RESET

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

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Abbreviations

AB	Advisory Board
AUTh	Aristotle University in Thessaloniki
DCP	Dissemination & Communication Plan
DMP	Data Management Plan
EA	Ethics Advisor
EC	European Commission
ERA	European Research Area
EUA	European University Alliance
FG	Focus Group
GBV	Gender-Based Violence
GDPR	General Data Protection Regulation
GE	Gender Equality
GEP	Gender Equality Plan
GIA	Gender Impact Assessment
H2020	Horizon 2020 framework programme
ICT	Information and Communication Technology
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
PM	Project Management
RRI	Responsible Research & Innovation
RUB	Ruhr University Bochum
ScPo	Fondation Nationale des Sciences Politiques, Paris
UBx	University of Bordeaux
UL	University of Łódź
UOULU	University of Oulu
UPorto	University of Porto
VP	Vice-President
VR	Vice-Rector
WP	Work Package

Executive Summary

The current document represents a Project implementation logbook: mid-term edition – an output of the EU funded project "RESET – Redesigning Equality and Scientific Excellence Together" (GA number 101006560).

RESET is a Horizon 2020 Coordination and Support Action aiming 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.

This logbook is a close follow-up of the whole GEP design, implementation, activities implementation and GEP evaluation. It aims to provide other HEIs and similar projects with the finest operational perspective on implementing locally a project such as RESET. It is a practice-based tool, drawn upon the mid-term experience of "RESET. It intends to help RESET teams to reflect on their practices, achievements and pitfalls during the first halftime of the project implementation.

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Introduction

The current document is a close follow-up of the whole Gender Equality Plan (GEP) design, implementation, and GEP evaluation within the RESET project. It aims to provide other HEIs and similar projects with the finest operational perspective on implementing locally a project such as RESET.

RESET is a Horizon 2020 (H2020) Coordination and support action, which aims to address the challenge of Gender Equality (GE) in research institutions in a diversity perspective, with the objective to design and implement a user-centred, impact-driven and inclusive vision of scientific excellence.

This implementation logbook is elaborated at the mid-term of the RESET project within the WP9 that has as its main goal to "Manage RESET and ensure the quality of its implementation". The logbook draws upon progressive RESET GEP-making experience, from the overview of GEPs 1.0 design and implementation procedures, as well as it brings to light some of the good practices and guidelines for the projects/organizations with similar or related challenges. It intends to help project partners to reflect on the practices, successes and pitfalls of the implementation and provide a space and path for improvement within design and implementation of GEPs 2.0.

In terms of external audience, this logbook aims to assist other institutions and similar projects on how to identify and apply methods and practices that will guarantee the most efficient GEP implementation and GE mainstreaming with regard to different contexts. In addition to that, as RESET intends to contribute to the establishment of the ERA and follows RRI principles, the content of this logbook provides an insight to the evolution of institutional culture in academia, and can be relevant for policy-makers at the local, national and international levels.

The elaboration of this logbook pursues the following objectives:

- Sharing of experience and methods with other projects and initiatives in the aim to introduce institutional and / or cultural change for gender equality in research and academia.
- Identification of RESET good practices in the realms of GEP design, implementation, monitoring and evaluation.
- Reflecting on lessons learnt, successes and pitfalls, with a view to sustainability.
- Providing an insight to the operational perspective on implementing locally a project such as RESET and serving as reference for internal and external training and capacity-building.

The information held in the logbook builds on the monitoring documents and notes of the project manager and scientific coordinator, general minutes and synthesis of different operational and technical sessions, opinions of the partners collected close to

the mid-term of the project lifecycle and regular exchanges with the evaluating partner ScPo, notably as part of monitoring and evaluation focused activities during project meetings. Individual contributions from GEP implementing partners were collected through the following means:

- Bilateral interview sessions run between local teams and the coordinator/WP9 leader (qualitative interviews in September/October 2022).

- Questionnaires inquiring partners' experience and satisfaction in terms of different parts and components of the project (quantitative evaluation).

In both cases, the questionnaire and interview guide had been shared with partners prior to the sessions (Annex 1). The feedback was synthesized, presented to the partners during the Consortium meeting and discussed with an objective of continuous improvement.

Besides RESET experience, the practices, procedures and tools outlined in this logbook follow the guidelines of the:

- Updated GEAR tool (2022)[1].
- Horizon Europe[2] and Horizon 2020[3] EU framework programmes.

This logbook relies on, complements and should be read in conjunction with the following deliverables and internal documents:

- D1.1 (WP1) Letters of nomination for the GE Board developed in February 2021 (v2.0).

- D1.2 (WP1) GE survey Data Reports developed in November 2021 (v1.0).

- D1.3 (WP1) GEPs 1.0 developed in June 2022 (v1.0).

- D2.1 (WP2) Monitoring and Evaluation Plan developed in June 2021 (v1.0).

- D2.2 (WP2) Check list for GEP monitoring and evaluation developed in July 2022 (v2.0).

- D3.1 (WP3) RESET Report on Qualitative Crowdsourced and Open data Filtering Methodology developed in December 2022 (v1.0).

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- D3.2 (WP3) GE Data Collection and Processing Pipeline developed in June 2022 (v1.0).

- D5.4 (WP5) Promoting a unique standard of gender neutral, non-discriminatory, positive forms of communication developed in September 2021 (v1.0).

- D5.5 (WP5) Media Campaign promoting cultural change "Faces of Campus" developed in June 2022 (v1.0).

- D6.5 (WP6) Joint statement of top management on their engagement for equality, diversity and excellence in research developed in June 2022 (v1.0).

- D7.1 (WP7) Gender Impact Assessment (GIA) Guidelines developed in April 2021 (v1.0).

- D8.1 RESET Dissemination and Communication Plan, including links to Zenodo collection, website and dedicated pages on each partner institution website (WP8) developed in September 2022 (v4.0).

- D8.5 (WP8) RESET policy brief #1 developed in March 2022 (v1.0).

- D9.1 (WP9) Project management toolbox for a project such as RESET developed in December 2022 (v1.0).

- D9.2 (WP9) RESET Co-design starter kit (WP9) developed in December 2021 (v1.0).

- D9.5 (WP9) Requirements for the protection of personal data (POPD) – Data Management Plan developed in May 2022 (v2.0).

- D10.1 (WP10) RESET POPD – Requirement No. 1 developed in May 2021 (v1.0).

- D10.2 (WP10) H – Requirement No.2 developed in May 2021 (v1.0).

- RESET Consortium agreement.

This logbook does not replace any legal documents or resources published by the European Commission. It is also intended to be complementary with the intermediate assessment to be delivered by the evaluator in D2.3 – Interim Monitoring Report[4].

In this context, the present document is structured as follows:

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[4] Which submission planned for December 2022 was postponed to mid-February 2023 in order to usefully respond to the present deliverable.

- *Chapter 2 – GEPs in RESET: objectives* - this chapter provides an overview of RESET objectives at the project level and universities' ambitions in terms of GEP co-design and implementation.
- *Chapter 3 – GEPs in RESET: roles and stakeholders* - it elaborates on management systems and roles applied at the internal and the external levels.
- *Chapter 4 – Practical organisation of GEPs' design -* in this chapter, we provide an analysis of the processes carried out within the project, such as practical organisation of the GEPs' co-design and execution. This chapter also provides an insight into development of RESET platforms and sheds light on ethics and data regulations within the project.
- *Chapter 5 – RESET interactions* - this chapter provides a brief summary of RESET networking strategy and recommendations on the setup and organisation of project events at the local and project levels.
- *Chapter 6 – Conclusions* - it summarises critical observations and recommendations for the RESET partners and managers of similar projects.
- *Annex* - it includes a template of the questionnaire guide developed in RESET for the evaluation of the mid-term project's development and continuous improvement of management and coordination systems.

To facilitate the reading, the structure of each chapter integrates a brief introduction of what has been initially foreseen in the project and how each task or part of the project was implemented in reality with regard to the multiplicity of contexts and to the encountered obstacles or difficulties. As the logbook draws on the project experience, the format of this document is adapted to the narrative form, and contains the "we" form as a reference to the all partners of the project.

2. GEPs in RESET: objectives

This chapter intends to explain the objectives of GEP making and gender equality mainstreaming by RESET partners. It also provides a perspective on co-design features of these processes.

2.1 Objectives and framework of GEP-making within RESET

RESET project integrates a network of 7 research-intensive and multidisciplinary universities, four of which - University of Porto in Portugal; Aristotle University in Thessaloniki, Greece; University of Lodz, Poland; University of Bordeaux, France have implemented fully-fledged Gender Equality Plans and prepare their later upgraded version (GEP 2.0). GEPs have to be aligned with the standards set under Horizon Europe and the principles enounced in the Ljubljana Declaration (2021)[5], as well as with

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[5] Ljubljana Declaration on Gender Equality in Research and Innovation available at https://data.consilium.europa.eu/doc/document/ST-12044-2021-INIT/en/pdf

existing legal and policy frameworks at national level. Two university mentors – the University of Oulu, Finland and the University of Ruhr-Bochum, Germany – provide guidance for this process and share their own experience and practices with the aim to add complementary measures to their existing GEPs. Additionally, a partner acts as an impartial evaluator – Sciences Po Paris, France – providing a critical perspective of both project's functioning and GEP implementation, in light of its own expertise in conducting and evaluating institutional change for gender equality in research and academia.

The unique feature of the RESET consortium is that all partner universities are engaged in scientific excellence projects and initiatives. This enables analysis of the scientific excellence through the perspective of gender and diversity[6]. Consequently, RESET's main objective is to associate scientific excellence policy making with the promotion of occupational equality in academia. This, in its turn, implies that the project does not solely intend to design, implement and evaluate the Gender Equality Plans and related actions, but also to contribute to the production of institutional and cultural change.

Through integrating and executing GEP 1.0 and 2.0, RESET partners aim to:

➢ Support structural and cultural change within their institutions.

➢ Make their institutions compliant with the requirements of the European and national funding bodies.

➢ Apply innovative and participative methods in design and making of policies.

➢ Tailor measures and actions to the local contexts with the help of data.

➢ Capitalize on existing experience and suggest new indicators for the definition of scientific excellence.

➢ Train, raise awareness, empower, act upon bias, and debunk myths within academic communities.

➢ Support the mainstreaming and inclusion of gender into research activities and contribute to the achievement of the European Research Area (ERA).

In addition to that, the co-creation and execution of GEPs within RESET go along with:

➢ Establishment of GEP-support participatory internal structures: Gender Equality Boards (GEBs) designed to ensure stakeholders' engagement.

➢ Design and implementation of thorough data collection methodology, where particular focus is drawn to intersectionality.

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[6] RESET Joint statement of top management on their engagement for equality, diversity and excellence in research available at wereset.eu/deliverables/reset-joint-statement-on-our-engagement-for-equality-diversity-and-excellence-in-research/

➢ Training and awareness-raising activities targeted at various groups within university communities.

➢ Specific process of monitoring and evaluation that was developed for the type of projects as RESET, further tailored to the partners' contexts and needs and complemented with internal monitoring & evaluation frameworks.

➢ Support in establishment of internal local structures that will enable sustainability and standardization of the GEP-making process.

