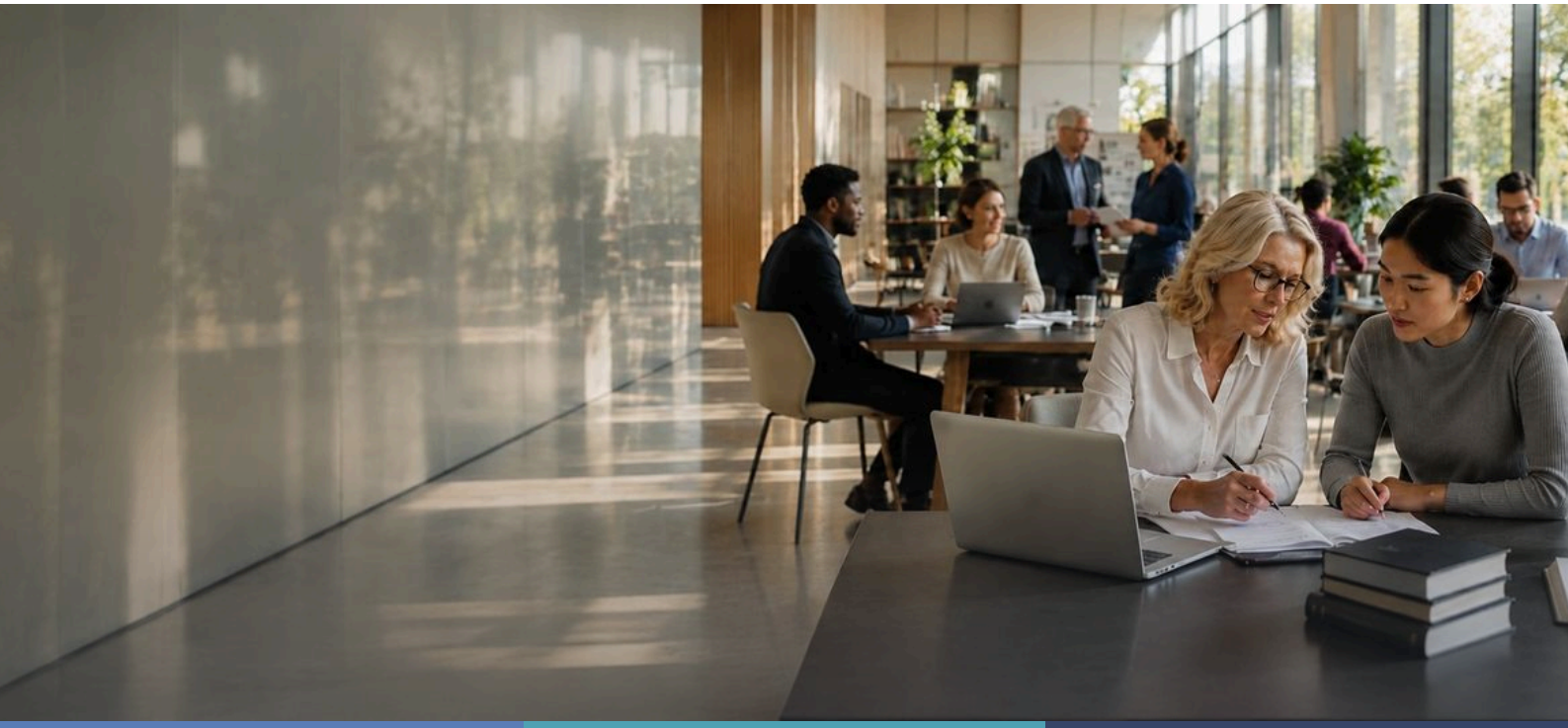
TRESS ACADEMIC

Institutional Partnership Programme 2027

Developing excellent researchers.



PUBLISH HIGH-QUALITY RESEARCH

Research Writing & Publishing

SUPPORT DOCTORAL SUCCESS

Doctoral Education & Supervision

STRENGTHEN RESEARCH CULTURE

Research Leadership & Culture

Since **2007** · **9,300+** researchers · **80+** institutions · **725+** courses

"Since 2007, we've worked alongside universities, research institutes and graduate schools to help researchers do their best work — from a first journal paper to leading a research group."

Bärbel Tress, PhD &
Gunther Tress, PhD
Co-founders, TRESS ACADEMIC



This programme sets out how we can work with your institution to develop excellent researchers.

