POSSIBILITIES
COLOR OUTSIDE THE LINES
NOVEL PERSPECTIVES¹

¹ These haikus are written by the CUCo community, during a series of events aimed at writing a ‘CUCo manifesto’. Please have a look at the CUCo manifesto.

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CUCo IN 2030

We close our eyes and imagine CUCo in 2030, seven years from now.

When we envision CUCo in 2030, we see it as an established name, an expertise and training centre on unexpected collaborations in research and education. The CUCo community is thriving - it is composed of early and mid-career academics from across The Netherlands and beyond. Those that seek it, know how to find CUCo for funding, expertise, support and our recognised training programs on inter- and transdisciplinary research and education. By working with CUCo, academics liberate themselves from institutional constraints and the fixation on productivity and competition. An increasing number of talented researchers are enabled to enter a career pathway that centers collaborations across boundaries, leading them to choose to stay in academia, rather than leaving it.

CUCo’s funding schemes are renowned for their innovative, trust-based approaches that are characterised by a limited amount of requirements and high-quality support in the funded teams’ collaboration processes. Numerous teams have been able to explore their wild, crazy ideas, some of them leading to no result, while others lead to spin-off grants, platforms, and centres of expertise. Unusual research teams meet substantially less institutional barriers and have found their way into follow-on funding schemes at NWO, ERC and other funders in response to CUCo’s demonstrated contributions.

IN 2030...
Thanks to joint efforts with its network partners, CUCo has helped researchers better address societal matters, by reshaping Recognition and Rewards schemes, in order to give room to everyone’s talent. Inter - and transdisciplinary research and education is no longer considered as ‘outreach’ and done on top of all the other work; it is an integral part of one’s job. Staff members can indicate the criteria on

2 Freely based on the ‘CUCo in 2030 vision document that was drawn by Sylvia Brugman, CUCo Board member early 2022.
which they want to be judged on in order to move up the academic ladder and are trusted and supported in their personal and academic development. The groups of academics that started to collaborate within CUCo or one of the other initiatives of the EWUU alliance have built the required capacities to collaborate in meaningful and effective ways. They have been enabled to pass on to others that knowledge and skills. The ‘CUCo method for collaboration’ has as such spread and rippled out. This has enabled some of those groups to make a lasting impact on matters like chronic pain, porous materials, more circular societies and an increase in preventive health.

**IN 2030...**

CUCo offers training programs and a pool of trainers that support the development of competencies and attitudes conducive to inter- and transdisciplinary research and education. CUCo has proudly teamed up with other initiatives across the alliance, including Education and Circular Societies, with whom we developed training for students and professionals incorporating the central thematic pillars of inter- and transdisciplinarity and leadership.

CUCo’s Nest is a physical hub that offers a creative space for continuous training programmes for early-
and mid-career academics, as well as inspiring workshops, public lectures, games, and network meetings. The Nest offers writing retreats and a sabbatical programme.

**IN 2030...**

A range of CUCo-inspired hubs have been adopted across the Dutch research landscape, through a more intense collaboration with Young Academies of other Dutch universities, keen on amplifying CUCo’s approaches within their own institutions. In addition, CUCo is embedded in an international network of like-minded initiatives that have adopted CUCo’s funding schemes and training programmes and by which CUCo’s efforts on transforming academia towards a more humane, caring, and creative space are inspired vice-versa.

CUCo is now financed by the Ministry of Science and Education directly. Due to its demonstrated contribution to an increased ability of research to address pressing challenges, government agencies, civic actors, NGOs and companies know the way to CUCo’s Nest and use the expertise of its fellows and its infrastructure to embark on research collaborations with societal relevance.
THE VALUES THAT DRIVE CUCo

CORE VALUES
- Creativity
- Non-conformity
- Contribution
- Co-nurturance
- Trust

CENTRAL CORE VALUE
- Explorativity

CUCo GOALS
- Growth
- Play
- Contribution

Centre for Unusual Collaborations
UNEXPECTEDLY
WE CAN ALL COLLABORATE
THE STRANGE FINDS A HOME
MISSION AND OBJECTIVES

MISSION
Our mission is to support a diverse group of early- and mid-career academics to come together and be well equipped with resources and capacities for working in unusual transdisciplinary collaborations to address the most pressing challenges of the age.