The holistic framework of RESET integrates two essential specificities: the use of co-design processes and methods, and the consideration of the intersection of different inequality factors in the design and implementation of GEPs. Co-design is an innovative approach applied in RESET to politically frame and sustainably implement gender- and diversity-friendly practices in the working environment. Application of intersectional approach within GEP-making follows an idea of intersection of multiple inequalities and/or discriminations that can be experienced by social groups or individuals. Both of these approaches have an ambition to make RESET GEPs more inclusive, participative and adapted to various contexts and situations. Consequently, RESET teams have to pay attention to the particularities of each local context: by considering socio-cultural and political aspects, local labour market settings and existing institutional cultures.

To provide an insight into the objectives and ambitions of the four GEPs developed by universities-partners of RESET, we include below some excerpts from their plans (Table 1).

Name of university	Reference
AUTh	*The AUTh Gender Equality Plan (2022-2024) aims to establish an institutional framework for the integration of gender equality and inclusivity principles in all of the institution's policies; overcome sexist language in AUTh's public discourse; increase the number of gender-related courses offered and integrate gender issues across course contents, while promoting gender mainstreaming in curriculum design* (Aristotle University in Thessaloniki, 2022, p. 19).
UBx	*The GEP of UBx contains concrete measures designed to enable our institution to rise to contemporary societal challenges, maintaining our commitment to excellence with the utmost respect for our staff and users, championing their contributions while combating discrimination in all its forms* (University of Bordeaux, 2022, p. 8)
UL	*The main aims of the UL plan include: identifying the main challenges to gender equality, and diversity at the University of Lodz; [...] Introducing relevant gender- and diversity-friendly mechanisms and policies aiming*

	to improve equal treatment of all employees and students (such as the anti discrimination procedure) (University of Lodz, 2022, p. 6).
UPorto	*U.Porto's goal of asserting itself as a Research University is not unrelated to the quality of its research, which, to be fully efficient, must create inclusive conditions for the development of research activities and invest in the economic and social valorisation of its research output. This Gender Equality Plan supports the realisation of this commitment* (University of Porto, 2022, p. 6).

Table 1. RESET GEP's objectives

2.2 GEPs design

While already tested under similar projects, co-design is the RESET driving force, as it allows to run innovative participative sessions at the internal institutional level, but also at the inter-institutional scale. Such sessions involve various stakeholders and "equip" them with tools to co-create new policies and practices.

Co-design is also applied to empower those, whose participation is usually marginalized, and value diversity of backgrounds, experiences and skills. The framework of RESET co-design functioning, tools and methods is described in a co-design starter kit[7] developed by the RESET mentor partner – UOULU. The added value of co-design interactive activities is that they help to communicate on the project, mainstream GE and make the project to be perceived as "useful" and providing tools, thus strengthening ownership from the community over the ultimate goals of a GEP.

Co-design aspects of institutional GEP-making within RESET include:

- Iterative approach for the measures and actions design (consultations with stakeholders, experience of other projects or universities).

- Involving people with power/interest, as well as providing an opportunity to any member of the academic community to participate and be involved in the GEP design (e.g. GEBs, Focus Groups - FG, GE survey).

- The development of co-design sessions (WP6) and the use of the co-design starter kit (WP9) as a support to GEP related activities (e.g. GEP design).

- Co-design of templates and deliverables (all partners' contributions to the design and content).

- Active involvement of task forces and Communities of Practices (CoPs), which include group consultations and gather representatives of human resources

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[7] University of Oulu, Co-design starter kit (RESET, 2021)

(HR) departments, communication departments, researchers and scientific consultants and Vice-Presidents (VPs) or Vice-Rectors (VRs) for Research and Innovation or any other relevant local stakeholders. CoPs with various relevant stakeholders: research support and grant offices (e.g., in RESET teachers and researchers compose CoPs for further development of the Gender Impact Assessment (GIA) tools).

The co-design and implementation approach of RESET GEPs foresees two iterations (Figure 1), both of which rely on the GEAR tool approach[8] and RESET-specific co-design inputs to the different stages of a GEP life cycle (Table 2).
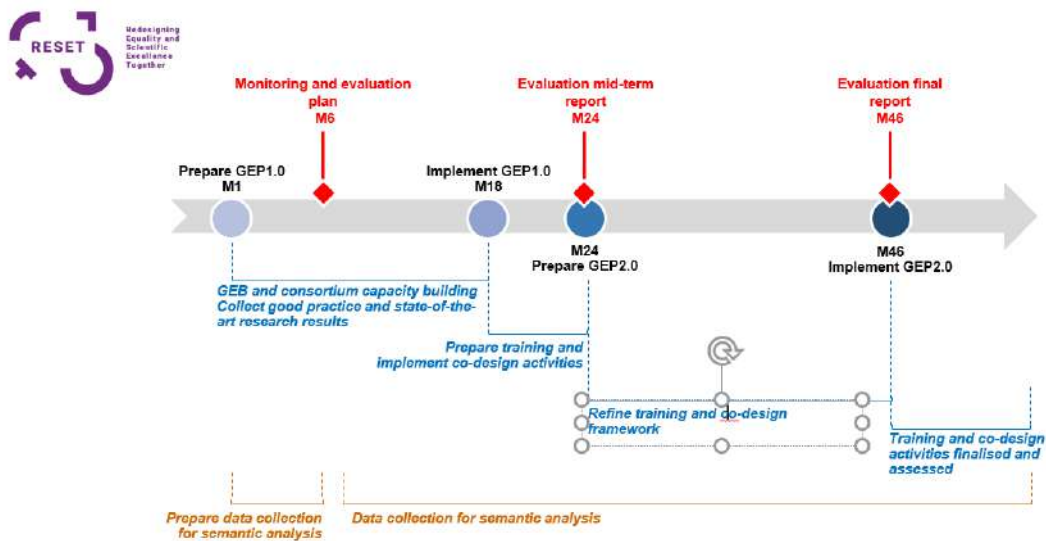
Figure 1 GEP iterations in RESET

GEAR tool step	RESET measures
1. Getting started	Design and drafting of procedures, processes and templates for data collection in collaboration with each university local services and relying on mentors' experience and guidance from evaluator. Identification and involvement of the relevant stakeholders at the local level.
2. Analysing the state of play	Adaptation and local implementation of data collection methods, involving GEB's and relying on their support; drawing of local reports and definition of working areas for future GEPs in close articulation with GEB's and relevant stakeholders.

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[8] Gender Equality in Academia and Research - GEAR tool available at eige.europa.eu/gender-mainstreaming/toolkits/gear

3.	Designing local GEPs	Co-elaboration of a common template for RESET inclusive GEPs and drafting of proposals; consultations with local stakeholders, GEBs and decision-making bodies; distribution of responsibilities and setting deadlines for actions; validation of GEPs by local decision-making bodies and publication on the institutional websites.
4.	Implementing GEPs	Execution of defined measures and actions in accordance with a set timeline and in close collaboration with relevant stakeholders, services and with the support of GEB's.
5.	Monitoring and evaluating GEPs	Follow-up of the execution while paying attention to successes and pitfalls of proposed actions; developing RESET teams' capacities for steering institutional change through co-design and self-assessment; recommendations for GEPs v2.0; running of experimental evaluation; training of GEBs and other relevant stakeholders.
6.	GEP sustainability	Constant monitoring, refinement and redesign of GEPs actions; assessment of challenges, blind spots; integration of inputs from GEBs and RESET forum participants.

Table 2. GEAR tools and RESET phases

The GEAR tool methodology and its suggested resources were evaluated as extremely useful by all RESET partners. In addition to providing a methodology of steps in GEP making, it addresses various challenges related to GE and diversity issues in academic spaces: namely, engaging stakeholders, improving gender balance in decision-making positions and contributing to the re-definition of criteria of scientific excellence making them more inclusive. Among other sources helpful for GEP making (Table 3 – not exhaustive list), we highlight guidelines provided within the Horizon Europe framework programme, other EU funded projects, as well as RESET internal meetings and support provided by the WP1 leader.

Sources for GEP making	
Horizon Europe	Horizon Europe Work Programme 2021-2022 (EC, 2021)
	Gender Equality Plans FAQs (EC, 2021)
	Horizon Europe Guidance on Gender Equality Plans (2021)
Available through GEAR tool	Gender Equality in Academia and ResearchGEAR tool step-by-step guide (EIGE, 2022)
	Gender equality in academia and research (GEAR) action toolbox available at eige.europa.eu/gender-mainstreaming/toolkits/gear/action-toolbox
	Gender equality plans in academia and research: roadmap to effective implementation (EIGE, 2022)

	Which stakeholders to involve and how? available at https://eige.europa.eu/gender-mainstreaming/toolkits/gear/which-stakeholders-need-be-engaged-gep
	Gender equality plans in academia and research: success factors and obstacles (EIGE, 2022)
Other EC guidance	European Area Research Policy Agenda (EC, 2021), Approaches to inclusive gender equality in research and innovation (R&I) (EC, 2022)
Other EU projects	Gender Equality Plans by Gender Equality Academy, available at ge-academy.eu/th3-a/
	Gender budgeting in academia –Toolkit by GARCIA project, 2016, available at garciaproject.eu/wp-content/uploads/2016/12/GARCIA_D5.3-Gender-budgeting-in-academia-toolkit.pdf
	Resources for research funding bodies by SUPERA project, available at https://www.superaproject.eu/resources-for-research-funding-organisations/
	The SPEAR creative, open, mitigating, processual, accountable, SMART, sustainable (COMPASS) methodology by the SPEAR project, 2021available at gender-spear.eu/compass

Table 3. List of useful sources for GEP making (RESET experience)

3. Roles and stakeholders

Within this chapter, we explain the roles of internal and external stakeholders involved in the mainstreaming of gender equality through GEPs and RESET actions in general.

3.1. Roles of partners

Among RESET partners, we identify three main categories:

- *GEP implementing partners* have the goal not only to design and implement their inclusive GEPs (AUTh, UBx, UL, UPorto), but also to make this practice sustainable and successful at the institutional level. While designing and carrying out their local actions for GE they should keep in mind the objectives of different project's WP and articulate their tasks with tailored local activities and processes (e.g. training activities, mobilization of units, communication actions and events).
- *Mentors* have as an objective to boost GE in practices of GEP implementing partners and enlarge their local potential of innovation by disseminating RESET

experience through their networks. These partners (RUB and UOULU) are entitled to support the design and implementation of tailor-made GEPs, share their experience, help to avoid pitfalls and support in the co-design methodology and GIA mainstreaming.

- The *evaluator* has to ensure that the partners are fully aware and equipped of monitoring and evaluation (M&E) instruments. They develop indicators that are specific to the project's contexts and evaluate their progress at the RESET specific pace. They accompany the process of GEP development (design and implementation) with a capacity for self-assessment and self-reflexivity, making the most sustainable use of their resources and of the instruments available for the purpose of transforming their organizations.

Beyond this role allocation, all RESET partners actively engage with each other and are part of a mutual learning process (Figure 2). This is why at this intermediate stage of the project, they acknowledge that RESET has contributed to a greater visibility of GE and diversity issues at the institutional level, compliance with national and European funding requirements and to the greater prestige of partner universities. GEP implementing partners noticed that it was easier to convince top management bodies on GEP validation with the argument that UOULU (mentor) university has been conceiving and following its GE plan for more than 20 years or that at RUB, each faculty has its own GEP. Due to the participation of mentors in the co-design of templates, RUB (mentor) indicates identifying possible improvements that can be done to its own data monitoring and adaptation of actions within GEP making.

