

GENDER EQUALITY PLAN OF KLAIPĖDA UNIVERSITY

2018-2023

Content

Introduction.....	3
1. Design process of Gender Equality Plan for Klaipėda University and prerequisites for its revision.....	3
2. Peculiarities of the general regulation of labour relations in Lithuania	6
3. Characteristics of the academic career planning in Lithuania.....	6
4. Analysis of the initial situation at the Klaipėda University in 2018.....	8
5. Institutional progress based on <i>Baltic Gender</i> project results.....	9
6. Measures to be taken in order to improve working conditions and motivation for underrepresented gender	12

Introduction

The activities of scientific and academic community are characterized by a great creative freedom and dynamics, which sometimes do not fit into the standard generally accepted framework of work. In the contemporary world of science and studies, which is guided by the principles of gender equality and the ideas of human rights and freedoms, it is particularly important not to impede the dynamics in science, but, on the contrary, in compliance with the requirements of legal acts to create flexible and liberal working conditions for people working in the field of science and studies. In order to achieve significant results, higher education institutions and research organisations must keep in mind that academic and non-academic staff working in a particular field generate deserved results. That is why it is especially important to take into account their needs for working conditions depending on their gender.

In the current context, the issue of gender equality at higher education institutions and research organisations is of a particular importance, and the essence of it is that men and women working in the field of science or studies must have equal conditions and opportunities to achieve results and to fulfil their potential in work activities. In other words, in the areas of activities relating to work, international law and national law prohibits discrimination on the grounds of gender. In this regard, in accordance with the requirements of the applicable legislation, the employer is obliged to plan and implement the measures to ensure gender equality. The scope and content of the measures ensuring gender equality depend on the specifics of the employer's activities, which may result in the implementation of different measures aimed at ensuring gender equality at different higher education institutions and research organisations working in different fields of science.

Klaipėda University (KU) promotes a fair and safe environment for education, research and work, where each individual and collective capacity demonstrates benefits to the regional community and beyond. Gender Equality Plan (GEP) of KU aims at contribution to a more comprehensive and socially responsible management system for academic and non-academic staff, attracting and retaining women as a half of the world's talent in research as well as strengthening the gender dimension in research by integration gender/sex analysis in research and innovation content, taking into account the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and impact analysis, presentation of results.

GEP of KU as a flexible tool is constructed taking into account the characteristics and needs of the University, the 'Horizon Europe Guidance on Gender Equality Plans' and other European Commission's sources, the outcomes of FP7 and Horizon 2020 projects on gender equality and diversity, particularly, H2020 Baltic Gender project. Recently revised GEP is strongly focused on:

- Gender equality in recruitment and career progression
- Gender balance in leadership and decision-making
- Work-life balance and organizational culture
- Integration of the gender dimension into research and teaching content
- Measures against gender-based violence, including sexual harassment.

1. Design process of Gender Equality Plan for Klaipėda University and prerequisites for its revision

On the 1st of September 2016, eight higher education institutions and research organisations in five countries around the Baltic Sea started Baltic Gender project (<https://www.baltic-gender.eu>), funded by HORIZON 2020 programme under the call for promoting "Gender Equality in Research and Innovation" and the topic of "Support to research

organisations to implement gender equality plans” (GERI-4-2015). The outcome of this project - Gender Equality Plans set up in the partner institutions aimed to reduce gender inequalities in Marine Science and Technology. In the frame of Baltic Gender project, a Gender Equality Plan (GEP) for the period 2018-2023 for STEM (Science, Technology, Engineering, Mathematics) units of the Klaipėda University, namely, Marine Research Institute and Faculty of Marine Technology and Natural Sciences was developed.

The final report of the project, submitted at 2020, states that “at Klaipėda University, all the actions made by the *Baltic Gender* have made an impact on the high-level management raising their gender awareness and the motivation to implement the actions towards gender equality on the institutional level”¹. Moreover, at the end of the project, new sources of funding had to be provided for the implementation of the gender equality measures.

New initiatives on equality issues were launched at KU in 2021, e.g., the development of an Equal Opportunities’ Action Plan, preparation of the material for HRS4R application for excellence award. Simultaneously, as a partner of EU-CONEXUS (European University for Smart Urban Coastal Sustainability (<https://www.eu-conexus.eu/>), co-founded by the Erasmus+ Programme of the European Union), KU acts as a gender expert and was responsible for the development of GEP for EU-CONEXUS consortium. EU-CONEXUS GEP was approved in early 2022 and is available at (https://www.eu-conexus.eu/wp-content/uploads/2022/03/RFS_Policy-document_GEP.pdf).