Please see the Theory of Change for CUCo, including our proposed pathway to impact in Annex A. This Theory of Change (ToC) will guide our activities in the next phase of the alliance, and we will revisit it annually. All efforts that we take will need to fit within the approach as outlined in the ToC. Please find guidance on how to read it below the ToC.

AIM
Our aim is to bring together and support early- and mid-career academics in unusual inter- and transdisciplinary collaborations, serving as a breeding ground for breakthrough research that addresses pressing challenges of the age. To achieve our aim we pursue the following objectives:
OVERALL OBJECTIVE
We steer and promote a centre of expertise that supports early- and mid-career academics throughout and beyond the alliance in unusual inter- and transdisciplinary research and education.

SUB-OBJECTIVES
1. We design, innovate and implement funding schemes that value and support fairness, transparency, personal growth and inclusivity as primary characteristics to support early- and mid-career researchers to pursue new inter- and transdisciplinary research and education endeavors.
2. We collect, evaluate, and provide learnings and knowledge on processes of inter- and transdisciplinary collaboration to advance the body of knowledge and the accessibility of that knowledge to current and future research teams.
3. We support and stimulate inter- and transdisciplinary research by early and mid-career academics by a) strengthening competence development through training and education, b) coaching and facilitating collaborative processes, c) providing tools, methods, and approaches that help organise and facilitate the process of collaboration, d) organising events to bring together academics from different fields and institutions and stir debate about academic culture, and e) providing retreat space from daily work distractions.
4. We influence directly or indirectly the formulation and implementation of academic policy and decision-making processes with the aim to transform institutional structures to support early- and mid-career academics in inter- and transdisciplinary research and education.
5. We collaborate with other initiatives within and beyond the alliance as part of an (inter)national network of like minded allies that aim to achieve increased collaboration in research and education.

POWERFUL OCTO,
BREAK DOWN THE WALLS OF PRISON.
EMPOWER THE PLAYGROUND.
Within the alliance we will collaborate with the other initiatives in the following way:

**CIRCULAR SOCIETY, PREVENTIVE HEALTH, LIVING TECHNOLOGIES, AI**
- Support on applying the ‘CUCo method for collaboration’ for the inter- and transdisciplinary teams that are funded through each of the research initiatives.
- Thematic cross-linkages between teams/projects funded by these initiatives and CUCo will be made, to strengthen the overall EWUU portfolio.

**IMPACT**
- Collaboration on tools methods and approaches for collaborations in research that strengthen the potential for societal impact.

**ALLIANCE SUPPORT TEAM**
- Strategic planning of CUCo efforts across the alliance.
- A ‘future leadership programme’ based on the Inner Development Goals, together with Education and Circular Societies.

**EDUCATION**
- The development and implementation of an ‘Unusual Masters programme’ (working title), that strengthens students’ competences for the process of collaboration.
- A ‘future leadership programme’ based on the Inner Development Goals, together with Education and Circular Societies.
- Strengthening involvement of students in Challenges Based Learning approaches in CUCo-supported research.
- Extension of a curriculum for teaching and learning on and in unusual collaborations.
- Collaboration on the infrastructure for offering CUCo training programmes to external parties.
CUCo PARTNERS

Initiatives within the alliance institutes that we collaborate with:

- Centre for Space, Place, Society brings together researchers from four chair groups within Wageningen University & Research and beyond to advance critical-constructive scholarship within the social sciences.
- Institute for Complex Molecular Systems is the interdisciplinary TU/e institute for research and education in the area of molecular complexity.
- Transformative Learning Hub (WUR) seeks to blur the boundaries conventionally drawn between research and teaching. Wageningen Dialogues is the umbrella under which we encourage the dialogue between researchers and with our stakeholders and society.
A number of exciting initiatives function as inspiration for collaboration and higher-level learning, some highlights, please find a more substantive list in Annex B.