Three areas of institutional need. One partnership approach built on nearly 20 years of experience: understanding your priorities, identifying what your researchers need and finding the right support together.

Research Writing & Publishing
pages 6–9

Doctoral Education & Supervision
pages 10–13

Research Leadership & Culture
pages 14–17

Why This Matters Now

Across universities and research institutes, expectations are growing while resources remain limited. Institutions need researchers who publish strong work, doctoral candidates who make steady progress, and research leaders who build productive teams. Supporting these outcomes requires more than offering individual training courses.



Publication quality matters more than ever, and AI has changed the question

Researchers face continuing pressure to publish. But AI-generated text raises new questions about quality, originality and responsibility. Institutions need researchers who can develop clear scientific contributions, write convincing papers and exercise sound judgement throughout the publishing process.



Doctorates often take longer than their funding lasts

Doctoral progress can suffer when candidates work in isolation, expectations remain unclear and supervisors lack the time or preparation to provide effective guidance. Problems may go unnoticed until months of progress have been lost. Graduate schools need ways to support both candidates and supervisors, helping them establish clearer expectations and maintain steady progress towards completion.



Excellent researchers are not automatically effective leaders

Researchers often become group leaders because of their scientific achievements, with little preparation for leading and managing people. Suddenly they are responsible for hiring, feedback, conflicts and the development of other researchers, while still expected to publish, teach and secure funding for themselves. Without sufficient leadership skills, unspoken expectations and unresolved tensions can undermine collaboration and place additional pressure on the entire team.



The result: strain on culture and retention

These pressures do not remain isolated. Overloaded supervisors, struggling doctoral candidates and poorly supported group leaders can create working environments in which motivation declines, collaboration suffers and talented researchers decide to leave. Institutions lose not only strong people but also valuable experience, expertise and continuity.

How We Help

We organise our work for institutions in three areas. Each area brings together a flagship programme, workshops and coaching, and each can be booked on its own or combined.

PUBLISH HIGH-QUALITY RESEARCH

Research Writing & Publishing

PAGES 6–9

THE PROBLEM

Valuable research findings remain unpublished, manuscripts stall, and papers often lack a clear contribution.

HOW WE HELP

A clear writing system that takes researchers from paper idea to a submission-ready manuscript: better papers, with less friction.

SUPPORT DOCTORAL SUCCESS

Doctoral Education & Supervision

PAGES 10–13

THE PROBLEM

Doctorates take longer than planned, and the quality of supervision depends on who you happen to get.

HOW WE HELP

We work with both sides: structure and momentum for candidates, practical skills for their supervisors.

STRENGTHEN RESEARCH CULTURE

Research Leadership & Culture

PAGES 14–17

THE PROBLEM

Group leaders are promoted for their science and left to work out leadership on their own.

HOW WE HELP

Practical workshops and confidential coaching for leaders and whole teams, built around the situations they actually face.

Not sure where your need fits? Tell us what you're trying to achieve, and we'll suggest where to start: info@tressacademic.com



Research Writing & Publishing

Developing confident, productive and responsible academic authors.

THE CHALLENGE

Universities and research institutes invest heavily in generating new knowledge. But turning research findings into strong publications is not always straightforward. Researchers struggle to develop clear contributions, manuscripts remain unfinished, and valuable results take too long to reach publication. At the same time, AI is changing how papers are written, raising new questions about quality, judgement and responsibility.

- **Research findings that remain unpublished** — valuable results are generated, but manuscripts are delayed or never completed. Research that could contribute to the field remains largely invisible.
- **Papers without a clear contribution** — researchers struggle to identify and communicate what is new, important and relevant about their findings, weakening their manuscripts and their chances of successful publication.
- **An inefficient writing and publishing process** — researchers spend too much time drafting, revising and responding to reviews, often without a reliable process for moving a paper towards submission.
- **New challenges for responsible authorship** — AI can support the writing process, but researchers must still make the scientific decisions, evaluate the quality of the text and take responsibility for what they publish.

OUR APPROACH

We don't teach academic writing as rules to memorise. With us, researchers work on their own manuscripts — not textbook exercises — so progress is real and usable immediately. And we teach the system behind strong writing, not tips for one paper, so it keeps working for every submission after. The goal: confident, independent authors who write papers that matter.