The evaluating partner (ScPo) committed the Joint Statement on Engagement for Equality, Diversity and Excellence in Research (RESET, 2022) thus expanding RESET impact to its own institution. ScPo has also been instrumental to activating GEP endorsement processes at UPorto and AUTh, following bilateral meetings with key stakeholders prior to GEP approval, respectively in February and April 2022.
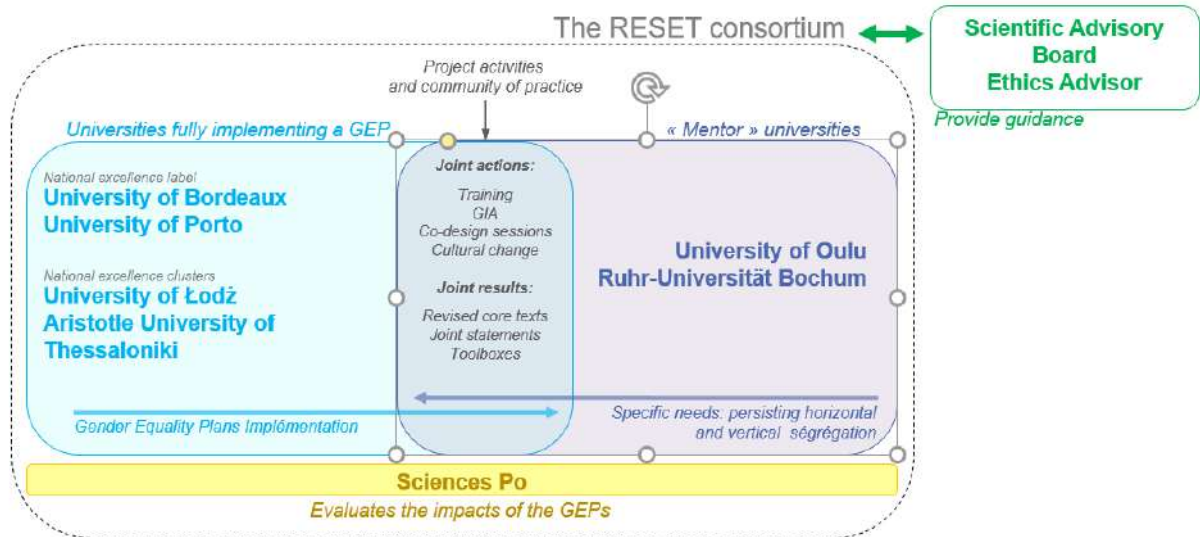
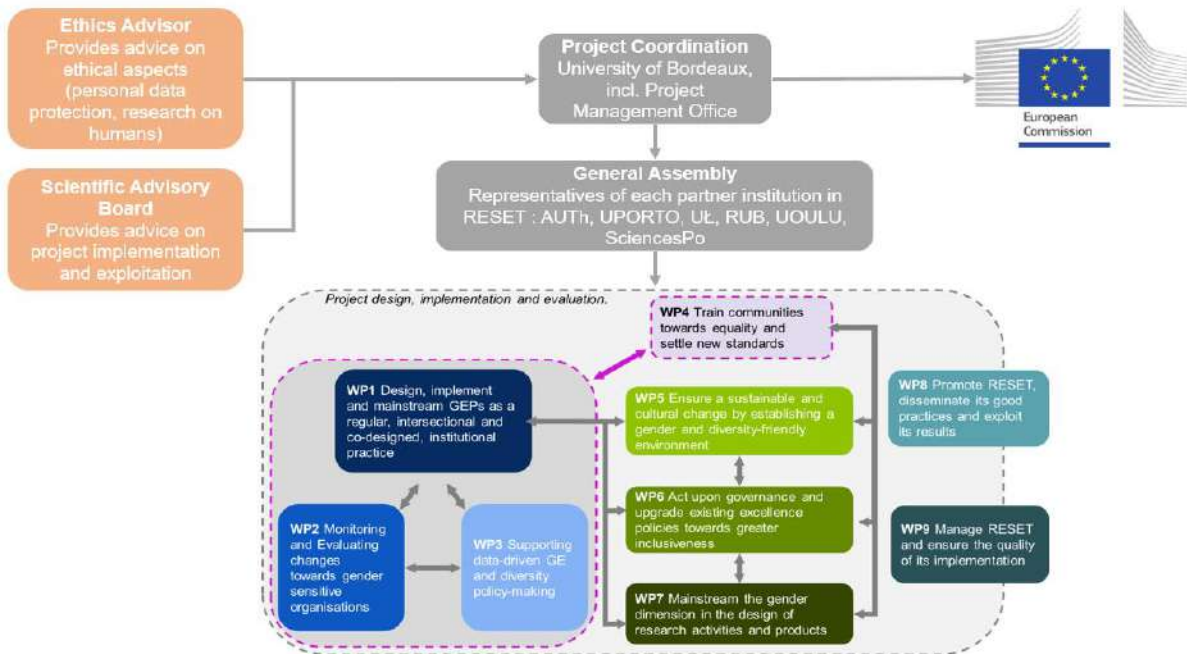Figure 2. RESET joint activities and results

Figure 3. RESET Consortium structure

However, as the project's roadmap and functioning (WPs' structure, roles and responsibilities - Figure 2 and 3) are complex, we can also single out the following specific roles:

- RESET coordination – tasks are described within WP9 under the lead of UBx.
- Framework and monitoring for GEP implementation with a focus on institutional capacity and sustainability – ScPo.
- Handling of data and ethics related issues – AUTh and UBx. AUTh leads WP3 and aims to support and maximise the analysis of the work carried out in WP1 and WP2 by the use of information and communication technology tools and methodologies for data processing. Together with UBx (WP9), they ensure the project's conformity to the open access and open data requirements, as well as ensure the ethics compliance of designed activities.
- Development and update of the communication and dissemination strategy of the project and organisation of innovative events – AUTh in WP8.
- Development of training and teaching materials for mainstreaming of gender, diversity and inclusion – UL in WP4.
- Actions for sustainable cultural and institutional change – UBx and RUB in WP5 and 6.
- Framework for the co-design applicable to the RESET activities (WP9, WP6) and execution of gender mainstreaming through GIA – UOULU in WP7.

The functioning of RESET combines and synchronizes activities of partners' roles WP/Task leaders and local operators for execution of WP tasks. Moreover, local managers are responsible for the project implementation, ensuring that project's direction, mission and schedule are respected and the sustainability of actions is ensured. Local teams are also in charge of creation of interdependencies and division of responsibilities between the project and local units and/or structures (e.g. HR office, GE Officer, research departments, college of graduate schools and GEB).

On the one hand, the existing system enables synergies between WPs, tasks of the project and those of GEPs, as well as the maximisation of impact. On the other hand, it produces a double level of pressure, peaks of activity and implications for work-life balance (WLB) of teams' members. This is why clear and efficient management and communication processes reflected in RESET project management toolbox[9] are the basis for the success for the projects of the "RESET" type.

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[9] Project management toolbox for a project such as RESET (RESET, 2022)

3.2 Management of institutional stakeholders

The RESET project foresees different levels for management of stakeholders (Figure 4). This part describes how partners coordinate the activities of local stakeholders that contribute to the RESET implementation and GEP-related processes.
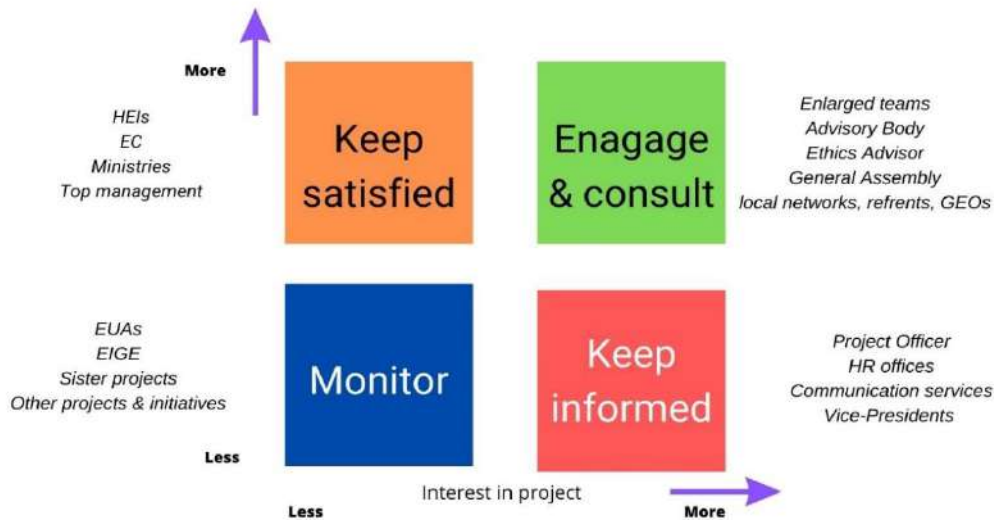
Figure 4. Management of stakeholders in RESET

Within this framework, we identify HEIs partners and their communities as primary beneficiaries of the projects and its results. This category was determined during the first audit phase (GEAR step 2) and includes top and middle management, HR services, research, teaching and administrative staff, students. On the basis of these groups, we aim to establish and support new structures, as GE offices, GEBs and CoPs. Moreover, the RESET system of policy-making relies on co-design and provides a "bottom-up" approach for policy-making, where opinions and inputs of communities' members have to be synthesised and considered.

For Coordination and Support Action projects aimed at organisation change as RESET, the category of top and middle management is of particular importance, as we rely on them for validation of GEPs, signature of statements and protocols, contacting the structures and fighting with resistance. That is why, identification of project supporters within this category is another factor of possible success (e.g., in RESET, we have successfully implemented the system for engagement of Top and middle management

in elaboration and signature of the D6.5 – Joint statement on Our Engagement for Equality, Diversity and Excellence in Research (RESET, 2022)[10].

HR services play a crucial role in the elaboration and implementation of GEPs and some project's related tasks. They have participated in RESET surveys, co-design groups and specific communication actions and have keys to transfer the knowledge and skills to other members of communities – training, plenary sessions, outreach activities, formal notes etc. Within RESET, we invited them for co-design activities and data collection, and developed on this basis a deliverable D6.1 "Joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence" (RESET, 2022).

At RESET partner universities, research institutes can be embedded in joint laboratories or other types of structures. Thus, RESET aims to maximise the project's on-site impact on research and local and regional innovation potential and mainstream gender within research structures, mobilise the potential of early career researchers and identify good practices and initiatives that can be tailored to other contexts. Within this approach and specific GEP measures, we also target research departments, graduate schools and post-graduate students. The level of support within these structures and respective audiences may vary: from active commitment to creating difficulties for development of some actions: gender backlash, conservative approach and desire to "protect" science from "denaturing".

Research support, international offices and communication departments are other major actors in multiple RESET and GEP actions. They help to raise awareness, disseminate and convince the audience. According to RESET experience, the services that are more exposed to the international exchanges and projects are easier to establish contacts and cooperate with; they are more open to answer to the requests and support GE and diversity values.

Students – starting from the Master level are also recipients of RESET results (RESET training (D4.4), toolbox on gender inclusive communication (D5.4), GIA checklist (D7.2) and online course (D7.4), collection and co-design of measures for better WLB (WP5, 6), promotion of women careers in science (media campaigns in WP5), networking events (WP6), open webinars and other specific GEP actions (e.g. actions for prevention of sexual harassment and/or discrimination – WP5).

