



UK Science  
& Innovation  
Network

# European Research Culture Workshop Report

## Executive Summary

Following the publication of the [UK Research People & Culture strategy](#) in 2021, the [UK Science & Innovation Network](#) and the [N8 Research Partnership](#) have been working together to identify opportunities to share learning and research culture practices between the West Europe region and the North of England.

As part of this collaboration, a workshop to envisage a “Future European Research Culture” was held at the University of Manchester on 1-3 March 2023 which brought together a delegation of universities, research institutes, research funders and mission groups from West Europe (Netherlands, Belgium, Ireland, Italy, Portugal and France) and the UK (UK Research and Innovation (UKRI), Wellcome, Royal Society, British Academy, Russell Group as well the N8 universities).

In **5 years’ time** we would like to see a research culture in West Europe that:

- embeds common values and principles and is open and inclusive in its funding schemes, impact routes, researcher profiles, career trajectories and international networks
- is open to sharing about research and innovation practice, explicitly acknowledging challenges.

So that we:

- ✓ have a more original, productive, transformative, collaborative and impactful research and innovation system; and
- ✓ can attract talented people and enable them to flourish.

We can drive the change in research culture in the desired direction by taking action in the following areas:

- career pathways in a competitive world;
- behaviours for an inclusive research culture
- leadership
- creativity and risk.

Delegates agreed to establish the “**N8-European Research Culture Observatory**” in order to continue to exchange good practice and learning on research culture. Short-term activities undertaken under the umbrella of the Observatory could include further exchanges (online and in person) with a wider net from Europe. In the longer-term, the group could aim to bid for funding to support further collaboration and concrete pilot projects based on the good practice exchanged, the results of which could inform policy-making at government level.

## Introduction

Following the publication of the [UK Research People & Culture strategy](#) in 2021, the [UK Science & Innovation Network](#) and the [N8 Research Partnership](#) have been working together to identify opportunities to share learning and research culture practices between the West Europe region and the North of England. As part of this collaboration, a workshop to envisage a “Future European Research Culture” was held at the University of Manchester on 1-3 March 2023.

The objectives of the workshop were:

1. To articulate what a productive and respectful European research culture could look and feel like;
2. To share current practice around the key components of Research Culture and unpick key learnings, challenges and actions; and
3. To build relationships between the N8 universities, European universities, research institutes and both UK and international funders.

The workshop brought together a delegation of universities, research institutes, research funders and mission groups from West Europe (Netherlands, Belgium, Ireland, Italy, Portugal and France) and the UK (UK Research and Innovation (UKRI), Wellcome, Royal Society, British Academy, Russell Group as well the N8 universities).

## Context

The vision of the UK Research People and Culture strategy is:

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*a more inclusive, dynamic, productive and sustainable UK R&D sector in which a diversity of people and ideas can thrive.*

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In order to deliver this vision, action is needed in three key areas:



**People:** Redefining what it means to work in R&D in the 21st Century – valuing all the roles that make it a success and ensuring the UK has the capability and capacity it needs.



**Culture:** Co-creating a vision of the culture we want to see within the sector – working together to make lasting change happen so that researchers and innovators with diverse backgrounds and ways of thinking can thrive and do their best work here.



**Talent:** Renewing the UK’s position as a global leader in R&D in attracting, retaining and developing talented people, making sure careers in UK R&D are attractive to talented individuals and teams both domestically and internationally.

In countries that are members of the SIN (West Europe) region, there are different cultural approaches to research culture. For example:

- In **France**, the broad concept of ‘research culture’ does not exist, though the ministry is implementing reforms to make the sector more attractive (e.g. more flexible career pathways).
- In the **Netherlands**, a tight ecosystem means that the research community is well connected and able to share best practice easily via a [national platform](#) (hosted by the research ministry) focused on reward and recognition, (where reward and recognition encompass much of what is defined in the UK strategy as people and culture).
- **France** and **Belgium** are very centralised in their approach. **Italy** is also centralised and at the same time very aligned with EU directives. A more centralised approach can make it easier for researchers entering a country’s system to understand. It can also make it easier to implement change across the sector.
- The **UK** is one of the only countries with a specific strategy for improving research culture. The UK higher education sector is extremely active with funders, policymakers and universities all seeking to move in a positive direction.

**Mind the GAP** (Good Academic Practices), a mandatory course in research integrity that is part of the doctoral training programme at all Flemish (BE) universities is being developed by VLIR, the Flemish Interuniversity Council.

