Supervisor -Develop and pilot the MPowering Responsible Supervision course for supervisors
- Supervisor - Implement, monitor and evaluate the MPowering Responsible Supervision course at the VU and Amsterdam UMC
- Supervisor - Create a network for trainers in supervisor training
- All academic and non-academic staff - Develop an overview of all RI training available at VU and Amsterdam UMC
- Research culture KPIs-Qualitative interview study on stimulating a positive research culture at VU Amsterdam and Amsterdam UMC
- Research culture KPIs-Develop a survey for assessing the perceptions, experiences and needs for fostering a positive Research Culture at the VU and Amsterdam UMC - this study will also be partly combined with UJI and UCC
- Research culture KPIs-Develop and pilot a theatre play on Research Culture

- Research culture KPIs-Implement, monitor and evaluate theatre play on Research Culture + workshops.

Spanning February 2024 to December 2025, the plan targets PhD candidates, postdoctoral researchers, and senior researchers. Through training programs, workshops, and interactive learning tools, the initiative seeks to provide these groups with the knowledge and skills needed to uphold ethical research practices. Beyond education, it strives to create an environment where integrity, transparency, and accountability are embedded in everyday academic work, driving a lasting cultural shift within the institutions.

6.4. REVISED ACTION PLAN

The updated Action Plan for AUMC was the result of an iterative co-creation process, with active participation from PhD candidates, postdocs, senior researchers, RI coordinators, and policy makers. The plan focuses on the sustainable embedding of Research Integrity (RI) education and the transformation of research culture, with targeted actions for reforming research assessment, recognizing diverse research careers, and strengthening transversal skills. Through the Living Lab methodology, the plan has been continuously adapted to emerging needs, ensuring flexibility and long-term impact. The defined KPIs allow for ongoing monitoring and ensure the resilience of the training and evaluation framework, in line with institutional strategies and European best practices. The following table provides a concise overview of the updated action plan, mapping each intervention area to its corresponding activities and expected results. This structured summary is intended to offer readers an at-a-glance understanding of the plan's priorities and progress. The subsequent sections will explore each intervention area in greater detail, highlighting the specific activities undertaken, results achieved, and any ongoing or planned revisions.

TABLE 11 – AUMC'S UPDATED ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D1.	IA1. Recognition of qualifications and research IA2. Reform of research Goal: Embedding RI education sustainably to increase RCR and research culture	1. PhD - Improvement in current Institutional facilities, support and procedures 2. PhD - Stimulate and support further development and re-design of RCR PhD courses 3. Supervisor -Develop and pilot the MPowering	1. Establish a network of trainers in RCR with RIOS (Community of Practice on RI Training) - minimum of 1 meeting per year - Achieved by December 2025 2. Showcase of courses that have been re-designed in RIOS Community of Practice on RI Training - Achieved by December 2025 3. Empowering Responsible

		<p>Responsible Supervision course for supervisors</p> <p>4. Supervisor - Implement, monitor and evaluate the MPowering Responsible Supervision course at the VU and Amsterdam UMC</p> <p>5. Supervisor - Create a network for trainers in supervisor training</p> <p>6. All academic and non-academic staff - Develop an overview of all RI training available at VU and Amsterdam UMC</p> <p>7. Research culture KPIs- Qualitative interview study on stimulating a positive research culture at VU Amsterdam and Amsterdam UMC</p> <p>8. Research culture KPIs- Develop a survey for assessing the perceptions, experiences and needs for</p>	<p>Supervision course for Supervisors - Further implementation to be achieved by 2026</p> <p>4. Academic manuscript on the evaluation of the Empowering Responsible Supervision course - To be achieved by 2026</p> <p>5. Establish a network of trainers in supervisory training through RIOS (Community of Practice on Supervision) - minimum of 1 meeting per year - Achieved by December 2025 (2 meetings per year)</p> <p>6. Overview table with RI training at the VU and Amsterdam UMC per target group - to be included in the RIOS webpage and VU Academic Integrity page - To be achieved January 2026</p> <p>7. Research Culture studies Qualitative: 1. academic manuscript; 2. Presentation of the results - NRIN & RIOS events; 3. Report with Policy recommendations on stimulating a positive RC in both institutions - Partly achieved by May 2025. Continuous - to be achieved in 2026</p> <p>8. Research culture studies, Quantitative: 1. academic manuscript; 2. Presentation of the</p>
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		<p>fostering a positive Research Culture at the VU and Amsterdam UMC - this study will also be partly combined with UJI and UCC</p>	<p>results - NRIN, RIOS and international events (e.g. ENRIO 2025, WCRI 2026); 3. Report with Policy recommendations on stimulating a positive RC in both institutions; 4. academic manuscript with the findings from the cross-country study (VUMC + UJI + UCC) – <i>To be achieved in 2026-7</i></p>
		<p>9. Research culture KPIs- Develop and pilot a theatre play on Research Culture</p>	<p>9. Theatre play on Research Culture – 3 plays showed in 2025, 4 scheduled for 2026</p>
		<p>10. Research culture KPIs- Implement, monitor and evaluate theatre play on Research Culture + workshops.</p>	<p>10. Academic manuscript on the development and evaluation of Research Culture theatre play and workshops – <i>To be achieved in 2026</i></p>

6.5. STAKEHOLDERS & CO-CREATION

The AUMC Action Plan is strongly based on the involvement of multiple stakeholders—mainly PhD candidates, postdocs, senior researchers, RI course coordinators, supervisors, policy makers, and academic staff. The plan uses co-creation at every stage: it was initially co-designed with stakeholders and is continuously updated through feedback and collaborative sessions. Co-creation sessions are used to develop and improve training courses and supervision programs, ensuring that activities are relevant and supported by those directly involved. Networks like RIOS (Community of Practice) help maintain ongoing collaboration and knowledge sharing. This participatory approach helps address challenges, increases engagement, and ensures that the action plan is effective and sustainable for the whole research community at AUMC.

6.6. SECOND WAVE OF EAB EVALUATIONS

AUMC's second Action Plan was recognized by external evaluators (EAB) for its strengthened focus on embedding research integrity education and advancing research culture transformation. The evaluators appreciated the participatory co-creation process, which actively involved PhD candidates, postdocs, senior researchers, and policy makers, ensuring

that the plan was closely aligned with institutional needs and European best practices. The integration of Living Lab methodology was highlighted as an innovative approach, fostering continuous adaptation and stakeholder engagement. However, the assessment noted that while the plan's objectives were ambitious and well-structured, certain aspects lacked detailed implementation strategies, including clear timelines and assignment of responsibilities. The evaluators also recommended enhancing the monitoring framework and expanding stakeholder involvement, particularly with external partners, to ensure broader impact and sustainability. Furthermore, the need for more robust risk assessment and mitigation planning was identified as an area for improvement. Addressing these gaps would increase the feasibility and resilience of the action plan, supporting AUMC's long-term transformation goals. Overall, the evaluators commended the plan's progress but encouraged further refinement to maximize its effectiveness and institutional impact.

6.7. ACCELERATION SERVICES USED

To support the development and implementation of the action plan, AUMC made extensive use of several acceleration services. The Living Lab enabled participatory co-creation with stakeholders, while the Design Lab guided the strategic design and continuous refinement of interventions. AUMC received targeted counselling from EY to support the refinement and implementation of their institutional action plan. Moreover, the joint decision by AUMC, UJI, and UCC to collaborate on a research culture survey emerged from shared insights and discussions during MML Mutual Learning workshops held throughout the project within WP2.

6.8. THIRD WAVE OF EAB EVALUATIONS

In this third review done in M35, the EAB notes that AUMC's transformation pathway is clearly focused on embedding Responsible Conduct of Research (RCR) training, with well-defined objectives for both the medium and long term. The initiative is strongly aligned with national integrity frameworks and is well integrated into institutional culture and educational programmes. Implementation has been effective, thanks to committed leadership, active researcher engagement, and strategic use of capacity-building acceleration services. AUMC's emphasis on cultural change, especially through plans to evaluate behavioural shifts shows a commitment to value-driven transformation beyond procedural compliance. Co-creation is a core feature, with ongoing stakeholder involvement ensuring the strategy remains relevant and adaptable. Internally, the pathway is coherent and widely owned, supported by clear KPIs and structured planning.

Looking ahead, the EAB recommends developing a clear post-project strategy that includes long-term funding, ownership structures, and mechanisms for institutional continuity. It will also be important to describe how the pathway fits within the broader frameworks of both UvA Amsterdam UMC and VU, to support wider adoption and sustainability.

6.9. ADAPTING THE TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026 – 2028

AUMC vision for the post-project period has been carefully refined through a process of ongoing consultation with the External Acceleration Board and project facilitators. The initiatives outlined in this section represent a thoughtful synthesis of internal ambitions and external recommendations, ensuring that AUMC's next steps are both innovative and responsive to expert guidance. These plans are designed to carry forward the momentum of transformation, while remaining adaptable to future insights and sector developments. The target group for AUMC'S interventions are researchers, stimulating RCR in researchers, and policy makers of the institutions VU and Amsterdam UMC, and AUMC plans to continue to involve these stakeholders in their future activities. Their intention is not necessarily to measure behavioral change, as in the scientific literature on stimulating RCR and improving Research culture, there is no agreement on how behavioral change could be measured, or if it could be measured at all. With regards to CATALISI, raising awareness on the topics would be realistically an achievable outcome. AUMC evaluate e.g. their Theatre play by providing questionnaires to participants, asking them about their perceptions, and whether awareness of issues has increased.

Throughout the project and in the future, AUMC is collaborating with policy stakeholders, and managers higher up in the organization who develop and refine these frameworks. AUMC share insights, ideas and recommendations and outcomes from the project and research.

In their project, AUMC views RCR as being related to researcher assessment, career development and RC in a broad sense, and focus not on RI, but on RCR as a broad construct.

TABLE 12 – AUMC'S TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026-2028

Domain	Intervention Area	Activities	KPIs and Expected/Already Obtained Results
D1.	IA1. Recognition of qualifications and research	<ul style="list-style-type: none"> • Continue refinement of AUMC's vision on Responsible Conduct of Research through structured dialogue with the External Acceleration Board and project facilitators 	<ul style="list-style-type: none"> • Increase in awareness and reflection on RCR-related topics among participants, collected through feedback tools (e.g. questionnaires)
	IA2. Reform of research	<ul style="list-style-type: none"> • Sustain and scale awareness-raising initiatives on RCR and research culture developed during the project (e.g. participatory formats such as theatre play and similar reflective tools) • Maintain active involvement of researchers as primary target group and policy makers of VU and Amsterdam UMC in post-project activities • Integrate insights and recommendations emerging from CATALISI into ongoing 	<ul style="list-style-type: none"> • Continued engagement of researchers and policy stakeholders in RCR-focused initiatives • Evidence of RCR-related considerations informing

		institutional discussions on researcher assessment, career development and research culture • Continue collaboration with policy stakeholders and senior management involved in the development and refinement of related institutional frameworks	internal policy discussions • Sustained dialogue between researchers, policy makers and management on research culture topics
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6.10. SUSTAINABILITY MEASURES

The following sustainability measures have been developed to anchor AUMC's future activities in lasting institutional change. Drawing on the constructive feedback and strategic advice provided by the EAB and project facilitators, these measures are intended to reinforce the university's progress and secure the continuity of its transformation efforts. By embedding these practices into its organizational fabric, AUMC aims to ensure that the benefits of the project will be preserved and expanded in the years ahead. The following sustainability measures have been developed to anchor AUMC's future activities in lasting institutional change. Drawing on the constructive feedback and strategic advice provided by the EAB and project facilitators, these measures are intended to reinforce the university's progress and secure the continuity of its transformation efforts. By embedding these practices into its organizational fabric, AUMC aims to ensure that the benefits of the project will be preserved and expanded in the years To ensure that the achievements of the transformational pathway extend beyond the project's lifetime, AUMC has committed to several sustainability measures: The supervisor training Empowering Responsible Supervision will be implemented sustainably. AUMC is in contact with the doctoral school, and the training will be one of the mandatory trainings for all supervisors in Amsterdam UMC. The training will be implemented and scaled up, started spring 2026.

- The Theatre Play Science Hoops, developed as a tool to stimulate a positive RC, will be aired at least 4 times in 2026. Also, if certain departments, faculties, need a tool for discussing RC, the theatre play can be organised at demand.
- The RIOS (research integrity and open science) center that has been installed also as part of CATALISI is a center that will remain in existence in the future, with several people working for RIOS and supporting all types of initiatives related to RCR and stimulating a positive RC
- RIOS center will continue to organize network meetings related to RCR, CoP meetings for specific target groups, and continue to exist and stimulate RCR in the future. Funding for RIOS is secured for the coming years at the VU.

7. TRANSFORMATIONAL PATHWAY – UNIVERSITAT JAUME I (UJI)

Universitat Jaume I (UJI), located in Castellón de la Plana, Spain, is a public university established in 1991. It is well-known for its personalized attention to students and its modern,

accessible campus. UJI offers a wide range of undergraduate, master's, and doctoral programs, with around 12,000 students enrolled. The university is recognized for its commitment to quality education and has received the European Excellence Gold Seal 500+ for its academic and administrative services.

UJI stands out not only for the quality of its research but also for its commitment to institutional change. This agenda began with the ETHNA System project (2020–2023), focused on research ethics, and has since expanded through CATALISI to include research assessment and open science. In close coordination with the Vice-Rectorate for Research, CATALISI is driving policy and procedural improvements and fostering a cultural shift towards more responsible research.

