



# Redesigning Equality and Scientific Excellence Together



## Project Information

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RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

## Consortium partners





Redesigning  
Equality and  
Scientific  
Excellence  
Together

**D5.5 Media  
Campaign promoting  
cultural change  
“Faces of campus”**

## Document Information

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## Abbreviations

<b>AUTH</b>	Aristotle University of Thessaloniki (Greece)
<b>EIGE</b>	European Institute for Gender Equality
<b>EU</b>	European Union
<b>ERA</b>	European Research Area
<b>GE</b>	Gender Equality
<b>GEB</b>	Gender Equality Board
<b>GEP</b>	Gender Equality Plan
<b>HEI</b>	Higher Education Institution
<b>HR</b>	Human Resources
<b>RUB</b>	Ruhr University Bochum (Germany)
<b>SE</b>	Scientific Excellence
<b>STEM</b>	Sciences, Technologies, Engineering, Mathematics
<b>UBx</b>	University of Bordeaux (France)
<b>UL</b>	University of Lodz (Poland)
<b>UOULU</b>	University of Oulu (Finland)
<b>U.Porto</b>	University of Porto (Portugal)
<b>WLB</b>	Work-Life Balance
<b>WP</b>	Work Package

## Executive Summary

With WP5, RESET aims to establish a culture of gender equality and diversity in an intersectional perspective. With that lens, RESET reflects age, economic status, origin, disability, sexual orientation as factors that widen the gender gap or contribute to multiple axes of discrimination. Targeting students, researchers, top and middle management, administrative staff, all WP5 actions open spaces for discussion and co-design, thus creating a gender and diversity-friendly environment and, when necessary, debunking backlash.

This report reflects main objectives and strategies of RESET's Media Campaign, FACES OF CAMPUS (D5.5). The campaign is dedicated to fostering cultural change. It aims to show different, sometimes hidden sides of campus life, which not only shape the environment for excellent science, but which also contribute and empower it. Therefore, it aims to 1) portray members of the academic staff, namely female academic staff who work in research support positions in the form of a digital photo exhibition - BEHIND THE SCENES; and 2) to present diversity, work, family and student life in its second phase with the title WORK=LIFE OF CAMPUS.

Through this campaign, we promote RESET's understanding of scientific excellence, that relies on the work of research and science support positions, which are at the intersection of administration and research. These essential tasks, mainly performed by women, often remain invisible.

The media campaign is linked to the Task 5.5, which is dedicated to promoting non-gendered, modern forms of parenthood and T5.6, in which we promote the visibility of work of women in research support positions.

This version 2.0 of the deliverable contains the report on the implementation of the media campaign as Annex 5. This is divided into Part 1 on the exhibition "Behind the Scenes" and Part 2 on the exhibition "WORK=LIFE OF CAMPUS". This is followed by a section on the closing events. The report on "Behind the Scenes" was written in December 2022, the report on "WORK=LIFE OF CAMPUS" in December 2023.

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## 1. Introduction – FACES OF CAMPUS. About the Campaign



*Figure 1: Logo of the Media Campaign*

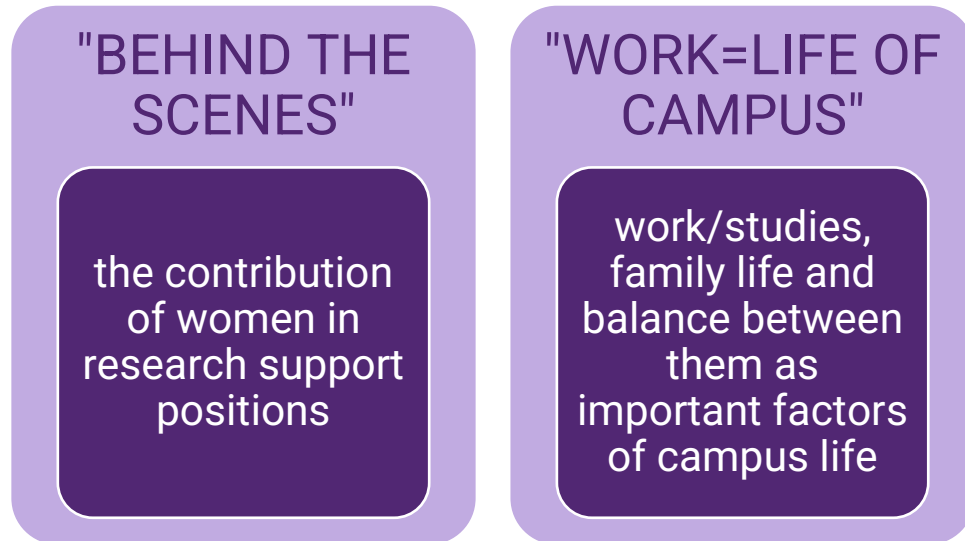
FACES OF CAMPUS is the name of a media campaign that the RESET project implements in 2022 and 2023 in order to contribute to the recognition of the diversity of stakeholders contributing to Scientific Excellence (SE) and to the institutional identity of our universities. In doing so, the campaign is in line with WP5's general objective of influencing the cultural contexts of campuses in RESET universities. To achieve this goal, the campaign will address various relevant aspects of university culture and involve stakeholder and communities at all project universities in several ways. To explain the concept of the campaign and our approach, this report provides information on its design, implementation, and content. It will be updated over the life of the campaign to document and reflect on its implementation. In its first version, it focuses on the general concept and idea of the campaign and makes detailed reference to the photo exhibition "Behind the Scenes", which will be launched at the end of M18 (the first year of the campaign).

Furthermore, the campaign aims to strengthen the networking of the RESET project within the partner universities, and to produce a sustainable impact on campus cultures. To achieve this goal, a variety of participants at the universities will be addressed and involved in the campaign. The campaign thus meets the goal of promoting RESET project's central content and contributing to its visibility. For this purpose, the campaign will be promoted both within the respective RESET universities and outside the RESET network via projects and institutional social media.

In RESET, we conceive universities as gendered organizations (Acker, 1990). Accordingly, we understand that various aspects of working together, attitudes towards work and university culture, as well as ways of conceiving of oneself and others in these structures, are not outside of gendered ideas and understandings, but are permeated and shaped by them (Acker, 1990; Dubois-Shaik & Fusulier, 2017).

The media campaign FACES OF CAMPUS is based on this understanding and, in line with the concerns of WP5, aims to help in shaping cultural change by promoting diversity and equality.

For this purpose, the campaign will be centred around two aspects, namely:



*Figure 2: Focal points of the campaign*

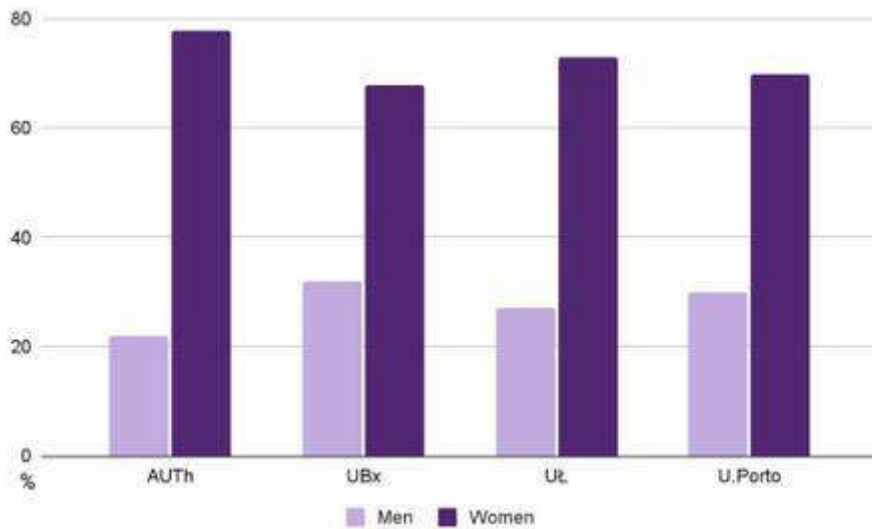
By focusing on these two areas, we select the aspects from the everyday life of stakeholders of RESET universities that make a significant part of the university culture. They are gendered (e.g., feminisation of the science support sector; gender-care gap) and touch on other dimensions of diversity (e.g., class and age). In line with the project's gender- and diversity-oriented approach, these elements are embedded within the concept of scientific excellence - as they influence the working and studying environments, and thus, scientific productivity and innovative results.

*Update of the Deliverable, December 2023:*

This version 2.0 of the deliverable contains the report on the implementation of the media campaign as Annex 5. This is divided into Part 1 on the exhibition "Behind the Scenes" and Part 2 on the exhibition "WORK=LIFE OF CAMPUS". This is followed by a section on the closing events. The report on "Behind the Scenes" was written in December 2022, the report on "WORK=LIFE OF CAMPUS" in December 2023.

**1.1.1 Women in Research Support Positions**

In the European Union, employees in university administrations and in the science support sector are predominantly female (She Figures, 2021). Also, within RESET universities the vast majority of administrative staff are women (figure 5).



**Figure 3: Proportion of women among administrative staff in four GEP implementing universities of RESET. Source: RESET GE Survey Data report (D.1.2), 2021**

The role of administrative, non-scientific employees is not widely researched (Banscherus et al., 2017; Garraio et al., 2022; Gornitzka & Larsen, 2004;). However, it is a very diverse field that includes both administrative and technical activities and extends into the field of knowledge management. It is thus closely linked to the institutional developments in HEIs, that are linked to the approaches of new public management since the late 1990s/early 2000s (Banscherus et al., 2017; Boden, 2016; Whitechurch, 2013). In this context, a strong feminisation of the administrative and science management fields can be observed (Banscherus et al., 2017; Park & Park-Ozee, 2021; Peterson, 2015). At the same time, the sector’s high differentiation represents an attractive field of employment for a variety of personnel (Basalla & Debelius, 2015). In particular, the field of science management has developed over the past decades and has become a diverse area of work (Banscherus et al., 2017; Brandenburg, 2016; Whitechurch, 2013). It provides a transition for scientists who can draw on their experience as researchers and, in many cases, find a more secure professional perspective in this field of work (Basalla & Debelius, 2015; Banscherus et al., 2017; Boden, 2016). Also, the professional activities of secretaries have changed significantly in recent decades in the course of digitalisation and due to increasing internationalisation of organisations (Banscherus et al., 2017).

At the interface between science, innovation and transfer towards society and policy, it represents an independent area in universities and research institutions that can appeal to graduates from a variety of research fields as a field of professional occupation. In order to raise awareness on these different and yet essential areas and promote campus culture that strives for equity, we **portray women who “support” science** within their professional activities in an online photo exhibition, titled “BEHIND THE SCENES” that will be launched in June 2022 (see section 2).

It is important for RESET to take into account the diversity of this group of employees and, in addition to women in management and leadership positions, to also include

women working in secretarial offices and laboratories to the exhibition. Representatives of these groups were invited to participate (interviews and portraits) by the respective RESET teams. The communication around this campaign will be disseminated and widespread via the projects and institutional social media accounts.

### 1.1.2 Work Life Balance

In relation to studying and drawing on experiences of people at our universities, the second part of the campaign focuses on work-life balance and care issues of employees, named: *Work=Life of Campus*. It will be the focus of the campaign in 2023 and will follow a participatory approach. Related to this, *Work=Life of Campus* will be highly interactive (see section 3). In this way, we are pursuing the goal of collecting as many voices, impressions, and experiences on the topics of the campaign as possible, and equally allowing them to flow into the further implementation of the project, namely the creation of the GEPs 2.0.

From a gender perspective, balancing of work and private life - especially in relation to care tasks - has long been the subject of research (e.g., Benschop & Verloo, 2006; Lewis & Humbert, 2010; Matias et al. 2022). On the one hand, it involves the questions of the extent to which parents are impaired in their career development in the field of science, and how it affects women (Hendrix, 2017). At the same time, regarding the conception of science and academic subjects, it can be noted that the problem of parenthood is often attributed to women, making them seen as potential mothers whose situation is also problematized (Bomert & Leinfeller, 2017; Paulitz et al. 2015; Thébault & Taylor, 2017). In this context, mothers in academia are charged with balancing and managing these different roles (Cohen, Miller & Izenkova 2022).

