



GENDER EQUALITY PLAN (GEP)

Reference period: January 2024 – December 2026

Nicosia/Limassol

June 2023

Table of Contents

Introduction	3
Gender equality policies and actions prior to Gender Equality Plan.....	3
Development of UoL's Gender Equality Plan.....	3
Preparation and Development of Gender Equality Plan	4
Thematic Area A: Work-Life Balance and Organizational Structure	5
Thematic Area B: Balancing Gender Representation in Leadership Roles.....	7
Thematic Area C: Integrating Gender Considerations in Teaching and Research.....	9
Thematic Area D: Promoting Gender Equality in Recruitment and Career Progression.....	11
Thematic Area E: Eliminating Gender-Based Violence and Harassment.....	13
Thematic Area F: Gender Equality in Scientific Publications and media outreach	15
Implementation.....	17

WORKING GROUP

GROUP MEMBERS:

Theodore Panayiotou	Professor, Economics and Finance School, University of Limassol (University Rector)
Ioanna Panayiotou	Executive Director, University of Limassol
Kyriaki Mikellidou	Assistant Professor, CIIM Business School, University of Limassol (Coordinator of Social Sciences)
Waldemar Pfoertsch	Professor, CIIM Business School, University of Limassol (Director of UoL Research Center)
Sophia Palazidou	Officer, Human Resources, University of Limassol
Afxentis Afxentiou	Manager, Research Center, University of Limassol

Introduction

Gender equality policies and actions prior to Gender Equality Plan

The University of Limassol (UoL) has long recognized the significance of gender equality in the academic setting. Prior to the preparation of its Gender Equality Plan, UoL already had in place a robust array of actions and policies committed to fostering a gender-balanced environment.

The university's Staff Handbook has embedded gender equality in its operations through two major policies. First, the *Valuing Diversity and Dignity at Work* policy fully acknowledges the legal obligations of the institution with regards to diversity and inclusion. It exhibits zero tolerance towards any discriminatory behavior and reinforces departmental responsibilities towards maintaining a gender-sensitive work environment. Additionally, the diversity policy promotes actions to foster equal opportunities in employment, advocate merit-based selection, and promote employee growth through tailored training and development programs. During UoL's accreditation process it was requested by the External Evaluation Committee and the CYQAA to adopt and submit an Equality, Diversity and Inclusion Policy (EDI), which was done and documented.

Second, the Staff Handbook's *Sexual Harassment* policy includes rules and procedures for the protection of employees against harassment and sexual harassment in the workplace. With this policy, UoL addresses the Equal Treatment of Men and Women in Employment and Vocational Training Law 205 (I) 2002. This policy seeks to prevent and redress all forms of harassment including sexual harassment in the workplace. UoL treats such incidents as unacceptable, ensuring a swift and fair response. Finally, through this policy UoL expresses its commitment to protect employees from any form of discriminatory behavior or punitive action resulting from reporting harassment.

Significantly, UoL's implementation of employment equality practices is nationally accredited by the Department of Labor Relations of the Ministry of Labor and Social Insurance. This accreditation has acknowledged UoL's accomplishments in a series of good practices, including:

- Merit-based recruitment
- Fair personnel evaluations
- Constructive staff training and development
- Family-friendly policies for work-life balance
- The establishment of an Equality Committee

These existing measures illustrate UoL's ongoing dedication to fostering gender equality. The Gender Equality Plan presented below builds on this strong foundation to develop further gender equality practices at the institutional level.

Development of UoL's Gender Equality Plan

The University of Limassol's Gender Equality Plan (GEP) offers a comprehensive roadmap for gender equality. It's implemented across university operations, from governance to research, and aims to eliminate gender bias and violence. This plan adheres to the standards of the Horizon Europe Framework Programme for Research and Innovation (2021-2027).

The key GEP characteristics are:

- It's a strategic document of the organization endorsed by university leaders, accessible publicly, and shared among stakeholders.
- It allocates resources and expertise for sustainable gender equality.
- It mandates the collection and analysis of gender-specific data for staff and students, resulting in annual inventory reports.
- It establishes programs for gender equality education, awareness, and training.