7.1. FIRST VERSION OF THE ACTION PLAN

In the first version of the action plan (D1.2) **two Intervention Areas (IAs)** have been defined and explored across **two core domains: Research careers and talent support** and **Research Modus Operandi**. This selection process was guided by a thorough understanding of the primary needs and objectives of the university, aiming to strategically address challenges and propel itself towards achieving its desired goals.

Within **Research careers and talent support**, two IAs have been defined: **IA1. Recognition of qualifications and research career**, and **IA2. Reform of research assessment**. Within the **Research Modus Operandi** another IA was identified as a key priority: **IA8 Mainstreaming of Open Science and digitization of research**. The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved during the validity period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of the progress made.

The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved during the validity period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of progress made.

TABLE 13 – UJI'S FIRST ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D1.	IA1. Recognition of qualifications and research	<ol style="list-style-type: none"> 1. Reviewing UJI's current calls for proposals. In particular, UJI evaluation scale 2. Reviewing the new COARA-inspired criteria 	<ol style="list-style-type: none"> 1. Implementation of new standards for research assessment at UJI – <i>In progress</i> 2. Redefinition of UJI's evaluation scale for

		for sexenios and summarising the main points	research outcomes. - <i>In progress</i>
	IA2. Reform of research	1. Creation of short videos with concept definitions	1. Creation of training materials. Improving the performance of research ethics committees and their communication strategies addressing researchers - <i>Achieved by December 2025</i>
D2.	IA8. Mainstreaming of open science and digitization of research	1. Creation of a small working group dedicated to the definition of indicators for the measurement of researchers' compliance with OA policies 2. Studying similar experiences (OA thermometer) implemented by other Institutions 3. Checking UJI's publication performance through UJI's database 4. Defining a new structure to strengthen the position of UJI's	1. Initiate a collaborative process to define the main actions to be taken in terms of OA at the university - <i>Achieved by December 2024</i> 2. Learn about similar experiences in other institutions - <i>Achieved by December 2024</i> 3. Being able to monitor the percentage of open access research carried out at UJI (UJI OA thermometer) - <i>Achieved by October 2024</i> 4. Strengthening the structure of UJI's Open Access journals. -

		open access journals	Achieved by December 2024
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7.2. FIRST WAVE OF EVALUATIONS

The initial version of the Action Plan was subjected to two distinct evaluations: one conducted by the External Acceleration Board, and another carried out within the framework of Evaluation and Impact Assessment (WP4). During the first wave of evaluations UJI's action plan was congratulated from the EAB for its structured approach, including the creation of a dedicated working group and the use of best practices from other institutions. Evaluators appreciated the focus on developing indicators for Open Access (OA) compliance and the effort to strengthen UJI's OA journals. The plan's emphasis on group discussions and stakeholder engagement was seen as a strength, supporting feasibility and relevance. However, reviewers noted that some objectives remain too broad and require greater specificity. The mechanisms for external stakeholder involvement and resource allocation need clearer definition. Implementation details, especially for OA and gender equality, should be further developed. Setting measurable KPIs and practical follow-up activities was recommended. Addressing these points will enhance the plan's impact and sustainability.

7.3. INTERVENTION AREA IA1. RECOGNITION OF QUALIFICATION AND RESEARCH

Reforming research assessment is a key priority for Spanish universities, driven by changes promoted by the Ministry of Universities. At UJI, this reform aims to redefine how research careers are evaluated, and which criteria and procedures are most appropriate. The long-term goal of this intervention area is to Review of UJI's evaluation policies for their adaption to the new COARA inspired criteria promoted by the Spanish government. Strengthening tools for career recognition and integrating gender-sensitive metrics are central to UJI's strategy for aligning with national reforms and enhancing institutional transformation.

7.3.1. Updated Action plan

With respect to the activities outlined in the initial action plan, within these intervention areas **5 new activities** have been added:

1. **Creation of a university action plan approved by the university's governing bodies on research evaluation**

UJI has developed and formally approved by the Governing Council the **CoARA-UJI Action Plan (2024-2027)** for research evaluation, ensuring alignment with national reforms and COARA-inspired criteria. This plan sets the strategic direction for updating evaluation policies and procedures across the institution. The action plan has been published in three languages.

2. **Survey of research assessment and Open Science**

A targeted survey was conducted to gather insights from the academic community on current research assessment practices and perceptions of Open Science. Internal working group has been involved in translating survey insights into actions; benchmarking with Spanish CoARA chapter. The results inform evidence-based policy adjustments and highlight areas for further development.

3. **Transform or adapt the internal evaluation system of Universitat Jaume I to seek a balance between qualitative and quantitative criteria in scientific assessment; Redefining UJI evaluation "scale"**

UJI is revising its internal evaluation system to achieve a balanced approach between qualitative and quantitative assessment criteria. The updated evaluation "scale" aims to promote fairness, inclusiveness, and recognition of diverse research outputs.

4. **Creation of videos or press material that define key concepts in research assessment**

The university is producing accessible videos and press materials to clarify essential concepts in research assessment. These resources are designed to raise awareness and facilitate the adoption of new evaluation standards among staff and students.

5. **Organisation of courses on research evaluation, including the creation of new web pages at the Universitat Jaume I around this specific intervention area**

UJI is organizing specialized training courses and developing dedicated web pages to support the academic community in understanding and implementing updated research evaluation practices. These initiatives foster capacity-building and ensure transparent communication of policy changes.

These new activities directly support UJI's main goal of reviewing and updating its evaluation policies in line with the COARA-inspired criteria. By developing a university action plan, conducting targeted surveys, and redefining the evaluation scale, UJI ensures its policies are evidence-based and aligned with national reforms. The creation of training materials, communication resources, and dedicated web pages will raise awareness and facilitate the adoption of new standards across the academic community. Together, these steps will make the transition to the new criteria more effective, transparent, and sustainable.^{3.5} Intervention Area IA6. Strengthening Human Capital.

7.4. INTERVENTION AREA IA2. REFORM OF RESEARCH

In this area, UJI seeks to review and transform the operations of its research ethics committee to streamline and accelerate project evaluation processes, making ethical approval more efficient. To achieve this, UJI's main activities include revising and improving the functioning of its ethics committees, producing videos and press materials that explain key concepts related to ethical review, and organizing courses on research ethics and the role of ethics committees.

7.4.1. Updated Action plan

This intervention area focused on the ethical committee. The main goal this IA. is to review and transform the operations of the research ethics committee to streamline and accelerate the evaluation processes for research projects, facilitating the ethical approval of these projects. The activities foreseen for this intervention areas are the following:

1. **Reviewing (and transforming) the functioning of UJI's ethics committees for research** - UJI is undertaking a comprehensive review and transformation of its research ethics committees to streamline and accelerate project evaluation processes. The goal is to facilitate timely and robust ethical approvals for research activities.
2. **Creation of videos or press material that define key concepts on ethical committees** - UJI is developing informative videos and press materials to explain the roles and procedures of research ethics committees. These resources aim to enhance transparency and understanding among researchers.
3. **Organisation of courses on ethical committees and research ethics** - UJI is organizing targeted training courses on research ethics and the functioning of ethics committees. These courses are designed to strengthen ethical awareness and ensure high standards of integrity across the research community.

These activities are designed to modernize and strengthen the role of UJI's research ethics committees, ensuring that ethical review processes are both efficient and robust. By reviewing committee operations, producing clear communication materials, and offering targeted training, UJI is fostering a culture of integrity and ethical awareness across the research community. This comprehensive approach will help ensure that ethical standards remain central to all research activities at the university.

7.5. INTERVENTION AREA IA8. MAINSTREAMING OF OPEN SCIENCE AND DIGITISATION OF RESEARCH

In this intervention area, UJI's long term goal is to measure researchers' compliance with Open Access (OA) policies and improve the performance of its OA journals. Key actions include developing a scale of indicators for OA performance, creating a university action plan, and launching an OA thermometer report inspired by other institutions. Additional steps involve a survey on research assessment and Open Science, establishing an award for best OA practices, and strengthening UJI's Diamond OA journals.

7.5.1. Updated Action plan

In this intervention area, with respect to the activities outlined in the initial action plan, within this intervention area 5 new activities have been added:

1. **Creation of a university action plan approved by the university's governing bodies on research evaluation** - UJI has established an institutional action plan to mainstream Open Science, approved by its governing bodies, Open Science/ENCA Action Plan (2024–2027).

This plan outlines strategic objectives and concrete steps to enhance Open Access compliance and digital research practices. The action plan is published, and in process of implementation.

2. **Develop an OA thermometer – report** - The university has launched an “OA thermometer” report, Open Access Barometer, inspired by best practices from other institutions, to systematically measure and monitor researchers' compliance with Open Access policies. This tool provides actionable data to guide continuous improvement and is multilingual, detailing APC and diamond-route funding, to enhance transparency
3. **Survey of research assessment and Open Science** - A comprehensive survey was conducted to assess the current state of research assessment and Open Science at UJI. The findings inform the development of targeted interventions and support evidence-based decision-making.
4. **Award for Best Practices in Open Access** - UJI has introduced an annual award to recognize and incentivize exemplary Open Access practices among its researchers. This initiative celebrates innovation and encourages widespread adoption of Open Science principles.
5. **Organisation of courses on research evaluation.** - This activity also includes the creation of new web pages at the Universitat Jaume I around this specific intervention area. The university is offering training courses and has created new web resources to build capacity in Open Science and research evaluation. These efforts aim to embed Open Science values across the institution and ensure ongoing support for researchers.

These new activities directly advance UJI's objective of implementing Open Science principles and strengthening compliance with Open Access policies. By developing strong indicators, launching the OA thermometer, and recognizing best practices, UJI is creating a culture that values transparency, accessibility, and innovation in research. The combination of targeted training, communication resources, and dedicated web pages will support widespread adoption of open science standards across the university. Collectively, these efforts will make UJI's approach to open science more measurable, visible, and sustainable, positioning the institution as a leader in open research practices at both the national and European levels.

7.6. REVISED ACTION PLAN

The revised action plan for **Universitat Jaume I (UJI)** builds on lessons learned from the first year of implementation and incorporates feedback from both internal and external evaluations. The updated plan sharpens the strategic focus on three core pillars: **research assessment**, **open science**, and **recognition/qualifications (under the ethics structure)**. The plan aims to deliver measurable outcomes through targeted activities, robust stakeholder engagement, and enhanced monitoring mechanisms. The plan is underpinned by a participatory co-creation process involving internal and external stakeholders, ensuring relevance, feasibility, and alignment with institutional and European priorities. Progress is tracked through clear KPIs and regular monitoring, supporting sustainable institutional transformation. The following table provides a concise overview of the updated action plan, mapping each intervention area to its corresponding activities and expected results. This structured summary is intended to offer readers an at-a-glance understanding of the plan's

priorities and progress. The subsequent sections will explore each intervention area in greater detail, highlighting the specific activities undertaken, results achieved, and any ongoing or planned revisions.

TABLE 14 – UJI'S UPDATED ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D1.	IA1. Recognition of qualifications and research Goal: Review of UJI's evaluation policies	1. Creation of a university action plan approved by the university's governing bodies on research evaluation 2. Survey of research assessment and Open Science 3. Transform or adapt the internal evaluation system of Universitat Jaume I to seek a balance between qualitative and quantitative criteria in scientific assessment; Redefining UJI evaluation "scale" 4. Creation of videos or press material that define key concepts in research assessment 5. Organisation of courses on research evaluation. This activity also includes the creation of new web pages at the Universitat Jaume I around this specific intervention area	1. Creation of a university action plan – Achieved by May 2024 2. Survey of research assessment and Open Science Results – Achieved by November 2024 3. Implementation of new standards for research assessment at UJI - redefining UJI evaluation "scale" – In progress 4. Creation of training materials – Achieved by June 2024 5. Creation of new web pages at the Universitat Jaume I around this specific intervention area – Achieved by June 2024
	IA2. Reform of research Goal: Reviewing the ethical committee for research	1. Reviewing (and transforming) the functioning of UJI's ethic committees for research 2. Creation of videos or press material that define key concepts on ethical committees 3. Organisation of courses on ethical committees and research ethics	1. Improving the performance of research ethics committees and their communication strategies addressing – Achieved by December 2024 2. Creating new promotional materials - Achieved by December 2025 3. Developing seminars and events. Creating new promotional materials - Achieved by December 2025
D2.	IA8. Mainstreaming of open science and	1. Creation of a university action plan approved by the university's governing bodies on research evaluation	1. Creation of a university action plan - Achieved by July 2024

<p>digitization of research</p> <p>Goal: Measuring researchers' compliance with Open Access Policies.</p>		<ol style="list-style-type: none"> 2. Develop an OA thermometer - report- (inspired by experiences from other universities) 3. Survey of research assessment and Open Science 4. Award for Best Practices in Open Access 5. Defining a new structure and new policies to strengthen the position of UJI's Diamond open access journals 6. Creation of videos or press material that define key concepts in open science 7. Organisation of courses on research evaluation. This activity also includes the creation of new web pages at the Universitat Jaume I around this specific intervention area 	<ol style="list-style-type: none"> 2. Develop an OA thermometer - report - Achieved by October 2024 3. Survey of research assessment and Open Science Results - Achieved by November 2024 4. Award Implementation - Achieved by October 2025 5. Strengthening the structure of UJI's Open Access journals.- Achieved by February 2024. 6. Creation of videos or press material that define key concepts in Open Science - Achieved by 2025 7. Developing seminars and events. Creating new promotional materials - Achieved by December 2025
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7.7. STAKEHOLDERS & CO-CREATION

UJI's transformational pathway was developed through a collaborative co-creation process involving both internal and external stakeholders from academia, public administration, business, and civil society. The process began with a stakeholder mapping to identify key actors relevant to UJI's intervention areas, such as research assessment, open science, gender equality, and public engagement. Two main workshops were held: the first engaged internal stakeholders—including top and middle management, technical staff, and experts in scientific outreach and equality—while the second brought in external representatives from public administration, business, and civil society organizations. Group discussions in both sessions focused on the feasibility of creating performance indicators, resource needs, and alignment with institutional and policy priorities. This participatory approach, guided by Living Lab and Design Lab methodologies, enabled UJI to identify real needs and barriers, refine priorities, and design targeted actions. The process fostered collaboration and shared ownership, ensuring the action plan is both relevant and feasible, and aligned with stakeholder expectations and institutional goals.