WHO IT'S FOR — THREE ENTRY POINTS

Researchers need different kinds of support depending on their experience and current challenges. Our programmes offer three entry points:

ENTRY POINT 1
Foundation

Start well, and write with judgement

For researchers beginning a paper or thesis, and departments that want a shared, responsible approach to AI.

- **Start Your Thesis or Paper**
  WORKSHOP
- **Responsible Use of AI for Academic Authors**
  WORKSHOP

ENTRY POINT 2
Core

From paper idea to submission-ready manuscript

For researchers developing a paper — first-time and experienced authors alike.

- **Paper Writing Academy (PWA)**
  8-WEEK ONLINE PROGRAMME
- **Paper Clinic**
  1:1 EXPERT SESSION

ENTRY POINT 3
Advanced

Strategy, contribution and impact

For researchers and groups who already have a working process and want to sharpen their publication strategy.

- **Publishing Strategy Sprint**
  WORKSHOP
- **How to Review a Paper**
  SELF-PACED COURSE
- **Publish Papers That Matter in the Age of AI**
  WORKSHOP

FLAGSHIP PROGRAMME · ENTRY POINT 2

PAPER WRITING ACADEMY (PWA)

8-week online programme · for PhD candidates, early-career researchers, postdocs and established researchers

Participants start with a paper idea and progress week by week with the aim of finishing with a manuscript ready for submission. Over eight weeks they work through the whole writing process — live sessions, expert feedback and flexible group work — applying every step directly to their own paper. Equally useful for a first paper and for a senior author who wants a faster, more reliable process.

- **By the end:** a submission-ready manuscript, a writing system for the next paper, and more confidence in peer review
- 5 live sessions with Q&A and expert feedback, plus video lessons on a flexible schedule
- Runs three times a year — bookable as individual places or as a cohort bundle

> *Over eight weeks, it helped me turn a complex research idea into a clear and strategic writing process… I now approach academic writing with greater clarity, confidence, and consistency." — Denis Momanyi, Humboldt University Berlin, Germany*

WHAT PARTICIPANTS SAY

> *I attended courses with Gunther and Bärbel during my PhD, which helped me cope with the challenges of academic writing and publishing."*
>
> **Prof. Dr. Martin Manhembué, Digital Business University (DBU), Berlin, Germany**

> *The paper I was working on during PWA was accepted for publication in the journal Frontiers in Marine Science within 10 weeks of submission. […] It was surely due to PWA that I had prepared a good manuscript that got accepted easily."*
>
> **Nabir Mamnun, doctoral researcher at the Alfred Wegener Institute (AWI), Germany, at the time — now postdoctoral researcher at Imperial College London, UK**

EXAMPLE PACKAGES

Three typical combinations, each adapted to your researchers.

Why packages? See page 19.

1

For graduate schools & doctoral cohorts

Early-Career Writing Development

Turn a cohort's paper ideas into submission-ready manuscripts, with support that continues past a single workshop.

BUILT FROM

- **Start Your Thesis or Paper** WORKSHOP
- **PWA places** 8-WEEK ONLINE PROGRAMME
- **Paper Clinic** 1:1 EXPERT SESSION

2

For departments & institutes

Responsible AI in Academic Writing

Establish a shared, responsible approach to AI in writing — with authorship and judgement staying with the researcher.

BUILT FROM

- **Responsible Use of AI for Academic Authors** WORKSHOP
- **PWA places** 8-WEEK ONLINE PROGRAMME

3

For research groups & PIs

Advanced Publishing & Strategy

Strengthen your group's publication strategy, develop clearer scientific contributions and improve collaboration throughout the publishing process.

BUILT FROM

- **Publishing Strategy Sprint** WORKSHOP
- **Publish Papers That Matter in the Age of AI** WORKSHOP
- **How to Review a Paper** SELF-PACED COURSE
- **PWA places** 8-WEEK ONLINE PROGRAMME

LET'S TALK ABOUT YOUR RESEARCHERS

Tell us where papers get stuck at your institution — at the idea, the draft or the review — and we'll suggest where to start.

info@tressacademic.com · **tressacademic.com**



Doctoral Education & Supervision

Doctorates that finish — in good time, and in good shape.