Furthermore, UoL's GEP addresses specific thematic areas:

- Area A: Work-life balance and organizational structure.
- Area B: Balancing Gender Representation in Leadership Roles.
- Area C: Integrating Gender Considerations in Teaching and Research.
- Area D: Promoting Gender Equality in Recruitment and Career Progression.
- Area E: Eliminating Gender-Based Violence and Harassment.
- Area F: Gender Equality in Scientific Publications and media outreach

Each theme has set objectives and proposed strategies, with estimated resources and implementation timelines. These components are described in detail below.

Finally, the GEP's success is connected to the creation of a Gender Equality Committee (GEC) which will be responsible for controlling, monitoring, and evaluating the implementation of the activities. The GEC will be established at the beginning of the implementation of GEP, and it will constitute a gender-balance group of individuals. The work of the GEC will be carried out with the support of the Rector's Office, the Executive Director's Office, the University Senate, and University Schools and departments.

Preparation and Development of Gender Equality Plan

The Gender Equality Plan of the University of Limassol is the outcome of a cooperative process involving multiple strategic units of the institution.

The GEP was drafted by the UoL's Research Center, which followed the instructions and aligned the draft of the GEP with the directives provided by the Horizon Europe *Guidance on Gender Equality Plans (GEPs)* (EC, 2021). To ensure comprehensive coverage and practicality, the GEP incorporated insights from the Human Resources office and the UoL's Center for Diversity, Equity, and Inclusion. Each contributed their distinctive expertise, enriching the plan with their perspectives and experience.

Following the delivery of the final draft, the preliminary GEP underwent a rigorous review process. The Rector examined the plan, verifying its compatibility with the University's broader academic vision and strategic objectives. Concurrently, the Executive Director evaluated the GEP, assessing its operational viability and institutional applicability. The Director of the Research Center, pivotal in the GEP's drafting, ascertained the plan's alignment with the research-oriented goals of the University. Additionally, the Deans of Schools examined the plan, affirming its relevancy and adaptability across varied academic disciplines.

Upon receiving affirmative feedback from each reviewing entity, the GEP received final approval from the Rector's Office. As such, the University of Limassol's GEP stands ready for implementation, with approval and support from all responsible institutional stakeholders.

Thematic Area A: Work-Life Balance and Organizational Structure

Area A of the Gender Equality Plan (GEP) at the University of Limassol (UoL) places emphasis on enhancing the Work-Life Balance and streamlining gender equality in the university's organizational structure. This emphasis stems from the belief that a university should not merely be a place of employment, but also an environment that values the personal lives and well-being of its staff and faculty members. Balancing professional responsibilities with personal needs is fundamental in creating a sustainable, efficient, and content workforce.

A key aspect of this thematic area involves revisiting and refining existing work-life balance incentives. The objective is to ensure that these incentives are robust, viable, and truly beneficial to staff, thereby promoting a culture that respects and upholds personal time, family responsibilities, and other non-work-related commitments. Furthermore, this thematic area recognizes the role of communication and awareness in fostering a gender-diverse environment. Efforts will be directed towards regularly disseminating information, promoting discussions, and highlighting the advantages of a gender-balanced workplace. The intent is to cultivate an understanding of gender diversity as not only ethically right but also as a driver of creativity, innovation, and performance.

In the thematic area of *Work-Life Balance and Organizational Culture*, the University of Limassol (UoL) has laid out several key actions. The establishment of a gender training plan (A.1) is designed to identify UoL staff's training needs related to gender issues. This informs the development of internal gender-related training courses and content (A.2) aimed at enhancing the staff's knowledge and proficiency in handling gender issues. A subsequent evaluation (A.3) ensures that this training leads to equality and non-discrimination application in various work areas.