This illustrates the problematization of parenthood in academia. As care work and equality in the distribution of care work is a very multifaceted issue and it does not only imply a question of goodwill of partners or support on the side of employers. It is closely linked to the dynamics of gendered relationships and internalized within gender roles that affect partnerships, care, and self-relations (Lauggas, 2021; Thébault & Taylor, 2017). At the same time, it cannot be solely attributed to the individual academics, but is connected to the systemic structure of academic work. This is where both the issues of work cultures and employer's support become relevant.

The COVID-19 pandemic exacerbated care situations for parents - and especially mothers. It has sharpened and brought into the centre of attention a condition that presented already a double burden on parents among academics and students (Garraio et al., 2022; Minello et al. 2021). Related to this, the balance between work and family, as well as other aspects of life, is an issue that concerns both employees and employers and is systematically intertwined with inequality, especially in the field of science (Górska et al., 2021). If the RESET project is about sustainable influencing and improving the cultures at our universities, then demands and measures of work/study/career balance represent a central reference point of the measures in work packages 5 and 6.

For this reason, we would like to address an often-discussed issue of **WLB and general compatibility of career and family lives**. This topic does not only touch or concerns employees, but also students with care obligations. In this perspective, the Media



Campaign aims to include students who, if they have children or caring responsibilities, also have to reconcile their studies, care tasks and often part-time jobs (see section 3).

Through these different facets of the campaign, our overall aim is to raise awareness towards the complexities at the margins of the concept of Scientific Excellence, in the daily work and handling of the demands of life at our universities.

The notion of **Scientific Excellence** is not limited to the achievements of individuals and their work groups. It also targets the universities as the institutional environments of research and, moreover, the accompanying circumstances and interpersonal relationships, in which they are enmeshed and with which scientists must earn the time for their research daily (Corbera et al., 2020).

The campaign also aims to bring together the respective communities of the RESET universities. This is done on the one hand through the involvement of stakeholders at the universities in the two activities of the campaign. Secondly, by distributing the campaign content at the RESET universities and via the project's social media channels.

## 1.2 Integration into the project

The design and implementation of the campaign was coordinated by RUB, AUTH and UBx, and discussed within the consortium at several meetings (see timetable in Annex 4). The focus of those meetings was on ensuring that the central content of the campaign and its implementation corresponded to the ideas of all project participants and that all consortium partners had an opportunity to actively contribute to the focus of the campaign and its implementation.

### The following central goals were identified:

- contributing to a cultural change of institution towards equality and diversity;
- making visible aspects that are part of the organizational culture, part of academic interaction, but are rarely in the spotlight;
- Appreciating the contribution of university staff that is not directly engaged as researchers.

*Table 1: Goals of Faces of Campus*



### 1.3 Schedule

Schedule	M 1 8	M 1 9	M 2 0	M 2 1	M 2 2	M 2 3	M 2 4	M 2 5	M 2 6	M 2 7	M 2 8	M 2 9	M 3 0	M 3 1	M 3 2	M 3 3	M 3 4	M 3 5
BEHIND THE SCENES																		
WORK=LIFE BALANCE																		
FACES OF CAMPUS CLOSING EVENTS																		

Table 2: Schedule of the campaign

Some elements of the second part of the campaign cannot be anticipated at this stage, as they are highly dependent on the collaboration of the Task Forces on Parenting at RESET universities and on the contributions of participants in the campaign (see section 3).

This document will be updated on a half year basis as the campaign evolves to reflect the experience of each part of the campaign. Any changes in the planning will be updated in this report. A reflection on the process and recommendations for such campaigns will also follow the final event.

## 2. Digital Photo exhibition: Behind the Scenes



Figure 4: Poster and visual identity of the "BEHIND THE SCENES" edition of the campaign

## 2.1 Execution

Influenced by the COVID pandemic and the inevitabilities it brings, we have decided to make the concept of the photo exhibition "Behind the Scenes" more reliable and flexible, so that this photo exhibition will take place digitally. However, through the poster (Fig. 4), the partner universities may also draw attention to the digital exhibition in analogue form, through posters on campus. The shared virtual space will be made visible by advertising it via social media and the media of the respective RESET universities. Through the joint exhibition, all viewers can learn about the fields of work of colleagues at their own and other RESET universities.

### Schedule

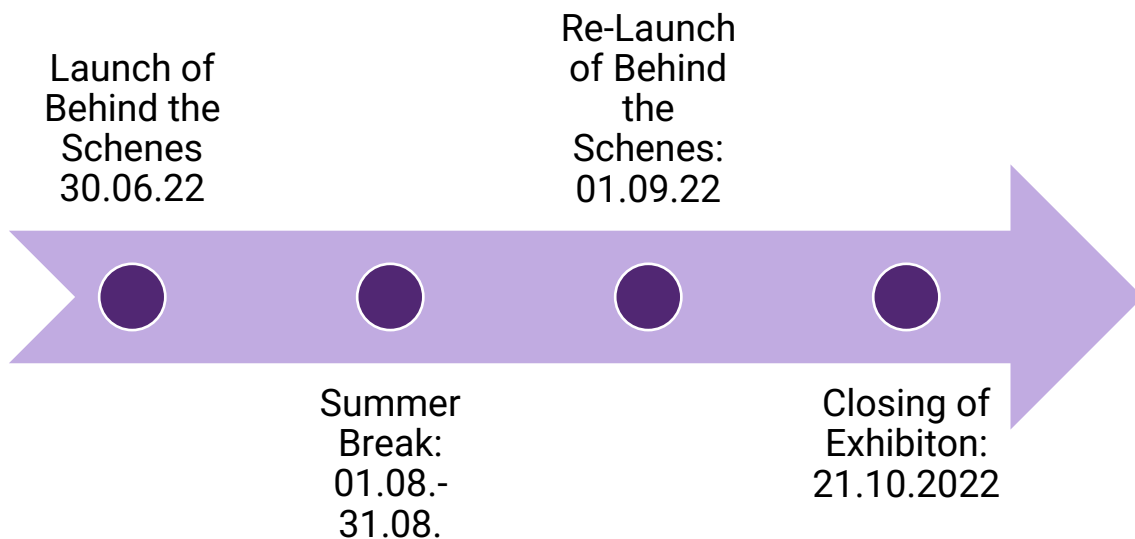


Figure 5: Schedule of BEHIND THE SCENES

### Participants

The respective RESET teams on site recruited participants of the digital photo exhibition. Potential participants received the request to take part in the campaign with the information about the goals and implementation of the exhibition as well as an informed consent form (see Annex 1 and 2). In the process of creating the informed consent form, an Ethics advisor was consulted.

While addressing the participants, a special emphasis was placed on diversity of the occupation fields in which they worked. Hereby, we would like to accentuate the diversity of science-supporting activities across RESET universities.

University	Working area/Field of work of participants
AUTH	Top level positions in administration and relevant services held by women e.g. Technology Transfer Office; support personnel of labs
UBx	Managers in the field of scientific publications; science support and international programs; veterinary services
UL	Science Centre, Promotion Centre, International Hub Director, Librarian
U.PORTO	Research, Technology and Innovation Support Service, Unit of Support to Research and Innovation, Accounting, Research and Projects service
UOULU	Research Support Services - Director; Financial Office - Project finance officer; Science Library - Bibliometric specialist; Communications - web-site planner
RUB	Science manager in a Collaborative Research Centre; Advisor for National Research Funding; Secretary in an excellence cluster

*Table 3: Overview of the fields of work of the participants of BEHIND THE SCENES*

## 2.2 Implementation framework

The digital exhibition BEHIND THE SCENES integrates three to five participants from each RESET university. In each case, a representative of the science support sector is introduced with a portrait, a description of her work and 4 answers presenting her personal connection to the work and field.

### 2.2.1 Photos

Depending on the local situation (availability of relevant photos), partners had to apply one of two following approaches: Either, to prepare (take photos) pictures for the purpose of the campaign, or, if available and corresponds to the requirements, use already existing pictures, and cite, where pictures were used. As the conditions for their creation are very different (services of a photograph, particularities of a campus, COVID19-related unpredictability), it was agreed within the consortium that there should be “openness” in the creation of the images.

At some universities, the parts of campuses are very distant, so the creation of photos involved high logistical hurdles. At other universities, the investment of budget would have been beyond the scope of the project. Furthermore, we knew that it would not be feasible to create a common visual identity through the pictures only, as they were going to be taken under different lighting conditions by different photographers.

Thus, we agreed on some common requirements: a similar cropping, a participant being portrayed standing in front of a location typical for the campus. This should make the work on campus visible. For the viewers from the other RESET partner institutions, the pictures should help to get a virtual insight into the other universities of RESET.

### 2.2.2 Interviews

The consortium agreed on questions for the interviews. They were designed to enable participants to explain their personal attitude to their work and to reflect on their contribution to scientific excellence. In addition, it is important for us to provide participants with an opportunity to choose their own focus. This resulted in the following pool of questions (see Table 4), where participants were able to choose and answer four of the six questions (maximum word amount - 100-150 words each).

Questions	
•	Which aspects of your work/function do you appreciate the most?
•	What do you consider as the most important impacts of your work (e.g., for science, for the scientific community, or for your team)?
•	Do you think appreciation is important at work? And in which form? (e.g., in the team, or for the results of work)
•	What aspects of your workplace do you perceive as supportive in order to be motivated? (e.g., working with colleagues, facilities, work atmosphere)
•	What would your ideal workday look like?
•	How would you define scientific excellence? What is scientific excellence for you?

**Table 4: Interview-Questions**

The selection of questions refers to scientific excellence and provides a higher variability of answers, making the results more diverse. In addition to that, another significant aspect for this campaign is appreciation at work. This reflects on the one hand, our concern to recognise work and contributions of female colleagues through the exhibition and, on the other hand, to promote a culture of appreciation at different campuses.

### 3. *Work=Life of Campus: balancing daily schedules in academia*

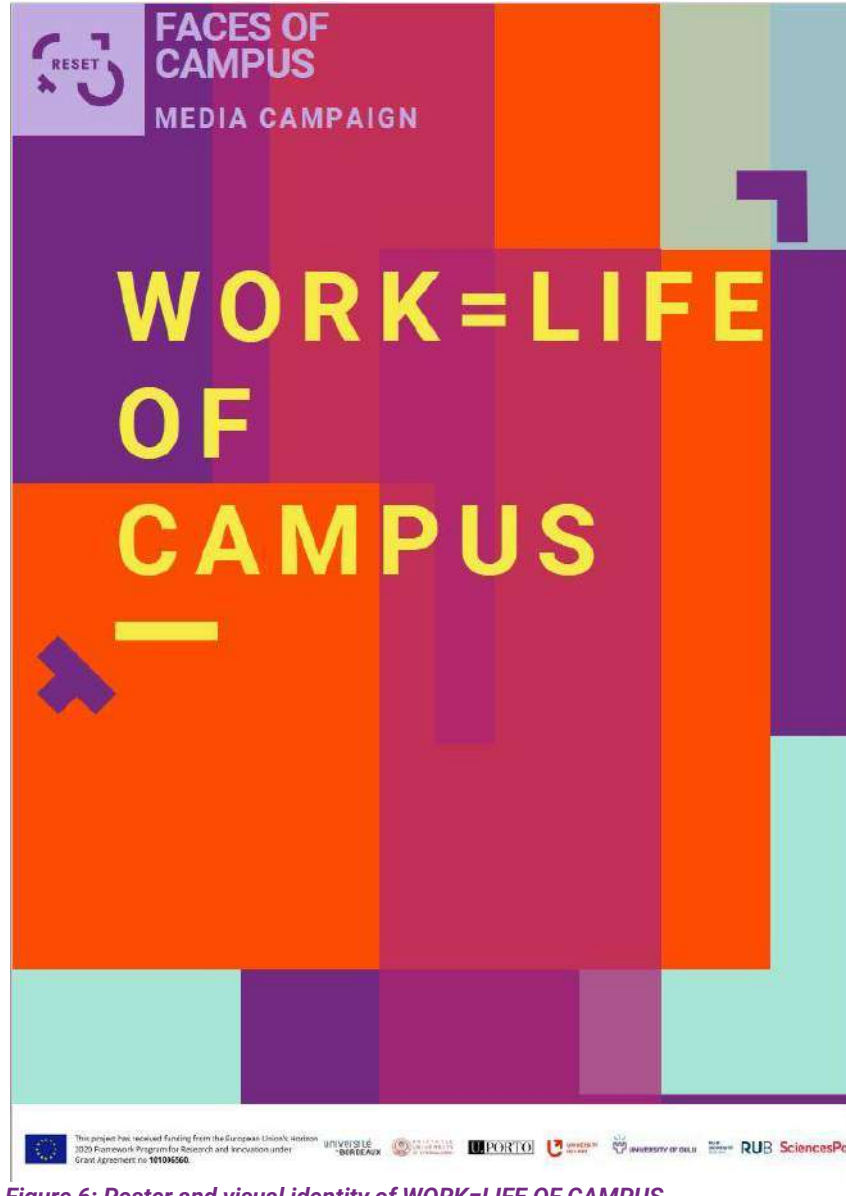


Figure 6: Poster and visual identity of WORK=LIFE OF CAMPUS

### 3.1 Execution

As in “Behind the Scenes”, “Work=Life of Campus” focuses on the subjective experience of people on campus. Here, we would like to recognise the diversity of living and working realities not only in terms of various institutions, but also to make them the subject of the campaign itself. In contrast to “Behind the Scenes”, in “Work=Life of Campus” we also aim to promote the visibility of men with regard to the issue of work-life balance and, in particular, address the topic of active fatherhood. In addition, we aim to discuss other issues around caring for family members and ways to balance work and study with our communities in this part of the campaign.