All the circumstances listed above implied the need to revise the current GEP and extend its scope to whole university. The experiences gained during the *Baltic Gender* project implementation phases have laid the basis for the development of the revised edition of the GEP, which will run until the end of 2023, until the Equal Opportunities’ Action Plan will be launched.

A GEP working group appointed by KU Rector (Order No 1-088, 2022-02-24) has developed the revised edition of GEP. In order to ensure the continuity of activities, the implementers of the Baltic Gender project have been appointed to the group with the aim to effectively integrate project’s outcomes in to the institutional practices.

The revision process comprised the following steps:

1. General discussion about the necessary changes in Gender Equality Plan for the period of 2022-2023.
2. Analysis of the recommendations provided at the final report of Baltic Gender project.
3. Analysis of the recommendations provided by the EU-CONEXUS R&I Gender Equality Plan.
4. Analysis of the institutional progress.
5. Revision of the list of measures and developing of the Responsibility Assignment Matrix.

The process of design and development of the new edition of KU GEP started with a general discussion about the results of the Baltic Gender project and recommendations for further activities. Several important principles have been agreed:

1. The intermediate results of the implementation of the GEP reflecting institutional progress have been reviewed and supplemented with the analysis of all departments of KU (see 5th chapter of this document).
2. New edition of KU GEP indicates that in general the experts of Baltic Gender project and representatives delegated by KU top management could carry it out as a Gender Equality Committee (further on – KU GEC).
3. The other leading principle was to include already existing processes to support this plan. These are for instance the training events, events for dissemination etc.

¹ Technical Report. Part B. Baltic Consortium on Promoting Gender Equality in Marine Research Organisations (Baltic Gender). Funded from the European Union’s Horizon 2020 research and innovation programme under grant agreement no. 710363. Periodic report: 3rd (last), 2020

The GEP working group has identified responsible actors for the implementation of actions foreseen in GEP. To define the roles across different tasks, the working group has decided to carry out a Responsibility Assignment Matrix (RACI matrix <https://project-management.com/understanding-responsibility-assignment-matrix-raci-matrix/>), which is used to clarify and define roles and responsibilities and is an essential part of sustainability assurance process. According to RACI matrix, the following roles in each of the actions were nominated:

- *Responsible*: These people have responsibility for certain tasks. They are the ‘creators’ of the deliverable.
- *Accountable*: This is the person accountable for the job in hand who will give approval and act as the decision-maker.
- *Consulted*: These people would like to know about the task and we would seek their opinions before a decision or action.
- *Informed*: This group get one-way communication to keep them up-to-date with progress and other messages after a decision or action.

The key issue was to find out permanent resources, roles and structures in the organization to whom responsibilities could be assigned. According to KU organizational chart (available at: https://www.ku.lt/taryba/wp-content/uploads/sites/28/2021/04/KU_valdymo_struktu%CC%84ra_infografika_lt.pdf) the most important roles in implementing GEP activities are as follows:

KU Management and Administration:

- KU Senate and Council,
- KU Rector and Vice-Rectors,
- Rector's advisors,
- Representatives of other KU Offices and Departments.

KU Academic and Research Divisions’ heads:

- Heads of KU divisions: Deans and Vice-Deans of faculties / Directors of Institutes,
- Heads of academic departments / Heads of research centres,
- Chairmen/chairwomen of Divisions’ Boards.

KU Gender Equality Committee

KU Community

We identified GEP measures’ intervention areas at the levels of:

- University,
- Faculty / Institute,
- Department / Centre,
- Study / Research field.

After this, the information was shared with the KU management and Gender Equality Committee members who agreed on the assignments which are described in the 6th chapter.

2. Peculiarities of the general regulation of labour relations in Lithuania

The Constitution of the Republic of Lithuania (hereinafter – the Constitution) establishes the principles that the family is the basis of the society and the state protects and cares for the family, motherhood, fatherhood and childhood. On the other hand, Paragraph 1 of Article 48 of the Constitution also provides that everyone is free to choose a job and business and has the right to have appropriate, safe and healthy working conditions, receive fair remuneration for work and social security in case of unemployment. It is often difficult to reconcile and harmonize the principle of respect for the family as a value, and the right of a person to freely choose a job. In this context, these fundamental principles relating to the family are also implemented through the regulation of labour relations.