Further, UoL plans to implement a Remote Work policy (A.4) and Flex Time policy (A.5) to revise work-life balance solutions for staff, fostering a more flexible and inclusive working environment. Concurrently, guidelines for meeting timings (A.6) are to be developed to ensure that organizational meetings respect the staff's personal commitments. Lastly, the university plans to establish guidelines for workplace communication (A.7), clearly outlining expectations and requirements regarding work-related communication during office hours. Each of these actions underscores UoL's commitment to creating an organizational culture that supports gender equality and work-life balance.

AREA A: WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE										
	Task/Action	Target	Responsible unit	Means of monitoring/ verification	Period of implementation					
					2024		2025		2026	
A.1	Establishment of a gender training plan	To develop a diagnosis of the training requirements of UoL staff in gender issues	HR	Development and internal dissemination of training plan		X				
A.2	Develop internal gender-related training course and content	To improve staff’s knowledge and skills to deal with gender issues	HR/ Center for DEI	Delivery of course and content			X	X		
A.3	Evaluate the training provided and monitor the new skills acquired	To guarantee the application of the principle of equality and non-discrimination.	HR	Evaluation Report						X
		To foster gender mainstreaming in the different areas of work								
A.4	Establishment of Remote Work policy	Revision of work/life balance solutions for staff	HR	Relevant policy established	X					
A.5	Flex Time Policy		HR	Relevant policy established		X				
A.6	Develop guidelines for meeting timings	To ensure that organizational meetings are scheduled within office hours and do not encroach on periods reserved for personal commitments	HR	Relevant guidelines incorporated in Staff Handbook	X					
A.7	Develop guidelines for workplace communication	To define expectations and requirements regarding work-related communication and office hours	HR	Relevant guidelines incorporated in Staff Handbook	X					

Thematic Area B: Balancing Gender Representation in Leadership Roles

A crucial facet of gender equality resides in the assurance of balanced representation in positions of authority. UoL's Gender Equality Plan underscores this critical objective in Thematic Area B, which is devoted to fostering balanced gender representation in leadership roles. The central mission of this thematic area is to identify and address barriers that obstruct women from ascending into leadership positions, thereby enabling women to participate more effectively in all spheres of institutional decision-making.

This thematic area unfolds through a series of planned activities that are meant to impact the university at a strategic and long-term level. The first activity, Equal Representation Regulation Assessment (B.1), is designed to explore regulatory mechanisms that can ensure balanced gender representation in governing bodies in the long term. This task enables us to identify the structural changes necessary to enhance women's participation. At the beginning of the GEP implementation the number of leadership positions in the institutions will be recorded, as well as the women/men ratio in those positions. These numbers will be monitored on an annual basis, to track the shift in the gender balance in institutional leadership. The second activity, Gender Equality Training for the Governing Board (B.2), promotes a comprehensive understanding of gender equality among board members. This training, delivered in the form of workshops and seminars, will instill gender equality principles at the top of the decision-making structure, amplifying the impact of those principles in institutional governance.

Promotion of Women's Candidacies (B.3) marks the third action point in this thematic area. Women's candidacies for positions in governing boards will be encouraged and supported, facilitating their rise to leadership roles and counteracting historical gender imbalances. Next, Resource Allocation for GEP Implementation ensures that resources are committed to support the effective implementation and development of the Gender Equality Plan. These resources will be drawn from the expertise within the HR office, the Center of Diversity, Equity and Inclusion, and the Research Center.

This commitment reflects the institutional prioritization of gender equality, driving it from a conceptual stage to actual practice. Lastly, Systematic Gender Data Collection involves the gathering, analysis, and application of gender-specific data. This activity, vital for any GEP, will render gender inequality visible, increasing collective awareness and informing necessary measures to drive institutional change.

Each activity within Thematic Area B underscores the university's commitment to gender equality, while together all activities pave the way for an equitable distribution of power within the institution. In implementing these activities, we anticipate a transformative shift in our organizational culture, with gender equality at the forefront.