Casa Firjan, part of the Federation of Industries of Rio de Janeiro, Casa Firjan is a programme, fulfilling the role of an open center and think tank and as matchmaking platform linking universities and businesses in Rio de Janeiro.

De Jonge Akademie is a dynamic and innovative group of top young scientists and scholars with outspoken views about science and scholarship and the related policy. The Young Academy organises inspiring activities for various target groups focusing on interdisciplinarity, science policy, and the interface between science and society.

Eureka institute for Translational Medicine an innovative educational initiative to train mid-level career professionals to address critical gaps in the TM field.

Santa Fe Institute Founded in 1984, the Santa Fe Institute was the first research institute dedicated to the study of complex adaptive systems. They are operated as an independent, nonprofit research and education center.

SCOOP a research and training centre dedicated to the interdisciplinary study of sustainable cooperation as a key feature of resilient societies.

NIAS The Netherlands Institute for Advanced Study in the Humanities and Social Sciences provides temporary fellowships for talented scholars – renowned and up-and-coming researchers alike.

Lorentz Center is a national center for international workshops in all scientific disciplines.

The Institute of Making - The Institute of Making is a multidisciplinary research club for those interested in the made world: from makers of molecules to makers of buildings, synthetic skin to spacecraft, soup to diamonds, socks to cities.

1 Please see Annex B for a full list of collaboration partners.
AGENDA
2024 – 2027

In the second phase of the alliance, our efforts will focus on working towards achieving our objectives and continuing along the path towards the vision of ‘CUCo in 2030’. The milestones and deliverables along the timeline associated with these are offered in the chart on the following pages.
**FUNDING SCHEMES**

We design, innovate and implement funding schemes that value and support fairness, transparency, personal growth and inclusivity as primary characteristics to support early- and mid-career researchers to pursue new inter- and transdisciplinary research and education endeavors.

**Objective**

- **A. Spark Meetings**
  - 1 call for proposals Spark grants p/y

- **B. UCo Meetings**
  - Completed Spark training programme (2x p/y)

- **C. Spark teams**
  - Up to 10 innovative Spark teams funded p/y, consisting of early and mid-career academics that find joy and energy in working together

- **D. Ideas**
  - New ideas for research projects submitted to CUCo or other funding schemes after the Spark phase

- **E. UCo Call**
  - 1 Call for proposals UCo grants p/y

- **F. UCo Teams**
  - 7 - 10 Unusual Collaborations teams funded p/y, addressing new research themes around pressing challenges

- **G. Platforms**
  - New platforms, centres of excellence or follow-up funding around new research themes resulting from UCo projects

### Agenda 2024 - 2027

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### AGENDA 2024 – 2027

**Objective**

**FUNDING SCHEMES**

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Support for funded Spark and Uco teams</th>
<th>Communication around funded teams, their progress and results</th>
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<tbody>
<tr>
<td></td>
<td><strong>A. Spark kick off</strong></td>
<td><strong>B. UCo kick off</strong></td>
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<tr>
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<td>Kick-off, midterm, endterm meetings with Spark teams</td>
<td>Kick-off, midterm, endterm meetings with UCo teams</td>
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Centre for Unusual Collaborations
## LEARNINGS AND KNOWLEDGE

We collect, evaluate, and provide learnings and knowledge on processes of inter- and transdisciplinary collaboration to advance the body of knowledge and the accessibility of that knowledge to current and future research teams.