7.8. SECOND WAVE OF EAB EVALUATIONS

The second wave of evaluations for UJI's transformational pathway was conducted by the External Acceleration Board (EAB) and within the framework of the Evaluation and Impact Assessment (WP4). Evaluators recognized the progress made in refining the action plan, particularly the structured approach to developing indicators for Open Access (OA) compliance and the strengthening of OA journals. The evaluation identified areas for further improvement. Reviewers noted that some objectives and actions remain too broad and would benefit from greater specificity and clearer implementation details. This feedback was also identified previously by UCC, and UJI made sure to follow the areas recommended for improvement and UJI's strategy has been to pursue concrete, feasible institutional changes, with the trust and involvement of university management.

7.9. ACCELERATION SERVICES USED

To support the development and implementation of its action plan, UJI utilized a variety of acceleration services, with particular emphasis on **Reinforcing Human Capital**: demonstrated by the success of **Twinning** events in Amsterdam and Rome. UJI observed notable cultural differences in organization and communication between Implementing and Facilitating partners, highlighting the need for further clarification and prototyping within the **Community of Practice**. While the **Living Lab** approach enabled participatory co-creation with stakeholders, its adaptation proved challenging in highly technical fields, underscoring the importance of ongoing refinement; meanwhile, **Design Lab**, **Counselling**, and **Capacity Building** services provided strategic guidance, targeted support, and opportunities for knowledge exchange, ensuring that all actions remained relevant and sustainable.

7.10. THIRD WAVE OF EAB EVALUATIONS

In this third review done in M35, the EAB notes that UJI's transformation pathway is clearly focused on reforming research assessment, closely aligned with CoARA principles and national policy frameworks, while also integrating Open Science and stakeholder engagement. The pathway is strongly embedded in UJI's institutional strategies, especially around research and human resources, and is supported by well-structured action plans that reflect a formal and strategic approach.

UJI's evaluation system stands out for its combination of qualitative and quantitative elements and for involving both internal and external stakeholders in its design, which strengthens legitimacy and co-creation. The academic survey on research assessment provides a solid foundation for data-driven change and inclusive decision-making. Early efforts to embed Open Access metrics and align with national policy are promising steps toward long-term sustainability. Engagement with CATALISI acceleration services particularly those focused on mutual learning and policy alignment has further opened UJI's strategic focus.

Looking ahead, the EAB recommends that UJI consider adopting or adapting Living Lab methodologies, drawing inspiration from other CATALISI partners, to test and embed reforms in a more participatory and applied way.

7.11. ADAPTING THE TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026 - 2028

The transformational pathway designed and implemented by UJI is conceived as a long-term institutional strategy rather than a project-bound intervention. For this reason, the post-project period will focus on consolidating, integrating, and scaling the reforms initiated under CATALISI through existing governance structures, multi-year action plans, and ongoing stakeholder engagement. The adaptation strategy is built around four complementary pillars:

(1) Integration into permanent institutional policies and governance

All three intervention areas—research assessment, Open Science, and research ethics/recognition of qualifications—have already been embedded in formal institutional frameworks that extend beyond the end of CATALISI. The CoARA-UJI Action Plan (2024–2027) and the Open Science (ENCA-UJI) Action Plan provide a stable regulatory environment with clear milestones, internal governance, and dedicated working groups. After the project, these governance structures will continue to lead the implementation of the reforms, ensuring alignment with national and European frameworks and preserving continuity throughout leadership transitions.

(2) Continued operational leadership within existing units

Two CATALISI team members will remain embedded in UJI's operational structures, guaranteeing continuity and daily oversight of the actions initiated. The Academic Director and Technical Secretary of the university's ethics governance will ensure follow-up of evaluation reforms, ethics-related procedures, and training and communication tasks. Likewise, the Open Science team at the Vice-Rectorate for Research will retain responsibility for OA monitoring, the OA thermometer, training activities, and coordination with national Open Science networks. This ensures that the knowledge and experience gained within CATALISI remain active and institutionally anchored.

(3) Mainstreaming capacity-building and communication tools

The materials created within the project—training courses, videos, concept definitions, dissemination resources, and the Open Science and Research Assessment web portals—will be integrated permanently into UJI's internal training ecosystem. These contents will be incorporated into recurring university programmes such as researcher onboarding, doctoral training, HR Excellence initiatives, and continuous professional development for staff. Periodic updates will be led by the corresponding governance units, ensuring that the tools remain relevant and aligned with evolving policies.

(4) Consolidation of monitoring mechanisms and responsible indicators

The KPIs and monitoring tools co-created during the project (e.g., OA thermometer, indicators for training uptake, progress tracking for the evaluation “scale”, and follow-up of ethics committee procedures) will continue to be used as part of UJI's annual internal reporting. Their integration into the regular monitoring cycle of the Vice-Rectorate for Research ensures that progress remains measurable, visible, and actionable. Results will also feed into national reporting mechanisms, reinforcing UJI's commitment to responsible research assessment and Open Science beyond the project.

TABLE 15 - UJI'S TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD

Domain	Intervention Area	Activities	KPIs / Expected Results
D1.	IA6. Strengthening of human capital	<ul style="list-style-type: none"> • Permanent incorporation of CATALISI team members into ethics governance structures (Academic Director + Technical Secretary) • Annual revision of procedures and forms for ethical review • Integration of ethics training into doctoral and staff programmes 	<ul style="list-style-type: none"> • Revised procedures approved annually • 100% of new PhD students receive ethics training • At least 2 ethics training sessions delivered per year
D2.	IA8. Mainstreaming of open science and digitization of research	<ul style="list-style-type: none"> • Biennial update of the OA thermometer report • Continuous strengthening of Diamond OA journals (editorial support, workflows, visibility) • Integration of OA training materials into permanent institutional programmes • Collaboration with the UJI Citizen Science Office to reinforce societal engagement and promote public involvement in Open Science and ethics activities 	<ul style="list-style-type: none"> • OA thermometer published biennially (next in 2026) • Increase of OA compliance to 10% of APC transformative agreements by 2027 • At least 1 editorial support measure implemented yearly for Diamond OA journals • At least 2 public engagement or citizen-science aligned actions carried out per year
D3.	Cross-cutting	<ul style="list-style-type: none"> • Integration of monitoring indicators into UJI's regular reporting cycle • Maintenance and updating of CoARA-UJI and ENCA-UJI Action Plans (2024–2027) 	<ul style="list-style-type: none"> • Indicators incorporated into annual research reporting • Annual stakeholder meeting conducted
D4.	Cross-cutting	<ul style="list-style-type: none"> • Exploration of Living Lab (LL) methodologies to assess their applicability to additional institutional intervention areas • Benchmarking LL experiences from other CATALISI partners 	<ul style="list-style-type: none"> • At least one internal assessment conducted on LL applicability to new areas by 2026 • Report benchmarking LL practices at UJI.

7.12. SUSTAINABILITY MEASURES

To ensure that the achievements of the transformational pathway extend beyond the project's lifetime, UJI has committed to several sustainability measures. UJI has secured sustainability beyond CATALISI by embedding change into two multi-year institutional action plans that run through 2027: (i) the CoARA-UJI Action Plan on research assessment reform, and (ii) the Open Science (ENCA-UJI) Action Plan. The CoARA-UJI plan was developed within the international CoARA framework and formally endorsed by the UJI Governing Council, which makes it part of the university's policy backbone and obliges the institution—irrespective of office-holders—to follow through on commitments and timelines (2024–2027) Universidad Jaume I. Both action plans have been published in three languages (Valencian, Spanish, and English), ensuring campus-wide uptake and external transparency; this multilingual publication is explicitly highlighted in CATALISI's public overview of UJI's reforms catalisi.eu. The CoARA plan itself sets out objectives, governance, and a participatory route to implementation—linking qualitative peer review and responsible indicators, and positioning UJI within Spain's national CoARA chapter—thereby anchoring the reform in recognized European and national processes rather than a time-limited project Universidad Jaume I.

These policy anchors are resilient to leadership turnover, including the May 2026 election cycle: because the plans have already been approved by the Governing Council and publicly registered, they remain binding institutional commitments—with clear objectives, deliverables, and reporting—during and after transitions Universidad Jaume I. In parallel, to sustain the third pathway (career recognition & qualifications) where UJI focuses on research ethics, two CATALISI team members will continue in the university's ethics governance: Laura Bernal as Technical Secretary and Ramón Feenstra as Academic Director. This continuity of roles within the operating structures guarantees day-to-day execution, follow-up of agreed measures, and alignment with the already approved codes and procedures. Together, the policy institutionalization (two action plans, tri-lingual publication, formal approval) and the operational continuity (named roles embedded in governance) provide a robust sustainability pathway for 2026–2028, ensuring that the reforms initiated under CATALISI remain active, measurable, and accountable beyond the project's lifetime.

8. TRANSFORMATIONAL PATHWAY LUISS LIBERA UNIVERSITÀ INTERNAZIONALE DEGLI STUDI SOCIALI GUIDO CARLI (LUISS)

LUISS University (Luiss Libera Università Internazionale degli Studi Sociali Guido Carli), located in Rome, Italy, is a prestigious independent university founded in 1974. It offers a wide range of undergraduate, master's, and doctoral programs through its six departments: Accounting and Corporate Finance; AI, Data and Decision Sciences; Business and Management; Economics and Financial Markets; Law; Political Science. LUISS is well-known for its innovative educational approach, combining academic rigor with practical relevance. LUISS excels in social sciences research, particularly in economics, history, political science, sociology, law, and management. The university is involved in numerous high-quality research projects and collaborations, contributing significantly to these fields. The university's

research strategy focuses on interdisciplinary themes that impact strategy, teaching, and societal action.

During the first year of implementation, LUISS University, based on the questions included in the reflection tool (Figure 4, APPENDIX 1) sent by EY CATALISI team, provided written inputs for the following intervention areas:

8.1. FIRST VERSION OF THE ACTION PLAN

In the first action plan (D1.2) three Intervention Areas (IAs) have been defined and explored across two core domains: Research careers and talent support and Research Modus Operandi, with intervention areas. Within the Research careers and talent support domain, one IA has been identified: IA4. Supporting talent circulation/mobility. The Research Modus Operandi domain includes two IAs focused on: IA8. Mainstreaming of open science and digitization of research and IA9. Public Engagement and Outreach.

The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved during the validity period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of progress made.⁸

TABLE 16 – LUISS' FIRST ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D1.	IA4. Supporting talent circulation / mobility	1. Communication of funding opportunities through monthly communications	1. Number of communications (funding opportunities) shared – Achieved by December 2024
		2. Organisations of seminars with a focus on MSCA and ERC opportunities	2. Number of seminars organised – Achieved by December 2024
		3. Sponsorisation of external seminars (training opportunities) through communications	3. Number of communications (training opportunities) shared – Achieved by December 2024
			4. Number of applications

⁸ LUISS structured their action plans differently from other partners, grouping or organizing intervention areas (IAs) according to their own implementation logic (aligning the IAs with short-, medium-, and long-term goals), which is why their documents and related review materials may follow a distinct format compared to those from other implementors

		<ol style="list-style-type: none"> Support to faculty for ERC and MSCA applications Update/addition of incentives to LUISS policies for talent attraction 	<p>submitted – Achieved by December 2024</p> <p>5. Number of incentives updated/added – Achieved by December 2025</p>
D2	IA8. Mainstreaming of open science and digitization of research	<ol style="list-style-type: none"> Desk research of EU guidelines on OS Update of Luiss webpage with resources for OA and OS Assessment of the state of the art on the topic among LUISS faculty Hold trainings on tools to publish in Open Science for European projects (Horizon Europe requirements: what can be considered Open Science, and which are the different types of editors," pure" open access or hybrid) Update of the 2016 OA Policy and drafting of OS Policy (single document) Provision of incentives to publish in Open Access, connected to internal research evaluation criteria 	<ol style="list-style-type: none"> Written documentation produced – Achieved by December 2024 Update completed – Achieved by December 2024 Written output produced – To be achieved (survey administered) Training completed – Achieved by December 2024 Approved policy including updated OA rules and new OS rules – To be achieved Updated internal research evaluation criteria – Achieved by December 2025
	IA9. Public engagement & outreach to	<ol style="list-style-type: none"> Launch of questionnaires on the awareness on 	<ol style="list-style-type: none"> Questionnaires completed –