The Labour Code of the Republic of Lithuania (hereinafter referred to as the Labour Code) provides for the obligation of an employer to implement the principles of gender equality and non-discrimination on other grounds. One of the aspects of the implementation of these principles is the prohibition on the employer applying different criteria and conditions for recruitment, i.e. an employer must apply uniform selection criteria and conditions for men and women. During the employment relationship, the prohibition of discrimination on the basis of gender also persists and there is a general obligation of an employer to establish equal conditions of work for employees, equal opportunities for improvement of qualifications and pursuit of professional development, re-qualification and acquisition of practical work experience; and equal benefits. In addition, the Labour Code establishes an obligation to pay equal remuneration for men and women for equal value work.

The Labour Code establishes the principle of work and family consistency, when an employer is obliged to respect family responsibilities of his employees and to take measures to help to fulfil them. The implementation of the principle of family consistency in a particular workplace and the measures taken by the employer in order to fulfil their duty to respect the family responsibilities of employees has an impact on employee's decisions related to the selection and realization of career choices.

The Labour Code regulates in detail the leave for pregnant women, parenthood leave for those having children up to a certain age, and other social guarantees for people with family obligations.

3. Characteristics of the academic career planning in Lithuania

When working in the field of science, the aspect of personal career planning becomes relevant to both men and women. Although the Law on Science and Studies of the Republic of Lithuania (hereinafter - the Law on Science and Studies) defines the procedure for organizing the competition for a position as a researcher and the guidelines for qualification requirements for candidates, establishes the conditions for certification, defines the categories of researchers, establishes the provision that the first term (5 years) in a certain positions of a researcher; in practice, scientists or applicants to become scientists often face the barrier to clearly see their position in work after the term of 5 years. This involves a number of external factors that do not depend on the scientist. In particular, institutions of science and studies have the right to establish procedures and qualification requirements for certification and competition for the position of researchers, which in practice means that a candidate working in a single educational institution may find it difficult or even impossible to apply for a competitive position in another institution solely on the fact that the candidate's qualification will be assessed on the basis of different criteria/evaluation indicators.

Another equally problematic issue associated with the career planning of a scientist is the future perspective of the field of study. In case if the scientific direction is no longer considered promising and the research institution or the authority which is responsible for the development of science decides not to invest in its further development, there is a high probability that after the expiry of the researcher's term of employment, the competition will not be held for a corresponding positions in the field of science which he/she previously worked in a relevant research institution. At this point it is necessary to pay attention to the fact that it is not easy for a scientist to retrain from one field of science to another, and very often re-training will require additional studies.

The third factor that creates the uncertainty of a researcher's professional career is the extra order certification that the research institution has the right to carry out in order to verify the person's suitability for the taken position. If the result of the extra order certification is negative, the research institution may sack the employee from his / her position. On the other hand, the Law on Science and Studies provides for an exemption for attestation, i.e. according to the law mentioned above, the period during which a person has been granted a pregnancy and childbirth, a parental leave or a leave to care for a child is not included in the 5-year period of attestation. However, when a person returns to work after pregnancy and childbirth, parental leave or leave to care for a child, it is necessary in a short period of time to achieve attestation requirements and undergo attestation.

As the fourth factor influencing the career of a scientist, it is important to mention one of the family responsibilities – the care of elderly relatives. Quite often, employees having elderly immediate family members of poor health are facing this commitment. Care for the elderly family members can take a lot of time and effort, which may affect the results of the scientific work of a researcher, and reduce the labour productivity. Although we do not have statistics that could substantiate this statement, however, in practice, most often women take care of these elderly people so they have to give up their work perspectives and achieve lower results in their work.