### Milestone

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>A. Marie Curie Grants</th>
<th>B. Pool of PhDs</th>
<th>C. Data from PhDs</th>
<th>D. Publications</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Application to Marie Curie grants for 15 PhDs co-created with EWUU initiatives</td>
<td>Pool of 3 - 5 PhDs, co-supervised from CUCo, doing action research on CUCo's approach to funding and support</td>
<td>Data from PhDs available for CUCo method (see below)</td>
<td>5 Peer-reviewed publications on CUCo's work</td>
</tr>
</tbody>
</table>

### A methodology to capture and document lessons from ongoing Spark and UCo teams is co-created with those teams

- **A. Scoping study**
  - A group of student assistants conducts a scoping study on available literature and data

- **B. Tool set**
  - A set of tools and approaches is chosen, designed and tested as pilot

- **C. Tested methodology**
  - A tested methodology to capture lessons and insights from ongoing research is implemented and mainstreamed in CUCo funding

### AGENDA 2024 - 2027

#### Objective

**LEARNINGS AND KNOWLEDGE**

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**LEARNINGS AND KNOWLEDGE**

We collect, evaluate, and provide learnings and knowledge on processes of inter- and transdisciplinary collaboration to advance the body of knowledge and the accessibility of that knowledge to current and future research teams.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>A. Documented lessons</th>
<th>B. Published lessons</th>
<th>C. Lessons online</th>
<th>D. CUCo method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons learned from Spark and UCo teams (see milestone above) are documented</td>
<td>Lessons learned through studies co-conducted with CUCo community members (and possibly CUCo PhDs) are published in peer-reviewed journals</td>
<td>Documented lessons made available online (in toolkit, blogs, videos, podcasts, etc)</td>
<td>A CUCo method is defined and published in a book and online</td>
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**Objective**

**INTER- AND TRANS-DISCIPLINARY RESEARCH**

We support and stimulate inter- and transdisciplinary research by early and mid-career academics by:

**Milestone**

Training in competences for interdisciplinary competences available as a ‘product’ within and beyond the alliance

**Deliverables**

<table>
<thead>
<tr>
<th>A. Training package</th>
<th>B. Pool of trainers</th>
<th>C. Trainings online</th>
<th>D. Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training available as a package for different target groups</td>
<td>A pool of trainers is trained and available against market-conform fees</td>
<td>The training offer available online</td>
<td>Income for CUCo generated through the offer of training</td>
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<th>Year</th>
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**Sub-objective A**

STRENGTHENING COMPETENCE DEVELOPMENT THROUGH TRAINING AND EDUCATION

Curriculum of training and education programmes to strengthen competences and leadership for unusual inter- and transdisciplinary research

<table>
<thead>
<tr>
<th>A. Master's programme</th>
<th>B. Leadership</th>
<th>C. Training programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unusual Master's programme developed with Education and Circular Society</td>
<td>Training programme on leadership based on Inner Development Goals developed</td>
<td>New training programmes, to be defined</td>
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</tbody>
</table>

Centre for Unusual Collaborations
**Sub-objective B**

**COACHING AND FACILITATING COLLABORATIVE PROCESSES**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td></td>
<td><strong>A. Pool of process coaches</strong></td>
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<tr>
<td></td>
<td>A pool of process coaches and facilitators available for CUCo-supported teams</td>
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</tbody>
</table>

**Sub-objective C**

**INTEGRATION OF TOOLS, METHODS AND APPROACHES**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td></td>
<td><strong>A. Revised training</strong></td>
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<tr>
<td></td>
<td>Training programmes continuously updated based on lessons learned (see milestones above)</td>
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</table>

**AGENDA 2024 - 2027**

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<th>Year</th>
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**Sub-objective D**

**ORGANISING EVENTS TO BRING TOGETHER ACADEMICS FROM DIFFERENT FIELDS AND INSTITUTIONS AND STIR DEBATE ABOUT ACADEMIC CULTURE**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverables</th>
<th>Events to break taboos in academic culture</th>
<th>Knowledge sharing and networking events</th>
<th>A. Event themes</th>
<th>B. Event</th>
<th>C. Event themes</th>
<th>D. Income</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>A. Event themes</td>
<td>B. Event</td>
<td>Themes for annual CUCo event co-selected with CUCo community</td>
<td>Annual event</td>
<td>Themes for annual CUCo event co-selected with CUCo community</td>
<td>Income for CUCo generated through the offer of training</td>
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**Sub-objective E**