	<p>society to solve social challenges</p>	<p>TM in general, and on what Luiss does in the field, with the goal of monitoring, starting from now, the awareness of the faculty and the administrative staff</p> <ol style="list-style-type: none"> 2. Presentation of the Third Mission Office and its activities to LUISS faculty and other administrative offices 3. Creation of multimedia contents to support the presentations, and to be included on the website 4. Restyling of the University website to enhance the TM and public engagement 5. Participation to multiple courses on Third Mission and to the activities of the networks and national consortia to be up to date (by CODAU, CRUI, etc.) 6. Update of the Research newsletter to include TM 7. Organise an event to promote LUISS research to the wider public (LUISS Research Day) 8. Identification of best practices of strategies for the improvement of monitoring activities and the 	<p>Achieved by December 2024</p> <ol style="list-style-type: none"> 2. Presentation completed – Achieved by December 2024 3. Content created and published – Achieved by December 2024 4. Website updated – Achieved by December 2024 5. Number of courses/seminars attended – Achieved by December 2024 6. Newsletter updated – Achieved by December 2024 7. Event organised – Achieved by December 2024 8. Written documentation – To be achieved
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		strengthening of university results	
		9. Training and updating activities for the faculty on the topics of communication of research and public engagement, also with the goal of participating to European funding activities (ex. MSCA and Citizens actions)	9. Number of new trainings organised – To be achieved
		10. Update of the LUISS strategic documents to include objectives with regards to TM	10. Inclusion of TM in LUISS strategic documents – To be achieved
		11. Application to the MSCA and Citizens Actions Call	11. Number of applications submitted – Achieved by December 2025
		12. Addition of incentives to LUISS policies to enhance faculty and administrative staff involvement in public engagement activities	12. Number of incentives added – To be achieved

8.2. FIRST WAVE OF EVALUATIONS

The initial version of the Action Plan was subjected to two distinct evaluations: one conducted by the External Acceleration Board, and another carried out within the framework of Evaluation and Impact Assessment (WP4). The initial LUISS Action Plan was developed through a participatory Living Lab approach, engaging faculty, administrative staff, and external stakeholders to address institutional transformation in talent circulation, open science, public engagement, and research sustainability. External evaluators commended the plan's comprehensive scope and the strong integration of the "Third Mission" (public engagement) within the university's strategy. The plan was recognized for its realistic and interconnected interventions, alignment with national and European priorities, and the active involvement of young researchers and business partners. Evaluators appreciated the focus on supporting ERC and MSCA applications, promoting open science awareness, and enhancing communication with civil society. However, they noted the need for more internal policies and specific incentives, improved infrastructure for open data, and clearer monitoring

of public engagement activities. The plan would benefit from more concrete incentives for talent mobility, a structured approach to open science, and better coordination of Third Mission initiatives. Strengthening internal awareness, updating policies, and fostering external partnerships were also recommended. Overall, the plan was seen as feasible and well-aligned with current trends, but would be strengthened by targeted actions, enhanced monitoring, and a clearer strategy for long-term sustainability.

8.3. INTERVENTION AREA IA4. SUPPORTING TALENT CIRCULATION/MOBILITY RESEARCH CAREERS AND TALENT SUPPORT

LUISS Guido Carli recognizes talent circulation and mobility as a strategic lever to enhance research quality and international attractiveness. In line with its institutional strategy and European priorities for research and innovation, LUISS has developed an integrated approach to foster researcher mobility at all career stages, with a particular focus on attracting talent through programmes such as MSCA and ERC. The long-term vision is to position LUISS as a reference hub for international mobility, promoting an open, dynamic, and competitive academic environment at the European level.

The actions implemented aim to:

- Support Principal Investigators of ERC and MSCA projects in project management and in building networks that promote talent circulation and exchange;
- Improve internal policies to attract excellent researchers, including the introduction of specific incentives and the simplification of administrative procedures;
- Increase funding and opportunities for research excellence projects, strengthening LUISS's capacity to act as a host institution for competitive European grants.

This strategy is based on active collaboration between research offices, academic governance, and external stakeholders, with particular attention to communicating opportunities and leveraging international best practices.

8.3.1. Updated Action plan

Following feedback from external evaluators, LUISS's implementation plan for IA4 has been significantly revised to make it more concrete, measurable, and aligned with the recommendations received. The main changes introduced include:

- **Continue short- and medium-term actions.** LUISS has increased its funding as a host institution by securing awards for projects of research excellence, particularly at the European level, reflected in a growing number of MSCA and ERC grants.

Compared to the initial version, the plan now places greater emphasis on impact measurability (clear KPIs for each action), stronger integration between communication, training, and policy, and more structured involvement of internal and external stakeholders. These changes directly address evaluators' suggestions to make the plan more focused,

realistic, and sustainable, with greater attention to concrete incentives and simplification of procedures.

8.4. INTERVENTION AREA IA8. MAINSTREAMING OF OPEN SCIENCE AND DIGITISATION OF RESEARCH

LUISS Guido Carli considers the mainstreaming of Open Science (OS) and the digitisation of research as a strategic pillar for institutional transformation and alignment with European research standards. Open Science is understood as both a policy priority and a practical approach to enhance the quality, efficiency, and responsiveness of research. The university's strategy aims to foster a culture of openness, transparency, and collaboration across all levels—faculty, administrative staff, and governance—by embedding OS principles into daily research practices and institutional policies.

The approach is threefold:

- **As an object of research and development:** LUISS promotes Open Science as a topic for methodological and applied research, encouraging critical reflection and innovation in research practices.
- **As a principle and driver:** OS is integrated as a guiding value, shaping inclusive and open practices within the university and in collaboration with external partners.
- **As a compliance rule:** LUISS aligns with Horizon Europe's requirements, ensuring that research outputs are accessible, reusable, and compliant with European standards.

The digitisation of research is closely linked to OS, supporting the transition to digital tools, platforms, and workflows that facilitate open access, data sharing, and collaborative knowledge production. This dual focus is designed to position LUISS as a leader in the adoption of open and digital research practices, enhancing its competitiveness and societal impact.

8.4.1. Updated Action plan

Creating awareness about Open Science was a vital first step toward transforming LUISS's research culture. By informing faculty, administrative staff, and governance bodies about its principles and benefits, LUISS established the foundation for a more transparent, inclusive, and impactful research environment. This initial phase was crucial for fostering engagement and preparing stakeholders for upcoming policy changes and new practices.

As awareness grew, LUISS aimed to boost the number of high-quality Open Access publications. This goal underscored the university's commitment to enhancing the accessibility and visibility of its research outputs. Encouraging faculty to publish in reputable Open Access journals not only promoted knowledge dissemination but also ensured compliance with European funding requirements, strengthening LUISS's eligibility for future projects.

In the long run, LUISS envisioned the widespread adoption of Open Science practices across the institution. This included Open Access publishing, open data, citizen science, and transparent peer review. Embedding these practices into institutional frameworks positioned LUISS as a modern, digitally advanced university aligned with global research standards and capable of fostering strong collaborations at both European and international levels.

The revised plan is more focused on measurable outputs, structured incentives, and the integration of OS into both policy and practice. The changes address the need for clearer

monitoring, stronger internal awareness, and better alignment with European standards, as recommended by external evaluators.

8.5. INTERVENTION AREA IA9. PUBLIC ENGAGEMENT & OUTREACH TO SOCIETY TO SOLVE SOCIAL CHALLENGES

LUISS Guido Carli recognizes public engagement and outreach as a fundamental component of its mission to generate societal impact and foster a culture of responsible research and innovation. The university's strategy in this area is designed to strengthen the "Third Mission," promoting active dialogue and collaboration between academia and society, and ensuring that research outcomes contribute to addressing real-world challenges.

The approach is based on:

- Increasing internal awareness of the Third Mission among faculty, staff, and students, and integrating public engagement into the university's strategic documents and daily practices.
- Enhancing communication and dissemination of research and Third Mission activities through multimedia content, events, and updated digital platforms.
- Supporting the participation of LUISS in national and European networks, and in initiatives such as the MSCA and Citizens Actions Call (European Researchers' Night), to broaden the reach and impact of public engagement.
- Providing incentives and recognition for faculty and staff actively involved in public engagement, in line with evolving national evaluation criteria.

This strategy is implemented through a participatory and iterative process, involving faculty, administrative staff, and leadership, and is continuously updated through feedback, collaborative workshops, and engagement with external stakeholders.

8.5.1. Updated Action plan

Following feedback from external evaluators and internal stakeholders, LUISS has revised its implementation plan for IA9 to make it more concrete, measurable, and aligned with institutional and European priorities. The main updates include:

- **Short-term actions:**
 - Launch questionnaires to assess awareness of the Third Mission among faculty and administrative staff and monitor progress starting from December 2024.
 - Present the Third Mission Office and its activities to other administrative offices, and create multimedia content (e.g., videos) to support presentations and enhance the university website.
 - Update the Research newsletter to include Third Mission topics and organize at least one event to promote LUISS research to the wider public by December 2024.
- **Medium-term actions:**
 - Enhance the quality of Third Mission activities with the active involvement of faculty, especially in public engagement, by providing forms of rewards and incentives, in line with new national evaluation criteria.
 - Ensure the inclusion of Third Mission in LUISS strategic documents and increase the number of new trainings and applications related to public engagement by December 2025.
- **Long-term actions:**

- Strengthen LUISS's role in national and international debates on the Third Mission by participating in major networks and consortia, and supporting offices dedicated to sustainability and diversity inclusion.
- **KPIs and Monitoring:**
 - Number of questionnaires completed, presentations delivered, content created and published, website updates, courses/seminars attended, newsletter updates, and events organized (all targeted for December 2024).
 - Written documentation, number of new trainings, inclusion of Third Mission in strategic documents, number of applications submitted, and incentives added (all targeted for December 2025).

Compared to the initial version, the revised plan places greater emphasis on measurable outputs, structured incentives, and the integration of public engagement into both policy and practice. The changes address the need for clearer monitoring, stronger internal awareness, and better alignment with national and European standards, as recommended by external evaluators.

8.6. REVISED ACTION PLAN

As part of its institutional development strategy, **LUISS** is strengthening its research and innovation capacity through three key intervention areas:

1. **Supporting talent circulation and mobility**
2. **Mainstreaming Open Science and the digitalization of research**
3. **Public engagement with and outreach to society to solve social challenges**

These areas reflect LUISS' ambition to foster a vibrant, open, and impactful research ecosystem aligned with European standards of excellence. The action plan is structured across short-, medium-, and long-term objectives, aiming to attract top research talent, promote open and collaborative knowledge practices, and position LUISS as an active contributor to societal transformation at both national and international levels. The plan is developed and updated through the Living Lab methodology, incorporating feedback from the first wave of implementation and ensuring continuous improvement. The revised action plan (December 2024) introduces several key changes to maximize impact, sustainability, and alignment with institutional and European priorities. The following table provides a concise overview of the updated action plan, mapping each intervention area to its corresponding activities and expected results. This structured summary is intended to offer readers an at-a-glance understanding of the plan's priorities and progress. The subsequent sections will explore each intervention area in greater detail, highlighting the specific activities undertaken, results achieved, and any ongoing or planned revisions.

TABLE 17 – LUISS' UPDATED ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D1.	IA4. Supporting talent circulation / mobility	1. Communication of funding opportunities through monthly communications	1. Number of communications (funding opportunities) shared –

	<p>Goal: MSCA and ERC applications</p>	<ol style="list-style-type: none"> Organisations of seminars with a focus on MSCA and ERC opportunities Sponsor external seminars (training opportunities) through communications Support to faculty for ERC and MSCA applications 	<p>Achieved by December 2024</p> <ol style="list-style-type: none"> Number of seminars organised – Achieved by December 2024 Number of communications (training opportunities) shared – Achieved by December 2024 Number of applications submitted – Achieved by December 2024
	<p>Goal: Improved LUISS' policies to attract ERC and MSCA talents</p>	<ol style="list-style-type: none"> Update/addition of incentives to LUISS policies for talent attraction 	<ol style="list-style-type: none"> Number of incentives updated/added – Achieved by December 2025
D2.	<p>IA8. Mainstreaming of open science and digitization of research</p> <p>Goal: Awareness about Open Science</p>	<ol style="list-style-type: none"> Desk research of EU guidelines on OS Update of Luiss webpage with resources for OA and OS Assessment of the state of the art on the topic among LUISS faculty Hold trainings on tools to publish in Open Science for European projects (Horizon Europe requirements: what can be considered Open Science, and which are the different types of editors," pure" open access or hybrid) 	<ol style="list-style-type: none"> Written documentation produced – Achieved by December 2024 Update completed – Achieved by December 2024 Written output produced – To be achieved (survey administered) Training completed – Achieved by December 2024
	<p>Goal: Quality publications in Open Access</p>	<ol style="list-style-type: none"> Update of the 2016 OA Policy and drafting of OS Policy (single document) Provision of incentives to publish in Open Access, connected to internal research evaluation criteria 	<ol style="list-style-type: none"> Approved policy including updated OA rules and new OS rules – To be achieved Updated internal research evaluation criteria – Achieved by December 2025
	<p>IA9. Public engagement & outreach to society to solve social challenges</p> <p>Goal: Awareness</p>	<ol style="list-style-type: none"> Launch of questionnaires on the awareness on TM in general, and on what Luiss does in the field, with the goal of monitoring, starting from now, the awareness of the faculty and the administrative staff Presentation of the Third Mission Office and its activities to LUISS 	<ol style="list-style-type: none"> Questionnaires completed – Achieved by December 2024 Presentation completed – Achieved by December 2024

	towards Third Mission	<p>faculty and other administrative offices</p> <ol style="list-style-type: none"> Creation of multimedia contents to support the presentations, and to be included on the website Restyling of the University website to enhance the TM and public engagement Participation to multiple courses on Third Mission and to the activities of the networks and national consortia to be up to date (by CODAU, CRUI, etc.) Update of the Research newsletter to include TM Organise an event to promote LUISS research to the wider public (LUISS Research Day) 	<ol style="list-style-type: none"> Content created and published – Achieved by December 2024 Website updated – Achieved by December 2024 Number of courses/seminars attended – Achieved by December 2024 Newsletter updated – Achieved by December 2024 Event organised – Achieved by December 2024
	Goal: Quality of Third Mission activities and involvement of faculty	<ol style="list-style-type: none"> Training and updating activities for the faculty on the topics of communication of research and public engagement, also with the goal of participating to European funding activities (ex. MSCA and Citizens actions) Update of the LUISS strategic documents to include objectives with regards to TM Application to the MSCA and Citizens Actions Call Addition of incentives to LUISS policies to enhance faculty and administrative staff involvement in public engagement activities 	<ol style="list-style-type: none"> Number of new trainings organised – To be achieved Inclusion of TM in LUISS strategic documents – To be achieved Number of applications submitted – Achieved by December 2025 Number of incentives added – To be achieved