This analysis of institutional stakeholders allows RESET not only to design tailored actions, but also to determine allies and potential risks within each community group.

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[10] Meeting with the top management – Joint Statement on Equality, Diversity & Scientific Excellence at wereset.eu/newsroom/news/meeting-with-the-top-management-joint-statement-on-equality-diversity-scientific-excellence/

3.3. Role of GEBs

In RESET, Gender Equality Boards are internal structures driving equality and diversity measures that have been collaborating closely with the local teams on the strategic design of the GEPs and have facilitated the contact with key stakeholders across university, while accompanying at the same time the implementation of GEPs. Their composition and functions are formalized with nomination letters (D1.1).

In terms of initial GEB composition, RESET partners aimed to achieve good institutional coverage and "manageability" of work (through mapping of stakeholders). They meet regularly according to the agreed local calendar and such sessions may have different objectives (from operational ones to raising awareness and training). Besides working with RESET teams on the GEPs design and implementation, their general functioning and number of meetings are adapted to the practices of each university and they represent a body responsible for adaptation of project's tasks, recommendations and guidelines to the local context, e.g.:

- AUTh team involved them in the FG as participants or facilitators.

- UPorto GEB members facilitate dissemination of GEPs to the faculties.

- At UL, several GEB members compose or integrate working groups on some particular issues, e.g. anti-discrimination procedure and GEP making.

- UBx team involved GEBs as active contributors to the common vision of scientific excellence in academia.

GEB members may also receive training (e.g. on GEP making and gender mainstreaming) and participate in networking events, workshops and co-design activities dedicated to some of RESET tasks.

Among the challenges related to the local GEB management, we identify:

- UPorto and UBx: difficulty in terms of number of people in the GEB - complicated to enable a close collaboration and make them well aware of the project and its objectives. GEB members are willing to be engaged in the project, but their tasks have to be very clearly defined and for that they have to split their time or engage into additional work.

- AUTh: existence of two institutional bodies responsible for gender equality strategy: the Gender Equality Committee – established due to the Greek law and the GEB of RESET. Solution – joint consultations and contributions to the GEP design.

- UL: engagement of the members in the work on specific issues like the anti-discrimination procedure.

The viability of GEBs as institutional structures and networks has to be carefully examined before the project's end, so as to enable the sustainability of their existence and further work on GEP elaboration. In future, partners will focus on the project strategy to develop and encourage networking and collaboration between local GEBs. This will notably be extensively addressed by the Monitoring and Evaluation partner as a key sustainability indicator. Observations with regard to the structuring and early functioning of the GEBs will thus be communicated in the Interim Monitoring Report of RESET.

4. Practical organisation of GEPs' design

This chapter describes data collection processes and mechanisms that were applied within RESET to design GEPs and their strategical and operational frame working.

4.1 Overview of data collection strategy

In general, the RESET GEP-making process has been designed to build upon internal and external data collection methodologies. It implies that RESET surveys are accompanied by the collection of the local archived data (institutional, HR or secondary indicators), as well as the statistics and data from open national and European sources (e.g. EIGE country index or She Figures). This encompassing approach entails creation of a RESET data management pipeline that defines data sources, types, analytics methods and system architecture.

The synergy between different WPs (responsible for GEP design, evaluation, and facilitation of data collection and ethics issues) enabled the definition of "data collection standards". Due to the cohesive work modes of the teams and extensive analysis of various sources and references, RESET standards meet the requirements of national and European legislation (GDPR) in terms of collection and processing of personal and sensitive data.

The organisation and coordination of GEP co-design within a transnational project is a time- and resource-consuming experience that requires a pre-set and pre-agreed system of processes and mechanisms that enable efficient tracking of the trajectory and timeline for project and GEP-related tasks execution. However, in reality the projects rarely happen exactly as foreseen, and teams have to adapt to various challenges. In the case of RESET, main challenges monitored under WP9 are presented in table 4.

Nb	Description	Impact and mitigation strategy
1	Operationalization of local teams, the composition of which varies locally and includes arrival of new contributors and replacement of those, who had to leave.	Additional time necessary for on boarding of new members and adjusting of teams' functioning.
		Internal briefings and access to the project's depository.

2	Ambitious deadlines for production of deliverables: RESET submitted its first deliverable two months after its beginning, and had 13 deliverables in total produced during the first year.	Increased level of the stress during the launch phase of the project; GEP data-collection had to be run in parallel to the delivery of project's outputs.
		Reinforced communication channels and development of a "quality assessment strategy for deliverables" (D9.1 Project management toolbox, REST 2022).
3	Need for reconciliation of local practices and development of a common system of references, which will be applied or adapted at the project level.	Differences in the data collection tools and types of data available (depending on the institutional recommendations and national regulations).
		Elaboration of a common system for classification of professional categories (based on the EU standards), development of a common project's "glossary" of terms, adaptation in terms of variety of university units in each local space.
4	Need for additional local and national context analysis with identification of legal and informal settings for GE making, political and economic situation and possible risks.	Additional time for tailoring of project's actions and measures.
		Running of an internal workshop session on national and local contexts (July, 2021).
5	Additional determination of data processing processes and mechanisms and "strengthening" of ethics compliance with submission of two Ethics deliverables, development and update of the Data Management Plan - DMP and execution of additional requirements of Data Protection Impact Assessment.	Delay in the launch of FG and survey due to the validation of procedures by four local Ethics committees.
		Necessity to validate all data processing phases and methods with four local DPOs.
		Challenge of harmonizing the local procedures and four GEP institutions and complying with the European regulation (GDPR).
		Consultations with local DPOs, experts and RESET Ethics Advisor. Introduction and running of regular additional "Wednesday sessions with mentors" during the launch phase (March-May 2021); running of a workshop on "Data and Ethics in RESET" workshop by WP9 (May 2021).
6	Transferability of good practices and acknowledgement with experience of other projects.	Additional time for identification and exchange of best practices.
		Setting of contacts and acknowledgement of results of sister projects and European University Alliances (continuous process).
		Setting of capacity-building sessions on "GEPs of mentors" (January 2022).
		Capacity-building sessions provided by the M&E partner ScPo at 1st (06.2021), 2nd (12.2021) and 3rd (11.2022)

		consortium meetings, including insights from and references to other projects and initiatives.
7	RESET GEPs timeline had to be adapted to the afore-mentioned COVID19 crisis in terms of data collection.	Impact on the launch phase of the project (absence of in-presence meetings during the 1st ½ year of the project), as well as during the data collection period.
		Reinforced communication channels; running of additional "Wednesday sessions with mentors" during the launch phase (March-May 2021).
8	RESET GEPs timeline had to be adapted to the afore-mentioned COVID19 crisis in terms of data collection.	Insufficient in-depth data and additional time needed for analysis of results, supplementary workload for the teams and delay in the submission of the deliverable.
		Mutual support between GEP implementing partners, request for a delay in submission of D1.2 report.
9	Impact on the work-life balance of teams' members.	Adaptation to the long periods of home office and, consequently, isolation and/or periods of absence.
		Attention brought on evidence and tools on the impact of the COVID crisis on academic communities elaborated under sister projects.

Table 4. Challenges for GEP co-design in RESET

4.1 Quantitative and qualitative data collection, critical points and cross-analysis of results

The RESET system for data collection was designed to enable deeper and more accurate assessment of local GEP needs in terms of actions and target groups. It was co-designed by partners and relies on a common pipeline (followed by GEP implementing partners) consisting of:

- Secondary data – gender-disaggregated quantitative and qualitative data issued from various centralized and decentralized institutional data sources.

- Focus Groups (FGs) – anonymized qualitative data issued from the sessions of discussions around the subjects of GE and diversity.

- Survey – anonymized gender-disaggregated quantitative and qualitative data providing insights to the experiences of community members.

This pipeline was designed to combine multiple sources and perspectives on GE and to determine correlations of survey data, institutional indicators and stakeholders' views and opinions reflected in the FGs.

The templates for collection of all these types of data were firstly elaborated by UPorto, further co-designed by partners to be finally consolidated by UPorto as a WP1 leader. The biggest challenge in this process was related to the GE survey, where partners had to consider intersectional approach along with local differences and integrate needs of

other RESET WPs (WP4, 5, 6, 7), as those data were relevant for the further development of WP tasks, actions and deliverables. This, in its turn, resulted in an extensive list of questions and the consequent time needed to answer, alongside the fact that the data collection timing coincided with the end of the academic year.

Another project's specificity lies in the fact that all GEP partners had to follow a "unique" data collection timeline, which was in practice hard to implement, as local teams have different institutional calendars, are set up in different manners and function with different levels of internal support.

The "data and ethics requirements" added an additional layer of tasks to be resolved before data collection. It included back and forth consultations with WP3 and WP9 - at the project level and with Data Protection Officers (DPOs), Ethics Committees, legal support offices and structures responsible for data collection – at the local level.

Secondary data represent anonymous data collected with the help of a common RESET template and collected through various institutional departments including HR, research support services, doctoral schools, pedagogical units. Besides collecting this data in a gender-disaggregated form, each partner institution tried to complete these data by other socio-demographic characteristics, such as origin, age and academic age groups, division by scientific fields, personnel category, type of structure, involvement into decision-making, disability etc. This data provided an intersectional perspective, and its availability or absence helped to characterize RESET partners' institutions, as well as potential population to be involved in RESET activities.

To collect this data, we had firstly to identify services or units that are able to provide the information, secondly to check whether this data is available and, when available, if its collection is centralized/decentralized at the university level. RESET local teams had to keep track of different contacts and RESET deadlines, paying attention to not exhaust internal human resources and not to impact the smooth cooperation.

Focus Groups: after determining a common RESET recruitment procedure for potential participants, partners sent generic emails asking administrative and academic staff (teachers and researchers) for their willingness to participate in Focus Groups sessions and to contribute to the co-design of GEP measures. Participants had to confirm their actual participation and availability (online or in presence – depending on the partners' settings) and sign a consent form for participation.

There were two pre-conditions for the organisation of these FGs: intersectionality within composition and reliability. In the first case, we aimed to collect diverse and specific experiences (age, gender, professional backgrounds) within a homogenous group (professional category). In the second case, some partners claimed difficulties to recruit and convince participants that the content of discussions will be anonymized. According to them, it is the absence of public discourses or discussions on GE at a national level, and/or the simple lack of awareness regarding the position of their

institution in terms of GE and diversity that make potential participants feel reluctant to participate.

Survey: a RESET large-scale survey was implemented with the help of specific information and communication technology tools. The links to the survey were sent by the means of generic emails from RESET teams to all personnel members asking for their willingness to participate in the survey. The text of the emails described its purpose, relation to the RESET project and to the GEP design process.

The emails also contained a link to the survey and a detailed information sheet. The latter provided a clear, accessible and simple description of the individuals' rights and of the legal framework surrounding collection of personal and sensitive data, including references to the national and European regulations and pointing to the RESET website.

To access the online survey, one had to complete a consent form. This procedure ensured that any personal or sensitive information was not disclosed before the actual consent.