THE CHALLENGE

Graduate schools want doctoral candidates to complete their research successfully, develop as independent researchers and finish within a realistic timeframe. Yet progress often depends too heavily on individual working habits, supervisory relationships and the support available within a research group. Problems can remain unnoticed until valuable time has already been lost.

- **Doctorates that take longer than planned** — candidates lose months between milestones, struggle to maintain momentum or discover too late that their project is falling behind schedule.
- **Unclear expectations and responsibilities** — candidates and supervisors often have different assumptions about progress, feedback, independence and deadlines. When these remain unspoken, frustration builds and working relationships can suffer.
- **Inconsistent supervision quality** — many academics become supervisors without formal preparation, leaving candidates with very different levels of guidance and support.
- **Isolation and loss of motivation** — doctoral research is often solitary work. Without structure, regular feedback and contact with peers, motivation and confidence can quietly erode, making it increasingly difficult to maintain progress.

OUR APPROACH

We work with both sides of the doctorate. Candidates get a clear plan, realistic milestones and a weekly writing routine — so progress becomes visible early, not at the annual review. Supervisors get practical tools for agreeing expectations, running productive meetings, giving feedback, and noticing in time when a candidate is stuck. All of it draws on our own experience as researchers and supervisors.

WHO IT'S FOR — BOTH SIDES OF THE DOCTORATE

FOR DOCTORAL CANDIDATES

Structure, skills and momentum — from the first year to the defence.

PhD Success Lab (PSL)
12-WEEK ONLINE PROGRAMME

PhD Coaching
1:1 COACHING

FOR SUPERVISORS

Practical skills for the supervisory relationship — and space to reflect on them.

How to Improve PhD Supervision
COURSE

Reflective Supervisory Practice
COURSE

Supervision Coaching
1:1 COACHING

WHAT CHANGES WHEN BOTH SIDES TAKE PART

Candidates
steady progress and a realistic plan to completion

»

Supervisors
shared expectations and practical tools

»

Your graduate school
a common standard of supervision across groups

FOR DOCTORAL CANDIDATES · FLAGSHIP PROGRAMME

PHD SUCCESS LAB (PSL)

12-week online programme · for candidates at any stage, from beginner to close to completion

A structured mentoring programme that helps candidates get unstuck and make steady, weekly progress: a clear plan for the project, a realistic writing routine, and live support on the way to a full draft.

- Weekly video lessons, worksheets and a discussion group, plus 5 live mentoring Q&A sessions
- Flexible pace, lifelong access — over 1,000 candidates supported since 2020

> *Every single module of PSL was incredibly helpful… Now I feel confident I'll finish my dissertation successfully — and on time." — Beatriz, PhD Candidate, Cell Biology, University of Basel, Switzerland*

FOR SUPERVISORS · SIGNATURE COURSE

HOW TO IMPROVE PHD SUPERVISION

Course · for academic staff who supervise PhD candidates, as main or secondary supervisor

A practical course on the supervisory relationship — clear agreements, productive meetings and progress monitoring — taught live online, with colleagues from other institutions.

- Live video-conferencing with group discussion and short exercises; also available as an exclusive session for one faculty

WHAT OUR PARTNERS SAY

> *Recently, we wanted to try something new and asked Bärbel to run a course called 'Improving PhD supervision' for the supervisors at our institute. […] Our professors were really enthusiastic about it — in the end, all professors were adamant that the course should be made mandatory for all supervisors!"*
>
> **Dr. B. Elija Bleher, Head of IFU Graduate Office, Institute of Meteorology and Climate Research (KIT/IMK-IFU), Garmisch-Partenkirchen, Germany**

EXAMPLE PACKAGES

Candidates, supervisors, or both — three typical combinations.

Why packages? See page 19.

1

For graduate schools & doctoral cohorts

Doctoral Candidate Development

Structure and momentum for a whole cohort from the start — progress no longer depends on each candidate alone.

BUILT FROM

PSL places 12-WEEK ONLINE PROGRAMME

PhD Coaching 1:1 COACHING

2

For faculties & graduate schools

Supervisor Development

Supervision as a shared, practised skill with a common language across the faculty.

BUILT FROM

How to Improve PhD Supervision COURSE

Reflective Supervisory Practice COURSE

Supervision Coaching 1:1 COACHING

3

For whole doctoral programmes

Graduate School Development

Support candidates and supervisors together, building shared expectations, stronger supervision and more consistent doctoral progress.