8.7. STAKEHOLDERS & CO-CREATION

The LUISS Action Plan is grounded in the active involvement of a wide range of stakeholders—including faculty, researchers, administrative staff, and leadership—across all its strategic areas. Co-creation is a core principle: the plan is continuously updated through feedback, collaborative workshops, and direct engagement of the university community. Faculty play a key role in shaping and implementing initiatives, especially in public engagement and policy development. The Living Lab approach ensures that actions are responsive and inclusive, while participation in external networks extends co-creation beyond LUISS. This participatory and iterative process helps ensure that the action plan is effective, relevant, and sustainable for the entire LUISS ecosystem.

8.8. THIRD WAVE OF EAB EVALUATIONS

In this last review done on M35, the EAB notes that Luiss's transformation pathway is clearly defined and strategically aligned, focusing on knowledge valorization in line with both institutional goals and broader European agendas such as Open Science and research impact. Implementation planning is robust, with clear objectives, measurable outputs, and embedded incentives that demonstrate strong operational commitment.

Internal governance is a particular strength, supported by a dedicated valorization working group and strong coordination across academic and strategic leadership. The pathway also reflects responsiveness to earlier feedback, especially through improved researcher involvement and alignment with national policy reforms. CATALISI acceleration services have been effectively used to support policy development and training, strengthening institutional learning and strategy.

Looking ahead, the EAB recommends developing a post-project sustainability plan that clarifies long-term funding, ownership, and alignment with the wider institutional strategy. Luiss is also encouraged to make greater use of the CATALISI consortium for shared learning and piloting new ideas, and to strengthen engagement with external actors in the local innovation ecosystem to enhance relevance and visibility beyond academia.

8.9. ACCELERATION SERVICES USED

To support the development and implementation of the action plan, The MML and Twinning events have proven highly valuable and replicable for LUISS, and the university plans to further integrate these approaches beyond the CATALISI project. Additionally, LUISS benefited significantly from the Counselling Acceleration Service, with EY's support making a notable impact. These experiences underscore the effectiveness of collaborative and advisory acceleration services in driving institutional transformation.

8.10. ADAPTING THE TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD

As LUISS charts its course for the years beyond the CATALISI project, its strategic plans for 2026–2028 have been thoughtfully shaped by the constructive input of the EAB and project facilitators. The initiatives presented in this section reflect a careful balance between institutional aspirations and the practical recommendations received from external experts. These forward-looking actions are intended to deepen the university's transformation, ensuring that LUISS remains responsive to both internal priorities and the evolving landscape of higher education. The following table reflects the planned activities and KPIs for the post-Project period:

TABLE 18 – LUISS' TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD

Domain	Intervention Area	Activities	KPI
D1.	IA4. Supporting talent circulation / mobility	1. Continue short and medium term actions	1. Volume of funding (in Euro) for the year - Number of funded

			projects: To be achieved by December 2028
D2.	IA8. Mainstreaming of open science and digitization of research	<ol style="list-style-type: none"> 1. Development of innovative tools/instruments for OS 2. Review of internal regulations for research incentives connected to OS 	<ol style="list-style-type: none"> 1. Tools/instruments to support OS developed – To be achieved by December 2028 2. Number of incentives updated/added – To be achieved by December 2028
	IA9. Public engagement & outreach to society to solve social challenges	<ol style="list-style-type: none"> 1. Increase participation to national and international networks on the topic 	<ol style="list-style-type: none"> 1. Number of networks LUISS is part of – To be achieved by December 2028

The key recommendations received during the final phase of the project were analysed and taken into consideration to ensure continuity and long-term institutional impact.

Among the potential next steps is the development of post-project sustainability measures, aimed at exploring how selected actions could be maintained over time. This would include identifying funding sources, monitor the volume of funding and consider how to align ongoing efforts with broader institutional strategies.

LUISS also sees highly valuable maintaining a connection with the CATALISI consortium, particularly as a space for informal exchange, mutual learning, and potential collaboration. Opportunities of participation in shared initiatives will be explored.

Finally, there is interest in furtherly strengthening the university's interaction with external actors, especially within the local innovation ecosystem. Building on outreach activities already undertaken and significant networks already in place, LUISS will continue to identify ways to improve the societal relevance and visibility of its transformation efforts.

8.11. SUSTAINABILITY MEASURES

To ensure the sustainability of the institutional transformation initiated through CATALISI, LUISS is committed to embedding the most impactful elements of the Action Plan into its long-term strategic and operational structures. Actions related to research excellence, talent attraction, Open Science, and the Third Mission will continue beyond the end of the project using internal policies, monitoring mechanisms, and support measures. Institutional structures such as the Research and Third Mission Office will remain key enablers, supporting the institutionalisation of transformation practices over time.

Building on the progress achieved, LUISS will consider how selected practices can be further consolidated, adapted, or scaled up, in line with evolving strategic priorities. Progress will be

assessed through specific indicators such as the volume of external research funding, number of funded projects, participation in national and international networks, and the consolidation of Open Science practices. Attention will be given to sustaining the positive momentum generated and fostering continuity to translate effective project-driven approaches into long-term structural improvements,

9. TRANSFORMATIONAL PATHWAY – UNIVERSITY OF GDANSK (UG)

University of Gdańsk is a leading Polish institution with campuses in Gdańsk, Sopot, and Gdynia. It offers a wide range of academic programs and excels in fields like marine science, quantum physics, and biotechnology. As a founding member of the SEA-EU alliance, it drives international research, especially in oceanography. The university is globally recognized through rankings like QS and Times Higher Education and leads major projects such as the Cancer Vaccine Science and Quantum Technologies centres. UG also supports regional innovation and sustainable development through strong industry partnerships.

9.1. FIRST VERSION OF THE ACTION PLAN

In the first action plan (D1.2) **two Intervention Areas (IAs)** have been defined and explored across **two core domains: Research Modus Operandi**, and **Sustainable research and education**. This selection process was guided by a thorough understanding of the primary needs and objectives of the university, aiming to strategically address challenges and propel itself towards achieving its desired goals.

The **Research Modus Operandi** domain includes the **IA9. Public engagement with and outreach to society to solve social challenges** and the domain **Sustainable research and education** focuses on the **IA14. Sustainability in campus operations**.

The following table provides a comprehensive overview of the activities carried out within each intervention area, clearly outlining the connections between targeted actions and their respective domains. It also details the key results and outcomes that were achieved during the validity period of the first version of the action plan. This structured presentation aims to facilitate a clear understanding of progress made.

TABLE 19 – UG'S FIRST ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D2.	IA9. Public engagement & outreach to society to solve social challenges	<ol style="list-style-type: none"> Establishment of the Project Team for the benefit of business Preparation of a social media information and communication campaign 	<ol style="list-style-type: none"> Development of an action plan - Achieved by March 2024 Conception of an information and communication campaign - Achieved by April 2024

		<p>3. Implementation of the information and communication campaign</p> <p>4. Organising an intellectual property week event</p> <p>5. Training for UG staff and entrepreneurs in preparing project applications for competitions in which consortia consisting of HEI and enterprises are eligible</p> <p>6. Business sends to Faculty thesis topics</p> <p>7. Distribution of thesis title sat the Economic Faculty (promoters and students)</p> <p>8. Thesis preparation</p>	<p>3. Report on the implementation of the information communication campaign and – To be achieved by December 2025</p> <p>4. Implementation of the event according to the planned agenda - Achieved by April 2024</p> <p>5. Training for UG staff and entrepreneurs interested in submitting joint project proposals – To be achieved by December 2025</p> <p>6. 1. Preparation of topics for discussions with companies 2. Preparation of letter of intent for cooperation 3. Conduct interviews with entrepreneurs – Achieved by September 2024</p> <p>7. 1. Selection of thesis supervisors 2. Selection of students – Achieved by October 2024</p> <p>8. Preparation of a work plan Preparation of the aim of the work Identify and</p>
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		<p>9. Consultation with the Company</p> <p>10. Defense of the thesis</p>	<p>find a bibliography</p> <p>Writing up the chapters of the thesis</p> <p>Writing the introduction and conclusion</p> <p>Revision of the thesis</p> <p>Preparation of the bibliography – Achieved by July 2025</p> <p>9. Online or in-person meetings with a company representative – Achieved by July 2025</p> <p>10. Submission of the thesis to the business – Achieved by December 2025</p>
D3.	<p>IA14. Sustainability in campus operation</p> <p>Goal: ECOthon close the loop event organisation</p>	<p>1. Define the Scope and Guidelines</p> <p>2. Create a Promotion Plan</p> <p>3. Collaborate with Student Organizations</p> <p>4. Main Event: closed loop run combined with world clean up (Earth Day)</p> <p>5. Accompanying events</p>	<p>1. Official agreement on the preparation of the event – Achieved by January 2025</p> <p>2. Promotion plan (document; pages) – Achieved by February 2025</p> <p>3. Number of organisations contacted – Achieved by April 2025</p> <p>4. Number of participants – Achieved by April 2025</p> <p>5. Number of additional events – Achieved by April 2025</p>

		6. Summary of action	6. Report summary (pages) - Achieved by May 2025
		7. Encourage Continued Exchanges	7. Report recommendations (pages) - Achieved by May 2025
	IA14. Sustainability in Campus Operation <i>Goal:</i> week of current knowledge	1. Form a Planning Committee for reducing wastepaper	1. Contract with chosen wastepaper collector - Achieved by May 2024
		2. Information campaign for the faculty of Economics	2. Number of communications posted; Number of posters printed and pasted - Achieved by June 2024
		3. Week of current knowledge – pilot	3. Wastepaper collected in kilograms - Achieved by June 2024
		4. Summary of action	4. Report summary (pages) - Achieved by June 2024

9.2. FIRST WAVE OF EVALUATIONS

The initial version of the Action Plan was subjected to two distinct evaluations: one conducted by the External Acceleration Board, and another carried out within the framework of Evaluation and Impact Assessment (WP4). The first wave of evaluations for UG's action plan highlighted its comprehensive scope and commitment to fostering collaboration with business and society. Evaluators appreciated the focus on building partnerships, supporting talent development, and promoting sustainability in campus operations. The participatory approach and alignment with institutional goals were seen as strengths, ensuring relevance and engagement. However, reviewers noted that some objectives were too general and lacked clear, measurable outcomes. The evaluators suggested that the plan would benefit from more specific actions, defined timelines, and robust monitoring mechanisms. Greater

emphasis on external stakeholder involvement and clearer resource allocation was also recommended. Addressing these aspects would enhance the plan's effectiveness, impact, and long-term sustainability.

9.3. INTERVENTION AREA IA9. PUBLIC ENGAGEMENT WITH AND OUTREACH TO SOCIETY TO SOLVE SOCIAL CHALLENGES

UG recognizes public engagement and outreach as a strategic priority to foster societal impact and strengthen the university's role as a driver of innovation and collaboration. The revised action plan for IA9 is designed to deepen cooperation with business and community stakeholders, promote citizen science, and ensure that academic outputs address real-world challenges.

The approach is based on:

- **Strengthening partnerships** with businesses and external organizations to co-create knowledge and solutions.
- **Promoting citizen science** through the establishment of a dedicated Citizen Science Lab (CSL), enabling active participation of the public in research activities.
- **Integrating academic work with societal needs** by encouraging students to prepare bachelor's and master's theses in collaboration with business partners, directly addressing industry and community challenges.

This strategy is implemented through a participatory process involving faculty, students, business representatives, and other stakeholders, ensuring that actions are relevant, feasible, and aligned with both institutional goals and societal expectations.

9.3.1. Updated Action plan

The updated action plan for **IA9** builds on the activities outlined in the initial action plan, with a renewed focus on measurable outcomes and stakeholder engagement. Key activities and their status include:

- **Preparation of dedicated bachelor's and master's theses for business:** Meetings with business actors were held to identify needs (achieved by February 2025), followed by the selection of relevant topics (achieved by March 2025). Thesis plans were prepared and two theses completed by June 2025. Approval and submission of these theses are scheduled for end of September 2025, with updated instructions and templates to support the process.
- **Starting the Citizen Science Lab (CSL) at UG:** The plan for the CSL was created by May 2025, with the setup to be completed by end of September 2025. The formal launch event is planned for October 2025, and future work will be planned by March 2026.