**PROVIDING TOOLS, METHODS AND APPROACHES THAT HELP ORGANISE AND FACILITATE THE PROCESS OF COLLABORATION**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverables</th>
<th>A. Sabbatical programme</th>
<th>B. Writing retreats</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Sabbatical programme Q1 each year</td>
<td>Writing retreats organised by demand of CUCo community</td>
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ACADEMIC POLICY AND PROCESSES

We influence directly or indirectly the formulation and implementation of academic policy and decision-making processes with the aim to transform institutional structures to support early- and mid-career academics in inter- and transdisciplinary research and education.

CUCo-inspired hubs are adopted across academic knowledge institutes in The Netherlands

Revised Recognition and Reward schemes in Dutch academic institutes that reflect the specifics for inter- and transdisciplinary research

Deliverables

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>A. YAs meetings</th>
<th>B. Memorandum</th>
<th>C. CUCo hubs</th>
<th>D. Joint lobby and advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings with YAs across The Netherlands</td>
<td>Memorandum of Understanding with YAs</td>
<td>Launch of CUCo-inspired hubs in other institutes</td>
<td>Joint strategy for lobby and advocacy to shift the academic culture and its system</td>
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</tr>
</tbody>
</table>

Milestone

| 2024 | Q1 - 2 | Q3 - 4 | | | |
| 2025 | Q1 - 2 | Q3 - 4 | | | |
| 2026 | Q1 - 2 | Q3 - 4 | | | |
| 2027 | Q1 - 2 | Q3 - 4 | | | |

Objective

AGENDA 2024 - 2027

A. Assessment criteria
B. Meetings R&R teams
C. Peer-reviewed paper

Proposal for assessment with/without criteria, developed in collaboration with YAs across The Netherlands as well as De Jonge Akademie
Meetings with R&R teams in Dutch institutes to advise on implementation
Peer-reviewed paper on CUCo alternative for R&R model
TRANSFORMING INSTITUTIONAL STRUCTURES

We influence directly or indirectly the formulation and implementation of academic policy and decision-making processes with the aim to transform institutional structures to support early- and mid-career academics in inter- and transdisciplinary research and education.
Objective

(INTER)NATIONAL NETWORK

We collaborate with other initiatives within and beyond the alliance as part of an (inter)national network of like minded allies that aim to achieve increased collaboration in research and education.

Milestone

Deliverables

<table>
<thead>
<tr>
<th>Year</th>
<th>A. Meeting other initiatives</th>
<th>B. CUCo contributions</th>
<th>C. Joint publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024</td>
<td>Q1 - 2</td>
<td></td>
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<tr>
<td></td>
<td>Q3 - 4</td>
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<td>2025</td>
<td>Q1 - 2</td>
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<td>Q3 - 4</td>
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<td>2026</td>
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<td>Q3 - 4</td>
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</tbody>
</table>

An (inter)national network of likeminded initiatives supporting early and mid-career academics to work in inter-and transdisciplinary research.

AGENDA 2024 – 2027
CUCo IN THE NEAR FUTURE

A centre of expertise and training on the process of unusual collaborations

A space to find support for unusual inter- and transdisciplinary research

A hub for training and education on competences for collaborations across boundaries

A lab to understand and learn about the process of collaboration

A source of shifts in academic culture and its system
GOVERNANCE

CUCo

SUPERVISORY BOARD
The role of the Supervisory Board is:
• to approve the agenda
• to monitor progress on the roadmap
• to ensure commitment from the relevant faculties/science groups/divisions at TUe, WUR, UU and UMCU

The Supervisory Board is composed of General Assembly members and meets at least twice a year.