BUILT FROM

PSL places for a cohort 12-WEEK ONLINE PROGRAMME

How to Improve PhD Supervision COURSE

Coaching for candidates & supervisors 1:1 COACHING

Expert Talks TALK

LET'S TALK ABOUT YOUR DOCTORAL RESEARCHERS

One cohort, your supervisors, or both: tell us about your programme, and we'll suggest a first step that fits its size and timing.

info@tressacademic.com · **tressacademic.com**



Research Leadership & Culture

Supporting the people who set the conditions everyone else works in.

THE CHALLENGE

Research institutions depend on leaders who can do more than excellent science. They must guide researchers, manage teams, handle difficult conversations and create an environment in which people can do their best work. Yet many academics take on leadership responsibilities with little formal preparation. The consequences affect not only individual teams but also the institution's research culture and performance.

- **Leadership without preparation** — researchers become group leaders because of their scientific achievements, often with little experience or practical skills needed to lead people.
- **Unresolved tensions within research groups** — different expectations, working styles and career stages can create friction. Without effective communication and direction, small problems can develop into persistent conflicts.
- **Uneven responsibilities and dependence on individuals** — when too much work or responsibility rests on a few team members, collaboration suffers and the group becomes vulnerable when those researchers leave.
- **Difficulties retaining good researchers** — poor communication, unresolved conflicts and unsupportive leadership can undermine motivation and contribute to researchers leaving their groups or institutions.

OUR APPROACH

We don't teach leadership as a theory. We work from the situations group leaders are already in — the hiring decision, the stalled project, the conversation they've been putting off — and give them something they can use on Monday. Everything people bring stays confidential. The aim is to create mutual respect, integrity and good scientific practice, a culture that lasts: shared expectations, honest feedback, and a way of working together that survives the next change of staff.

WHO IT'S FOR — LEADERS, TEAMS, INSTITUTIONS

LEADERS & PIs

Practical leadership skills for the people who lead a team.

- **Foundations of Academic Leadership**
  COURSE
- **Leading a Team**
  WORKSHOP
- **Leadership Coaching**
  1:1 COACHING

WHOLE TEAMS

The same work with the complete team in the room — leader included.

- **Team Building & Communication**
  WORKSHOP

INSTITUTES & ORGANISATIONS

Leadership development that reaches every group, not one workshop at a time.

- **Institution-wide programmes**
  PROGRAMME
- **Leadership advisory**
  ADVISORY
- **Expert Talks**
  TALK

FOR LEADERS & PIs · SIGNATURE WORKSHOP

LEADING A TEAM

Workshop · for team & group leaders, PIs and heads of department

Helps leaders see what already works in their team, spot friction before it escalates, and build communication patterns for calmer, more productive cooperation. Delivered exclusively for one institution — on-site or live online — with the group's own cases in the room.

- Participants leave with a clear picture of their own communication style, a reframe of team friction as opportunity rather than threat, and concrete new patterns to lead with

FOR WHOLE TEAMS · SIGNATURE WORKSHOP

TEAM BUILDING & COMMUNICATION

Workshop · for a complete research team or group, together with its leader

The companion to Leading a Team: here the whole team is in the room, leader included — so agreements about how the team communicates are made by everyone who has to keep them.

WHAT OUR PARTNERS SAY

> *We require not only a perfect curriculum that guarantees training success, but also a willingness and ability to deal with heterogeneous groups, strong individual characters, institutional constraints and the very special atmosphere every research institution has. We experienced all of this with TRESS ACADEMIC on many occasions, and have never been disappointed. […] After ten years of co-operation, we consider the courses offered by TRESS ACADEMIC as one of the cornerstones of the training programme offered by the POLMAR Graduate School. In fact, while we never imposed mandatory courses on our doctoral candidates, more than 750 participants (i.e. more than 80%) have voluntarily taken part in the courses offered by TRESS ACADEMIC."*
>
> **Dr. Claudia Hanfland, Coordinator, POLMAR Research School, Alfred Wegener Institute, Bremerhaven, Germany**

EXAMPLE PACKAGES

From one team to every group leader — three typical combinations.

Why packages? See page 19.

1

For institutes & faculties

Development of Leaders

A foundation for first-time group leaders before habits set, so their first team doesn't absorb the learning curve.