These activities are designed to foster a culture of engagement and co-creation, positioning UG as a leader in addressing societal challenges through research and education.

9.4. INTERVENTION AREA IA14. SUSTAINABILITY IN CAMPUS OPERATION

Sustainability in campus operations is a cornerstone of UG's institutional transformation agenda. The revised action plan for IA14. emphasizes the integration of sustainable practices into daily campus life, the promotion of environmental awareness, and the strengthening of partnerships with socio-economic ecosystem stakeholders.

The approach includes:

- **Organizing events** to showcase and transfer good sustainability practices to stakeholders within the socio-economic ecosystem.
- **Promoting resource sharing** through initiatives such as co-sharing of books among staff and students, fostering a culture of sustainability and collaboration.
- **Leveraging digital tools** to disseminate knowledge, including publishing webinars in Open Access and sharing recommendations for future actions.

This intervention area is implemented through collaborative planning and active involvement of faculty, students, and external partners, ensuring that sustainability becomes embedded in the university's operations and culture.

9.4.1. Updated Action plan

The updated implementation plan for IA14. introduces new activities and refines existing ones to ensure clarity, measurability, and impact. Key activities and their status include:

- **Event on good practices in transferring sustainability ideas:** The event timeline was planned by April 2025, with webinars published in Open Access by March 2025. Agenda setting and event implementation were completed by April 2025, followed by the publication of a list of recommendations.
- **Co-sharing of books among staff and students:** The implementation plan was developed by April 2025, and the solution was put into practice by August 2025.

These actions are designed to create a sustainable campus environment, foster knowledge exchange, and promote long-term institutional change.

9.5. REVISED ACTION PLAN

The updated Action plan reflects on the lessons learned from the first year and incorporates feedback from the first round of evaluations. The updated plan sharpens the strategic focus on two core pillars: **IA9. Public engagement with and outreach to society to solve social challenges** and on a new **IA. 14 Sustainability in campus operation**. The following table provides a concise overview of the updated action plan, mapping each intervention area to its corresponding activities and expected results. This structured summary is intended to offer readers an at-a-glance understanding of the plan's priorities and progress. The subsequent sections will explore each intervention area in greater detail, highlighting the specific activities undertaken, results achieved, and any ongoing or planned revisions.

TABLE 20 - UG'S UPDATED ACTION PLAN

Domain	Intervention Area	Activities	Results achieved/to achieve
D3.	<p>IA14. Sustainability in campus operation</p> <p>Goal: Event for students and teachers, good practices in transferring sustainability ideas for the socio-economic ecosystem stakeholders</p> <p>Goal: Co-sharing of books among staff and students at the faculty</p>	<ol style="list-style-type: none"> 1. Planning the event timeline (for planning actions and carrying out actions) 2. Prepare webinars about sustainability and circular economy in supply chains 3. Organising the event 4. Carrying out the event 5. Reporting on the event and future recommendations 6. Plan the implementation 7. Implement the solution 	<ol style="list-style-type: none"> 1. Planning the event timeline – Achieved by April 2025 2. Webinars published in Open Access – Achieved by March 2025 3. Agenda setting – Achieved by April 2025 4. Event Implementation – Achieved by April 2025 5. List of recommendations – Achieved by April 2025 6. Plan the Implementation of the activity - Achieved by August 2025 7. Implementation of the solution - Achieved by December 2025
D2.	<p>IA9. Public engagement & outreach to society to solve social challenges</p> <p>Goal: Preparation of dedicated bachelor's and master's theses for business - at least 2 theses</p> <p>Goal: Starting the</p>	<ol style="list-style-type: none"> 1. Business sends to Faculty thesis topics 2. Distribution of thesis titles at the Economic Faculty (supervisors and students) 3. Thesis preparation 4. Consultation with the Company 5. Defence of the thesis 6. Submission of the thesis to the business 	<ol style="list-style-type: none"> 1. Meetings with business actors to screen the needs - Achieved by February 2024 2. Chosen topics or companies' needs - Achieved by March 2024 3. Preparing the plan of the thesis - Achieved by June 2024 4. 2 Thesis prepared – Achieved by June 2025 5. 2 Thesis approved Achieved by September 2025 6. 2 Submitted Thesis – Achieved by September 2025

Citizen Science Lab (CSL) at UG	7. Preparing the update to the thesis instructions and templates	7. Updated Instructions and templates – Achieved by September 2025
	8. Planning the CSL at the University	8. Creation of Plan for CSL – Achieved by May 2025
	9. Setting up CSL	9. Setting up the CSL – Achieved by September 2025
	10. Formal Launch of CSL	10. Event Starting CSL – Achieved by December 2025
	11. Planning future works of CSL (projects)	11. Planning Future Work – To be achieved by March 2026

9.6. STAKEHOLDERS & CO-CREATION

Through comprehensive stakeholder mapping and targeted invitations, UG ensured active participation from key internal departments, such as the Office for Analysis and Expertise, Technology Transfer Center, and Cooperation and Development Office, as well as external partners including municipal officers and industry representatives. The participatory workshops were structured to foster interdisciplinary dialogue and collaborative problem-solving, with thematic group discussions focused on identifying barriers, needs, and actionable solutions for each intervention area. This approach enabled UG to capture the distinct needs, values, and expectations of each stakeholder group, ensuring that the resulting action plans for public engagement, sustainability, and research innovation were both contextually relevant and aligned with the broader goals of institutional transformation.

9.7. ACCELERATION SERVICES USED

To support the development and implementation of its action plan, UG made extensive use of several acceleration services. The Living Lab Acceleration Service was particularly valuable, especially for activities related to IA3, while MML workshops and Twinning events were successfully integrated into various initiatives. Additionally, UG benefited from comprehensive Counselling support, which proved especially helpful for Enhancing Public Engagement and Outreach to external stakeholders.

9.8 THIRD WAVE OF EAB EVALUATIONS

In this third wave of evaluations done in M35, the EAB notes that UG's transformation pathway is now strategically aligned and clearly sequenced, starting with internal consolidation and moving toward deeper external collaboration in line with national and regional innovation priorities. The development of a university-wide entrepreneurship strategy has clarified roles

and responsibilities within the internal innovation and entrepreneurship ecosystem, marking a key step toward a more coordinated institutional approach.

Meaningful engagement with academics and external partners demonstrates UG's strong commitment to co-creation and stakeholder inclusion. Sustainability has been a consistent focus, with a realistic post-project strategy in place to ensure transformation efforts continue beyond the project's end. Societal actors are now actively involved, especially in sustainability initiatives, helping UG shift from an inward-facing approach to one grounded in citizen science and social impact. The pathway has evolved significantly, showing a clear move toward outward-looking engagement and system-wide innovation.

Looking ahead, the EAB recommends that UG consider adopting a Living Lab framework to connect campus-based sustainability experiments with community engagement and citizen science, providing a structured model to scale impact. Strengthening collaboration with other CATALISI partners—through shared initiatives and exchanging tools and practices—will further enhance UG's transformation and broaden its reach.

9.9 ADAPTING THE TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD 2026 - 2028

As University of Gdańsk prepares for the next phase of its institutional transformation, the strategic actions for 2026–2028 have been refined in close collaboration with the EAB and project facilitators. The initiatives described in this section are the result of a dynamic exchange of ideas and recommendations, ensuring that UG's future direction is both ambitious and grounded in expert advice. These plans are designed to build on the university's recent progress, while remaining flexible to ongoing feedback and sector developments.

TABLE 21 - UG'S TRANSFORMATIONAL PATHWAY FOR POST-PROJECT PERIOD

Domain	Intervention Area	Activities	KPI
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D2	IA.9 Public engagement & outreach to society to solve social challenges	Expansion of cooperation with external stakeholders, with the business sector. Involvement of local government institutions in the preparation of master's theses.	<ul style="list-style-type: none"> • Minimum 10 New cooperation agreements with enterprises within 2028 • Minimum 4 joint events (seminars, workshops, conferences) with business involvement annually by 2028) • Minimum 4 bachelor's, master's theses prepared in cooperation with local government institutions within 2028 • Minimum 3 of local government institution actively engaged within 2028
D3.	IA 14 Sustainability in Education	Engagement of business and public institutions in courses on sustainable development at the Faculty of Economics and Management, including presentations of their institutional perspectives.	Minimum 8 guest lectures/presentations delivered by external representatives within 2028 10% of courses (electives) at the faculty of Economics with practitioner involvement by 2028
D3.	IA 14 Sustainability in Education	Promotion of group assignments, project work, and examinations conducted by students using electronic devices.	<ul style="list-style-type: none"> • Increase by 50% of exams based on electronic means by 2028 • Minimum 30 courses with mandatory group project work by 2028

D2.	IA 9 Public Engagement	Involvement of Citizen Science Lab in projects focused on solutions for citizens	<ul style="list-style-type: none"> • Minimum 5 projects proposals submitted to national and international bodies and agendas until 2028) • One project held until 2028
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9.10 SUSTAINABILITY MEASURES

The sustainability measures presented here reflect UG's dedication to embedding EAB recommendations and facilitator expertise into its long-term strategy. Each measure has been chosen to reinforce the university's upcoming activities, drawing on the lessons learned and best practices identified throughout the project. By integrating these recommendations into its operational framework, UG aims to secure the lasting impact of its transformation and ensure that the benefits achieved will continue to grow in the years ahead.

The planned activities for 2026-2028, defined in section 9.9 provide a strong foundation for the long-term sustainability of the transformational pathway at the University of Gdańsk. These initiatives are systemic in nature, which ensures their continuity and further development beyond the project period.

1. **Expansion of cooperation with external stakeholders, in particular with the business sector**

Strengthening relations with the business environment will enable a permanent transfer of knowledge between academia and industry. This will allow UG to maintain stable partnerships for research, student internships, and joint projects, ensuring the sustainability of actions carried out under IA9.

2. **Involvement of local government institutions in the preparation of master's theses**

Engaging local governments in the educational process extends cooperation beyond business towards the socio-administrative dimension. This model ensures that UG remains embedded in the regional ecosystem and enables the development of long-term educational and research programs responding to local needs.

3. **Engagement of business and public institutions in courses on sustainable development**

Presentations of institutional perspectives within courses at the Faculty of Economics and Management guarantee knowledge exchange between academia and practice, while directly supporting IA14. Stakeholder involvement in teaching is not a one-off initiative but a mechanism that can be repeated and expanded cyclically, thus reinforcing the long-term sustainability of UG's transformation.

4. **Promotion of group assignments, project work, and electronic examinations**

The development of teaching methods based on teamwork and digital examination tools represents a lasting innovation. This aligns with the broader digitalization trend

in higher education and contributes to the green transition by reducing paper usage and improving the efficiency of the teaching process.

5. **Potential of cooperation with project partners after the project ends.**

During the project (especially MMLs and Twinnings) the potential to cooperate was examined, especially to run Citizen Science Lab and prepare joint project proposals for international calls, to further enhance the work of fresh lab established at UG. The lab was embedded into the Rector's initiatives and agenda's (together with other labs) with high priority to be developed in future research and public engagement actions, what will support this. Moreover, the plan for submissions was established within the lab team.

The implementation of these initiatives, monitored through defined KPIs (e.g., number of partnerships, number of master's theses, percentage of courses with stakeholder involvement, share of electronic examinations), will guarantee their long-term continuation. As a result, UG will strengthen its position as a modern, sustainable university closely connected with its socio-economic environment.

10. LESSONS LEARNED FROM THE IMPLEMENTATION OF TRANSFORMATION PATHWAYS IN HEIS

10.1. LESSON 1: FOCUS AND PRIORITIZATION

Acceleration services such as Living Labs, Design Labs for Transformational Pathways, Twinning and MMLs, and CoP played an important role in catalyzing change across the consortium. When strategically selected and embedded into institutional processes, these services provided hands-on support, fostered innovation, and enabled universities to pilot and scale new initiatives. The experience of CATALISI highlights the importance of treating acceleration services as practical tools for experimentation and capacity building, rather than abstract concepts.

A key lesson from CATALISI is that universities achieve greater impact when they focus their transformation efforts on a limited number of strategic priorities, rather than dispersing resources across too many domains. Concentrating on selected intervention areas allows for deeper engagement, clearer progress tracking, and more sustainable change.

Examples:

UJI narrowed its focus to research assessment, open science, and recognition of qualifications, aligning with national reforms and institutional strengths. LUISS prioritized excellence in research projects and open science, setting specific targets for grant applications and policy updates. AUMC chose to build capacity specifically within Research Integrity, and by prioritizing this area, AUMC developed targeted training, established new policies, and fostered a culture of responsible research, resulting in measurable improvements in research practices and institutional awareness.

Challenges:

Efforts to focus and prioritize transformation actions were sometimes complicated by the broad scope of institutional ambitions and the need to balance multiple, sometimes competing, objectives. The challenge of narrowing down priorities was exacerbated by procedural requirements and the necessity to secure buy-in from diverse stakeholders. This often led to delays and diluted impact, emphasizing the importance of clear goal-setting and realistic planning.