## Where are we now in terms of Research Culture across West Europe?

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Participants spent some time sharing their own **experiences of the culture of research and innovation** in their workplace or country.

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Common features of pressures on the research environment included:



### People

- Acknowledgement is individual, not team-based.
- We don't acknowledge or value the time that is taken to do research.



### Culture

- What is the lens through which we individually, and collectively, perceive research culture?
- What is the appropriate level of freedom and what are the constraints/boundary conditions?
- Power dynamics within institutions are a strong feature of the culture.
- Risk profiles of institutions, individuals and funders.
- Focus is on incremental change versus high-risk and high-reward.
- Focus is on the individual not the team. Collaboration is hard and there are systemic disincentives and lack of reward for the additional effort required to collaborate successfully.
- Too much influence from institutional rankings industry; high impact factor publishers.



### Talent

- There is global competition for top talent. In European research institutions we cannot compete on the basis of salaries and we need to look to offer better working environments to attract excellent researchers.
- Traditional career paths are not attractive to the next generations of researchers.
- There is a stigma related to careers beyond academia.
- We need to attract people into academia from other sectors e.g. industry, charity, perhaps through fellowships or adjunct roles.
- We need to plug the 'leaky pipeline' whereby researchers from minority groups exit the research body as they advance along the career pathway.

## Our 5-year vision for Research Culture in West Europe

In **5 years' time** we would like to see a research culture in West Europe that:



embeds common values and principles and is open and inclusive in its funding schemes, impact routes, researcher profiles, career trajectories and international networks



is open to sharing about research and innovation practice, explicitly acknowledging challenges.

So that we:

- ✓ have a more original, productive, transformative, collaborative and impactful research and innovation system; and
- ✓ can attract talented people and enable them to flourish.

Our shared vision of a **European Research Culture** highlighted the importance of values and initiatives such as **transparency, flexible pathways, openness and exchange, training, charters of behaviour and broader definitions of leadership.**

## What might this look and feel like in practice?

Participants explored **what a productive and respectful research culture** might look and feel like.

We noted that **research culture is a dynamic entity and not an end in itself.**

With that said, characteristics participants felt should feature as part of a future European research culture included:



### People

- Freedom to grow and explore.
- Capacity and time to support new research ideas, effective leadership and societal engagement.
- How do we reward research leaders (c.f. leading researchers).
- Criteria for the recruitment and selection of leaders- including *evidenced* behaviour that impacts positively on research culture rather than e.g. H-index.



### Culture

- Practices and career paths that understand and align with the values and realities of life in the 21<sup>st</sup> century.
- Inclusive.
- Collegial and collaborative.
- Open and trusted research.
- Integrity and fairness in how we behave with each other.
- Psychologically safe, supportive.
- Transparent systems that enable more kinds of people to get involved.
- Using appropriate levers for change.

In 2021, the British Academy and Wolfson Foundation, launched a **network and community for early career researchers (ECRs)** to create an environment for ECRs to strengthen their skills and professional networks, providing more equitable opportunities and access to support.



- Changing the vocabulary around what constitutes an excellent idea to focus on its distinctiveness not superiority.
- Transdisciplinary- reduced silos.



## Talent

- Diversity in the profiles and populations of researchers.
- Porosity of careers- not a single lane but lots of lanes.
- PhD programmes which allow individuals to benefit from spending time in other sectors.



## Assessment

- Systems where *how* we do research is *as important* as the outcome.
- Holistic assessment processes that reflect the multi-dimensional nature of research culture and drive desired activity.
- Measuring practices and processes which will produce the desired outcomes when working properly.
- Metrics that align with the culture(s) we want to see, that enable openness, integrity, trust and collaboration to be measured and valued.
- Embraces and accepts 'failure' as a 'First Attempt In Learning, Understanding and Research'.
- Widening the definition of research success – teaching that underpins it, public engagement, being part of an effective research team, collaboration, leadership and mentorship.
- Values research impact and citizen engagement.

**RRview** is an online community sharing best practice on recognition and reward in the Netherlands. Universities, funders and independent public research institutes work together in a national programme facilitated by the Ministry of Education, Culture and Science to develop Dutch research culture.