CUCo BOARD
The Board of Trustees (henceforth the Board) is the body in charge of the governance of the Centre and related activities. The Board is accountable for:

• Informing the Supervisory Board adequately, clearly and in a timely fashion of progress made and barriers that are encountered
• Representing the Centre
• Leading in the strategic positioning of the Centre
• Mobilising early- and mid-career researchers in their respective institutions
• Advising on management towards achieving the aim of the Centre
• Diligently controlling the finances

The Board is composed of one member of each of the four Young Academies (YA) of the alliance institutions and meets at least ten times per year.
SPARK teams
UCo teams
CUCo Board
Support / training
Coaching / guidance
Early and midcareer researchers
TU/e, UU, WUR, UMC Utrecht
+ Young Academies
TU/e, UU, WUR, UMC Utrecht
CUCo Community
Supervisory board
alliance TU/e, WUR, UU, UMC Utrecht
Support
Collaboration
CU CO
CuCo Board
CU Co team
SPARK teams UCo teams
Support / training
AI for Health
Living Technologies
Preventive Health
Circular Society
Education
MANAGEMENT AND SUPPORT TEAM

The management of the Centre of Unusual Collaborations consists of a Director (0.8 fte) and a compact, dedicated support team of the Knowledge & Learning Advisor (0.6 fte), a tentacular junior policy officer (0.8 fte) and an event manager (0.2 fte). Through the alliance, CUCo is supported by a financial controller for 0.4 fte.

- The Director supervises the daily management and administration, exercising the powers delegated to them by the Board.
- The Knowledge & Learning Officer coordinates procedures to systematize and operationalize learning about the process of collaboration/collaborative dynamics.
- The Junior Policy Officer supports the daily management and administration as executed by the CUCo team.
- The Event Manager coordinates logistical affairs in relation to the management of online and in-person events.

For specialised activities, like coaching, advice, creative and art-based approaches, speakers, etc. external expertise will be hired. Budget is reserved for this. All communication within the alliance is done according to the central communication strategy and the established branding strategy, in consultation with the alliance communication adviser. All communication staff within the alliance are part of and participate in the alliance communication network.
Please find the proposed CUCo budget for 2024 - 2027 in Annex C; it does not deviate substantially from the budget of the first phase of the alliance. This is because we do not want to make substantial changes after having only relatively recently started our activities. We want to be reliable to our community. Naturally we will experiment and explore within our given actionlines.

**PLEASE NOTE: LIMITATION OF THE CURRENT SUBMITTED BUDGET**

A major limitation that we run into is that we cannot support the Unusual Collaborations teams for the longer term, due to the limitations to our budget. This is because we want to be able to continue supporting newly formed teams as well. We do know, however, that inter- and transdisciplinary collaboration takes substantial time to build trust. If our budget was more substantial, for example double the amount, we would be able to split the budget and support the ongoing teams throughout a longer period with half of the funds and stimulate the formation of new teams with the other half. This would demonstrate that we take the process of collaboration also seriously in terms of its need for space and time.

We were tasked with providing the budget only within the amount of the previous term, this is why the budget is offered as it is. But our ideal scenario would offer double the amount, in order to really be able to showcase that unusual collaborations contribute to addressing pressing challenges. Lastly, we would much appreciate it if the funding cycles were extended beyond the year, so that we can fund for longer periods.
ACCOUNTABILITY

CUCo is accountable to its community, whose interests and needs are guiding its agenda and activities. The CUCo community, in turn, is accountable to society, by which it is funded and the problems of which it puts central to its research efforts to increase understanding and potentially help to address them.

CUCo’s Board and management team meet each month and report to their Supervisory Board on progress and finances at least twice a year as well as to the Board of the alliance at the end of each (calendar) year.

CUCo’s PLEDGE³

We put the interests of the CUCo community and of society ahead of our individual interests;
We will be there for the talented and enthusiastic researchers who are willing to put their research in a global context but don’t know how;
We consider CUCo a ‘way of life’: the attitude of all CUCo fellows is inherently inter- and transdisciplinary;
We adhere to the ambition of CUCo to change academia from an isolated prison to an inclusive playground;
We agree to share all we have: resources, knowledge, our minds and hearts.