#### Schedule



Figure 7: Schedule of WORK=LIFE OF CAMPUS

#### Inclusion of Task Forces on Parenting

At the university level, local RESET Task Forces (groups of employees that are going to be recruited in all RESET universities; representative in terms of care, parenthood and centred around questions of WLB in universities) will address the **challenges of parenthood and academic work** as a part of the project.

The aim here is to include the concerns of academics of all genders dealing with the challenges of parenthood and thus to consider different voices in the design of this campaign (active part in shaping the campaign and providing content and looking for participants).

The local Task Forces can support the media campaign and the project’s co-design approach by brainstorming, sharing ideas, perspectives and creating new solutions. Within this campaign, we will disseminate data and facts around the challenges of work-

life balance in academia (through informative posts and contributions on RESET's social media platforms).

### Other Participants

In addition to the members of the Task Forces, the target group of this campaign should include members of the universities concerned with the issues of work-life balance and care. Furthermore, we would like to raise awareness on the fact that these issues touch the communities via places of collective work. Thus, colleagues and especially supervisors should also be made aware of the impacts of caregiving in ones' careers and maybe adapt their behaviour to the stakes.

We will also contact our social services and present them. On the one hand, we want to promote the existing offers, and, on the other hand, we want to encourage their further development.

## 3.2 Implementation Framework

### "Daily Schedules"

With the approach of the "Daily Schedules" we would like to visualize an exemplary daily routine of scientists and students with care responsibilities (e.g., parenting, caring for relatives or partners). This approach aims to illustrate how the day of people with care responsibilities at our universities is structured, where bottlenecks arise and how the time is allocated between personal life and work. With this, we want to draw attention to the challenges that people with care commitments face at our universities. In addition, we will publish pictures and profiles of the participants.

### Info Posts

What are the facts, figures, and data on division of care responsibilities in academia in the European Union? According to the *She Figures* (2021), study results, and other relevant data, we will create info posts on social media and on our website to draw attention to the facts about parenthood and care responsibilities of employees in academia. In addition, we will highlight results of surveys conducted within the framework of RESET.

We will also share information about the support services available at our universities and invite participants of the campaign to share their corresponding experiences.

### Open Discussions, Wishes & Recommendations

How can our universities contribute to the advancement of reconciliation between family and work life? What are the main concerns of employees? What advice and opportunities can they share with each other? To answer these questions, members of our universities will be invited to discuss them within the RESET forum taking into consideration discussions of the Task Forces.



## 4. Closing Events: Lectures & Discussions

We will conclude the media campaign Faces of Campus in autumn 2023 with a discussion series (probably hybrid) in which we will bundle central questions of the campaign and discuss them within the framework of our scientific communities, sister projects and other experts in those fields. By this, we will take up the content of two years of the campaign and deal with it in an interactive way.

The focus will be on the following areas and questions:

### SPOTLIGHT WLB:

- *What does WLB mean in 2023?*

With this question we want to build on Work=Life of Campus and identify related challenges within the European academic environment. For this purpose, we will bundle the results of the second edition of the campaign and discuss them in a panel.

- *How have COVID-19 and post-pandemic adjustments changed work flexibility?*

The pandemic has had a major impact on living, working and research conditions since 2020. Has the COVID19 pandemic also brought some long-lasting changes? Are there any innovative models of working that emerged and are helpful for people with care responsibilities? Is the home office perceived as "new normal" in academia, or is everything back to the way it used to be before the crisis? In this event, we would like to take a critical look at the way we work, what hurdles are associated with home-office processes, and what is the impact of the shocks caused by COVID-19? The special focus will be given to the question of gender differences and the care gap.

- *Gender Care-Gap*

Care responsibilities are generally unequally distributed. There are many reasons for this. In academia, women-parents work part-time much more often. Although family leave is also available to men in most countries in the EU, the proportion of fathers taking family leave in academia is significantly lower than the corresponding amount of time taken by women (LERU, 2020). What are the reasons for this imbalance? And what is the consequence of this this unequal distribution? What needs to change? And what do people with care responsibilities have to say about it?

### SPOTLIGHT Science Support Staff:

- *Hybrid fields of work in Academia: Science Manager*

Multiple fields of work in academia have evolved over the past decades. A new system of Public Management and third-party funded research open a multitude of offers that are not in contrast to academic activities but complement and support them.

What is the relationship between science management and scientific excellence? What perspectives open up for science managers in the scientific enterprise and for scientists

in science management? These questions will be discussed with experts from science and science management fields.

- *Feminisation of university administrations - what does it mean?*

Women make up most employees in many areas of administration at universities. How should we understand the feminisation of administration? What does this ratio say about universities as organizations and employers? Which impact does it produce on institutions and on the research field in particular?

## 5. Communication Strategy of the Campaign


The implementation of FACES OF CAMPUS is mainly carried out in the digital space, where it is supported by the website and presence in the social media of RESET and the partner universities. Thus, the core of our communication is the central provision of different elements of the campaign on RESET's Social Media platforms. In addition, the local project teams are in close exchange with their universities' communication departments to optimally promote the campaign at the local and institutional levels. This campaign makes an added value of the general communication strategy of the RESET project and is supposed to enhance the visibility of core issues of the project: equality, diversity, intersectionality, inclusion, and scientific excellence.

PHOTO EXHIBITION

# BEHIND THE SCENES

RESET's FACES OF CAMPUS presents:


# BEHIND THE SCENES



**MIA  
MUSTERFRAU**

**Science Manager**  
Ruhr-University  
Bochum


*"Lorem ipsum dolor sit amet, consetetur  
s adipscing elit, sed diam nonummy eirmod  
tempor invidunt ut labore et dolore magna  
aliquyam erat, sed diam voluptua."*



**MARGARETHE  
MUELLER**

**Mechanic**  
Aristotle University  
Thessaloniki


*"Lorem ipsum dolor sit amet, consetetur  
s adipscing elit, sed diam nonummy eirmod  
tempor invidunt ut labore et dolore magna  
aliquyam erat, sed diam voluptua."*



FACES OF  
CAMPUS  
MEDIA CAMPAIGN

wereset.eu

#FacesOfCampus  
#BehindTheScenes



FACES OF  
CAMPUS  
MEDIA CAMPAIGN

wereset.eu

#FacesOfCampus  
#BehindTheScenes

Figure 8: Templates for Social Media Posts

## 5.1 BEHIND THE SCENES:

For the “Behind the Scenes”, some special templates were created to share the content of the exhibition on social media channels. During the campaign period - except for the summer break, we will publish photos of participants, info posts and statistics on a weekly basis.

## 5.2 WORK=LIFE OF CAMPUS

Like the “Behind the Scenes”, “WORK=LIFE OF CAMPUS” also takes place digitally. The central platform for this part of the campaign is the RESET homepage. Furthermore, this part of the campaign aims at impulsing an interaction in RESET's social media channels. Members of the RESET organizations are going to be invited to exchange views on selected questions concerning the compatibility of family, leisure and work/study in the RESET forum. The aim of this invitation is to stimulate the exchange among members of our organisations on the topics of the campaign and to apply the results in the design of the GEPs 2.0 by the RESET project team.

In addition, press releases for university communication will be prepared and distributed at the respective universities.

## 5.3 Local implementation

Various parts of the media campaign will thus be communicated centrally within RESET and promoted by the respective RESET partner universities. In doing so, the partners pursue different strategies:

University	Communication of Campaign in University	Recruitment of Participants
AUTH	The campaign will be disseminated through the official social media accounts of the University	Information of the campaign was sent to selected personnel that fulfil the characteristics of the target groups of the current media campaign. Those interested in participating were sent additional information alongside a consent form.
UBx	The communication Office will publish an article with the pictures of UBx' volunteers and abstracts of their interviews (translated in French) - on the institutional website. This article is aimed at being shared through the UBx newsletter. In parallel, the posts made in	According to the recommendations of the Ethics Advisor of the Project, UBx team made all necessary efforts to assure a volunteer participation (f.ex. among the candidates that were contacted, the preference was given to those, who have clearly stated their willingness and

	<p>English by the RESET team members on the projects' social media will be shared on UBx's Twitter account. Posts will be tailored in French for the other social media (Instagram, LinkedIn &amp; Twitter). The communication strategy will start in M19 and will be promoted again after summer holidays - in M21.</p>	<p>interest to participate). As the main selection criteria was "belonging to the sphere of research/science support", we decided to proceed with the initial acknowledgement of the Top-management of related structures (Vice-President for Research, Head of the Department for Research, International Affairs, Partnerships and Innovations, and Head of the Research and the Development department) on the objectives of this campaign. They indicated some services and their heads, who could have provided some names of candidates, who were further approached by the means of a generic email, explaining the purpose of the campaign and conditions of participation. While choosing the candidates, we also considered some intersectional dimensions as variety of activities (to represent different fields and occupations, working experience, working conditions, age).</p>
UL	<p>Information about campaign will be visible on the UL web page and in the social media</p>	<p>Information about the campaign was sent to units responsible for research support like e.g., library. Usually head of the offices decided to participate in the campaign</p>
U.Porto	<p>Information about campaign will be disseminated via the info of UPorto and in the social media</p>	<p>Information about the campaign was sent to research and innovation services of our campus and voluntary participation was asked for. Those interested in participating were sent additional information alongside a consent form</p>

<p>UOULU</p>	<p>Information about the campaign will be visible on the social media of the UOULU.</p>	<p>Recruitment is based on the criteria of covering different fields of support activities and responsibilities. Special target group is the support staff involved with the RESET project activities and they are invited to join.</p>
<p>RUB</p>	<p>The Communication Office will publish an article about the Campaign on the RUB news portal in M19 and spread it and information about the campaign via social networks. We are also in contact with the Prorectorate for Diversity to draw attention to the campaign on the RUB Diversity Portal.</p>	<p>Recruitment is based on the criteria of covering different fields of activities and responsibilities. We wrote to staff in secretariats of excellence clusters, as well as to a science manager in a collaborative research centre and an advisor for research funding applications. Recruitment was done by personal and direct approach. Recommendations from other participants in the campaign as well as from gender equality actors were instrumental in this process.</p>

*Table 5: Overview communication and recruitment strategies for “Faces of Campus”*

The cooperation in the consortium requires the development of a common motivation and common requirements that are at the same time flexible and open to the respective local circumstances. Accordingly, with the “FACES OF CAMPUS” we are pursuing an approach that can be implemented everywhere and, on the other hand, considers the heterogeneity of the local processes of recruitment of participants, communication, and dissemination. In this context, time schedules also pose an obstacle, for example, when universities have different institutional calendars (holidays and working periods vary greatly). With this flexible approach, we can communicate in a tailored way and take these circumstances into account without limiting the campaign.