What concerns the effectiveness of these data collection systems, the results vary across partners' institutions. In case of secondary data, the rate of satisfaction with results is uneven and depends on the level of centralization and gender-disaggregation of required data. At the same time, all partners agree that this type of data collection was one of the most complicated to implement, while being a very relevant source of data to characterise the institution and to allow a close monitoring of GEP's implementation. The major challenge within this process was the collection of intersectional data, which was not always possible due to national laws/regulations or absence of such data within HR systems.

In the case of the RESET large-scale survey, the project cannot demonstrate high rates of participation when compared to the scale of communities. This can be explained by multiple factors, such as the "timing" - the survey took place close to the academic break period and had to be relaunched in September, when university services are overcharged with the administrative burden. It coincided with the fact that universities had already run multiple online surveys during the COVID19 period, which could have reduced the willingness to participate from potential respondents. Besides these two reasons impacting the response rates, we can further mention the length of the survey, the variety of topics covered (academic career paths, WLB, COVID19 impact) and the general difficulty to implement a co-designed survey of such magnitude within a short period, as similarly documented under sister projects. However, this and other lessons (time necessary for data analysis, additional intersectional analysis and anonymization) are useful for future experience and practices. Despite the insufficient level of answers to be representative, partners highly estimate the value of the received answers and were fully aware of this methodological point while creating GEP actions. These data reinforce the intersectional perspective, including the interest in understanding careers in a comparative manner, crossing gender and age.

While evaluating the usefulness of the RESET data collection types, all partners highlight the FG results as one of the most useful for GEP making. Despite a certain level of practical complexity for their local organisation, the FG results make a link and further explain inequalities observed within secondary data and confirm results of the GE survey.

To complete this holistic approach, RESET GEP implementing partners also relied on the data published by the EU institutions (e.g. She Figures 2019 edition), sources provided by EIGE, national reports and experiences of other projects, as well as on the expertise and experience provided by the evaluator, mentors and local GEBs.

4.2 Drafting, validation and implementation of GEPs in RESET

Starting from the moment of preparation of two extensive reports - on GE institutional settings and training - GEP implementing institutions began the elaboration of draft GEPs. As any other GEP-related process, this procedure was carried out under careful guidance from the WP1 leader, who was responsible for drawing a common template, based on the GEAR tool and Horizon Europe guidelines, and enforcing a common timeline.

Already while conceiving the GE report, WP1 leader realised different writing styles of local reports, and, consequently, suggested some measures and examples for RESET standardisation. Despite some visual and technical differences (adaptation to the institutional requirements, cultures and templates), it enabled further content and structure alignment of GEPs 1.0.

On the other side, partners had to keep notice of the evaluator's inputs, notably in form of a Checklist for GEP Monitoring and Evaluation (D2.2), and of the more general recommendation conveyed by ScPo that GEPs have to be relatively short, readable and communicable while containing clear timelines, indicators and responsibilities.

In terms of content, all partners followed almost identical organisation into four thematic areas, as suggested by the templates delivered within WP1, and where all relevant actions and measures had to be inscribed. The most complicated part of this process was the agreement on the distribution of responsibilities among various institutional services. In order to enable that, all partners had to run a series of consultations with stakeholders of various levels: top and middle management, HR offices, legal and research support offices, communication services, students' related offices, etc. The peak of this process were the sessions with local GEBs. Depending on the local context, some GEB members were involved in the GEP design by participating in brainstorming and evaluation sessions. In all partners' institutions, GEBs commented on the GEPs first drafts, gave their feedback, pieces of advice and suggestions, and contributed to final validation by the top-management (Figure 5).
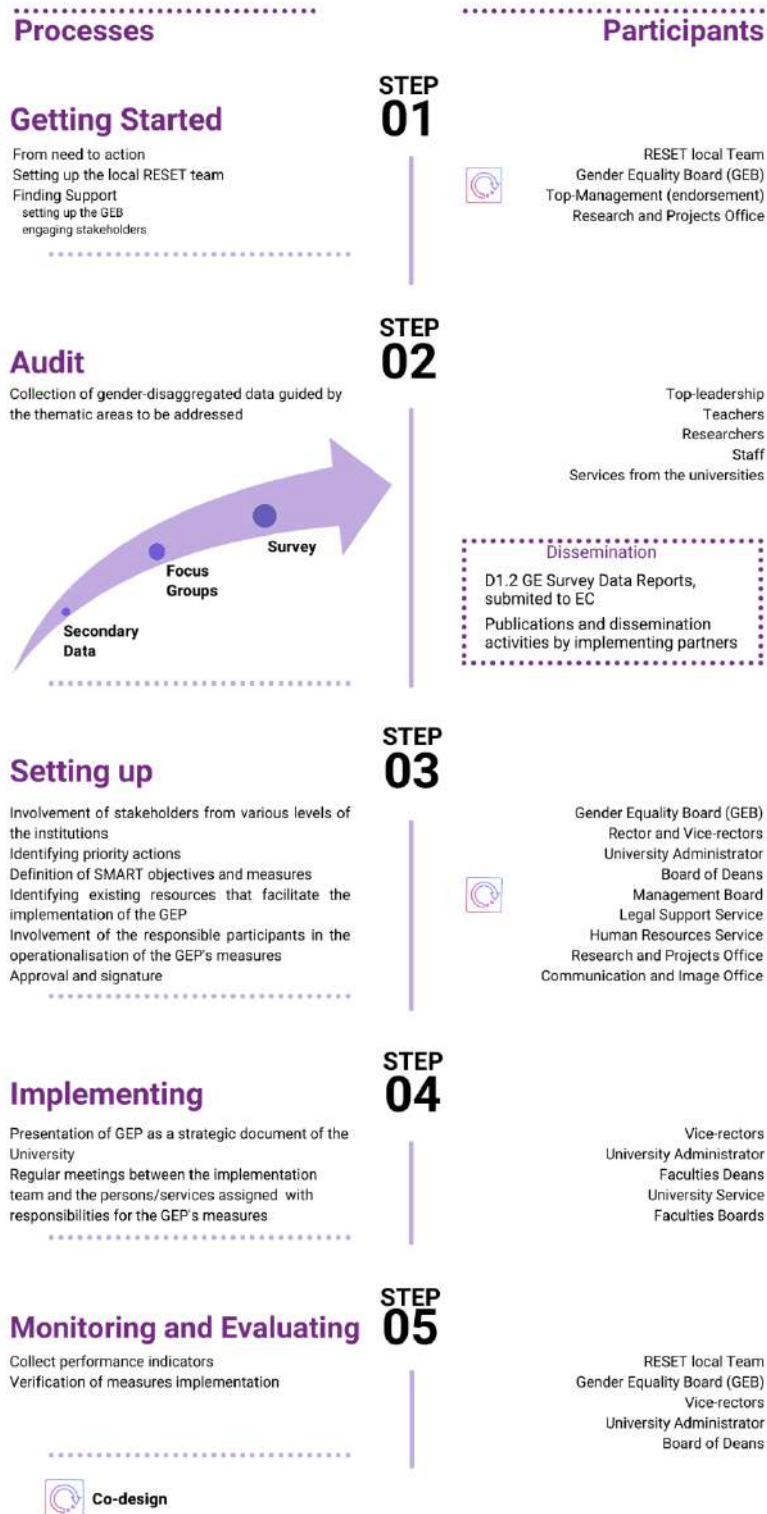
Figure 5. RESET GEP co-design

Another particularity of RESET GEPs is the introduction of an intersectional dimension (measures targeted at disability, visual representation in communication, age-specific measures) and integration of contemporary challenges – COVID19, home office and work life balance issues, and particular emphasis on training activities for gender integration into research.

In terms of final validation of GEPs, each partner had to adjust it to the local institutional procedure keeping the RESET deadline in mind. The institutional validation procedures vary depending on each partner institutional context and national regulations: at AUTh, the GEP was endorsed by the Senate; at UBx the GEP was endorsed by the Administrative Board and signed by the President; at UL and UPorto the GEPs were endorsed and signed by the respective Rectors (RESET, 2022, p. 24).

After validation at the end of June 2022, GEP partners had to move to the implementation phase. However, as RESET institutions have also to follow the local academic calendars, the implementation started in full upon September 2022. Since that moment, all teams claim composition of institutional GEP implementation working groups – either in relation with GEBs or with some particular tasks (anti-discrimination procedure at UL, GE awareness raising and mainstreaming at UBx, procedure to report GBV at UPorto). On the other hand, partners also have to overcome certain barriers in the form of delays, institutional or individual resistance, major changes within national policy for HEIs and lack of internal resources or overloading of RESET teams with tasks usually attributed to GE offices.

Among up-to-date achievements of RESET GEPs 1.0, we can highlight:

- Progressive awareness & endorsement by the local top and middle management of the responsibility in terms of GEP implementation.

- Steps towards more inclusive institutional communication (dissemination of a toolbox on gender-inclusive institutional communication; running of workshops).

- Pre-setting of gender equality offices or their upscaling (along with favourable changes in the national policy context).

- Improvement of methodology to develop additional GE and intersectional data (consultations with HR and other relevant offices).

- Various actions to draw awareness and prevent gender-based violence and discrimination (first actions to establish or upscale GBV units, set up reporting systems or develop anti-discrimination procedures).

- Running of GE and diversity related initiatives by structures and laboratories.

- Progressive appropriation of GIA tools (through CoPs and RESET webinar #RESET your project with gender – Nov, 15 2022).

This and other actions and activities show the progressive change in the institutional and local cultures and working modes.

4.3 GEPs monitoring and evaluation

The ultimate objective of the evaluation and monitoring of RESET as a project is to make sure that recommendations and lessons learnt are taken on board and that GEPs are sustainably embedded in organizational practices and processes. Evaluation of the project can be divided into two types:

- Formative evaluation, which contributes to increasing the quality, design and implementation of the project.

- Summative evaluation that assesses ex-post performance of the project in terms of outcomes, impact and outreach, as well as unanticipated outcomes. This type of evaluation is important for the sustainability and learning potential for other/future projects and programs.

The evaluation and monitoring procedure within RESET takes multiple dimensions and levels, namely:

1) Assessment of the project as a whole delivering promised activities, results and changes (internal procedures, decision-making, and dissemination strategies).

2) Assessment of activities at the partner's level (both partners' roles and WP lead).

3) GEPs design assessment and monitoring of GEP implementation, including assessment of mentors' involvement in institutional change-making and adoption of intersectional perspective.

4) Experimental evaluation - actual impact of some GEP related measures experiments through the constitution of different control groups and randomization procedure.

From the intermediate assessment presented here, it results that partners acknowledge the contribution of the evaluator in terms of providing a general overview of the project and turning attention to the crucial points for GEP making. As M&E visits were often combined with interventions to the local GEB sessions, the evaluator had an opportunity to comment about the design of GEP actions, to build the case for GE and diversity mainstreaming, notably in light of the new Horizon Europe framework, to make recommendations on how to deal with resistance and to support self-monitoring and sustainability. All partners agree that such actions helped to convince GEB and management representatives on the relevance of GEP design and implementation. In

addition to that, the evaluator suggested a set of M&E instruments tailored to the RESET needs and implying the application of quantitative, qualitative and mixed methods.

Along with the theory of change proposed for the project, a first version of a Checklist for GEP Monitoring and Evaluation was annexed to D2.1 – Monitoring and Evaluation Plan (06.2021), tailored to RESET implementation contexts as a stand-alone deliverable (D2.2, 12.2021) and further updated based on the lessons drawn from the GEP design phase (07.2022). Along with evaluation questions, this checklist provides partners with guidance about key GEP process dimensions such as stakeholders' engagement or sustainability. The third version of the checklist (07.2022) also included an intermediate assessment of the GEP contents and forms, with recommendations for their follow-up.