AREA B: BALANCING GENDER REPRESENTATION IN LEADERSHIP ROLES									
	Task/Action	Target	Responsible unit	Means of monitoring/ verification	Period of implementation				
					2024	2025	2026		
B.1	Equal Representation Regulation Assessment	Evaluate possibilities for regulatory mechanisms (e.g., Staff Handbook, or other institutional proceedings) ensuring equal gender representation in governing bodies	HR	Documentation of regulatory assessment		X			
B.2	Gender Equality Training for Governing Board	Increase awareness and understanding of gender equality principles among governing board members	HR/ Center for DEI	Attendance records, pre- and post-training assessments			X		
B.3	Promotion of Women's Candidacies	Encourage and support women's candidacies for positions in boards, committees, and other decision-making bodies in the institution	HR	Record of women nominees in decision-making positions		X	X		X
B.4	Resource Allocation for GEP Implementation	Provide necessary resources to support the implementation of the Gender Equality Plan	HR	Relevant policy established	X				
B.5	Systematic Gender Data Collection	Improve the collection and provision of gender data, essential for driving institutional change	HR	Collection and analysis of gender-specific data		X	X		X

Thematic Area C: Integrating Gender Considerations in Teaching and Research

Thematic Area C, *Integrating Gender Considerations in Teaching and Research*, underlines the University of Limassol's commitment to a multifaceted approach to gender equality. We recognize that gender, as an integral aspect of academic activities, contributes to improved research quality and teaching outcomes. Our aim is to embed this perspective across the university, fostering an environment that appreciates the potential of gender as a dimension of analysis. The main aim of this thematic area is the incorporation of the gender dimension in teaching and research. Although not all areas of study may be conducive for gender consideration, many will yield diverse results and improve in quality when they integrate gender perspective or sex differences.

The GEP's approach unfolds through five (5) interrelated activities. The first activity includes identifying best practices from other research institutions (C.1). This process serves as a learning opportunity, enabling us to understand successful strategies concerning gender mainstreaming. We seek to borrow lessons from institutions that have made significant strides in this realm and adapt their successful strategies to fit our specific context. UoL will also aim to establish or join networks with other research institutions that focus on gender dimensions (C.2). Through these connections, the university can share and gain insights, promoting an enriching exchange of ideas and practices. This collaborative endeavor underscores our commitment to learning from our peers and contributing to the broader academic discourse on gender inclusion. Furthermore, analyzing areas within our research and teaching scope that could accommodate the gender dimension forms another vital part of our strategy. A thorough and thoughtful analysis (C.3) will enable us to target our approach efficiently, by identifying the areas where the gender dimension could add the most value.

The development of an internal methodological tool is another key activity under this thematic area (C.4). Such a tool will be based on existing EU research guides and recommendations and will act as a roadmap, encouraging faculty members to consider and incorporate gender perspectives in their academic work. This concrete step will ensure that the gender dimension is not merely a theoretical concept but a practical aspect of UoL's daily academic pursuits. Training sessions (C.5) form the final step of the Thematic Area C approach. Recognizing that tools and policies are only as effective as their implementation, we will provide training sessions for staff members. These sessions will focus on the use of the newly developed tool and the importance of integrating the gender dimension into teaching and research. The objective is thus not only to inform but also to equip our staff members with the necessary skills and knowledge to execute our vision for gender inclusive teaching and researching effectively.

AREA C: INTEGRATING GENDER CONSIDERATIONS IN TEACHING AND RESEARCH									
	Task/Action	Target	Responsible unit	Means of monitoring/ verification	Period of implementation				
					2024	2025	2026		
C.1	Identify Best Practices	To learn from other research institutions' effective teaching and research practices concerning gender mainstreaming.	Research Center	Collaborations and partnerships with external research institutions.	X				
C.2	Establish or Join Networks	To exchange ideas and practices with research institutions addressing gender dimensions.	Research Center	Membership in networks of research institutions focusing on gender dimensions.		X			
C.3	Analyze Research and Teaching Areas	To determine areas within UoL's research and teaching that could incorporate the gender/sex dimension.	Research Center/UoL's Schools	Internal reviews and reports of research and teaching areas.		X		X	X
C.4	Develop an Internal Methodological Tool	To guide the integration of the gender dimension in research projects and teaching content.	Research Center	Availability and usage statistics of the tool among faculty members.				X	
C.5	Deliver Training Sessions on incorporating Gender considerations in teaching and training	To raise competency among UoL staff in using the newly developed tool (C.4) and in integrating the gender dimension into their work.	Research Center/ Center for DEI	Number of training sessions conducted and attendance records.					X