The fifth factor that impedes a clear line of scientific career is family-related commitments, especially in cases when a family has babies. The Labour Code establishes three types of targeted leaves related to family increase and the obligation of an employer to ensure the right of an employee to return to the same or equivalent place of employment (occupation) after a leave at least as favourable as the former working conditions, including the remuneration and all terms, such as the right to an increase in salary to which he/she would have been entitled if he/she had worked. First of all, in case of pregnancy, women receive pregnancy and maternity leave of 70 calendar days before delivery and 56 calendar days after delivery (in case of complicated childbirth or at birth of two or more children – 70 days). For the period of pregnancy and childbirth leave, the benefit is paid as provided by the Law of the Republic of Lithuania on sickness and maternity social insurance. In case of a normal pregnancy, the total duration of the pregnancy and maternity leave is 126 calendar days, i.e. over 4 months, and in case of a complicated childbirth or the birth of two or more babies: 140 calendar days, i.e. 4.5 months. After the pregnancy and childbirth leave, the selected family member is given a child care leave until the child reaches three years of age, which can be taken all at once or in parts. The Labour Code also provides for the possibility of taking these leaves for both parents and returning to work before the child reaches three years of age. Besides the child care leave until the child reaches the age of three, the said law provides for the child's father to take 30 calendar days long parental leave which is continuously granted at any time from the birth of the child until the child reaches three months of age (in case of a complicated childbirth or when two or more babies are born: since baby's birth until the baby reaches six month age). The total maximal length of the leave for women can be 3 years and 4.5-months for pregnancy and child care, and for a man – 3 years and 1 month for child care. These figures indicate that, in theory, the increase in the family should have an equal impact on men and women, but in practice there is a tendency for a greater part of the associated obligations to be taken by a woman, who because of this factor for some time "falls out of the labour market" or is less actively involved in it as before.

4. Analysis of the initial situation at the Klaipėda University in 2018

Analysis of the initial situation was performed in 2018; it indicates the general situation at the university and highlights two STEM (Science, Technology, Engineering, Mathematics) units, namely, Marine Research Institute and Faculty of Marine Technology and Natural Sciences. Firstly, the ratio of men and women is reflected in Fig. 1 (left): despite a higher percentage of women across the university, men hold a larger share of academic positions in STEM units. This is especially evident at the Marine Research Institute and shows the need for deepening the issue of gender equality by examining the factors that make such a distinct difference.

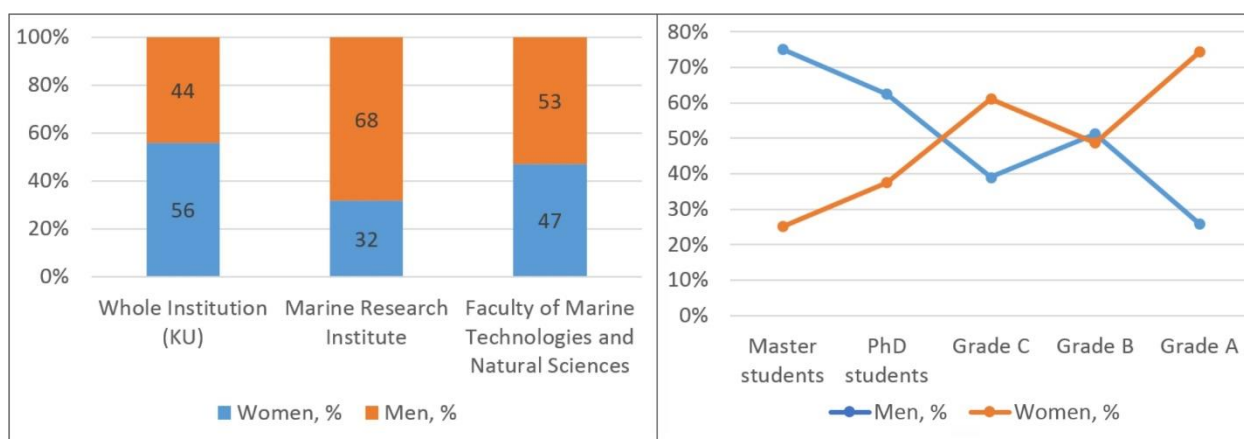


Fig. 1. Gender ratio of the academic staff (left) and in different stages of academic career (right) of STEM units of KU in 2018

Secondly, the ratio of men and women in typical academic career stages has been analysed. Fig. 1 (right) illustrates the fact that relatively more women than men start studying the Marine Sciences, but this proportion becomes opposite to the disadvantage of women while „climbing up the career ladder“.

The decrease in the number of women scientists after completing doctoral studies may be related to both personal and external causes. First of all, the decision not to pursue a career in science can be influenced by the personal decision of a woman to choose other areas of work, for example, in an area not related to academic work. On the other hand, such personal choices can be influenced by external factors related to working conditions.

Secondly, the period after the doctoral studies is in many cases, a period when women begin to create families and often have children. In the case of family increase, it is natural for a woman to leave work for a shorter or longer period of time. Despite the fact that the Labour Code provides for a number of imperative provisions concerning the protection of pregnant women and parents with children during the employment relationship, it can be concluded that it is not enough to meet the universal requirements of the law and that every institution engaged in scientific or other activities must take additional measures to establish equal conditions for men and women to enter into work life and to reach professional achievements.