Another prism of the RESET M&E work concerns the development of KPIs specific to the GEPs. As observed by the evaluator, GEP 1.0 primarily rely upon output indicators. It will thus be a task for GEP 2.0 design, to rely upon a more comprehensive set of indicators responding to the typology proposed by the evaluator and including KPIs.

In general, all partners positively evaluate recommendations and support from M&E tools provided by the evaluator (both during drafting and implementation process). However, the different tracks and processes for GEP design and early implementation at partners' levels have constituted a difficulty for the M&E work. Hence, the timing and scope of the contributions of the evaluator – notably through the on-site visits carried out between February and October 2022, has to be continuously adapted to ensure a high level of appropriation. Consortium and M&E onsite visits are also seen as an opportunity for building further capacities for self-assessment and monitoring. Another potential difficulty may arise from the launch of the experimental evaluation. The latter requires careful consideration of actions for possible experiments – considering partners' GEPs timelines and workload, as well as data management requirements.

Besides the external evaluation procedure, each project partner is urged to conceive and run its own monitoring and evaluation instruments (calendars, sheets, and indicators) for the implementation of GEPs. This process can be supported by other WPs (WP1, 2, 3).

4.5 Conformity to ethics and GDPR norms

In accordance with tasks of the corresponding WPs, The University of Bordeaux and the Aristotle University of Thessaloniki both coordinate and monitor project activities involving data. They summarize and update ethics and data management rules in the Data Management Plan. The DMP describes data accessibility and exploitation and Zenodo[11] was chosen as an open repository for the curation, preservation and sharing of data.

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[11] zenodo.org/

In addition to that, in order to launch the data collection activities necessary for GEP making (Step 2 of the GEAR tool methodology), two additional Ethics deliverables were prepared by the project. They provided detailed information on the procedures and criteria used for the recruitment for project activities, as well as the procedures for the collection, storage, protection and destruction of the gathered data. They explained:

- how all the data intended for processing is relevant and limited to the purposes of the RESET project – in accordance with the "data minimization principle"[12];

- how the personal data will be anonymized;

- technical, organisational and security measures.

RESET partners also had to provide confirmation of the lawful basis for the data processing and information on safeguarding rights of individuals – external participants of the project. To finalize this process, RESET partners had to develop the common informed consent procedure – templates of the consent forms and the detailed information sheets (privacy notice), which described conditions of participation in RESET activities, potential risks, procedures for incidental findings policy and handling of personal and sensitive data.

Although only four partners implemented the data collection for GEPs 1.0, all seven universities had to agree on the common strategy, define purposes and means, thus acting as joint controllers of the data. Consequently, each partner took the responsibility for processing and storage of its locally collected data. A particular role in this process was given to the Data Protection Officers of each institution. They had to consult and verify the conformity of the data collection procedures designed by RESET and validate them.

The RESET project abides by General Data Protection Regulation (GDPR) (2016/679). Each data collection scheme also follows the national legal framework of the country where it takes place.

Among the priorities for RESET, we can single out the respect of the consent of the user and the further anonymization of data (if applicable). Within this strategy, the detailed version of the information sheet included a brief description of the project, its purposes, and contact details of a DPO and the local coordinator of action.

RESET presented two different consent forms for FG discussions and the GE survey. Both templates may differ slightly at the local level - in accordance with the national legislation/Ethics committee/university requirements. Moreover, RESET also prepared a "source" document with references to the possible psychological support units and

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[12] The principle of "data minimisation" means that a data controller should limit the collection of personal information to what is directly relevant and necessary to accomplish a specified purpose (European Data Protection Supervisor, consulted 19/12/2022)

mediation structures. Before the start of data collection activities, all templates had undergone the procedure of review by four local Ethics Committees.

To make its actions more compliant to the Ethics and GDPR principles and obtain independent peer reviewing of practices, RESET has engaged an Ethics Advisor. This person consults regular project reports prepared by the WP9 leader and provides advice on possible problems and potential risks.

4.6 Enhancing institutional capacity for change

Besides the priority given to the use of co-design and to ensuring an appropriate coverage of intersectionality, RESET pays a specific attention to a variety of other aspects.

First of all, it brings an added value in the form of prestige for universities and visibility to its actions in regard to gender equality and diversity. For some partners' institutions, this project is the principal force that helped to prepare and establish GEP 1.0.

RESET pays attention to the cultural, legal, institutional, and organizational context of each GEP implementing partner. Whereas cultural aspects may refer to the current status of the public debate on gender equality and diversity issues or to the "gender regime" in terms of accommodating the legal and policy aspects refer to the overall policy and institutional arrangements around advancing gender equality and the gender dimension in research and academia (and their evolution). Organizational specificities include the type of organization, its (demographic, geographic and institutional) size, the number of units, departments, faculties as well as the disciplinary coverage of the organization.

According to all RESET partners, aligning with both national and European policy frameworks constitutes a major challenge. That is why RESET's development and actions consider direct or indirect forms of gender backlash (internal – within institutions and external – public discourses), opposition (to some suggested GEP actions), window dressing (communication on GE and diversity aspects has to be adapted locally), economic crisis, sanitary crisis, war and lack of resources.

Thirdly, gender mainstreaming is connected to different innovative communication actions and dissemination of Gender Impact Assessment tools. This process implies actions to raise awareness on importance and impact of the sex and gender dimensions in knowledge production and transfer, decision-making and working practices. Despite the fact that GIA related training is supposed to be developed later in the project with other training proposals (WP4), the project partners identified considerable needs in terms of its earlier preparation and implementation – as webinars, co-design sessions or workshops.

Another approach prioritised in RESET is change management (Figure 6) applied to GE and diversity mainstreaming within HEIs.
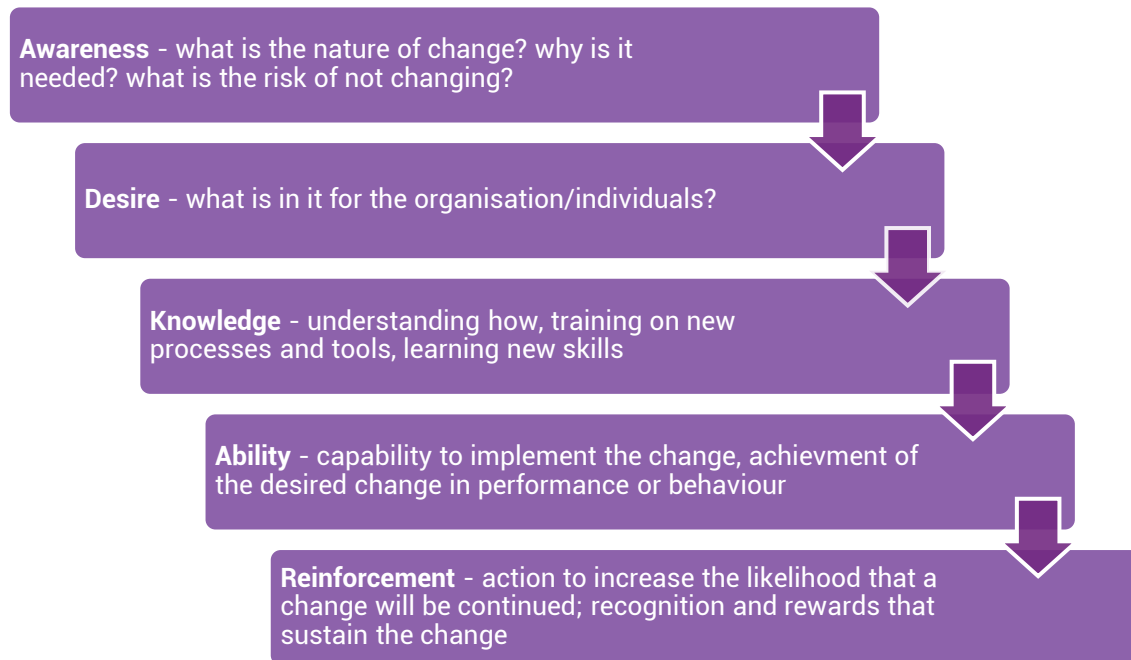
Figure 6. Elements of successful change

Change management gives keys to understanding of what is being delivered and how it differs from the current state. The project methodology started from the:

1) "Awareness" phase, where local teams identified (through data collection) what are the changes required in the local settings and what are the measures to meet this need.
2) Then they proceeded with "Desire" – by reaching out, consulting and negotiating with local stakeholders on the measures and actions that will be integrated in GEPs and other project results.
3) By making them aware of this need and working on the design of the future plan, they elaborated their further "Knowledge" on how the actions should be implemented, what are the possible gaps, and which training or reinforcement is required to cover them.
4) With the GEP implementation phase, the partner institutions pass to the stage of "Ability" – as they have resources, responsibilities and timelines to produce the change in circumstances or behaviour.
5) Then, the final stage of "Reinforcement" comes with constant monitoring and support of activities, as well as promoting stakeholders' contributions, so that GEPs do not stay one-shot actions, but get viable and sustainable.

5. RESET interactions

In this chapter, we provide examples into types of networking activities and events organised within the project, as well as give an insight into functioning of the RESET-specific platform.

5.1 Networking

RESET intends to run local and transnational activities and knowledge exchange with other HEIs and research performing organizations, relevant local structures and other EU funded projects. This type of action consists mostly of dissemination and communication, and contributes to the mainstreaming of GE and gender inclusion in research activities.

Within this strategy, the project aims at establishing:

- Synergies with sister projects and other EU-funded initiatives in the field.

- "Crossed" participation in European University Alliances' (EUA) activities - each RESET member is embedded into the promotion and dissemination of project's activities through their local EUA.

- Exchanges with local and international centres of excellence.

- Contacts and exchanges with the broader community of GEP implementing universities among existing networks, challenged by the Horizon Europe provisions.

- Promotion of the project and joint support of initiatives and actions of companies, local authorities, regional funding agencies, service providers etc.

While implementing the project, partners participated and had exchanges with multiple other projects, units and organizations. Below we provide several examples:

- RESET participation in joint activities[13] with sister projects[14]:

    o GEC'22 4th Summit on Gender Equality in Computing (GE projects and STEAM field – June 2022).

    o Joint sister projects' campaign "Dream it, be it!" on the International Day of Women and Girls in Science in 2022.

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[13] More information at wereset.eu/synergies/

[14] According to the Gender Equality Unit of DG Research and Innovation, by May 2021, over 30 "sister projects" had already been funded, involving over 200 universities, research performing and research funding organisations.

- o Joint sister projects' initiative on Twitter for International Women's Day in 2022.

- o Joint awareness raising campaign on gender based violence in research and academia in November 2021.

- RUB participation in:

  - o Network of German universities that are part of EU-funded projects focusing on Gender Equality (April 2021).

  - o Network building with other GE-stakeholders at the intersection of Gender Equality Policies and Internationalisation – Commission of Gender and Internationalization of the German Federal Conference of the GEOs (BUKOF, May 2021).

- ScPo Participation in:

  - o Nation-wide webinar series on integrating gender under Horizon Europe through GEPs held by the French Ministry of research in June 2021 (as RESET and SUPERA evaluator).