## 6. Outlook

### We expect the RESET media campaign to:

- Increase the visibility of the contribution of female employees - in science-supporting positions to the scientific excellence and university life.
- Strengthen RESET's understanding of an inclusive, community-based concept of excellence.
- Make the RESET project more visible and stimulate discussion on the themes of the campaign.
- Influence our campus cultures through the campaign by increasing the visibility of actors on campus and encouraging an open exchange on WLB issues, contributing to the cooperation and coexistence at universities from an intersectional perspective.

*Table 6: Expectations of the Campaign*

FACES OF CAMPUS will be launched on June 30, 2022, with the “Behind the Scenes” exhibition. We will accompany and manage the dissemination of the campaign via RESET's social media and internal university communication. Building on the experience of this first part of the campaign, we will start the detailed planning of WORK=LIFE OF CAMPUS.

We will evaluate both editions of the media campaign in a document supplementary to this report. We will analyse the interaction with social media posts and then we will collect feedback from the local communication teams and participants. This will help us to design and implement the second edition of the campaign and the subsequent events. This feedback will be helpful to better organize such events and to make an efficient, visible contribution to the promotion of equality and diversity.



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Annex 2: Information Material for Participants

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Annex 4: Timetable Conception of Media Campaign

Annex 5: Report about the implementation of FACES OF CAMPUS



## Annex 1: Consent Form

### RESET Media Campaign FACES OF CAMPUS – Photo Exhibition “Behind the scenes”

#### Information sheet

Madam, Sir,

We would like to invite you to participate in the **online photo exhibition “Behind the scenes”** of RESET’s Media Campaign “*Faces of Campus*”. The Campaign targets Gender Equality in Higher Education Institutions and aims to foster awareness on the contribution of women in research supporting positions to science and scientific excellence in the form of an online photo exhibition. Our overall aim is to raise awareness towards the complexity of the Scientific Excellence concept.

RESET - “Redesigning Equality and Scientific Excellence Together”<sup>1</sup> is a European Commission funded project aiming to put gender equality and diversity at the heart of scientific and academic policy-making and develop Gender Equality Plans. The responsibility for this action lies at Ruhr-University Bochum, University of Bordeaux and Aristotle University of Thessaloniki and #Name of your University. At #Insert Name of your university#, this project is under the responsibility of #Name of responsible person(s).

The photo exhibition of the Media Campaign intends to include photos, first and last names of the participants, a brief description of their working position and a short interview. Your direct participation in this Media Campaign would require approximately 60 min of your time (a photo-shooting session and an interview) in month(s) 2022. The interview will be carried out in written form. You will receive the questions from the project team by e-mail and you should answer them in the written form as well (see indicated number of 100-150 characters per question). Following the photo-shooting, a set of photographs will be shared with you, to select the one you prefer to be presented at the exhibition. The final version of the text along with its translation in English will be agreed with you. The photos and interviews will be published on a designated webpage of the Media Campaign on RESET’s project website<sup>2</sup> [and institutional website/newspage/newsletter]. The Media Campaign will be promoted via RESET’s social media accounts. Your photo and a quote from the interview will also be published via social media accounts only upon your consent.

The collected information (name; surname; work unit; text of the interview and photo) will be stored as long as the project lasts according to the existing regulations on main dedicated IT infrastructures under the responsibility of the University of [Name]. For the dissemination and communication needs of the campaign, your personal data will be transferred to the Aristotle University of Thessaloniki - AUTH (Dissemination and Communication Partner of the RESET project). The transfer will be carried out by the means of the encrypted connection of the NextCloud and all data will be stored and protected within the secure infrastructure and services

<sup>1</sup> This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101006560.

<sup>2</sup> <https://wereset.eu/>

of the IT Center of ATh where modern firewalls are used and strong security practices are applied. The authorized access to the information system will be provided to the RESET project members exclusively.

Your participation is completely volunteer and included in your working time.

You are free to accept or refuse to participate in this campaign. You are equally free to stop your participation at any time and to withdraw your consent to the publication of the photographs and the interview.

*If you decide to stop participating in this media campaign we kindly ask that you to write a request e-mail to [local project team-mail]. The RESET team will confirm the effective date of withdrawal when relying to your request.*

Under the General Data Protection Regulation (GDPR), the lawful bases we rely on for processing this information is:

- Your consent

### CONTACT FOR INFORMATION

If you have questions about this campaign or would like to have further information on the use of your data, you can contact:

- The responsible person and coordinator of this campaign at the [Name of University] is [XXX] or by postal address to [XXX].

**The Data Controller:** [Name of University + Address]

## CONSENT FORM FOR THE COLLECTION OF PERSONAL DATA and PARTICIPATION IN RESET MEDIA CAMPAIGN

I am informed that I have the possibility to withdraw my consent to participate in this Media Campaign at any time for any reason, without having to justify my decision and without any prejudice to myself. I will then inform the organization team beforehand [add local project mail address].

My consent in no way exonerates the responsibility of those responsible for this Media Campaign.

In order to make my decision, I received an explanation of the objectives and modalities of this participation. I received the list of questions that will be asked during the interview. I understood this information and I had the time and opportunity to ask any questions I wanted.

If any questions or problems arise at any time during my participation, I may contact the team responsible for the organization of the campaign whose contact details are provided at the end of the information sheet.

**By filling in the consent form and forwarding it to the RESET team, you declare that you**

- **have read the information sheet document, have been informed of the objectives of the RESET Media Campaign and terms of your participation,**
- **freely consent to participate and accept the processing of your personal data under the conditions and for the purposes listed above**
- **this consent is valid during the duration of the project and 5 years after in order to enable the production of associated reporting, academic and institutional documents by the members of RESET team.**

By signing this form, I consent to participate in this media campaign and recognize that my participation is completely volunteer.

I give my consent to the collection, processing, use and storage of my personal data for the purposes of the dissemination and promotion of the media campaign "Faces of Campus" and they will be published on RESET's projects and university institutional web pages and promoted via RESET and institutional social networks. I am informed that I can withdraw my consent at any given moment. In that case and upon my written request any publications of photographs and information about my person will be removed from RESET's webpages and social media channels.

**Image**

I hereby consent to usage of my image during the media campaign preparation and to have my answers recorded and disseminated with.

**Actual Name and Professional Status**

I hereby consent to having my actual name stated with the quotes referred to above.

**Other RESET promotion activities**

I hereby consent to having my personal data, namely *image, actual name and professional status* to be stored and used for other promotion and reporting purposes and for future research carried out within the RESET project [and at university XXX].

**Name of the participant: xxx**

**Signature of the participant: xxx**

**Date: xx/yy/zzzz**

## Annex 2: Information Material for Participants



**FACES OF  
CAMPUS  
CAMPAIGN**

**PHOTO EXHIBITION  
"BEHIND THE SCENES"**

Information about the photo  
exhibition for potential participants

**WWW.WERESSET.EU**

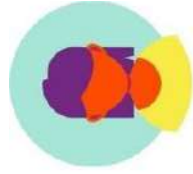
This project has received funding from the European Union's Horizon  
2020 Framework Program for Research and Innovation under  
Grant Agreement no **101006560**.

UNIVERSITÉ DE BORDEAUX  
UNIVERSITÉ DE LILLE  
UIP PORTO  
UNIVERSITY OF LOBEN  
UNIVERSITY OF JYVÄSKYLÄ  
UNIVERSITY OF JYVÄSKYLÄ  
RUB SciencesPo



Redesigning  
Equality and  
Scientific  
Excellence  
Together

Report about the first phase of the Campaign "Faces of campus"



# ABOUT THE CAMPAIGN FACES OF CAMPUS

"RESET" stands for Redesigning Equality and Scientific Excellence Together.  
"Together" is one crucial aspect that we want to illuminate from different angles in the project's media campaign "FACES OF CAMPUS". The Campaign will start in Summer 2022 and highlight different aspects of working and studying together at our universities.

## VISIBILITY COUNTS

Within the RESET consortium women represent the majority of science managers, lab assistants, secretaries and consultants.

2022 - in the first year of the campaign we focus on you:  
women in science and research support positions.

## BEHIND THE SCENES



In the campaign we dedicate a digital photo exhibition to you.



By this we aim to inform about your work, make it visible and celebrate your contribution to science!



[WWW.WERESSET.EU](http://WWW.WERESSET.EU)



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.







Reshaping  
Equality and  
Scientific  
Excellence  
Together

Report about the first phase of the Campaign "Faces of campus"



# PHOTO-EXHIBITION BEHIND THE SCENES

We aim to draw attention to the contributors to *Scientific Excellence*, who are often less visible in the research processes, to value your work and encourage young people to choose career paths in the field of science.

**THEREFORE, WE INVITE YOU TO:**

take part in our international photo exhibition, and share your experiences in your workfield and your contribution to science.



With this digital photo exhibition, we would like to publish your photo, supported by the description of you and a few questions about your work. Your local RESET team will share with you the details.



The pictures of all participants will be published on the RESET webpage. Participants will also be featured on RESET's social media channels.



In addition, we will draw attention to the campaign on RESET social media and universities' media channels.



[WWW.WERESET.EU](http://WWW.WERESET.EU)



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.







Reshaping  
Equality and  
Scientific  
Excellence  
Together

Report about the first phase of the Campaign "Faces of campus"



## OUR QUESTIONS

We would like to get to know you and your work



Please describe briefly (100-200 words) who you are, what your work is and how it relates to science and research.



In addition, please answer 4 questions of your choice among the following:

1. Which aspects of your work/function do you appreciate the most?
2. What do you consider as the most important impacts of your work (e.g. for science, for the scientific community, or for your team)?
3. Do you think appreciation is important at work? And in which form? (e.g. in the team, or for the results of work)
4. What aspects of your workplace do you perceive as supportive in order to be motivated? (e.g., working with colleagues, facilities, work atmosphere)
5. What would your ideal workday look like?
6. How would you define scientific excellence? What is Scientific Excellence for you?

Please answer the questions in a written form in approx. 100-150 words per question.

The final text and its translation will be published only after your approval.



Send us your answers by  
**April 22, 2022.**



[WWW.WESET.EU](http://WWW.WESET.EU)



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.





Redesigning  
Equality and  
Scientific  
Excellence  
Together

Report about the first phase of the Campaign "Faces of campus"

**THANK YOU!**

**ANY QUESTIONS?**  
Get in touch with us:  
email@mail.de

For more information about the project RESET, please visit our website or social media channels:

↑ @in f

This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.



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### Annex 3: Announcement for Communication Offices



#### Information on the Media Campaign **FACES OF CAMPUS** and the Photo Exhibition **BEHIND THE SCENES**

*"RESET" stands for Redesigning Equality and Scientific Excellence Together<sup>3</sup>.*

*"Together" is one crucial aspect that we want to illuminate from different angles in the project's media campaign "FACES OF CAMPUS". In the following, we would like to inform you about the aims of the Campaign and its initiating, digital exposition "Behind the Scenes".*

With **FACES OF CAMPUS**, we aim to draw attention to the contributors to Scientific Excellence, who are often less visible in the research processes.

**FACES OF CAMPUS** will cover research support, family-friendliness, and work-life-balance as central themes. By this, RESET will highlight different aspects of working and studying together at our universities.

2022 - in the first year of the campaign we focus on women in science and research support positions. On **June 30** we will launch the Campaign with the digital Exhibition **BEHIND THE SCENES** on RESET's website and social media. In 2023 we will continue the Campaign by putting the spotlight on work-life

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<sup>3</sup> RESET - "Redesigning Equality and Scientific Excellence Together" is a European Commission funded project aiming to put gender equality and diversity at the heart of scientific and academic policy-making and develop Gender Equality Plans. This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101006560.

balance and family friendliness, focussing on students and researchers with the interactive exhibition **WORK=LIFE OF CAMPUS**.

## About BEHIND THE SCENES



Within the RESET consortium women represent most science managers, lab assistants, secretaries and consultants. Therefore, RESET dedicates them a digital photo exhibition. By this, we aim to inform about their work, make it visible and celebrate their contribution to science!

In BEHIND THE SCENES we publish pictures and an interview with colleagues from all RESET-universities, showing the variety of working fields and focusses that are connected to science and support it.