BUILT FROM

- **Foundations of Academic Leadership** COURSE
- **Leading a Team** WORKSHOP
- **Leadership Coaching** 1:1 COACHING
- **Expert Talks** TALK

2

For research groups & departments

Research Team Development

Leader and group in one room, working on how the team communicates.

BUILT FROM

- **Team Building & Communication** WORKSHOP
- **Leading a Team** WORKSHOP
- **Leadership Coaching** 1:1 COACHING

3

For institutes & research organisations

Leadership Culture Programme

Develop leaders through successive cohorts, building shared leadership practices across the institution over time.

BUILT FROM

- **Leading a Team, in successive cohorts** WORKSHOP
- **Team Building & Communication** WORKSHOP
- **Leadership Coaching** 1:1 COACHING
- **Expert Talks & advisory** TALK

LET'S TALK ABOUT YOUR RESEARCH LEADERS

Our conversations are confidential. Tell us what you're seeing in your groups, and we'll suggest a sensible first step.

info@tressacademic.com · tressacademic.com

Making It Fit Your Institution

We offer five flexible ways to support your researchers. Start with a few programme places or a single workshop, then combine formats as your needs evolve. Many of our longest institutional partnerships began exactly that way.

01



Programme places & licences

Individual or cohort access to our online programmes. Start with a few researchers and add places later, without changing format.

02



Exclusive live delivery

Workshops only for your institution — online or in person, with your own cases in the room.

03



Open live-online places

Send individual researchers to our scheduled courses when you don't need a full cohort.

04



Coaching & advisory

Confidential one-to-one support, and guidance on designing your own support structures.

05



Expert talks & keynotes

For conferences, institute days, welcome events and retreats.

+



Combine them

Bring different formats together to support a shared institutional goal.

Single Course or Package?

Every course can be booked individually, and many of our longest partnerships began with a single workshop. We work with you to understand your priorities, advise on suitable support and combine programmes that help your researchers develop.

A single course

Best for a first step, a specific need, or a few researchers.

- One topic, one format
- Quick to organise
- The effect depends on what happens afterwards

A package

Best for a cohort, a faculty or a whole institute.

- Built around your institutional goals
- Training formats that reinforce each other
- Support for everyone involved
- Development that continues beyond one workshop
- One coordinated plan, one contact, one agreement

HOW WE PUT A PACKAGE TOGETHER

1

Contact

Tell us what you're trying to achieve.

2

Discuss

A short call about your situation, priorities and constraints.

3

Recommend

A starting point — often smaller than institutions expect.

4

Propose

A concrete plan with formats, timing and next steps.

Example packages for each area: pages 9, 13 and 17.



Individual & Specialist Support

Alongside our three core areas, we offer selected courses and coaching in academic careers and research communication. These can be booked individually or added to an institutional programme.

Career & job transition

How to Apply for an Academic Staff Position

COURSE

Application materials, interview preparation and how to present a competitive case on the academic job market.

Career Coaching

1:1 COACHING

Individual support with job applications, interviews and negotiating an offer.

Presenting & communication

Presenting Successfully at Virtual Conferences

COURSE

Presenting research online with confidence and clarity.

How to Present at International Scientific Conferences

COURSE

From structure and slides to delivery and questions.

Full course details: tressacademic.com/courses

Trusted by Research Institutions

We've been doing this since 2007 — long enough to have worked through most of the situations your institution is facing now, and to know what actually helps rather than what merely sounds good in a workshop description.