Recommendations:

Results from the Self Evaluation Survey (D4.2), along with insights from facilitators through the Living Lab and Counselling, indicate that institutions with a narrower focus, supported by strong leadership and embedded in governance structures were more effective at aligning resources, monitoring outcomes, and adapting strategies as needed. This focused approach also promoted peer learning and the exchange of best practices among partners working on similar challenges. Universities should identify and prioritize a manageable set of intervention areas that align with their strategic objectives and institutional context. Focusing efforts enables deeper engagement, more effective use of resources, and clearer measurement of progress. Institutions are encouraged to:

- **Conduct a thorough needs assessment** to determine which areas will deliver the greatest impact and are most relevant to their mission.
- **Engage leadership and key stakeholders** early to ensure alignment and commitment to the chosen priorities.
- **Develop targeted action plans** for each selected area, with clear objectives, timelines, and indicators for success.
- **Regularly review and adjust priorities** based on formative evaluation and feedback, ensuring flexibility to respond to emerging needs or challenges.
- **Leverage peer learning** by collaborating with other institutions focusing on similar domains, facilitating the exchange of best practices and solutions.

By narrowing the scope and investing in depth, universities can achieve sustainable transformation and set a foundation for future growth in other areas.

10.2. LESSON 2: CO-DESIGN AND STAKEHOLDER ENGAGEMENT

Selecting the right intervention areas is the foundation of any successful institutional transformation. The seven HEIs in CATALISI demonstrated that focusing on domains such as research assessment, talent mobility, open science, public engagement, and financial sustainability enables universities to address their most pressing strategic challenges. By aligning priorities with institutional missions and European agendas, each university was able to concentrate resources and leadership attention where change would have the greatest impact. Selecting the right intervention areas is the foundation of any successful institutional transformation.

Examples:

At KTU, stakeholder engagement was central to the development of strategic guidelines for international staff mobility. Through workshops and surveys, KTU identified barriers and designed targeted actions to support early career researchers. Similarly, AUTH expanded its

Living Lab methodology beyond the medical department to include arts, sciences, and museums, engaging local stakeholders in Thessaloniki through summits and participatory events. A key insight is the particularly relevant role played by academia in the implementation of short-term transformation actions across HEIs. The active engagement of academic staff was instrumental in ensuring that these initiatives were not only well-aligned with institutional priorities, but also feasible and impactful within the project's timeframe. By leveraging the expertise and commitment of academia, HEIs were able to accelerate the adoption and execution of targeted actions, demonstrating that academic involvement is a critical success factor for effective institutional change.

Challenges:

Referring to the results of D1.3, despite the benefits of co-design and broad stakeholder engagement, many HEIs faced significant challenges in sustaining the involvement of both internal and external stakeholders. Administrative complexity, limited time availability, and competing responsibilities often made it difficult to maintain active participation, especially among researchers and external partners. Additionally, engaging external stakeholders in institution-centered transformation processes proved particularly challenging when actions focused on internal governance or highly specialized topics. This highlights the need for structured engagement strategies and continuous communication to overcome participation fatigue and ensure meaningful collaboration.

Recommendations:

Universities should treat stakeholder engagement as a continuous, adaptive process, not a one-off consultation. The experience of the implementers in the CATALISI project shows that embedding Living Lab methodologies within university governance enables ongoing, structured involvement of both internal (staff, administration) and external stakeholders from the quadruple helix as government, industry, civil society, and citizens. Not all stakeholders are equally relevant at every stage; engagement should be mapped and tailored to the needs of each phase. By using Living Lab practices and referencing the facilitators guidance, universities can ensure co-design is participatory, strategic, and grounded in real institutional and societal needs, building trust and supporting sustainable transformation.

10.3. LESSON 3: ITERATIVE PLANNING AND CONTINUOUS IMPROVEMENT

Effective transformation in higher education relies on meaningful engagement with a broad spectrum of stakeholders. In the CATALISI project, each university's transformational pathway was developed through an iterative, adaptive process. Initial plans created by needs assessments, stakeholder mapping, and collaborative workshops were tested in practice and refined using feedback from surveys, interviews, Living Labs, and evaluation workshops. This ongoing cycle ensures pathways evolve to meet both local needs and project standards. Importantly, involving academic staff, external partners, and civil society in co-design and decision-making makes these pathways more relevant and sustainable. Strong governance structures led by leadership bodies and steering committees oversee this process, ensuring accountability and embedding lessons learned into institutional strategy. By integrating iterative planning, participatory co-design, and strong governance, the project enabled lasting, high-quality transformation aligned with European best practices.

Examples:

LUISS updated its action plan after the first cycle, revising objectives and KPIs for talent circulation and Open Science based on concrete results and feedback. This led to targeted initiatives, like new incentives for researcher mobility and clearer benchmarks for Open Science, making changes both measurable and meaningful for the academic community. Similarly, UJI's iterative approach involved governance bodies to refine research assessment and Open Science strategies. By launching an Open Access "thermometer," UJI could track progress, identify gaps, and adjust strategies in real time demonstrating tangible improvements and fostering a culture of transparency and accountability.

Challenges:

The iterative nature of transformation pathways was sometimes hindered by lengthy administrative and validation procedures, which slowed down the implementation and adaptation of action plans. Overlapping responsibilities and limited resources among implementation teams further constrained the ability to rapidly iterate and respond to feedback. These challenges underscore the importance of aligning iterative cycles with institutional rhythms and ensuring that teams have the capacity and support needed to continuous improvement.

Recommendations:

Based on the experience of CATALISI project, institutions should treat transformation plans as living documents, supported by a structured evaluation cadence. In CATALISI, UCC as Evaluation & Impact Assessment lead combined formative (ongoing) and summative (end-cycle) reviews with bilateral check-ins, systematically stress-testing transformational pathways and action plans. This included gathering stakeholder and EAB feedback, co-creating strategic KPIs, and using a dashboard toolkit (Deliverable D4.2) to steer real-time course corrections.

HEIs are encouraged to replicate this cycle by:

1. Scheduling regular formative reviews and bilateral validations
2. Incorporating multi-actor evidence (implementers, external evaluators, facilitators)
3. Adapting plans using KPIs and dashboards
4. Documenting changes for summative learning

Embedding this evaluate–adapt–re-plan cycle within governance ensures plans remain relevant, evidence-based, and responsive to internal realities and stakeholder input, while maintaining a pragmatic scope that supports measurable progress over time.

10.4. LESSON 4: STRATEGIC USE OF ACCELERATION SERVICES

Institutional transformation is rarely a linear process. The seven HEIs found that iterative planning characterized by ongoing evaluation, feedback, and adaptation was essential for refining objectives, balancing ambition with feasibility, and responding to evolving contexts. Within CATALISI, acceleration services were conceived as a suite of targeted tools, methodologies, and support activities that enable universities to navigate complexity, adapt strategies, and drive meaningful progress. By integrating these services across key domains,

higher education institutions are empowered to implement context-specific solutions—laying the groundwork for effective assessment cycles and sustained impact.

By embracing cycles of formative and summative assessment, universities were able to sharpen their strategies, improve monitoring, and ensure that transformation efforts remained both practical and impactful. The results of the Self Evaluation Survey led by UCC (D4.2) showed that the impact of Acceleration Services depends on their strategic alignment and practical application. UCC's formative and summative assessments, using interviews, surveys, and real-time feedback revealed that some services, such as Living Labs and Mutual Learning/Twinning, were consistently more impactful and widely adopted, while others were selected based on specific institutional needs.

Examples:

AUTH's Living Labs didn't just pilot digital transformation and open science, but they enabled the university to modernize teaching by integrating MOOCs into the medical curriculum, expanding access and driving real educational change. UCC's Design Labs for Transformational Pathways led to the co-creation of innovative financial models and engaged research practices. This collaborative approach resulted in successful grant applications and new institutional policies, strengthening UCC's financial sustainability and research impact. At LUISS, Twinning and Counselling were more than supportive services; they directly improved research excellence and talent development by enabling LUISS to adopt best practices from peers and implement targeted reforms. These examples show how tailored acceleration services, when deeply embedded, produce measurable improvements and lasting institutional transformation.

Challenges:

While acceleration services such as Living Labs and Design Labs for Transformational Pathways provided valuable support, their effectiveness was occasionally limited by resource constraints and the need for clearer integration into existing institutional structures. Some HEIs struggled to sustain engagement with these services beyond the project period, particularly when funding or dedicated personnel were lacking. Ensuring the long-term impact of acceleration services requires early planning for sustainability and embedding these approaches within the institution's core processes.

Recommendations:

To achieve meaningful and sustainable institutional transformation HEIs should approach acceleration services not as isolated or generic offerings, but as strategically selected, embedded, and purpose-driven tools for change. Based on the experience of the 7 implementers of The CATALISI project, HEIs can ensure that acceleration services become powerful drivers of institutional change following these recommendations:

- **Streamline and Prioritize Acceleration Services:** Limit the number of acceleration services to those most relevant for your institution's strategic goals. Focus on a core set of well-defined, practical services that can be deeply embedded into institutional processes, rather than dispersing efforts across too many or vaguely defined interventions.

- **Align Services with Institutional Strategy:** Select acceleration services that directly support your transformation pathway and are tailored to your unique context and objectives. Ensure that each service is clearly linked to specific institutional priorities, such as research assessment reform, open science, talent development, or financial sustainability.
- **Embed Services in Governance and Action Plans:** Integrate acceleration services into formal governance structures and action plans. Assign clear ownership and accountability for each service and ensure that their implementation is supported by leadership and aligned with institutional decision-making processes.
- **Foster Peer Learning and Collaboration:** Use services like Twinning and Mutual Learning to facilitate structured, thematic exchanges with other institutions. These peer-to-peer mechanisms should be well-prepared, focused on shared challenges, and involve a diverse mix of participants, from top management to technical staff, to maximize learning and impact.
- **Emphasize Practicality and Reproducibility:** Design acceleration services to be hands-on, actionable, and easily replicable. Develop clear playbooks, toolkits, and guidelines that can be adapted and reused by other institutions, supporting broader sectoral transformation.
- **Monitor, Evaluate, and Adapt:** Establish robust monitoring and evaluation frameworks for all acceleration services. Collect feedback, track outcomes, and use evidence to refine and improve services over time, ensuring they remain effective and aligned with evolving institutional needs.

10.5. LESSON 5: SUSTAINABILITY PLANNING

Within the CATALISI project, sustainability planning emerged as a critical component for ensuring that institutional transformation would endure beyond the project's formal conclusion. From the outset, participating universities were encouraged to consider how new practices, structures, and partnerships could be embedded into their long-term strategies and daily operations. This approach required not only identifying the mechanisms and resources necessary for ongoing implementation but also integrating successful project outcomes into existing governance frameworks and policy documents.

Ensuring the longevity of transformation initiatives beyond project funding requires early and strategic planning. Sustainability involves embedding new practices into institutional structures, securing resources, and building long-term support.

Examples:

KTU is integrating the Living Lab model into its Citizen Science Hub to ensure continuity. UCC embedded financial reforms and engaged research initiatives into its core strategy, applying for new grants to support ongoing activities. A notable example is Luiss, which embedded sustainability by focusing on the Third Mission, the university's commitment to societal engagement and impact beyond teaching and research. Luiss formalized Third Mission objectives in its strategic plan, assigned clear ownership for related actions, and developed dedicated structures to monitor and sustain these initiatives over time. This ensured that societal engagement became an ongoing, measurable part of the university's transformation pathway.

Challenges:

Sustaining transformation initiatives beyond the project period was a common challenge, particularly when actions depended on temporary funding, project-based teams, or external facilitation. Embedding new practices into institutional structures and securing long-term resources proved difficult in the face of competing priorities and limited capacity. These challenges highlight the need for early sustainability planning, integration into governance frameworks, and the development of internal champions to drive ongoing change.

Recommendations:

Long-term institutional transformation requires sustainability planning that is embedded in both strategy and daily operations. CATALISI's replicable framework of acceleration services emphasizes that lasting change is achieved when recommendations and actions are formally written into the university's strategic planning documents such as HEIs or R&I offices plans, and when each action has a clear owner responsible for delivery and follow-up. This approach ensures continuity, accountability, and alignment with broader institutional goals. Universities should formalize sustainability planning by:

- Embedding recommendations and actions into their official strategic documents (e.g., HEI or R&I plans).
- Assigning a clear owner for each action to ensure accountability and follow-through.
- Leveraging the replicable framework of acceleration services to support ongoing review, adaptation, and institutionalization of successful practices.
- Regularly monitoring progress and updating plans to reflect evolving priorities and lessons learned.

By institutionalizing sustainability planning in this way, universities can ensure that transformation efforts are maintained, measurable, and aligned with their long-term mission.

10.6. LESSON 6: CROSS-INSTITUTIONAL LEARNING

Achieving lasting transformation in higher education requires more than short-term project planning; it demands a commitment to sustainability through formal ownership, long-term funding, and integration into the institution's core strategy. The CATALISI project demonstrated that embedding transformation efforts into governance structures and securing ongoing resources are essential for maintaining momentum and ensuring that change endures beyond the life of any single initiative. Equally vital is the role of cross-institutional learning. CATALISI showed that structured peer-to-peer mechanisms such as Twinning schemes, MML workshops, and CoP are powerful drivers of sustainable change. These activities move beyond traditional networking by enabling universities to exchange practical knowledge, benchmark strategies, and co-develop solutions to shared challenges through purposeful engagement and hands-on observation. The most impactful exchanges were those that were well-prepared, thematically focused, and included participants from a diverse range of institutional roles, from senior leadership to technical staff.