The pictures of all participants will be published on the RESET webpage. Participants will also be featured on RESET's social media channels.

### VISIBILITY COUNTS

In order to draw attention to the campaign and to feature the contributions of our colleagues who represent the variety of research supporting positions at our universities, we ask you to support our campaign by sharing its aim and the contributions from our university via the universities own media channels.

### We ask you to:

1. Launch an article on the university's internal news portal/newsletter in order to announce the campaign. You might rely on the information we shared with you in this letter for the article.
2. Launch an article featuring the participants from our own university in order to raise their visibility within our community. We will share the interviews and pictures with you for that action.

3. To help us to inform the departments on the campaign
4. To launch information about the campaign via the university’s social media channels, using the following hashtags: #wereset #FacesOfCampus #BehindTheScenes
5. To share RESET’s official social media posts with the university’s social media accounts, using the following hashtags: #wereset #FacesOfCampus #BehindTheScenes

**Please share also the information on RESET’s media accounts in your communication outputs:**

Website: <http://www.wereset.eu>

Twitter: [https://twitter.com/Reset\\_EUproject](https://twitter.com/Reset_EUproject)

Linked-In: <https://www.linkedin.com/company/reset-i-redesigning-equality-and-scientific-excellence-together/>

Facebook: <https://www.facebook.com/pg/ResetEUproject/posts/>

Contact our local RESET team for further questions and for coordination:

Please, let us know if you need further information about the campaign and its exhibition BEHIND THE SCENES. We will come back to you with the corresponding links when we launch it.

Thank you!





### Annex 4: Timetable Conception of Media Campaign

Schedule	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	
Beginning of Planing	Active	Active	Active																
Conception of Campaign				Active	Active	Active	Active												
Creation of Desing for Campaign								Active	Active	Active									
Creation of Consent Forms								Active	Active	Active									
Creation of Informati on Material f. Participa nts								Active	Active										
Recruitm ent of Participa nts									Active	Active	Active								
Creation of Pictures & Interview s										Active	Active	Active	Active						
Informati on for universiti es communi cation														Active					





Redesigning  
Equality and  
Scientific  
Excellence  
Together

Report about the first phase of the Campaign "Faces of campus"

Website Implementation																		
Social Media Implementation																		
Communication of Campaign at universities																		

<b>Schedule</b>	<b>M 5</b>	<b>M 6</b>	<b>M 7</b>	<b>M 8</b>	<b>M 9</b>	<b>M 10</b>	<b>M 11</b>	<b>M 12</b>	<b>M 13</b>	<b>M 14</b>	<b>M 15</b>	<b>M 16</b>	<b>M 17</b>	<b>M 18</b>	<b>M 19</b>	<b>M 20</b>	<b>M 21</b>	<b>M 22</b>
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Redesigning  
Equality and  
Scientific  
Excellence  
Together

## **ANNEX 5**

# **Reports about the implementation of FACES OF CAMPUS**

## Annex 5: Reports about the implementation of FACES OF CAMPUS

### 1. Report about the first phase of the Campaign “Faces of Campus”, T.5.6; M18-M22, December 2022

#### 1.1. Overview: FACES OF CAMPUS – BEHIND THE SCENES

RESET’s media campaign FACES OF CAMPUS launched in June 2022. The campaign aims to recognize the contribution and diversity of stakeholders contributing to Scientific Excellence (SE) and to the institutional identity of our universities. The campaign is dedicated to fostering cultural change and will be continued in 2023 with its second phase. It aims to show different, sometimes hidden sides of campus life, which not only shape the environment for excellent science, but which also contribute and empower it. Therefore, in its first phase, *Behind the Scenes*, the campaign portrayed members of the academic staff, namely female academic staff who work in research support positions in the form of a digital photo exhibition. In its second phase, starting in April 2023, the media campaign will focus on presenting diversity, work, family and student life with the title WORK=LIFE OF CAMPUS.

In this report, we will outline briefly the development of the first phase of the campaign and reflect on which processes went well and which will be improved, especially in view of the second phase of the campaign.

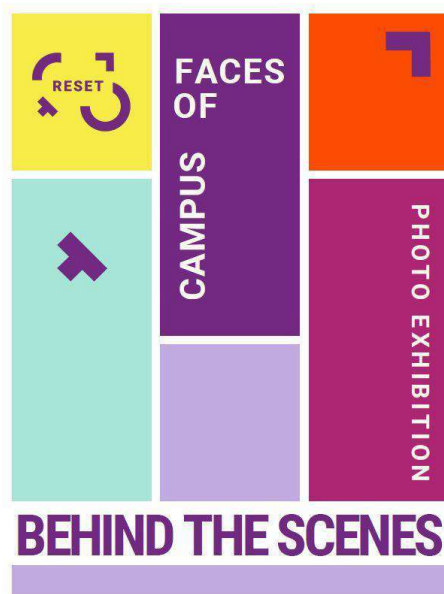


Figure 9 Poster of Behind the Scenes

#### 1.1.1. Aim of Behind the Scenes:

Within the RESET consortium, women represent the vast majority of science managers, lab assistants, secretaries and consultants, linking science and administration. At the scale of the European Union, female employees are the majority of the university administrations and science support sector (She Figures, 2021). With *Behind the Scenes* our aim was to show the variety and diversity of positions and fields in science support and to tribute to the many women, who work in the universities science support units.

For this purpose, we portrayed women in all RESET-universities and featured their interviews in a dedicated website for the campaign and via RESET’s social media channels.

Additionally, RESET's universities also reported about the campaign and featured the participation on their institutional websites and/or social media channels.

### 1.1.2. Summary of Behind the Scenes:

The exhibition *Behind the Scenes* features the contributions of **25 women** in science support positions from 6 of our RESET universities. It was launched in June 2022 (M18) and closed in October 2022 (M22).

Partner	Number of participants	Functions
AUTh	5	Head of the Administrative Support Department of the training and lifelong learning center; Head of the directorate of Administrative Affairs & Publication Department/AUTh Communication team; Head of the Technology Transfer Office; Head of the Department of European Educational Programmes; Head of the Department of Studies, Quality Assurance Unit
UBx	4	Grants Officer; Veterinary; Project Manager; Promoter of Scientific Publications at the research support service:
UL	4	Head of University Communication and Marketing Department; Head of the International Hub; Library Custodian/Deputy Head of the Reference and Bibliometric Analysis Department; Consultant on Research Funding Grants Opportunities
U.Porto	4	Superior Technician at the Unit of Support to Research and Innovation; Coordinator of the Integrated Resource Center for Research Support; Head of the Faculty of Sciences at Research, Technology and Innovation Support Service; Manager of the Research and Projects Service
OULU	5	Senior Information Specialist; Research Funding Specialist; Project Coordinator R&D&I Service Design; Data Management Specialist; Research Funding Specialist

RUB	3	Science Coordinator; Administrative Staff; Consultant Research Support
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PHOTO EXHIBITION  
**BEHIND THE SCENES**



*"Work related to scientific information and bibliometrics at times can be almost detective work and sometimes it requires deep research, creativity or quick solutions to sudden problems."*

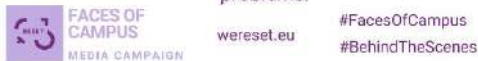


PHOTO EXHIBITION  
**BEHIND THE SCENES**



*"In my opinion, appreciation is very important in the workplace. It motivates everyone in the team, and you enjoy coming to work. People are more productive and put more effort into achieving good results. Appreciation is expressed in mutual respect, but also in monetary terms and giving employees the opportunity to develop."*



Figure 10 Example of Social Media Post (to be shared on Twitter and LinkedIn), featuring contributions from UL and RUB

### About the participants: Fields and Functions

The majority of the participants were members of the universities' administrations and units located here, which are in close contact with and promote research. At some universities, the portraits were mainly of women in management positions (AUTH and UL). An administrative staff member (RUB) contributed to the campaign. In addition, it was mainly science managers and consultants in research support questions who were portrayed (U.Porto, RUB, UBx, OULU). Through the participation of members from libraries (OULU and UL) or the Research Animal Facilities (UBx), we have also covered other areas of the institutions that are essential for research and study, but not always in the spotlight.

## Diana Silva- Superior Technician At The Unit Of Support To Research And Innovation UPorto

Faces of Campus / By reset editorial team



**DIANA SILVA**  
*Superior technician at the Unit of Support to Research and Innovation University of Porto*

I graduated in Economics and later completed a Master's degree in Management Control, both at the Faculty of Economics from the University of Porto. I can say that this University is my "home". At the Faculty of Engineering of U.Porto (FEUP), my path began more than 10 years ago. I started by assuming functions of financial management of funded R&D projects, providing support to the financial component of project applications, financial management and accountability, in the Project Financial Management Unit.

**Figure 11 Example for the website-implementation, contribution from U.Porto**



## Main content of the contributions

Overall, the participants emphasized the inspirational aspect of working in an environment where new knowledge is always emerging, and work is constantly linked to creative processes and new challenges. They emphasize the importance for appreciation in the workplace and for the recognition of the challenges in the coordination and organization of research projects by colleagues and superiors. Moreover, they describe the importance of teamwork, on the one hand, and the fact that the work is often accompanied by a high degree of flexibility and variety, on the other, as particularly motivating.

They show in their contributions the knowledge-based nature of the work in Research Support and how much it depends on personal commitment. They also prove that scientific excellence is essentially dependent on cooperation, a complex process in which many actors - including themselves - are significantly involved.

### Feedback on *Behind the Scenes*:

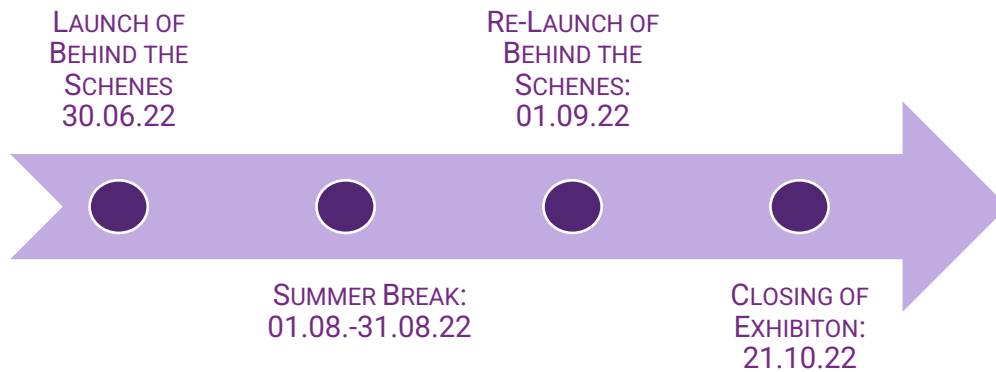
The local RESET teams have received mostly positive and appreciative feedback for the campaign's contributions. First, the local project teams have received feedback from their institutions that the visibility of women in science support positions was perceived as positive. Also, participants in the campaign have highlighted being approached about the campaign.

In the critical self-assessment within the RESET Consortium in November 2022, it was noted that many of the contributions represented women in leadership positions and, in comparison, few contributions from women in technical or secretarial positions found their way into the campaign. Overall, however, the diversity of positions and fields, as well as perspectives, that have found their way into the campaign has been emphasized.

## 1.2. Implementation of *Behind the Scenes*:

The execution of the campaign consisted of posting the photos and interviews on RESET's homepage and implementing and disseminating each post through RESET's social media channels. This technical implementation was managed by the AUTH project team.

The plan of the conduction of the campaign foresaw the following schedule for the campaign:



**Figure 12 Schedule of Behind the Scenes**

While running the campaign, we deviated from this plan in terms of the end of the campaign. Instead of ending it on 21<sup>st</sup> of October, we ended it on 31<sup>st</sup> of October 2022.

### 1.2.1. Reflection on implementation:

In the following, aspects of the implementation of the campaign are reflected. From this, we will next derive measures for improving the development of the campaign in the coming year.

**Asynchrony in receiving and processing the images and interviews:** From the very beginning of the planning phase, the coordination of the media campaign revealed the need to allow flexibility in terms of timeframes for the production of interviews and images, as well as their translation and integration on the homepage and social media. This was due, on the one hand, to the fact that vacation periods in the different universities affect different time periods and time spans. On the other hand, the recruitment strategy of participants has also affected in different ways.