Thematic Area D: Promoting Gender Equality in Recruitment and Career Progression

Under Thematic Area D, the GEP underscores the significance of nurturing an equitable, diverse, and inclusive academic environment at the University of Limassol. Recognizing the multifaceted aspects of the gender imbalance in academia, the plan provides a comprehensive approach aimed at eradicating gender disparities in recruitment and fostering gender equality in career progression.

On the recruitment front, the GEP aims to create a gender-neutral environment starting right from the job advertisement phase. This involves writing unbiased job descriptions, promoting gender equality principles within the advertisements (D.1), and designing recruitment processes to ensure gender-balanced applicant pools (D.2). An additional measure of the GEP involves the configuration of selection committees (D.3). By establishing committees that adequately represent the diversity of genders, it is anticipated that decision-making will be balanced, fair, and free from gender-related biases.

In terms of career progression, the GEP acknowledges the "glass ceiling" phenomenon that often hinders the progression of women's careers. It proposes to provide resources for staff and researchers to enhance their professional skills and leadership abilities, thereby enabling equal access to leadership opportunities (D.4). Furthermore, there are proposed measures to support early-career researchers through mentoring and career development programs. The GEP also calls for close monitoring of gender biases in internal funding allocation (D.6).

By cultivating a balanced representation and participation of genders in recruitment and creating equal opportunities for career advancement, the GEP endeavors to promote a culture of inclusivity, where every individual, irrespective of their gender, is provided with the opportunity to excel in their scientific careers. The implementation of these measures is a step forward in achieving a gender-balanced research culture, enabling the UoL to harness the full potential of its talented staff.

AREA D: PROMOTING GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION										
	Task/Action	Target	Responsible unit	Means of monitoring/ verification	Period of implementation					
					2024		2025		2026	
D.1	Composing Gender-Neutral Job Advertisements	To eliminate gendered language and implicit bias in job descriptions and recruitment advertisements, encouraging a more diverse range of applicants.	HR	Review and analysis of job advertisements for the use of gender-neutral language	X					
D.2	Ensuring Gender-Balanced Applicant Pools	To foster a recruitment environment where both genders are equally represented in the application pool	Research Center	Gender ratios analysis of applicant demographics, specifically		X		X		X
D.3	Implementing Gender-Diverse Selection Committees	To minimize bias and promote balanced decision-making during recruitment.	Research Center/UoL's Schools	Documentation and assessment of gender representation in all selection committees.				X		
D.4	Offering Leadership Training for Staff of all Genders	To provide staff of all genders with the necessary skills and knowledge to ascend into leadership roles	HR	Gender disaggregated data of participants completing training programs.		X		X		X
D.5	Implementing Mentoring and Career Development Programs for Early-Career Female Researchers	To provide support to early-career female researchers, for professional advancement and mitigating career barriers related to gender.	Research Center/ Center for DEI	Tracking the number of participants in development programs					X	
D.6	Gender Bias Monitoring in Internal Funding Allocation	To identify and address any potential gender bias in the allocation of internal funds for research.	Research Center	Analysis of internal funding data, ensuring the fair distribution of funds across genders.					X	

Thematic Area E: Eliminating Gender-Based Violence and Harassment

Thematic Area E: Eliminating Gender-Based Violence and Harassment signifies an integral component of the university's commitment towards establishing a safe, inclusive, and respectful workplace and academic environment. The core purpose of this thematic area is to combat and prevent any manifestation of sexual harassment or gender-based violence within the university, thereby fostering a culture of equality, dignity, and mutual respect. This thematic area also underscores UoL's drive to uphold the highest standards of institutional integrity, contributing to the well-being of its academic community and the quality of its research output.