Examples:

Within CATALISI project, nine Twinning visits resulted in 22 targeted exchanges covering topics such as Open Science, research assessment, public engagement, and sustainability.

For instance, the Twinning at KTU enabled AUMC to benchmark its Open Science and research integrity strategies, while the visit at LUISS provided partners with practical models for research assessment and engagement with local ecosystems. MML workshops complemented these visits by bringing together all partners for collective reflection and co-creation, while CoP events facilitated ongoing dialogue and the sharing of best practices across the consortium. Participants consistently reported that these experiences led to concrete takeaways—such as templates, workflows, and new collaborations—that directly informed their institutional transformation pathways.

Challenges:

While cross-institutional learning and collaboration were recognized as valuable, differences in institutional contexts, resource availability, and local priorities sometimes limited the transferability of best practices. Coordinating joint activities and ensuring mutual benefit required significant effort and alignment, which was not always easy to achieve. Overcoming these challenges involves fostering open communication, adapting approaches to local contexts, and building long-term partnerships based on trust and shared goals.

Recommendations:

Universities should institutionalize cross-institutional learning by:

- Actively participating in Twinning schemes, MML workshops, and CoP events, ensuring that exchanges are purpose-driven and aligned with strategic priorities.
- Allocating sufficient time and resources for staff mobility and peer learning, recognizing that in-person engagement and follow-up are critical for deep learning and sustained impact.
- Preparing thoroughly for each exchange, with clear objectives, diverse participant profiles, and mechanisms for documenting and disseminating lessons learned.
- Embedding the outcomes of cross-institutional learning into strategic planning and action plans and fostering ongoing relationships with peer institutions for continued knowledge exchange.

By making cross-institutional learning a strategic priority, universities can accelerate their transformation, avoid reinventing the wheel, and build a resilient, collaborative European higher education ecosystem.

10.7. LESSON 7: MONITORING AND EVALUATION

The CATALISI project highlighted that real transformation is most effective when universities concentrate their efforts on a select number of high-impact priorities. Institutions that resisted the temptation to spread resources too thinly across many domains were able to foster deeper engagement, track progress more clearly, and achieve more sustainable results. This focused approach not only made it easier to demonstrate tangible outcomes but also helped build momentum for future growth and expansion.

Equally important to this success was the implementation of a robust monitoring and evaluation cycle. CATALISI combined real-time, developmental (formative) evaluation, such as structured dialogues and regular check-ins with reflective, endpoint (summative) assessment. Tools like self-reflection surveys, strategic KPIs, and a Theory of Change framework, all tracked through dedicated dashboards, ensured that progress was visible and

actionable. This dual approach enabled evidence-based decision-making, kept transformation efforts aligned with institutional governance, and allowed universities to adapt swiftly to emerging needs and challenges.

Examples:

AUTH and KTU mapped out timelines and deliverables for each action, facilitating progress tracking. UJI developed an Open Access Thermometer and conducted staff surveys to assess engagement with open science, using the results to inform future actions.

Challenges:

Establishing robust monitoring and evaluation mechanisms was challenged by the complexity of institutional change processes and the need to collect meaningful data across diverse activities. Limited time and resources, as well as the absence of integrated monitoring systems, sometimes hindered the ability to track progress and demonstrate impact. Addressing these challenges requires embedding evaluation practices into routine workflows and ensuring that monitoring is both feasible and actionable.

Recommendations:

Universities should embed a two-tier evaluation architecture within governance:

Formative layer (real-time)

- Run two structured cycles of formative evaluation per implementation phase (e.g., dialogues + bilateral meetings), using the dashboard/toolkit to visualize KPIs and trigger timely adjustments.

Summative layer (end-point)

- Close each phase with self-reflection surveys, an updated set of strategic KPIs, and a Theory of Change narrative that captures outcomes, learning, and policy implications.

To operationalize:

- Assign clear ownership for the evaluation toolkit and dashboard within existing governance (e.g., Vice-Rectorate/Research Office) and require periodic KPI reviews.
- Standardize bilateral check-ins with implementers to stress-test action plans and record agreed adaptations.
- Use cross-institutional learning (e.g., MML/Twinning) to benchmark indicators and share corrective actions across partners working on similar domains.

This structured evaluate → adapt → re-plan cycle, keeps transformation measurable, responsive, and sustainable, and ensures that insights systematically inform both institutional strategy and policy recommendations.

11. CONCLUSIONS

The CATALISI project has demonstrated that institutional transformation in European HEIs is both possible and necessary for advancing research and innovation. By supporting seven universities in designing and implementing tailored pathways, the project has shown that meaningful change is achieved when priorities are clearly defined, stakeholder engagement is embedded, and strategic alignment is maintained with both institutional and European objectives.

A central lesson from this experience is that the transformational pathway is not a static plan, but a living document, one that evolves in response to new challenges, opportunities, and feedback from the university community and external partners. Transformation is a long-term process, requiring ongoing commitment from governance bodies, staff, professors, and R&I institutions. The pathways developed through CATALISI are designed to be revisited, refined, and adapted over time, ensuring that institutional change remains relevant and impactful. The intervention areas selected by each HEI, spanning research assessment, talent mobility, open science, public engagement, and financial sustainability reflect both the diversity and the shared challenges of the European higher education landscape.

The project's emphasis on co-creation, iterative planning, and the use of acceleration services has fostered a culture of innovation and collaboration, enabling universities to address complex challenges with agility and purpose. Throughout the project, universities benefited greatly from activities of sharing and mutual learning. However, to have greater iterative planning, continuous improvement, and maximize their impact, the intervention areas should be focused on common themes. This was an important challenge faced during the implementation of the CATALISI project, where the transformational pathways developed by each HEI were often too heterogeneous. Each institution was working on different intervention areas (IAs) and pursuing distinct goals, which frequently led to the engagement of very different groups of stakeholders. Too much heterogeneity often means involving stakeholders who do not share a common language, in terms of professional background, priorities, or institutional culture. As a result, collaboration and mutual understanding became more complex, with stakeholders sometimes struggling to align their perspectives and expectations.

Throughout the project, universities benefited greatly from activities of sharing and mutual learning. To further strengthen this dimension, it is essential to actively promote structured opportunities for cross-institutional exchange, such as joint workshops, peer-review sessions, and thematic working groups. These mechanisms help HEIs learn from each other's experiences, identify best practices, and co-create solutions to common challenges, fostering a collaborative environment that amplifies the impact of institutional transformation efforts.

This challenge highlighted the importance of finding a balance between tailoring pathways to local needs and maintaining enough common ground to facilitate effective communication, shared learning, and cross-institutional synergies. Addressing this issue requires deliberate strategies for stakeholder mapping, engagement, and the development of shared frameworks or terminologies, especially when working across diverse domains and objectives.

However, the transformation process has also highlighted other challenges, such as sustaining stakeholder engagement, balancing ambition with feasibility, and ensuring the long-term sustainability of new initiatives. Robust monitoring and evaluation frameworks,

clear ownership structures, and ongoing resource commitments are critical for maintaining momentum beyond the project's lifecycle.

Despite these complexities, the project's commitment to addressing such challenges through targeted strategies enabled significant progress. Key achievements include the institutionalization of new funding models, the integration of Living Lab methodologies, the advancement of open science practices, and the strengthening of research integrity and public engagement. These successes have delivered tangible benefits within each university and contributed to the broader European agenda for research and innovation.

Looking forward, the experiences of the seven HEIs underscore the importance of embedding transformation actions into institutional strategy and governance, securing long-term funding, and fostering cross-institutional learning. The continued use of participatory methodologies and acceleration services will be essential for scaling impact and adapting to evolving challenges. In conclusion, the CATALISI project provides a replicable model for institutional transformation in higher education. By treating the transformational pathway as a living document and embracing the long-term nature of change, universities can drive lasting improvements and contribute to a more innovative, inclusive, and sustainable research ecosystem in Europe.

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APPENDIX A

Task 3.2: Design Lab for transformational pathways

Instructions: Please provide the requested information per each intervention area in which you indicated that you would need support to achieve institutional change.

HUMAN CAPITAL

Recognition of qualifications and research careers

What do we wish to achieve in the long run with the intervention area? What are your short-, medium-, and long-term goals?⁹

What do you wish to achieve in the next 12 months?

What are potential actions your HEI needs to undertake in order to achieve short-, medium-, and long-term goals?

Which acceleration services will you adopt to achieve your goals for this intervention area?

- ☐ Living Lab
- ☐ Design lab for transformational pathway: strategy and agenda setting
- ☐ Counselling
- ☐ Reinforce Human Capital: capacity building & outreach
- ☐ Predictive study on skills anticipation
- ☐ Marketplace
- ☐ Community of practice (CoP)

Please fill in the table below.

What are the goals you want to achieve with regards to this intervention area?	What are potential barriers/obstacles that can influence the achievement of your goals?	What are the mitigating measures you envision in case of obstacles?	What are the success criteria you envision for the achievement of your goals?	What are the preliminary actions you would want to take to achieve your goals?

Reform of research assessment

⁹ Short term (ST)= 12 months; Medium Term (MT)= end of project; Long Term (LT)=after the conclusion of the project

What do we wish to achieve in the long run with the intervention area? What are your short-, medium-, and long-term goals?¹⁰

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- ☐ Design lab for transformational pathway: strategy and agenda setting
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- ☐ Predictive study on skills anticipation
- ☐ Marketplace
- ☐ Community of practice (CoP)

Please fill in the table below.

What are the goals you want to achieve with regards to this intervention area?	What are potential barriers/obstacles that can influence the achievement of your goals?	What are the mitigating measures you envision in case of obstacles?	What are the success criteria you envision for the achievement of your goals?	What are the preliminary actions you would want to take to achieve your goals?

Gender equality and inclusiveness

¹⁰ Short term (ST)= 12 months; Medium Term (MT)= end of project; Long Term (LT)=after the conclusion of the project

What do we wish to achieve in the long run with the intervention area? What are your short-, medium-, and long-term goals?¹¹

What do you wish to achieve in the next 12 months?

What are potential actions your HEI needs to undertake in order to achieve short-, medium-, and long-

term goals?

Which acceleration services will you adopt to achieve your goals for this intervention area?

- ☐ Living Lab
- ☐ Design lab for transformational pathway: strategy and agenda setting
- ☐ Counselling
- ☐ Reinforce Human Capital: capacity building & outreach
- ☐ Predictive study on skills anticipation
- ☐ Marketplace
- ☐ Community of practice (CoP)

Please fill in the table below.

Goals (ST; MT; LT)	Potential Barriers	Mitigation Measures	Success Criteria	Preliminary Actions
What are the goals you want to achieve with regards to this intervention area?	What are potential barriers/obstacles that can influence the achievement of your goals?	What are the mitigating measures you envision in case of obstacles?	What are the success criteria you envision for the achievement of your goals?	What are the preliminary actions you would want to take to achieve your goals?

¹¹ Short term (ST)= 12 months; Medium Term (MT)= end of project; Long Term (LT)=after the conclusion of the project

RESEARCH MODUS OPERANDI

Mainstreaming of open science and digitisation of research

What do we wish to achieve in the long run with the intervention area? What are your short-, medium-, and long-term goals?¹²

What do you wish to achieve in the next 12 months?

What are potential actions your HEI needs to undertake in order to achieve short-, medium-, and long-

term goals?

Which acceleration services will you adopt to achieve your goals for this intervention area?

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- ☐ Design lab for transformational pathway: strategy and agenda setting
- ☐ Counselling
- ☐ Reinforce Human Capital: capacity building & outreach
- ☐ Predictive study on skills anticipation
- ☐ Marketplace
- ☐ Community of practice (CoP)

Please fill in the table below.

Goals (ST; MT; LT)	Potential Barriers	Mitigation Measures	Success Criteria	Preliminary Actions
What are the goals you want to achieve with regards to this intervention area?	What are potential barriers/obstacles that can influence the achievement of your goals?	What are the mitigating measures you envision in case of obstacles?	What are the success criteria you envision for the achievement of your goals?	What are the preliminary actions you would want to take to achieve your goals?

¹² Short term (ST)= 12 months; Medium Term (MT)= end of project; Long Term (LT)=after the conclusion of the project

Public engagement with and outreach to society to solve social challenges

What do we wish to achieve in the long run with the intervention area? What are your short-, medium-, and long-term goals?¹³

What do you wish to achieve in the next 12 months?

What are potential actions your HEI needs to undertake in order to achieve short-, medium-, and long-term goals?

Which acceleration services will you adopt to achieve your goals for this intervention area?

- ☐ Living Lab
- ☐ Design lab for transformational pathway: strategy and agenda setting
- ☐ Counselling
- ☐ Reinforce Human Capital: capacity building & outreach
- ☐ Predictive study on skills anticipation
- ☐ Marketplace
- ☐ Community of practice (CoP)

Please fill in the table below.

Goals (ST; MT; LT)	Potential Barriers	Mitigation Measures	Success Criteria	Preliminary Actions
What are the goals you want to achieve with regards to this intervention area?	What are potential barriers/obstacles that can influence the achievement of your goals?	What are the mitigating measures you envision in case of obstacles?	What are the success criteria you envision for the achievement of your goals?	What are the preliminary actions you would want to take to achieve your goals?

¹³ Short term (ST)= 12 months; Medium Term (MT)= end of project; Long Term (LT)=after the conclusion of the project