**Constant supply of material for implementation in the campaign:** Therefore, already in the planning phase, we decided to conduct one phase of the campaign before the summer break, and a second one after it. We then also started the second phase, with some interviews and pictures being received towards the end of the campaign period. In order to include all contributions to the campaign, we decided to let it run for a week longer.

**Coordination between posts on the RESET site and social media:** Images of participants were fed into RESET's social media and shared here with quotes from the interviews. In this way, we shared important points of reflection from the participants on the one hand,

and provided a reference to the campaign posts on the other. In addition, we shared key information motivating RESET's campaign in posts across the social media channels.

### 1.2.2. Examples for Social Media Posts:



Figure 13 Example for a Tweet, here with a contribution from UBx

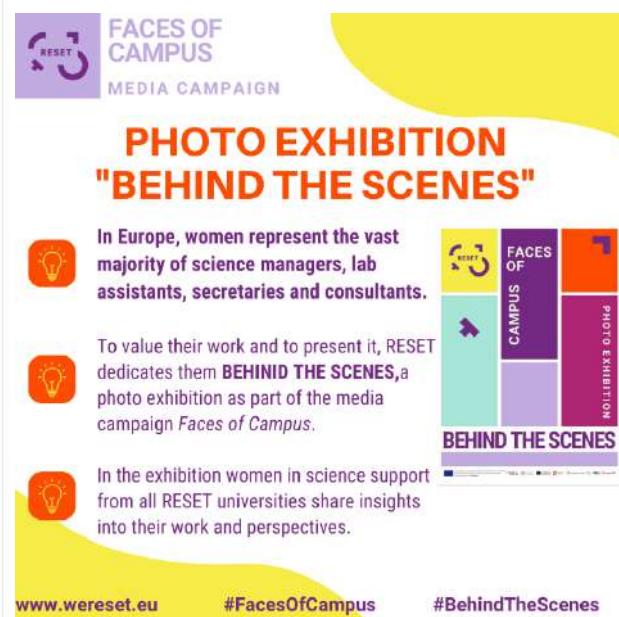
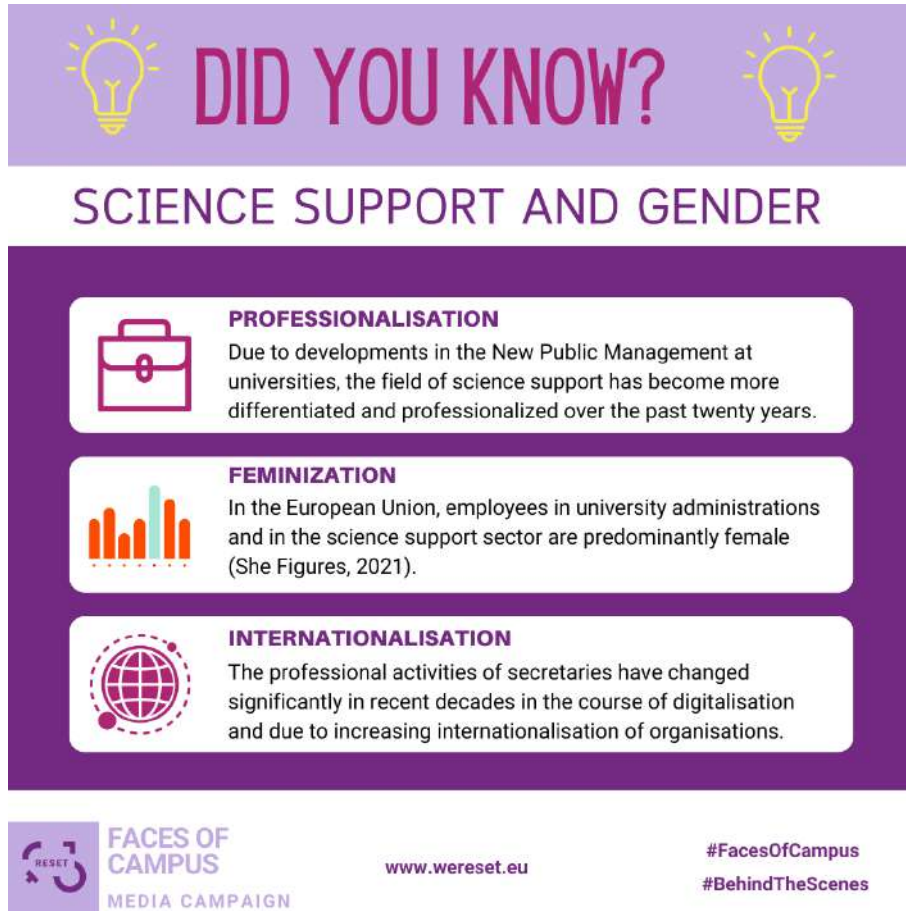



Figure 14 First Informational Post of the Campaign, shared the 5th of July 2022 on twitter and linkedIn



**DID YOU KNOW?**

**SCIENCE SUPPORT AND GENDER**

- PROFESSIONALISATION**  
Due to developments in the New Public Management at universities, the field of science support has become more differentiated and professionalized over the past twenty years.
- FEMINIZATION**  
In the European Union, employees in university administrations and in the science support sector are predominantly female (She Figures, 2021).
- INTERNATIONALISATION**  
The professional activities of secretaries have changed significantly in recent decades in the course of digitalisation and due to increasing internationalisation of organisations.


**FACES OF CAMPUS**  
 MEDIA CAMPAIGN

[www.wereset.eu](http://www.wereset.eu)

#FacesOfCampus  
 #BehindTheScenes

Figure 15 Informational Post, shared on twitter and linkedIn 22nd of September 2022

### 1.2.3. Links of the Campaign and Exhibition:

Description	Link
Main Page – Faces of Campus	<a href="https://wereset.eu/resources/campaigns/media-campaign-faces-of-campus/">https://wereset.eu/resources/campaigns/media-campaign-faces-of-campus/</a>
Exhibition – Behind the Scenes	<a href="https://wereset.eu/behind-the-scenes-faces-of-campus-campaign/">https://wereset.eu/behind-the-scenes-faces-of-campus-campaign/</a>
Example for a Contribution – Ioanna Georgiadou, Head of the Department of European Educational Programmes AUTH	<a href="https://wereset.eu/faces-of-campus/ioanna-georgiadou-head-of-the-dept-of-european-educational-programmes-auth/">https://wereset.eu/faces-of-campus/ioanna-georgiadou-head-of-the-dept-of-european-educational-programmes-auth/</a>

#### 1.2.4. Promotion of the campaign - a selection of examples:

Description	Link
Announcement of the Campaign, UL, 01.07.22 (Polish & English)	<a href="https://www.uni.lodz.pl/en/news/details/invisible-heroes-of-science-the-reset-project-campaign-has-been-launched">https://www.uni.lodz.pl/en/news/details/invisible-heroes-of-science-the-reset-project-campaign-has-been-launched</a>
Announcement of the Campaign, UBx, 05.07.22 (French)	<a href="https://www.u-bordeaux.fr/actualites/projet-reset-met-en-lumiere-les-visages-feminins-de-la-recherche">https://www.u-bordeaux.fr/actualites/projet-reset-met-en-lumiere-les-visages-feminins-de-la-recherche</a>
Announcement of the Campaign, RUB, 02.08.22 (German)	<a href="https://news.rub.de/hochschulpolitik/2022-08-02-eu-projekt-reset-gesichter-auf-dem-campus">https://news.rub.de/hochschulpolitik/2022-08-02-eu-projekt-reset-gesichter-auf-dem-campus</a>
Announcement of the Campaign, U.Porto, 17.08.22 (Portuguese)	<a href="https://mkt.up.pt/sipreitoria/email/view/62fd20739921d073839360">https://mkt.up.pt/sipreitoria/email/view/62fd20739921d073839360</a>
Promotion of the Campaign by the European Research Executive Agency via Social Media (REA), 13.07.22	<a href="https://www.linkedin.com/feed/update/urn:li:activity:6952903490302038016/">https://www.linkedin.com/feed/update/urn:li:activity:6952903490302038016/</a>

### 1.3. Lessons learnt and outlook for the second phase of the media campaign:

Aims to optimize the development of the next phase of the Campaign:	
•	Establishment of an editorial board for WORK=LIFE OF CAMPUS
•	more intensive monitoring of the creation and provision of contributions
•	Reduction of the workload of local teams through greater flexibility of the materials to be produced
•	Stronger focus on the development and provision of a dissemination strategy (within the RESET universities, among sister projects, via RESET's social media)
•	Strong focus on diversity of contributions and participants in the campaign
•	Mobilization of communities through activities in the RESET Forum

The consortium of RESET became very aware of the complexity of coordinating the campaign - as one of the many project activities - during the acquisition of contributions and the implementation phase of the campaign. By establishing an *Editorial Board* made up of one member from each of the RESET teams, we will provide more direction and guidance to this coordination requirement for the second phase of the campaign.

The goal of the editorial board is to optimize the processes for decision-making, communication, and the design of the campaign. Moreover, contents and directions of the campaign will be co-designed more aligned. In that creative collaboration the editorial board and other participants from the RESET universities are going to creatively shape the campaign together, and elaborate which impulses can be fascinating and interesting here from the respective universities, in terms of fostering work life balance and family friendliness.



## 1.4. Outlook for the second phase of the media campaign

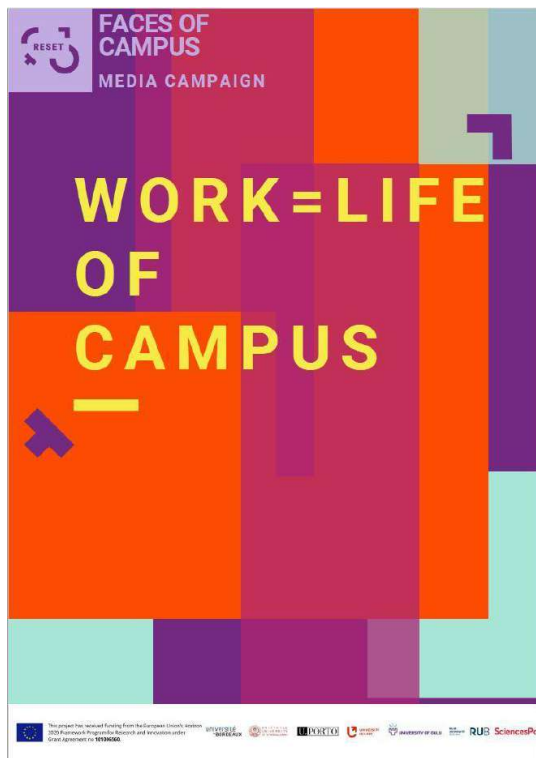


Figure 16 Poster of Work=Life of Campus

In WORK=LIFE OF CAMPUS, RESET is going to recognise the diversity of living and working realities not only in terms of the different institutions, but also to make them the subject of the campaign itself. In contrast to “Behind the Scenes”, in “Work=Life of Campus” we also aim to promote the visibility of men with regard to the issue of work-life balance and, in particular, address the topic of active fatherhood. In addition, we aim to discuss other issues around caring for family members and ways to balance work and study with our communities in this part of the campaign.

As in “Behind the Scenes”, “Work=Life of Campus” focuses on the subjective experience of people on campus. Therefore, we aim to include and integrate many different stakeholders in academia and invite them to contribute to the discussions around questions of parenting, care and

work-life-balance. With Work=Life of Campus, we address people of all genders and researchers and students alike.