## How might we drive research culture change in the desired direction?

Having defined the characteristics of a future European Research Culture, participants explored in more depth **how we might drive changes in the desired direction** in; career pathways, behaviours for a more inclusive research culture, leadership, and creativity and risk.

### Career pathways in a competitive world

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|--|---|
| <ul style="list-style-type: none"> <li>• Encourage <b>'team research'</b> with funding for teams and networking.</li> <li>• Encourage <b>non-traditional career pathways</b> within and beyond universities, e.g. Technician, Researcher, Spin-off/CEO etc</li> <li>• Develop and promote other <b>benefits alongside remuneration</b>, e.g. family friendly (nursery, parental leave).</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise a <b>wider range of outputs</b> e.g. open lab books, data protocols, manager reports.</li> <li>• Have conversations around <b>'incentives'</b> – e.g. selection criteria</li> <li>• Experiment with <b>new methods for rewarding</b> people and making them feel valuable, obvious and engaging their work.</li> </ul> |
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### Behaviours for a more inclusive research culture

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|--|---|
| <ul style="list-style-type: none"> <li>• Institutions and individuals <b>address bullying and harassment, exclusion, microaggressions.</b></li> <li>• Implement <b>codes of conduct</b> and a <b>people-centred</b> approach.</li> <li>• <b>Promote collegiality</b> and <b>reward the group</b> rather than the individual</li> <li>• <b>Increase self-awareness</b> via training.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Empower individuals</b> at all levels to call out inappropriate behaviour.</li> <li>• Recognise a <b>wider range of role models.</b></li> <li>• <b>Encourage accountability</b> and allyship</li> <li>• <b>Understand and articulate behavioural tipping points-</b> where things become unacceptable.</li> </ul> |
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### Leadership

<ul style="list-style-type: none"> <li>• Provide <b>opportunities for leaders to emerge from a more diverse and inclusive population</b> of researchers;</li> <li>• <b>Widen the definition of leadership</b> – e.g. leading on a project, leading a team, leading culture change.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a behaviour framework for leaders so that <b>desired behaviours are modelled and rewarded</b>.</li> <li>• <b>Value both the “person” and “the team”</b>.</li> </ul>
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Creativity and Risk	
<ul style="list-style-type: none"> <li>• Support researchers in <b>being creative and taking managed risk</b> without damaging careers.</li> <li>• <b>Publish ALL results in open access journals</b> – all knowledge is valuable to inform future research.</li> <li>• <b>Encourage interdisciplinarity and connectivity</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote creativity by giving <b>time and space to exchanging ideas</b> with new and different people.</li> <li>• More funding to support <b>curiosity-driven research not linked to specific projects</b> (In the UK this would be known as Quality-Related funding).</li> </ul>

## Action Steps

The participants **identified a number of actions that could be taken** to drive research culture change in West Europe

In order to be successful:

- more work would need to be done to bring in a wider range of stakeholders to help design policy and to tailor activities to national ecosystems
- policies need to be evolved and adjusted rather than completely redeveloped
- a large volume of localised, grass-roots action and learning can be shared.

Top-down initiatives need to be long-term and sustainable, and to be aimed at co-designing interventions with research and innovation communities.

Delegates agreed to establish the “**N8-European Research Culture Observatory**” in order to continue to exchange good practice and learning on research culture.

The N8 Research Partnership will establish a section on its website to act as a repository for the workshop report, case studies and toolkits shared, and where new resources can be added.

Short-term activities undertaken under the umbrella of the Observatory could include further exchanges (online and in person) with a wider net from Europe.

In the longer-term, the group could aim to bid for funding to support further collaboration and concrete pilot projects based on the good practice exchanged, the results of which could inform policy-making at government level.



### Specific Actions Included

1. Lead by example, identify and reward role models;
2. Share tools, references, frameworks and resources;

3. Adopt the Collaboration for Advancing Research Assessment (COARA)<sup>1</sup> principles at a national level, linked to national strategies for research and innovation;
4. Hold funder to funder meetings about research culture
5. Allocate resource to support this new way of assessing research. For institutions this could look like training in writing and assessing narrative CVs, for funders it could look like peer review training.
6. Move from assessment by quantitative evaluation to assessment by qualitative narrative.
7. Establish institutional research culture taskforces to look at issues including but not limited to; EDI, research integrity, ethics, open research, representation on decision making bodies;
8. Formalise Research Culture as part of leadership roles at all levels;
9. Establish national networks to share learning and practice, then link these to form an international network(s) which will enable a diverse, international range of examples of good practice to inform national policymaking.
  - Define an objective/purpose with a tangible target outcome;
  - Share contact details
10. Bring in 'Open Science' colleagues to these conversations.