  - o MindtheGEP project's forum, with a contribution on sustainable change for GE (as RESET evaluator) in September 2021.

  - o Online CIVICA EUA event on advancing equality and inclusion in May 2022 (as RESET evaluator).

- UBx participation in:

  - o European Conference on Politics and Gender at the University of Ljubljana, July 2022 – paper presentation at the UNISAFE panel (July 2022).

  - o As speakers in ENLIGHT – EUA webinar on equality and diversity (May 2022).

- UPorto participation in:

  - o GE Academy training and Final CHANGE Stakeholder International Workshop (sister project).

  - o EUA Alliance – speaker at the EUGLOH inclusivity and diversity webinar February 2022.

  - o CoP on Gender equality in Portuguese HEI recently established – October 2022.

- UL participation in:
  - "crossed fertilization" activities between RESET (exploitation of GIA checklist) and FEAST (participation in RESET webinar).
  - Webinars of GE Academy and ACT (sister) projects.

- UOULU participation in:
  - Webinar (January 2022) of the Finnish Association of Research Managers and Advisors.
  - Presentation on intersectional gender equality and research integrity at ENRIO2021 congress (September, 2021) – European Network of Research Integrity Offices.

- AUTh participation in:
  - CALIPER (sister project) & IEEE co-organized event – "Integration of the gender dimension into the research of the Electrical and Computer Engineer, 2022.
  - Organization of a joint workshop with "Amnesia" project (September, 2021).
  - Presentation of RESET project, GEP related activities and GIA at IEEE Greece Section Women in Engineering Week 2022 (March, 2022).

5.2 RESET platform

The development of RESET and local GE infrastructures requires setting and functioning of the corresponding tools: RESET developed and put in place 3 types of tools that designed to support projects activities:

1. Interactive dashboard
2. Project's forum
3. Website.

These tools are integrated in one platform that aims to support networking and sharing of experience within GEBs, working groups (Task Forces) and members of communities at large.

The *dashboard* (figure 7) integrates a GE repository – a space with metrics and analytics of the institutional situation. It provides a possibility to select metrics and visualize or download available data, project results. This part of the platform serves for dedicated supervision of GEPs and more agile GE planning, as well as the support to decision-making by GEBs and top management.
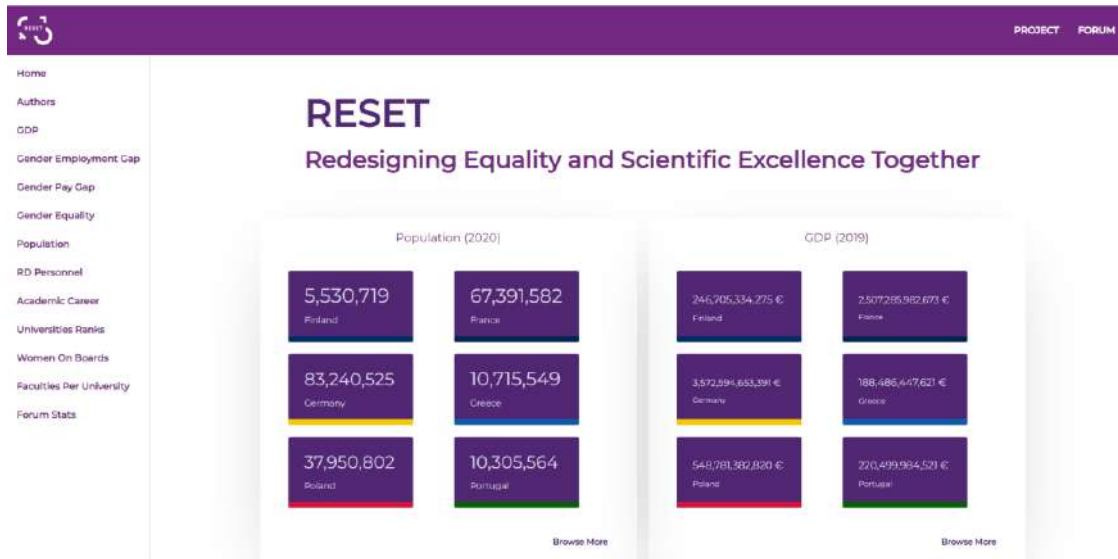
Figure 7. Dashboard Homepage

It also contains some additional metrics: country GE index and university global rankings and visualises GEP implementation as a process bar (6 GEAR tool steps) and contains some infographics with main results from each phase. It includes institutional highlights; state of play and assessment presented under the form of the aggregated results.

The *forum* enables users' participation (figure 8): through this platform institutional members are able to discuss gender related issues. The topics are classified as "the most discussed", contain subtopics, and are presented under the form of a dynamic content - the "wordcloud". Through semantic analysis we aim to support data-driven policy making and maximise stakeholder engagement in the communication and dissemination activities, as well as to enable identification of potential needs and biases.

In terms of the implementation of the forum, different types of users were identified - participants with institutional emails are enabled to express their opinions and take part into actions (user-friendly environment). Moderators are appointed by each partner institution and have the same rights as the ordinary users, but also are able to set up actions, events, polls. Administrators are able to manage users, content, follow the indicators (Figure 9) and manage the platform operation and maintenance. This part of the platform supports the co-design methodology as it allows involvement of different groups in an anonymized manner. The exchanges within this forum are entitled to support participative policy making through GEPs 1.0 assessment and planning of GEP 2.0. The main challenge underlies the support of constant engagement to maintain accountability and co-design.
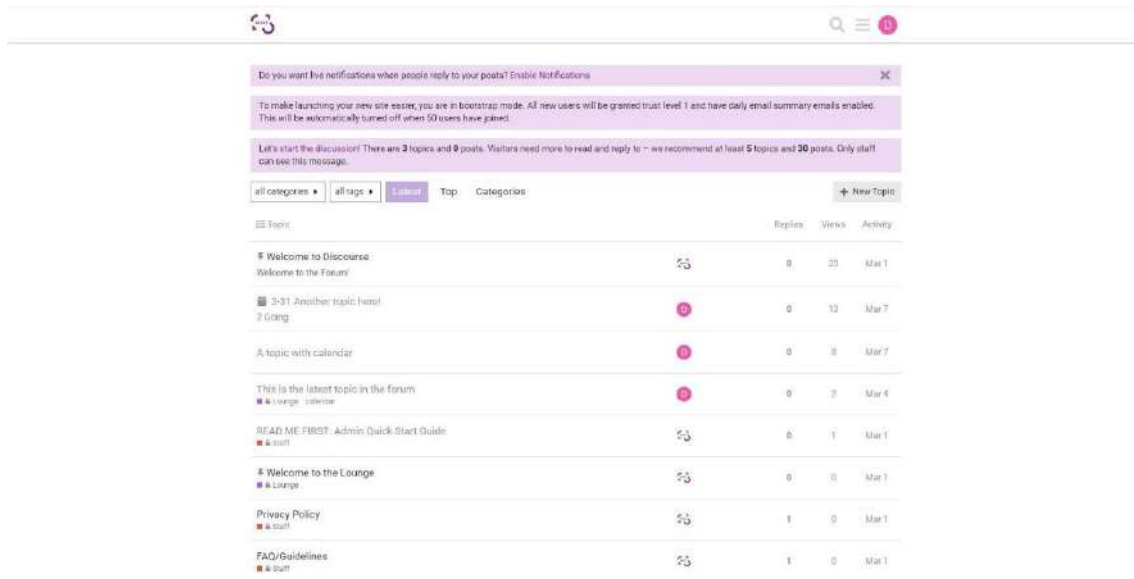
Figure 8. Forum homepage after logging in – latest topics
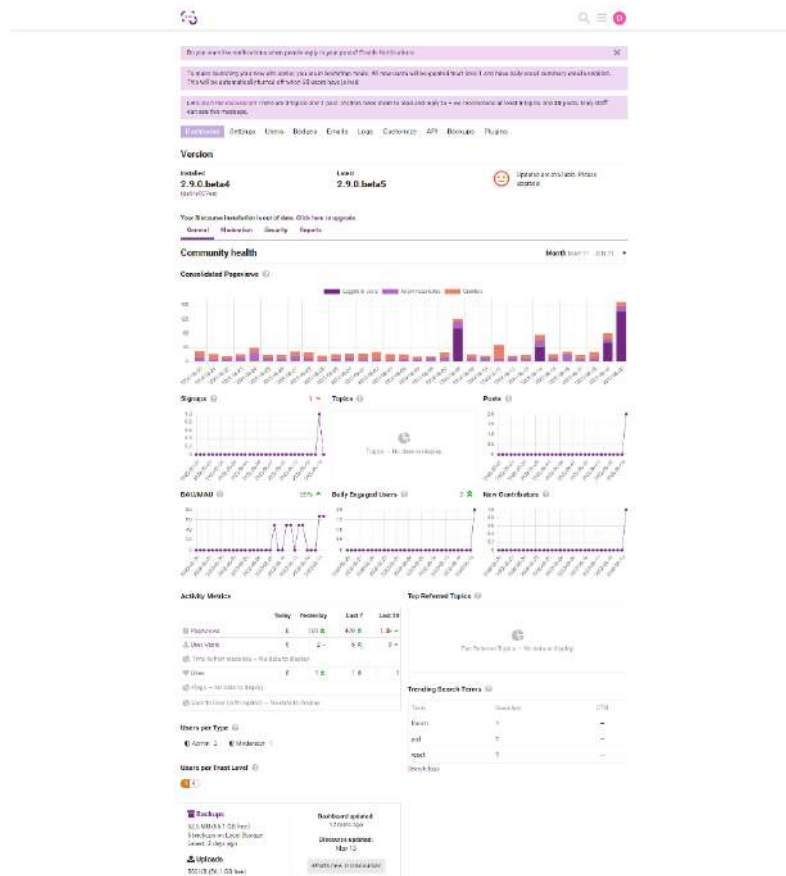
Figure 9. Forum administration panel - Dashboard

RESET *website*[15] (Figure 10) is designed as a resource to discover the project and showcase GE initiatives and outcomes of the projects (e.g. GEPs, deliverables, and publications). Besides informing on the latest project's events and achievements, it also provides access to the RESET social media accounts and subscription of the newsletter. It enables a dual interface for external users – the general public and provides connection to the other parts of the project platform.

Figure 10. RESET's Website launch page

5.3 Organization of events – project level

In general, the communication activities of the project integrate a set of mass media communication – through press releases, website, factsheets and newsletters, and interpersonal communication via workshops, capacity building sessions, conferences, webinars etc. The details on this strategy are provided in the project's Dissemination and Communication Plan, which is updated regularly and contains targets in terms of audience.

RESET aims to carry out communication and dissemination activities at three levels:

- Project level (webinars for large audience and local workshops on various topics, media campaigns, joint activities with other projects), where all partners take part and are represented.

- Intermediary level (capacity building, co-design, awareness raising and training sessions) that target both project teams and relevant stakeholders from local communities.

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[15] wereset.eu/

- Local level (workshops, meetings, training sessions, co-design meetings) designed and adapted for members of local communities and teams.

RESET social media broadcast materials from the conversations, informing and reporting on engagement with local communities, citizen incentives, NGOs and other projects (e.g. joint media campaigns).

In addition to that, each RESET university has established dedicated generic email boxes and pages on the institutional websites (pointing out to the project website) – to target local communities, providing information of project events and results.