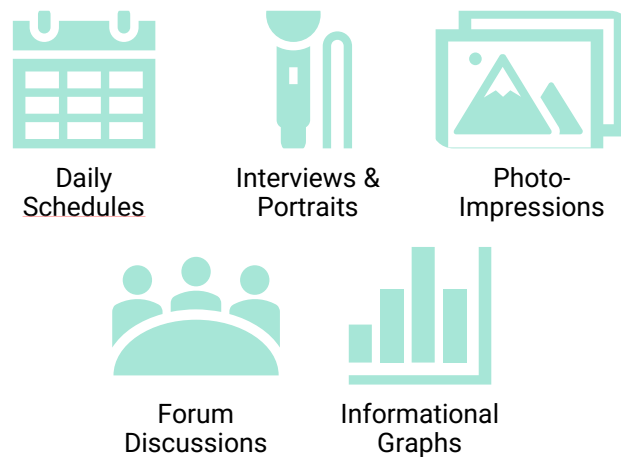
**Figure 17 Schedule for Work=Life of Campus**

Instead of a standardized format (interview + picture) with a clearly defined target group (women in research support) that characterized BEHIND THE SCENES, WORK=LIFE OF CAMPUS will be about activating and addressing students as well as researchers of all genders. One possible measure is the format of the "Daily Schedules", as a visualization of the many processes and coordination in a typical day between family and work or study.

Different kind of units or stakeholders at the universities can also be portrayed, and interviewed, for example, those who advocate for the promotion of work-life balance and family friendliness, or offer a supporting service here.

Also, special spaces and places on campus can be presented and portrayed, where employees and students are invited to rest, and that contribute to a balanced work atmosphere.

RESETs local Task forces on parenting, family friendliness and work life balance (T.5.5) can also participate in the campaign in ways they choose. Whether it be through



**Figure 18 Possible Elements to be integrated into the second phase of the campaign**

a statement or discussion of specific issues or problems related to WLB, ideas, interviews, or otherwise.

Additionally, the contribution and engagement of RESET’s communities via Forum discussions (aligned with WP3), are going to be aligned to the implementation of the campaign.

The second phase of the campaign will conclude by summer 2023. This will be followed by events in the fall and winter that will address key themes and developments that were essential to the phases of the campaigns, as we outlined in D.5.5. In addition, we will compile the content of both campaign phases in a descriptive document and make it available via the websites of the project, as well as the individual universities. We will submit a further report on the progress of the campaign in December 2023.



## 2. Report about the second phase of the Campaign “Faces of Campus”, T.5.6 M28-M31

### 2.1. Overview: FACES OF CAMPUS – WORK=LIFE OF CAMPUS

In 2023, the exhibition WORK=LIFE OF CAMPUS was launched as the second phase of RESET’s media campaign “FACES OF CAMPUS”. Its aim was to highlight spaces and initiatives within our universities that are dedicated to fostering well-being in both professional and academic realms. This media campaign, which is informed by a mix of shared perspectives, experiences and approaches from a variety of participants, including researchers, phd-students, and institutional bodies, seeks to emphasize the delicate dance of balancing work and academic life. A central theme of our exhibition was interplay of family-related factors, particularly parenthood and caring responsibilities, within this balance. The exhibition is accompanied by an introductory text in which we explain the central concerns and perspectives of the exhibition, and thus deal decidedly with the understanding of work-life balance, as well as the gendered dimension of care responsibility for children and relatives, and which has condensed in the COVID-19 pandemic. 18 contributions from the RESET universities of Bordeaux, Lodz, Porto, Oulu and RUB have found their way into the campaign.

#### 2.1.1. Aim of WORK=LIFE OF CAMPUS:

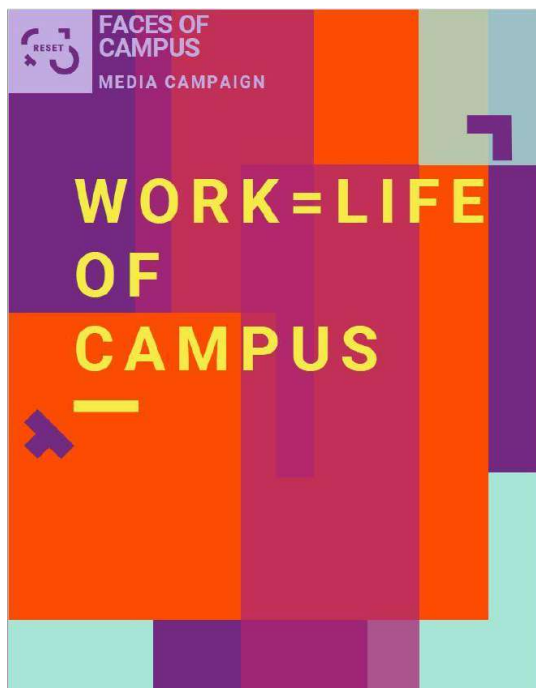


Figure 19: WORK=LIFE OF CAMPUS – Exhibition Poster

The concept of work-life balance, meaning a reconciliation of our various social roles and environments, stands at the heart of this campaign. The intricate relationship between work and non-work components in our lives, was the primary focus of the exhibition. In the exhibition we pointed out, that work-life balance is not a fixed term but a social construct and discourse, subject to personal interpretation and institutional norms (Lewis & Beauregard, 2018). Furthermore, the exhibition acknowledges that achieving balance encompasses multiple dimensions including health, family, social activities, personal interests, and community engagement. The gendered aspects of these dynamics, as noted by Connell (2005), are also brought to the forefront.

Moreover, “WORK=LIFE OF CAMPUS” addresses the often-overlooked narrative of

fatherhood in academia and the broader societal context, shedding light on the European Directive of 2019 which advocates for improved work-life balance for parents and carers. Despite these measures, the persistent gender care gap and cultural barriers to active fatherhood remain significant challenges, as explored by Koslowski & O’Brien (2022) and Moran & Koslowski (2019). In addition, WORK=LIFE OF CAMPUS brings into focus the need for support in caring for elders and partners, emphasizing the importance of institutional backing in these situations to promote a more balanced approach to work and life. The exhibition not only shared contributions by individuals but also the spaces on campus that support and enhance university life. These spaces, especially post-COVID-19, are of great significance as zones of interaction, contemplation, and well-being, bridging the gap between private and professional environments. WORK=LIFE OF CAMPUS aims to not only shine a light on the multifaceted challenges of achieving work-life balance in academia but also to inspire action towards more equitable and supportive structures that recognize and address the diverse needs of those within the academic community.



## Life in the Academia: Research Mobility – a Blessing and a Curse

18 June 2023 Work = Life of Campus

At the University of Oulu a task force on parenting has been established by the RESET project. Here, the task force presents the outcomes from a cultural probes study with personnel diaries of the task

[Read More](#)



## Featuring the project “University communication and facilities for parenthood”

6 June 2023 Work = Life of Campus

In 2022, the General Direction of the Administration and Public Service in France launched a call for projects with a goal to select and finance projects related to the issues of work-life balance. The University

[Read More](#)



## Featuring the Staff Unit Family-friendly University – Ruhr University Bochum

6 June 2023 Work = Life of Campus

How is support for families organized at universities? We spoke to Kerstin Tepper and Sarah Rittmann from the Staff Unit Family-friendly University at the Ruhr University Bochum and got an impression of the work and

[Read More](#)

Figure 20: Example for Website Implementation

## 2.2. Implementation of *WORK=LIFE OF CAMPUS*:

The implementation of the contributions to *WORK=LIFE OF CAMPUS* was preceded by a planning phase that began in fall 2022. Here, we established an Editorial Board from the RESET Consortium consisting of members from all RESET universities. This board decided on the development and design of the second phase of the campaign and coordinated the internal university processes for developing contributions for the campaign.

The goal of the editorial board was the optimization of decision-making, communication, and the design of the campaign. Furthermore, contents and directions of the campaign were aligned through the board.

### 2.2.1. Forms of Contribution

In the editorial board, we decided to integrate different forms of contributions into *WORK=LIFE OF CAMPUS*:

#### WORK=LIFE OF CAMPUS: Forms of Contribution

##### **„Weekly Schedules“:**

"Weekly Schedules" provided an ideal typical weekly schedule based on the experiences and lived realities of its creators. This could be either a weekly schedule, which typically represents e.g. the weekly schedule in the semester (as in the chosen example), or a week in which something went wrong (e.g. the kindergarten is closed and appointments have to be cancelled or postponed; more processes run in parallel).

The creators of the "weekly schedules" could anonymize them and choose a name, or just take their first name. Accompanying the schedules we developed guiding questions in which the participants could briefly explain their schedule. Not all questions needed to be answered, but the 2-3 questions considered most relevant in about 3-5 sentences.

##### **Guiding questions:**

- To what extent is this your typical weekly schedule? Are there more frequent variations?
- What do you find particularly challenging about your weekly schedule?
- How do you draw motivation and strength from your week?
- What important events or people could not find a place in the timeline?
- How do you arrange time periods and tasks with other people (e.g. partners, family members, colleagues or friends)?
- Is there anything you would like to change about your weekly schedule?

##### **Short videos:**

Videos in English, that focus on a particular question around work-life balance, with first and last names of the participants and a brief description of their working position. The video should focus on one of the questions, around WLB.

**Guiding questions to elaborate a short (approx. 60-seconds) answer:**

- In which ways do you envision a family friendly university?
- In your opinion, which aspects are underrepresented in debates around work-life balance in HEIs?
- What kind of perspectives are important when it comes to co-parenting?
- What kind of needs, and which stakeholders are underrepresented in the current discourse at the universities? What do you suggest to meet these demands?

The videos were to be adapted by the Campaign-Team to a design corresponding with the style of the Media Campaign and uploaded to the RESET-Website, its YouTube Channel, and implemented into RESETS Social Media.

**Interviews:**

The interviews were thought to be centered around the expertise and experience of stakeholders at RESET universities in regard to questions around WLB and academia, targeting people who are engaged for these topics. It was carried out in written form with a picture of the person and its workplace, first and last names and a brief description of their working position (100-200 Words).

**Possible guiding Questions:**

- On which topics does your research/expertise on work-life balance/parenting.... focus?
- What questions or problems are you particularly concerned with?
- Which approaches to solutions or adjusting screws are particularly important from your perspective/on the basis of your research?
- What contributions can universities make to addressing these aspects from your perspective/on the basis of your research?

**Feature:**

Features aimed at presenting a working unit, project, service, or facility at the university, dealing with questions around WLB and academic work. This written piece included pictures of the person, their unit, or workplace, first and last names of the participants and a brief description of their working position.

**Possible Questions:**





- Please describe briefly how your unit/project contributes to issues related to WLB/parenthood... at the university?
- What issues/problems are they particularly concerned with in this regard?
- Are there people who turn to you in particular? Where is your expertise particularly in demand?
- Which approaches or levers are particularly important from your perspective/ based on your experience?
- From your perspective/ based on your experience, what contributions can universities make to address these aspects?
- What would WLB look like in an ideal world for you?

In addition, we have integrated output from the *Task Forces on Parenting* (T5.5) in OULU into two contributions to the campaign. These reflect the discussions and exchanges within the task force on two topics: on the one hand, mobility requirements in science and the compatibility of family and career. Secondly, on the integration of work demands and caring for sick children.

The exhibition *WORK=LIFE OF CAMPUS* features **18 contributions** 5 of our RESET universities. It was launched in April 2023 (M28) and closed in July 2023 (M31).

Partner	Number of contributions	Short-description
UBx	4	Feature of the project “University communication and facilities for parenthood”; Feature of the Centre for Campus Life; Weekly Schedule of a lecturer in the field of Electronics, Weekly Schedule of a lecturer in the field of Engineering,
UL	5	Weekly Schedule of an Assistant Professor; Weekly Schedule of a Lecturer; Creating Family-Friendly Universities and supportive environments. Three short videos
U.Porto	4	Weekly Schedule of a Researcher; Spaces promoting Work-Life Balance; Weekly Schedule of a staff member in Human Resources; Feature of “Conciliação4UPorto”;
OULU	2	Output from Oulu’s Task Force on Parenting: Life in the Academia: Research Mobility – a Blessing



		and a Curse; Output from Oulu's Task Force on Parenting: Life in Academia: Caring for sick children and feeling guilty
RUB	3	Interview with the Co-Founder of the Parenting network; Weekly Schedule of a PhD candidate field of Philology; Featuring the Staff Unit Family-friendly University

### Schedule of WORK=LIFE OF CAMPUS

The implementation of WORK=LIFE OF CAMPUS consisted of integrating the contributions to RESET's homepage and implementing and disseminating each post through RESET's social media channels. This technical and visual implementation was managed by the AUTH project team.