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<sup>1</sup> <https://coara.eu/>

## What needs to happen next?

Participants said they would:

Share feedback from the workshop with your organisation

Increase frequency of inter-departmental staff meetings focused on research culture

Organise workshops with DSIT, UKRI & funders on specific research culture topics to triangulate activity

Make visible the research practices in action by senior colleagues

Develop talent with other universities via a common approach and learn from others' experiences

Report back to directors/colleagues on this meeting to continue to encourage change

Consider implementing a research culture online training programme for all staff

Make university careers more versatile to accommodate interchange and mobility

Propose additional needs funding to Dutch Research Council



## Case Studies

### EU Life

This is an alliance of research institutes advocating for excellent research in Europe. The structure of the alliance is based on a board of directors, a strategy group, several working groups & task forces, and the EU-LIFE office (<https://eu-life.eu/research-excellence/working-groups-task-forces>). The working groups meet every 2 months to exchange best-practices, updates and to work on shared projects that help multiple institutes implement or consolidate policies and/or procedures, organise shared training etc.

#### Active Bystander Training

A number of EU-LIFE institutes have started providing active bystander training to PhD students and postdocs, with the aim to empower people and provide them with the necessary tools to navigate situations that are challenging and recurrent in the current research culture. This has been receiving very positive feedback and in some cases an improvement in the general environment of the institute has been reported. The deal we have is with <https://www.activebystander.co.uk/> but there are other training providers.

#### António Coutinho Science Awards

This is a programme exclusively dedicated to candidates from Portuguese-speaking African countries. The programme awards 2 fellowships for masters students to develop their thesis research projects in Portugal, in labs of the relevant expertise & 1 scientific prize for postdoctoral researchers developing competitive and strategically relevant research in their home countries. This programme has enables students to gain international experience in different research labs, to expand their network and open doors to future collaborations. The prize has enabled young researchers to expand their skills set, expand their network of collaborations and to boost their track record. The programme is in its 4th editions, having awarded 3 prizes and 5 fellowships.

### Belgium

#### Mind the GAP

An intro can be found here: <https://onderzoektips.ugent.be/en/tips/00002012/>

Mind the GAP (Good Academic Practices), a mandatory course in research integrity that is part of the doctoral training programme at all Flemish (BE) universities is being developed by VLIR, the Flemish Interuniversity Council.

A public website is under construction, it is currently only available through the universities' learning platforms.

## France

Reaching out to youth in disadvantaged/poor neighbourhoods with *les cordées de la réussite* You can know more about this (and other *diversité-égalité-inclusion* topics) on:

<https://www.universite-paris-saclay.fr/luniversite/diversite-egalite-inclusion-handicap>

Those actions are proper to University Paris-Saclay.

Possibility/legal right for a permanent researcher/professor to take a leave of absence for whatever reasons. Since Univ. Paris-Saclay is still in construction, I couldn't find locally the information on the web, but I could find it, in simple terms, on the Marseille University web site. Since this is a "national" law, what applies to Marseille also applies to Paris-Saclay.

<https://guide-recherche.univ-amu.fr/ressources-humaines/dispositifs-de-mobilite-pour-les-enseignants-chercheurs-detachement-delegation>

- these "rights/possibilities" of the French Universities *enseignants-chercheurs* actually also apply to the "National Research Organisations" like CNRS, CEA, INSERM, etc.

You can also find the full legal text on:

<https://www.legifrance.gouv.fr/loda/id/LEGIARTI000045351534/2022-03-14/>

## Ireland

### Research Integrity training at a national level - Irish perspective

Part of the remit of the National Research Integrity Forum in Ireland is ensuring continuity of online research integrity training provision for staff and students in the research performing organisations, and encouraging the development and roll-out of in-person research integrity training programmes. The former has been achieved in collaboration with Epigeum, who we have collaborated with to tailor their Research Integrity online training content for the Irish research environment. This training is undertaken by all graduate students, and academic researchers are mandated to undertake RI training as part of their funding terms and conditions.