³ Freely inspired by the pledge made by Sanli Faez (UU) in one of the CUCo Manifesto sessions
Please note the following guidance on reading the Theory of Change, to be found on the next page:

- The scheme is a circular diagram, starting at the problem statement in the upper left corner.
- The Theory of Change is not a static story, rather it is a framework that sets out the imagined pathway to change. It will be revised regularly, based on assumptions that are tested and that call for an adjusted strategy.
- The boxes labeled 'Assumptions' represent assumptions that guide the intervention logic of the Theory of Change. Making assumptions explicit is a key contributing factor of the Theory of Change, as it allows for those assumptions to be tested along the way. If they are found invalid this will require a revisiting of the steps that are described in the Theory of Change.

‘Knowledge-related causes’ refers to matters that form a knowledge gap to which the efforts described in the Impact Pathway (right side) are a response.

‘Output’ here refers to ‘insights in’, not to output as commonly used in academia (publications, etc). Those insights are key to achieving the outcomes.

‘Outcome’ lists ‘who does what differently’ in CUCo’s context: which actors show which behavior in order for the impact to be possible. Impact describes the vision of success, that in itself may lead to new problems.
Pressing challenges are not adequately addressed by academia and education due to a lack of (competences for) collaborations across boundaries.

- Academic careers are based on research performances that assert specialised work and competitive behavior, rather than collaboration.
- Qualified researchers and teachers that wish to collaborate leave academia for lack of support.
- Academic training and education does not support the process of collaboration.

There is a lack of:
- Alternatives for an institutional context that stimulates inter- and transdisciplinary research and education.
- Training programmes on competences that nurture fruitful collaboration.
- The criteria for and skills to assess collaborative qualities.

Assumptions
- It is desirable that Dutch academia is of the highest quality.
- It is desirable that Dutch science contributes to addressing pressing challenges.

Knowledge-Related Causes
- Inter- and transdisciplinary research is needed for addressing pressing challenges.
- Assessments have a defining role in academic careers.
- Competition hinders working in teams.
- Early and mid-career academics wish to work in unusual collaborations.

CUCO’s Aim and Activities

Dutch academia is of high quality and contributes substantially to pressing challenges, due to emphasis and stimulation of ID and TD* collaborations. Academics find space to choose from a broad set of options for advancing their career, including unexpected inter- and transdisciplinary research. Academia is centred around exploration through creativity, care and humane collaborations.

Assumptions
- There is substantial mass to legitimise the additional costs for support.
- It is possible to shift academic culture through a bottom-up approach combined with lobby at governance levels.
- There is sufficient understanding of ID and TD research processes to support effectively.

Outcomes
- Universities and funders offer training and support to young academics (on competences) for ID and TD collaboration.
- Research funders allow time and budget for exploration and team formation, prior to leading to output.
- Institutional structures (including R&R schemes) that value ID and TD research are adopted by managers across universities.

Assumptions
- Managers in universities are interested in adopting changes that contribute to opening space for young academics to work in ID and TD* research.
- Funders and universities are willing to support research processes that are emergent and of which the output is not defined a priori.

Insights in:
- The best setup of funding schemes and support so as to stimulate successful collaborations in research and education.
- Training programmes that strengthen competences for ID and TD research and education.
- Requirements for institutional structures that open up space for early and mid-career academics to choose ID and TD* research and education.

Assumptions
- There is substantial mass to legitimise the additional costs for support.
- It is possible to shift academic culture through a bottom-up approach combined with lobby at governance levels.
- There is sufficient understanding of ID and TD research processes to support effectively.

Output
- There is substantial mass to legitimise the additional costs for support.
- It is possible to shift academic culture through a bottom-up approach combined with lobby at governance levels.
- There is sufficient understanding of ID and TD research processes to support effectively.

Assumptions
- It is desirable that Dutch academia is of the highest quality.
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Problem Analysis

Impact Pathway