SOME OF THE INSTITUTIONS WE WORK WITH



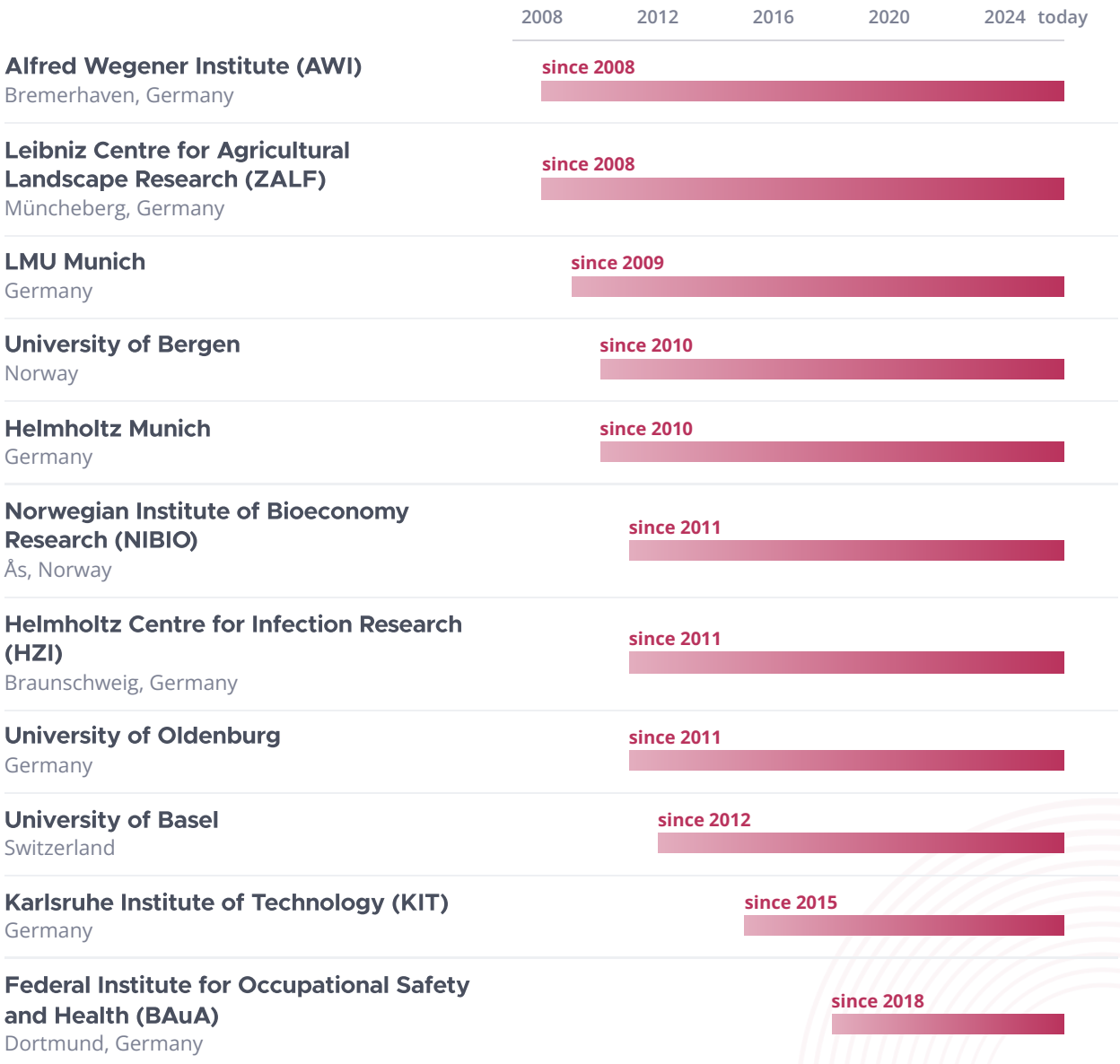
... among more than **80** universities, research institutes and organisations worldwide.

By Researchers, for Researchers

TRESS ACADEMIC was founded by Bärbel Tress, PhD, and Gunther Tress, PhD, both of whom spent years as researchers, postdocs and lecturers before building the training they wish had existed for them. That's still how we work today: the people who teach your researchers have done the job themselves — no generic trainers borrowing academic language.

PARTNERSHIPS THAT LAST

Many institutions have worked with us for a decade or more — some since our first years.





Let’s talk about your institution.

Whether you need a single workshop or a broader development programme, tell us what you want to achieve. We’ll discuss your needs and suggest a practical starting point — directly with us, the two people who will work with your researchers.

1

Email us

Tell us in a few lines what you’re trying to achieve.

info@tressacademic.com

2

Arrange a free call

Discuss your needs and explore suitable options with us — by phone or video, with no obligation.

info@tressacademic.com

We look forward to hearing from you.
Bärbel & Gunther Tress

TRESS ACADEMIC GbR · Münchner Strasse 30 E · 82152 Planegg (Munich) · Germany
+49 89 8955 6395 · info@tressacademic.com · tressacademic.com



TRESS ACADEMIC

Developing excellent researchers.
Since 2007.

info@tressacademic.com
tressacademic.com
LinkedIn