In regard to the latter, the Cross-Institutional Research Integrity Training (CIRIT) group are RPO representatives and members of the Forum who undertook the Horizon 2020 funded VIRT2UE - Train the Trainer Programme. Post certification, they decided to collectively deliver RI training workshops nationally, via interactive presentations and exercises which



complement the existing RI online training content. Training sessions involve a mix of researchers from students to senior academics, and open discussion is facilitated through breakout sessions. CIRIT are now looking to conduct a research study to examine the effect, if any, the training has had on subsequent research perspectives and practices of participants.

Links:

[National Research Integrity Forum](#)

[VIRT2UE Training Guide](#)

## **Netherlands**

### **RRview: online Recognition & Rewards community of the Netherlands**

<https://recognitionrewards.nl/>

In the Netherlands, universities, funders and independent public research institutes work together in a national programme facilitated by the Ministry of Education, Culture and Science to develop Dutch research culture. RRview is an online platform where universities, among others, share new ideas, policies and issues related to Recognition & Rewards. The platform is created to stimulate information sharing and prevent organisations from reinventing the wheel.

Why is RRview a success?

- An active ‘community manager’ helps users to find their way within the platform and stimulates usage.
- The platform is comprehensive enough to facilitate in almost all needs. Think of a timeline open to all users, closed groups for specific topics, a contact list so you can find colleagues from different organisations, a calendar with upcoming events, and databases. As a result, there is no need to use other mediums.
- Preferences regarding usage of the platform is frequently discussed with the users themselves, which could for example lead to an adjustment of the lay-out.

Taken together, these three conditions mean that RRview is actively being used and appreciated.

## **United Kingdom**

### **British Academy Early Career Researcher Network (ECRN)**

<https://www.thebritishacademy.ac.uk/early-career-researcher-network/>

In Autumn 2021, the British Academy, in partnership with the Wolfson Foundation, launched a network and community for early career researchers (ECRs).

Objectives include creating an environment for ECRs to strengthen their skills and professional networks, providing more equitable opportunities and access to support, and enabling the British Academy to support a greater number of ECRs in their career ambitions.

The Network prides itself on being a Network by ECRs and for ECRs, which sees members at the heart of and driving Network activity.

The Network is accessible to all UK-based ECRs working in the humanities and social sciences – regardless of their funding source, contract type, or background. The Network currently has over 2,400 members across three operational hubs which were established during the pilot phase: the Midlands, the South West, and Scotland; currently encompassing 47 institutions across these regions.

Members of the network must:

- identify as a humanities and/or social science researcher
- have been recently or currently affiliated with a research institution in one of the hub areas
- be UK-based; and be within ten years of completing their doctorate.

This flexibility is designed to make the network as accessible as possible, so as not to exclude those who have had a career break. This also includes researchers working outside of academic institutions, for example in museums, galleries, policy organisations, or the third sector.

Network activities are designed and delivered in cooperation with the ECRs and are a lead by a mix of the British Academy, Hub leads and Partners, external partners, and the ECRs themselves. Upcoming activities include:

- Wellbeing in academia
- Careers outside of academia
- Policy training
- Media training
- An introduction to narrative CVs
- Racial disparities in academia
- Parenting and caring responsibilities in academia

The pilot has received funding for a further three years, and will be expanding nationwide.

## Royal Society Open Science

Launched in 2014, the Royal Society Open Science journal operates several approaches to peer review that support integrity and quality of the research process, rather than focusing solely on research outputs. To promote transparency, peer review reports are made available with published papers, with reviewers' anonymity optional. Importantly, the peer review approach is 'objective', meaning any sound science may be published in the journal, thus avoiding subjective judgements regarding impact or importance. Finally, in two article types – Registered Reports and replication studies under the accountable replication policy – review is conducted in two phases: firstly, prior to data collection, when the study design is tested before issuing an in-principle acceptance; secondly, after data collection. If authors conducted their study according to the indicated design, acceptance is almost guaranteed – the point is testing the quality of the study design, rather than outputs. These approaches support the possibility of publishing negative or null outcomes (though studies reporting negative/null outcomes may also be submitted as standard research reports).

Some fields may have been slower to adopt the Registered Report methodology, owing to concerns that the format may prevent interesting/exciting work from being published. However, this was disproved by usage and Altmetric scores, with several Registered Reports featuring in the most-viewed/shared papers in the journal. Notably, the journal was the first generalist/cross-disciplinary publication to adopt Registered Reports.