The first critical action in this thematic area is the Policy Review and Update (E.1). In enriching and revising its policy, UoL aims to rearticulate and explicitly enunciate the university's stance against sexual harassment and gender-based violence. This measure aims to ensure that UoL's work towards creating a harassment-free work environment reflects the latest updates in national and EU workplace policies; the latter will be firmly entrenched within the institutional guidelines, setting the tone for acceptable behavior within the university.

Secondly, UoL places emphasis on the Promotion of UoL's policy on sexual harassment within its ranks (E.2). This activity focuses on ensuring that every member of the university staff is familiar with the protocol and its implications. By bolstering the understanding and application of this protocol, UoL aims to deter potential incidents of harassment and communicate a clear framework for addressing any issues that might arise.

The third activity, Designation and Training of Harassment Response Individuals (E.3), involves the appointment of dedicated individuals responsible for addressing sexual and gender-based harassment within the institution. These individuals will undergo specialized training, which will equip them with the necessary skills and knowledge to manage and resolve such sensitive issues effectively.

The fourth initiative under this thematic area is the organization of Awareness-Raising Sessions for all staff members (E.4). Through these sessions, UoL aims to increase understanding about the gravity and implications of sexual harassment and gender-based violence. These sessions will serve as a platform for reinforcing the university's culture of respect and intolerance towards such unacceptable behaviors.

Finally, conducting a Staff Survey on Sexual Harassment (E.5) constitutes a critical step in establishing a perception baseline on sexual harassment within the university. This survey will enable UoL to assess the current climate within the institution and inform subsequent efforts to eliminate gender-based violence and harassment.

AREA E: ELIMINATING GENDER-BASED VIOLENCE AND HARASSMENT										
	Task/Action	Target	Responsible unit	Means of monitoring/ verification	Period of implementation					
					2024	2025	2026			
E.1	Policy Review and Update	To continue UoL's commitment to a harassment-free work environment.	HR	Documented updates to the existing sexual harassment policy	X					
E.2	Institutional promotion and communication of UoL's Policy on Sexual Harassment	To ensure comprehensive knowledge of the protocol amongst staff members and its firm application within the institution.	HR	Records of training and informational sessions, staff survey on familiarity with the protocol		X				
E.3	Designation and Training of Harassment Response Individuals	To assign specific individuals' responsibility for addressing issues of sexual and gender-based harassment and provide them with specialized training.	HR	Records of individuals appointed and training sessions attended			X			
E.4	Awareness-Raising Sessions	To inform and enlighten all staff members on the severity and implications of sexual and gender-based harassment.	HR	Tracking the number of women enrolling in and completing training programs.				X		
E.5	Conducting a Staff Survey on Sexual Harassment	To establish a baseline perception on the issue of sexual harassment amongst staff.	HR	Collection and analysis of survey data.	X			X		

Thematic Area F: Gender Equality in Scientific Publications and media outreach

The GEP aims to establish and reinforce an equitable, diverse, and inclusive environment in both the scientific literature generated by the University and the media outreach initiatives undertaken. The intent behind this focus area is to ensure that gender balance is integrated into all stages of the research publication process, as well as in the media representation of the institution and its activities.

Scientific publications often serve as the bedrock of knowledge dissemination and academic recognition. However, previous studies and GEP experiences have shown that these platforms often showcase gender disparities, with women underrepresented as authors, particularly in high impact journals, and often absent from editorial boards. Hence, this area aims to promote gender balance in authorship, acknowledgments, and editorial boards. Though the university has no control on external journals and their *modus operandi*, it intends to work closely with journal publishers and editorial teams operating *within* its institution to establish fair representation across genders (F.1). Also, guidelines could be set to promote the inclusion of female authors and acknowledgements in research papers (F.2).