The plan of the conduction of the campaign foresaw the following schedule for the campaign:



Figure 21 Schedule of WORK=LIFE OF CAMPUS

While running the campaign, we deviated from this plan in terms of the end of the campaign. Instead of ending it on 30<sup>th</sup> of June, we ended it on 15<sup>th</sup> of July 2023.

### 2.2.2. Reflection on contributions and implementation:

Based on the lessons learned from the previous edition of the media campaign, we pursued an implementation plan that was flexible in that various formats were

incorporated into the campaign (e.g. weekly schedules, videos, interviews and portraits). On the other hand, we planned four rounds in which we fed in contributions to coordinate the integration and design of the contributions. On the one hand, this made it possible to have a more flexible schedule for the creation and submission of contributions. It also ensured that the project partners in AUTH could plan the website integration and implementation of social media contributions.

Due to the openness of the campaign design, we were able to generate a variety of different forms of contributions and posts, which nevertheless maintained the unity and identity of the campaign through the implementation of a common design. In addition to doctoral and post-doctoral students, we received various contributions to the "Weekly Schedules". However, we were not able to specifically represent the student group in the campaign. In our experience, students with care responsibilities in particular were less responsive to the campaign - precisely because of the high workload involved in balancing studies and family and the resulting additional effort that active participation in the campaign entails. While employees of the organization were able to reconcile participation with their professional activities, in the case of students it would have had to take place in their free time.



Figure 22: Video Contribution on Fatherhood and Academia, UL

Through a video contribution from Lodz, the contributions from Oulu's Task Force and some of the Weekly Schedules, we have included contributions from men in the campaign, thus also addressing issues of care work and the reconciliation of family and career from the perspective of men. For example the short video by Janusz Reichel, an Associate Professor at the Faculty of Management explores the concept of co-parenting and the crucial role that fathers play in the upbringing of their children. His contribution emphasizes the importance of equal partnership and active involvement in child-caring.

### 2.2.3. Main content of the contributions:

Especially the contributions in the format of the “weekly schedules” reveal important reflections regarding the reconciliation of work and family life.

Contributors express difficulty in finding time for personal activities like visiting friends or family, engaging in political activities, and maintaining a healthy diet. By this they highlight a significant challenge in balancing professional and personal life, where important personal events often get squeezed into tight schedules. They also show the necessity for meticulous planning and coordination with various individuals, including spouses, family members, babysitters, and colleagues. Contributors mention the need to align their schedules with those of their partners and other caregivers, emphasizing the importance of cooperation and support from their professional and personal networks. With this, the challenge to reconcile personal, family, and professional responsibilities is connected. The struggle to allocate quality time for family amidst demanding professional lives is a recurring theme, indicating a conflict between work obligations and personal life. In addition, some contributors express a desire for more free time in their schedules, highlighting the need for moments of rest and leisure. Contributors wish for more opportunities to spend time with extended family and friends, as well as to have free nights during the week. There's a struggle to keep weekends and evenings free from work, with many finding it challenging not to engage in work-related activities during these supposed rest periods. This encroachment of professional responsibilities into personal time is a significant concern.

However, personal motivation and a passion for their work are expressed to be key drivers. Contributors draw strength from the satisfaction and self-efficacy they gain from their professional activities, indicating that personal fulfillment is a significant factor in managing their busy schedules.

2.2.4. *Examples for Social Media Posts:*



Figure 23: Informational Post on Parenting in Academia in Social Media Channels



Figure 24: Dissemination of the interview with the Co-Founder of a Parent Network at RUB

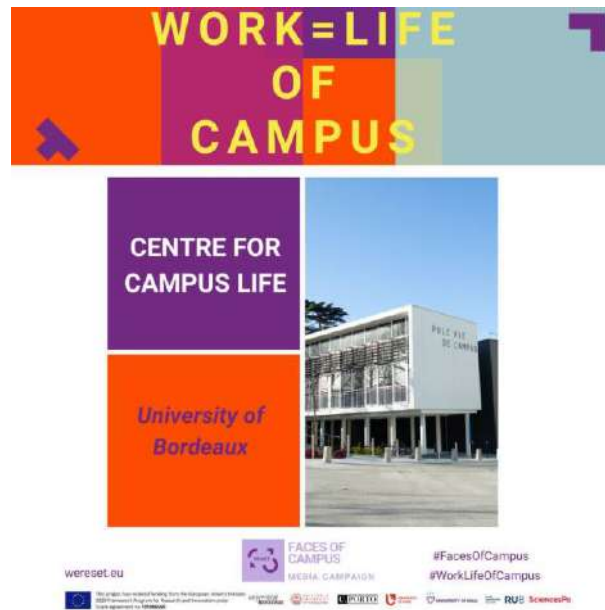


Figure 25: Dissemination of the Feature of the Centre for Campus Life, UBx

### 2.2.5. Links of the Campaign and Exhibition:

Description	Link
Main Page – Faces of Campus	<a href="https://wereset.eu/resources/campaigns/media-campaign-faces-of-campus/">https://wereset.eu/resources/campaigns/media-campaign-faces-of-campus/</a>
Exhibition – WORK=LIFE OF CAMPUS	<a href="https://wereset.eu/resources/campaigns/work-life-of-campus-faces-of-campus-media-campaign/">https://wereset.eu/resources/campaigns/work-life-of-campus-faces-of-campus-media-campaign/</a>
Example for contributions – short videos by members of UL	<a href="https://wereset.eu/work-life-of-campus/creating-family-friendly-universities-and-supportive-environments-ulodz/">https://wereset.eu/work-life-of-campus/creating-family-friendly-universities-and-supportive-environments-ulodz/</a>

### 2.2.6. Promotion of “WORK=LIFE OF CAMPUS” - a selection of examples:

Description	Link
Announcement of the Event “REIMAGINE WORK-LIFE BALANCE	<a href="https://www.uni.lodz.pl/aktualnosc/szczegoly/faces-of-campus-event-reimagine-work-life-balance-in-academia">https://www.uni.lodz.pl/aktualnosc/szczegoly/faces-of-campus-event-reimagine-work-life-balance-in-academia</a>



IN ACADEMIA” UL, 16.10.23 (English)	
Announcement of the Campaign, UL, 24.05.23 (Polish)	<a href="https://www.uni.lodz.pl/aktualnosc/szczegoly/ruszyla-kampania-worklife-of-campus">https://www.uni.lodz.pl/aktualnosc/szczegoly/ruszyla-kampania-worklife-of-campus</a>
Promotion of the exhibition, RUB, 20.07.23 (German)	<a href="https://news.rub.de/hochschulpolitik/2023-07-20-eu-projekt-reset-gesicht-zeigen-fuer-die-vereinbarkeit">https://news.rub.de/hochschulpolitik/2023-07-20-eu-projekt-reset-gesicht-zeigen-fuer-die-vereinbarkeit</a>

### 3. Final events and dissemination of the media campaign

We concluded the media campaign with one event and an online-lecture in Fall 2023:

#### 3.1. “Reimagine Work-life Balance in Academia”, 25.10.2023



Figure 26: Reimagine Work- Life Balance in Academia Event-Poster

The event, a collaborative effort between RESET and UNIC (University alliance of Universities of Post Industrial Cities), featured a panel discussion on the topic of Work-Life Balance (WLB) and its implications within the European academic sphere. This session built on the momentum from RESET’s media campaign “Faces of Campus” and the exhibition “WORK=LIFE OF CAMPUS” by members of RESET universities.

During the discussion, the evolving interpretation of Work-Life Balance in academia was explored, with a focus on its unique challenges within the European context. The event also reflected on the findings and outcomes of the second edition of RESET’s campaign, which provided valuable insights into this topic. A

critical issue addressed was the often unequal distribution of care responsibilities. Despite family leave policies being available for men in most EU countries, their uptake in academia was markedly less compared to their female counterparts, highlighting a significant gender disparity.

The panel aimed to uncover the root causes of this imbalance and shed light on its broader implications. A key part of the discussion revolved around what changes were necessary to achieve a more balanced and equitable academic environment. Importantly, the panel included perspectives from individuals with care responsibilities, ensuring that their voices were heard in this crucial conversation.

47 people participated either in person or virtually in the event.

**10:00-10:10** – Welcoming of the attendants and participants of the event

**10:10-10:30** – Work-Life Balance in Academia, perspectives from RESET project; short introduction into the event based on the Media Campaign and other actions from the project (Viktoria Niebel, RUB)

**10:30-11:10** – Researching the challenges of parenting in Academia - Observation and Findings + Q&A (Marisa Matias, UPorto)

**11:10-11:30** – Work-Life Balance and Family in Academia - Croatian Context (Ivana Grgurev, Zagreb)

**11:30-11:45** – Coffee break

**11:45-12:40** – Panel Discussion (M. Matias, A.Rozalska, V.Niebel, I. Grgurev, P. Szymanska)

**12:40-12:55** – Discussion with the Audience

**12:55-13:00** – End of Session

*Figure 27: Schedule of RESET Event "Reimagine Work-Life Balance in Academia"*

The session was opened by Łukasz Bogucki, ULs Vice-Rector for International Relations, and Alexandra Rozalska, leader of ULs RESET team. Afterwards, the Campaign FACES OF CAMPUS was presented by Viktoria Niebel, RESET's team leader at RUB, and coordinator of the media campaign. With Marisa Matias, form RESET's UPorto, we provided a lecture on findings on the challenges of parenting in academia, based on her



scientific research, and insights from the academic staff at the University of Porto. Ivana Grgurev presented developments on family friendly policies at the Faculty of Law at the University of Zagreb, member of the UNIC project. In our panel discussion, we discussed the needs for institutional support based on the video contributions to the Media Campaign “FACES OF CAMPUS” by researchers from Lodz.



Figure 28: Impressions of the event “Reimagine Work-Life of Academia, UL, 25.10.2023



Figure 29: Impressions of the event "Reimagine Work-Life of Academia, UL, 25.10.2023

### 3.2 Lecture: "The impact of a university merger on professional equality. The administrative side", 05.12.2023

To conclude the media campaign, we recorded a lecture with Marion Paoletti, scientific coordinator of RESET, on December 5, in which she spoke about the gender dimension of university citizens in relation to administrations. With the lecture, we deviated from the plan to hold an event on the topic of the feminization of university administration, as we found the format of the video at the end of the campaign more sustainable. The lecture thus follows on from the "Behind the Scenes" exhibition from 2022 and rounds off the media campaign.

The video is available on RESET's YouTube channel and will be shared via RESET's social media channels<sup>4</sup>.

<sup>4</sup> <https://www.youtube.com/watch?v=cAhqg7PAbb8>



Figure 30: Screenshot of the campaign related video lecture, 05.12.2023

In addition, we have recorded another information video summarizing the central content of "FACES OF CAMPUS", which will also be distributed via the project's social media channels<sup>5</sup>.

#### 4. Lessons learnt and outlook

Now that the campaign is complete, in the final year of the RESET project, we will firstly draw attention to the results of the campaign through short videos on RESET’s YouTube channel. On the other hand, we will bundle the contributions of the campaign and make them available to the RESET universities in a PDF document to ensure the sustainability of the campaign and the availability of the rich material that we have collected and curated through the two exhibitions.

Questions relating to the compatibility of family and career, as well as work-life balance, are also dealt with in detail in other tasks of the RESET project (T5.5, T6.4). In particular, the collaborative further development of policies and guidelines at RESET universities on the topic, as envisaged in Task 6.4, will now be guided and further developed in the light of the results of the media campaign, among other things.

All in all, we consider the campaign to be a successful means of generating engagement within our communities, increasing visibility and awareness of the concerns of women in academic support roles, and of work-life balance issues in the challenging demands of academic work.

<sup>5</sup> [https://www.youtube.com/watch?v=W2-hs0ttQq4&ab\\_channel=RESETEUproject](https://www.youtube.com/watch?v=W2-hs0ttQq4&ab_channel=RESETEUproject)

The great advantage of the broad-based media campaign is to present the realities and concerns as well as best practice examples at different locations and to use the reach of the RESET project. At the same time, the campaign also required visibility to be gained within the respective universities. This requires coordination with central players in the respective communication departments and is a strategic effort that must be taken into account when planning such campaigns.

### Literature:

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