Additional attempts to improve research integrity, while fostering more open collaboration, include our work with the Royal Society of Chemistry. This is a successful example of two learned societies collaborating to consider and publish research in one journal and it is, to our knowledge, unique in its scope and efficacy. As well as raising the journal's global profile, the collaboration demonstrates how apparent competitors can find areas for close cooperation.

More recently, we indicated our agreement to publish without further review papers that have 'completed' peer review in the Peer Community In Registered Reports channel. Furthermore, we have agreed to consider for publication papers derived from material that has first appeared in the Octopus service. This could radically alter how research is disseminated, built on and evaluated, and has received support from the Royal Society.

### **A New Approach to Interviews. Can we Improve the Experience?**

<https://sway.office.com/pifa6hjQnkBUoG5g>

The University of Leeds set out to find a practical way to implement a fairer system for recruitment;

- an interview process that creates transparency and acknowledges that we need to create a more level playing field between candidates but also between the interview panel and applicants
- an interview environment that aims to decrease anxiety as part of the interview process.

The HE sector employs a diverse range of staff members with many barriers to entry including, but not limited to, the competitive nature of HE (Higher Education) globally, equality, diversity and inclusion factors, language barriers, and caring responsibilities.

Leeds wanted to explore an environment where candidates have had time to prepare and think of their best answers in advance, so that the interview becomes a test of a person's ability rather than a test of surviving a pressured situation.

### **Academic Career Pathways**

<https://www.sheffield.ac.uk/vision/our-pillars/research/excellence>

<https://www.sheffield.ac.uk/research/culture/steering-board>

The University of Sheffield's new vision of research excellence emphasises that our research cultures, environment and processes are as important as our research outputs and outcomes.

Central to this is our concept of generous and inclusive research leadership.

Our new Academic Career Pathways framework has leadership as one of its four elements, with academic citizenship a core requirement at all grades and for promotion. The Framework is accompanied by defined expectations at each career stage and provides a transparent structure for researchers, enabling longer-term career planning and the identification of targeted support for individual colleagues.

The Framework is an important mechanism for ensuring that collegiality, support to others and team-based approaches are given an equal status to more traditional and individualistic forms of achievement such as outputs and research grant income, and that progression is no longer possible based solely on these individual measures.

The framework also provides bespoke pathways for research-only and innovation-focused colleagues. The Academic Career Framework facilitates our wider approach to enabling an inclusive, diverse and supportive research environment, overseen by a recently established Research Culture Steering Board to oversee all of our activities.

### **The of Athena SWAN and Race Equality Charter as defined instruments**

At Lancaster University I was involved in leading the institutional Athena SWAN submission for a Bronze award.

The submission was very detailed and the Action Plan included some 50 actions broken down into six sections;

- (i) EDI Culture
- (ii) Gender Pay Gap
- (iii) Academic Career Pipeline and Transition Points
- (iv) Academic Fixed-Term and Casual Staff
- (v) Maternity Leave, Family Leave, Support for Caring Responsibilities, Childcare Provision and Flexible Working
- (vi) Professional Services Career Progression.

I witnessed a great deal of hard work and discipline in the creation of these actions, some of which relate to research and many of which relate to researchers.

This demonstrates that much progress in relation to research culture can be made through instruments such as Athena SWAN and the Race Equality Charter.

It is important that research and researchers, especially ECRs, are well represented in these efforts such as to make a difference in improving equality, inclusion and diversity as aspects of a thriving research culture.