All these provisions will align with and be incorporated in the UoL Researchers' Handbook, a comprehensive guide for research that the UoL Research Center plans to create (F.3). The Handbook will act as a reference tool, outlining key principles and procedures for ensuring gender equality in research, which will include explicit guidelines on gender balance in scientific publications.

At the level of media outreach, the GEP recognizes the profound influence media has on societal norms, attitudes, and behaviors. Thus, it becomes crucial to portray a balanced representation of genders in the institution's media activities. The GEP aims to ensure a gender-balanced representation in the institution's external communication, including media appearances, press releases, and promotional materials (F.4). This not only promotes gender equity but also helps shatter stereotypes and unconscious biases that can hinder progress in gender equality.

Furthermore, by creating an internal policy for gender-sensitive communication, the GEP can address potential biases in the portrayal of women and men, ensuring fair and non-stereotypical representation (F.5). This includes a balanced portrayal of genders in visuals and narratives and the avoidance of gender-exclusive language.

Additionally, training sessions can be offered to staff members, enhancing their awareness and understanding of gender-sensitive communication (F.6). These sessions can focus on recognizing and avoiding gender bias in written and verbal communications, and in visual representations.

	Task/Action	Target	Responsible unit	Means of monitoring/ verification	Period of implementation					
					2024		2025		2026	
F.1	Internal Review of Scientific Publications by UoL	To monitor and assess gender balance in acknowledgements, authorship, and on editorial boards of scientific publications produced by the University	Research Center	Internal reports, data analysis on authorship and acknowledgments				X		X
F.2	Establishing Internal Guidelines for Gender Balance in Publications	To develop and implement guidelines within the university to promote gender balance in scientific publications	Research Center	Guidelines document, tracking its implementation in published research				X		
F.3	Incorporation of Gender Equality Provisions in Researchers Handbook	To serve as a reference for researchers and staff, outlining key principles and procedures for ensuring gender equality	Research Center	Handbook review by Gender Equality Committee				X		
F.4	Gender Balance in External Communication	To ensure gender-balanced representation in media appearances, press releases, and promotional materials, while also tackling issues such as gender stereotypes	GEC	Media representation analysis, review of press releases and promotional materials		X		X		X
F.5	Development of Gender-Sensitive Communication Policy	To combat potential biases in the portrayal of genders, ensuring fair and non-stereotypical representation	Research Center/ Center for DEI	Policy review, monitoring its application in communications		X				
F.6	Training Sessions on Gender-Sensitive Communication	To enable staff to recognize and avoid gender bias in all forms of communication.	Center for DEI	Training records, post-training surveys					X	

Implementation

The GEP's delineated work plan clearly identifies the roles and responsibilities for its implementation. The accountability for this task is shared among three pivotal units: the Human Resources office, the Research Center, and the Center for Diversity, Equity, and Inclusion.

The Human Resources office will play a significant role in coordinating the GEP's implementation, particularly for tasks that pertain to personnel management and institutional workplace policies. In doing so, they will work closely with both the Research Center and the Center for DEI to ensure the alignment of the GEP with research policies and diversity, equity, and inclusion objectives, respectively.

The Research Center will contribute to the GEP's effective implementation, by ensuring its coherence with the university's broader research objectives. The Center for DEI, on the other hand, will provide invaluable guidance on matters pertaining to diversity, equity, and inclusion, undertaking the capacity building aspects of GEP's actions.

Furthermore, the supervision of the GEP's implementation will be overseen by the Gender Equality Committee. This committee, comprising of representatives from key units across the university, will ensure that the actions listed above are carried out in a coordinated and consistent manner, while also monitoring and evaluating their implementation. It will also facilitate the involvement of other university units, as required by specific tasks within the GEP.

As needed, the final approval on specific actions, after successful delivery, will be sought from the Rector's Office, the Executive Director's Office, and the Director of the Research Center. This will ensure that all implemented actions align with the University's strategic direction and institutional policies. In this collaborative manner, the GEP's implementation will be comprehensive, ensuring a systemic improvement of gender equality within the University of Limassol.



Theodore Panayotou

Rector of the University of Limassol