Among the examples of common RESET events, we can highlight:

- The first **RESET webinar**[16] – November 25, 2021 – organized by UBx with the support of AUTh. This event was an occasion to value multiple tasks in the project (WP5, 6, 8) and engage in a synergy with another GE project – UniSAFE (along with a joint communication campaign) and invite some external experts (via ENLIGHT EU Alliance and RUB network).

- **Meeting of Rectors** - March 2, 2022 the RESET team presented its draft of a Joint Statement on Equality, Diversity and Scientific Excellence to the Rectors, Vice-Rectors and a Director of seven partners' universities. The main outcome of this online meeting is the validation and signature of the statement.

- **Media Campaign "Faces of Campus"** and its first edition "Behind the scenes"[17] – June-October 2022 (Figure 11) – a digital photo exhibition completed by interviews, where we focus on women in science and research support positions. It aims to give visibility to female researchers and representatives of research support services as role models and attract the younger generation to research activities.

- **RESET capacity building session on Scientific Excellence** – one of the series of this type of events dedicated to the topic of scientific excellence in the project. During this session (November 2021) partners were able to get acknowledged with different concepts around the definition of scientific excellence, main barriers that exist for academics in terms of gender and discuss the definition of criteria for more inclusive scientific excellence.

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[16] https://wereset.eu/newsroom/events/reset-webinar-crossed-views-on-sex-and-gender-based-violence/

[17] wereset.eu/resources/campaigns/media-campaign-faces-of-campus/

Figure 11. RESET media campaign Faces of Campus - "Behind the Scenes" edition

5.4 Organization of events – local level

Despite the existence of the common project strategy, the RESET events and dissemination activities have to be tailored to the contexts – taking into account the diversity of communities and the opportunities that arise locally or nationally.

In general, the majority of local communication actions concerns co-design of GEPs or presentation of RESET and its results or particular actions as:

- AUTh organized and hosted an event for the official presentation of its 1st Gender Equality Plan (GEP) to the academic community and the public (October, 2022).

- RESET team of University of Bordeaux ran a workshop with a local network of Officers in charge of Equality, Diversity and Parity (Bordeaux city & metropolis' municipalities, the Gironde department and the region of Nouvelle Aquitaine).

- University of Porto presented the RESET project in a session on GEP requirements for new applications to Horizon Europe. The session was part of a workshop, organized by the Vice-Rectorship for Research, Innovation and Internationalization with the aim of clarifying Horizon Europa requirements on GEP (May, 2021).

- University of Lodz ran a meeting with the Chancellor of UL and the Head of the Science Centre and other people responsible for GEP implementation (Promotion Centre, Rector's office, Head of the Anti-mobbing Committee) in September 2022.

- Presentation of RESET in front of the faculties' Equal Opportunity Officers at RUB (January, 2021) and in front of a local network of women in Computer Sciences and Mathematics at RUB (May 2021).

- ScPo introduced the RESET project and the broader context of the Horizon Europe GEP requirements as part of an internal awareness-raising session aimed at researchers and research support staff, and within the frame of the CIVICA EUA of which ScPo is part.

6. Conclusions

This Project implementation logbook: mid-term edition outlines the current record of the RESET project in terms of GEP making. It also reviews the implementation of different GEP-relevant project's tasks, many of which are embedded into the local GEPs 1.0. Hence, the purpose of this document is to offer guidance for partners to elaborate upon lessons learnt, and to foster self-reflexivity. Based on the internal monitoring and inputs gathered by the coordinator, it is complementary to GEP monitoring by each partner and WP1 leaders and the external monitoring and evaluation entrusted to ScPo under WP2.

By presenting the objectives and specificities of GEP co-design and implementation in RESET, we also aim to share our experience with other HEIs, RPOs and RFOs on potential challenges, risks and solutions. Due to the reflexive perspective applied within this document, one may monitor RESET impact (as a EU funded project) on institutional and cultural change within communities.

The project did not only contribute to the universities' compliance in terms of Horizon Europe requirements through adopting GEPs fully matching Horizon Europe process standards and content areas, but also to establishing or pre-configuring some new structures (GE offices, GEBs, CoPs, GBV units) and increasing engagement in some initiatives (Joint statement for equality, diversity, excellence in research and Media Campaign – "Faces of Campus" edition).

In the process, all GEP implementing institutions identified gaps and mismatches in their data collection systems and were confronted with the constraints of the internal decision-making and administrative processes, as well as the specific challenges posed by the broader contexts shaped by the COVID-19 pandemics or the return of war in Europe and the subsequent economic and social crisis. This led to further tailoring the project's actions to their local contexts.

Mainstreaming of gender and its impact on research activities has been highlighted with a series of successful local and project actions (webinars, capacity building sessions, joint awareness raising campaigns and local events) and has to be further developed.

As for many projects with similarly ambitious goals, one of the major identified challenges for RESET as a project consists in the necessity to adapt – locally and/or at consortium level some timelines to the reality and needs of the partners. This may lead to anticipation on some expected outputs – as with delivering capacity building and training sessions prior to demonstration actions foreseen in WP4 (training related) or in WP7 (GIA online course). This may also be at the origin of the delay of D2.3 – Interim Monitoring Report.

Annex 1 – RESET questionnaire and interview guide for internal evaluation

RESET questionnaire and interview guide (mid-term edition)

This document represents a written version of the questionnaire guide developed for the bilateral sessions between the RESET coordinator and partners. It serves to acknowledge partners with questions and options of answers that we consider relevant for the preparation of two RESET deliverables (D9.1 and D9.4) and is a part of the process of continuous improvement of the project's

GEP conception and implementation - *GEP implementing partners:*

1.1. What tool/source was/were the most useful to understand the purpose and principles of GEP conception?

Name of the tool	On a scale from 0 to 10, where 0 – not useful at all, 10 – very useful
GEAR tool	
Horizon Europe guidelines	
National guidelines	
RESET internal meetings and exchanges	
Other (please specify)	

1.2. What instruments/tools were the most useful while GEPs co-design from the moment of data collection until GEPs submission?

Name of the source of guidance	On a scale from 0 to 10, where 0 – not useful at all, 10 – very useful
guidance from the WP1 leader	
guidance from mentors	
guidance from the evaluator	
support from the coordinator	
experience of other projects	
guidance from Horizon Europe & European Commission	
Other (please specify)	

1.3. What part of data collection was the most challenging for you to implement? Do you have any recommendations on how to carry it out in a more efficient way?

Type of measure	On a scale from 0 to 10, where 0 − not complicated at all, 10 − extremely complicated
Quantitative data − survey	
Quantitative data − institutional indicator	
Qualitative interviews − Focus Groups	
Ethics requirements related to the data collection	
Other (please specify)	

1.4. Which type of data was the most useful data for GEP making?

Name of the source of guidance	On a scale from 0 to 10, where 0 − not useful at all, 10 − very useful
EU data for comparison (SheFigures, EIGE countries' reports)	
National data	
RESET/partner's quantitative survey	
RESET/partner's qualitative survey	
RESET/partner's institutional indicators	
Experience/tools of other projects	
Other (please specify)	

1.5. Please indicate your overall degree of satisfaction with WP9 guidance in terms of data processing/ethics during data collection process. *In case you are not satisfied, please let us know why and how this could be remedied:*

Level of satisfaction	On a scale from zero to ten (10 − very useful, 0 − not useful at all)
10	
9	
8	
7	

6	
5	
4	
3	
2	
1	
0	

1.6. In your opinion, to which extent was the role of evaluator useful in GEP making?

Level of utility	On a scale from zero to ten (10 – very useful, 0 – not useful at all)
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

1.7. On a scale from 0 to 10, how helpful were GEP monitoring and evaluation tools *(M&E plan, M&E checklist)?*

Level of utility	Choose the level for theoretical and practical utility from the evaluator's guidance in GEP making
10	
9	
8	
7	

6	
5	
4	
3	
2	
1	
0	

1.8. How often did you consult these tools during GEP preparation/implementation?

Frequency of consultation	Indicate the frequency
Often	
Few times	
Rarely	
Never	
Other	

1.9. How would you describe the role and contribution of GEB members in GEP making? *(brief answer)*

1.10. What are the best practices and lessons learnt in GEB management that you would like to share? *(brief answer)*

1.11. How active are GEB members and their decision in GEP design? And implementation?

	GEP design	GEP implementation
Level of involvement (from 0 to 10, where 0 – no support and 10 – total involvement) of your local GEB		

2. Institutional context *- for mentors*

2.1. Did you find out any new important information, data or make a discovery about local context and your institution while participating in RESET? *(brief answer)*

2.2. **Do you think you have had enough of occasions to present your recommendations/guidance?** *(brief answer)*

3. **Management of the project** *(all partners)*

3.1. **Please indicate your overall degree of satisfaction with a general management of the project by the coordinator?** *In case you are not satisfied, please let us know why and how this could be remedied*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

3.2. **Please indicate your overall degree of satisfaction with management of WPs by WP leaders? Any particular concerns?** *In case you are not satisfied, please let us know why and how this could be remedied*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	

5	
4	
3	
2	
1	
0	

3.3. Please indicate your overall degree of satisfaction with internal management within your local team? Any concerns? *In case you are not satisfied, please let us know why and how this could be remedied*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

4. Local management *(all partners)*

4.1. How would you describe the level of cooperation with the local institutional stakeholders and services *(on a scale from 0 to 10, where 0 – no cooperation, 10 – total involvement in the project)*

Top management	HR	Research support	Communication	University community	Other

4.2. Please indicate your overall degree of satisfaction with the level of communication with the EU (namely, through the coordinator)? *In case you are not satisfied, please let us know why and how this could be remedied*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

4.3. Please indicate your overall degree of satisfaction with the level of communication and interaction with sister projects. *In case you are not satisfied, please let us know why and how this could be remedied*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	
5	
4	
3	
2	

1	
0	

4.4. Please indicate your overall degree of satisfaction with the level of communication and interaction with European University Alliances *(namely, through UPorto – partner in charge of the task)? In case you are not satisfied, please let us know why and how this could be remedied*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

4.5. Please indicate your overall degree of satisfaction with the level of assistance from the Ethics Advisor? Do you have any particular questions to put to her or issues to provide answers? *In case you are not satisfied, please let us know why and how this could be remedied.*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	
5	

4	
3	
2	
1	
0	

4.6. Please indicate your overall degree of satisfaction with the platforms and website's development? Are their purposes clear to you? *In case you are not satisfied, please let us know why and how this could be remedied.*

Level of satisfaction	On a scale from zero to ten (10 – very satisfied, 0 – not satisfied at all)
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

5. Challenges

5.1. How would you evaluate the challenges of RESET as a project? *(on a scale from 0 to 10, where 0 – no challenges, 10 – very challenging issue)*

Communication – there are a lot of misunderstandings and conflicts	Intercultural differences	Struggle to keep with deadlines – they are often too short	Pressure from the coordinator/partners/team leader	Lack of internal resources	Lack of coordinator's support	Lack of support in execution of some tasks (for example, running of events, co-design, GIA implementation etc.)	Other

6. Advantages/Benefits

6.1. What aspects of the project do you find the most beneficial *(on a scale from 0 to 10, where 0 – not beneficial at all, 10 – extremely beneficial).*

International/intercultural cooperation and exchange of experience	Support from the EC and legal requirements that "ease" the process	Local team is very close and hard-working	Project team is supportive and partners help each other	Other factors (please specify)

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