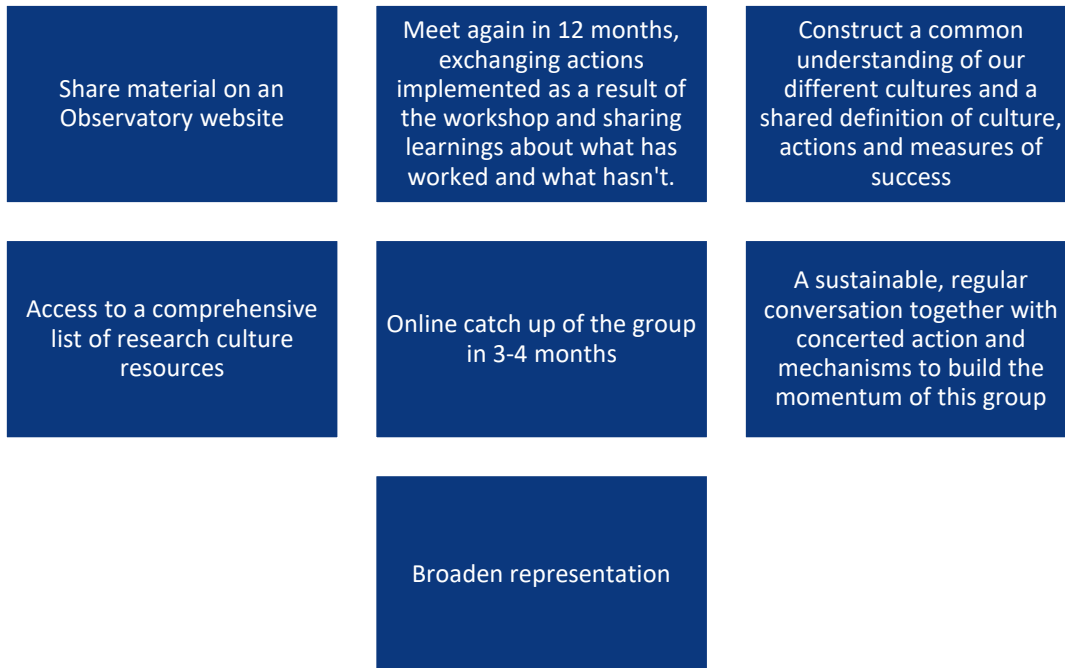
## Feedback from participants



### What will be your next step(s) following the workshop?

- Report back to and follow up with colleagues in my home institution and discuss future internal work on research culture.
- Extend the network and coordinate with other European institutions
- Report in the workshop within National fora
- Continuing these discussions, connecting with participants on LinkedIn.
- Incorporating how we can adopt good practice examples in my own working and those that report to me
- Continuing to progress N8 Research Culture and Environment collaboration
- Utilising insights in plans for being more experimental in approaches to research funding
- See how we can embed more effectively research culture aspirations into our existing practices
- Digesting all the new information and ideas to see which could inspire progress in our own country and context

### What would you like to see happen next collectively?



### What might we have done differently to improve your experience?

- Ask each participant to make a small presentation to exchange good practice
- Include a broader range of countries represented
- Narrow the scope of the workshop to make the ideas and proposals even more useful for day-to-day practice of participants, perhaps through smaller, more focussed sessions as follow-ups
- Moving to different tables was a brilliant strategy to mix participants- perhaps more mixing on the last day would have been helpful and/or speed-dating to ensure that we meet everyone
- Give a bit more introduction about all different members and the aim of the workshop in advance- maybe ask everyone specifically to prepare an answer to certain questions.
- Introduced definition of culture and suggestions of actions based on N8 work on this topic
- Plenty of time was factored in for discussion which was the most powerful aspect of the meeting.
- a plenary presentation at the beginning, to set the context and share definitions of the broad concepts that were discussed
- Have a specific goal / outcome to work towards
- Have more diversity in terms of people from under-represented groups

**Has your perception of UK research culture changed as a result of the workshop?**

**No / Not much**

The issues discussed are common to everyone in Europe. While it was excellent to learn from others, especially non-UK participants, I was struck by the commonalities in the challenges we face.

The effort devoted to such topic is even larger than what I thought

Reinforced that we are all facing the same challenges in a resource-constrained environment

We seem ahead of many of the debates in other European countries but that might reflect those who attended eg NL and parts of Nordic block have more advanced debates and initiatives than we do in the UK

If anything, this session proved to me that research culture still matters to lots of institutions, which is great.

**Yes / to some extent**

A much clearer understanding of its place within a wider research landscape and also a better grasp of shared opportunities and challenge

It was a pleasure to experience UK reaching out to European main land. I don't think anyone in the room liked Brexit and it felt like we started flirting with each other again after a break-up based on misunderstanding.

I felt very welcome and I hope the UK can once again join Horizon Europe in the near future given the common challenges and common research culture

It was motivating to see how many institutions are passionate about positively changing research culture.

The UK is not working in an insular and isolated way. We have a lot to learn from colleagues across the European networks.

The breadth of issues/ opportunities embraced by research culture is quite overwhelming so I think it's about working through low hanging fruit as it were at the same time as thinking through longer term shifts in culture that may be required.

Yes, I was happy to learn firsthand about the UK Research and Innovation ecosystem, of which I knew very little



## Attendee List

Name	Organisation	Email
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