Another barrier to be mentioned for women to achieve more in the area of scientific carrier in Maritime Science are glass ceiling, male networks and gender stereotypes influencing recruitment and promotion processes. On the other hand, currently (in the year 2018) Maritime Research Institute has an example of good practice, as the number of men and women is nearly equal at the Institute council (5 women, 6 men).

5. Institutional progress based on *Baltic Gender* project results

The knowhow created by the *Baltic Gender* project during the project implementation period (2016-2020) has affected several important areas of the university:

- The university became a gender expert in new projects and newly formed consortiums in Europe, e.g., KU was responsible for the development of GEP for EU-CONEXUS and has been lobbying for the adaption of some Baltic Gender outcomes in the Horizon 2020 project EU-CONEXUS RESEARCH FOR SOCIETY (IBA-SwafS-Support-1-2020).

- At the institutional level, the first GEP was developed for the marine research units. However, Baltic Gender recommendations have catalysed changes for the whole university. The institutional progress can already be seen: (i) an action on implementation a policy of equal opportunities and diversity at the institutional level has been included into the strategic action plan for the institution's development for 2021-2030; (ii) an institutional assessment following the methodology the Equal Opportunities Ruler has been initiated by the Rector's Advisor and conducted by the Office of the equal opportunities ombudsperson, and the Report with institutional recommendations was received on 10th of August, 2020.

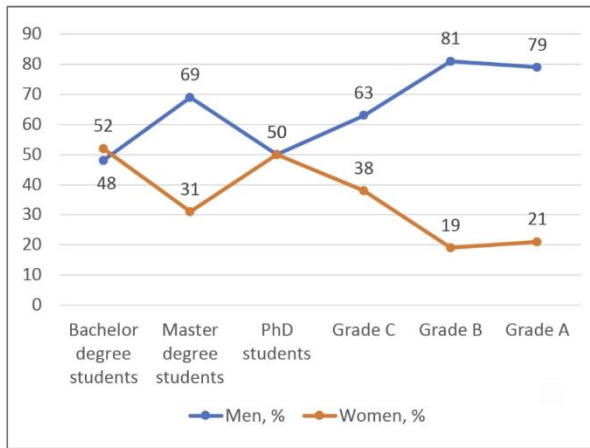
Since 2021 coherent and continuous data relevant for gender equality policies have been systemically collected and analysed at the university level. Therefore, the data-based approach allowed to unlock relevant insights to be used for the designing of GEP for the whole university and for shaping GEP measures.

We would like to stress, that before the 2016, gender segregated data (gender of students and academic staff) have been collected only for statistical purposes. The current analysis of gender-segregated data, collected for all five major academic departments of Klaipėda University for 2021, made evident few facts:

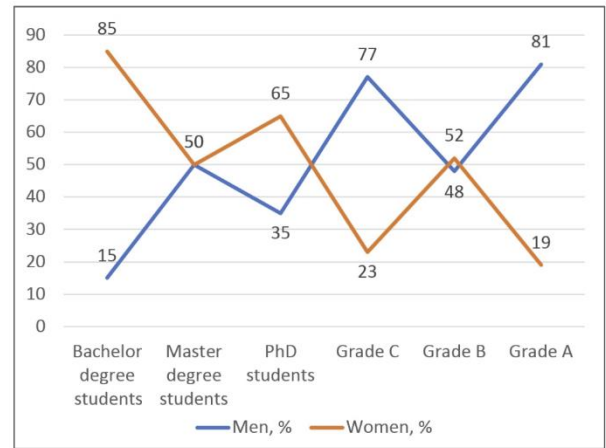
- Analysis of gender ratio indicates the similarity of Scissor's diagrams for Faculty of Social Sciences and Humanities, and Faculty of Health Sciences (Fig. 2). Faculty of Social Sciences and Humanities belong to the SSH group which is typically women dominated field, while Faculty of Health Sciences – to SSH and Medical and Health Sciences. Faculty of Marine Technologies and Natural sciences is more male dominated. This confirms the fact that gender-stereotyped jobs still exist.;

- The research units Marine research Institute and Institute of Baltic Region History and Archaeology) are more gender biased than the teaching units (Fig. 2) and even though the Institute of Baltic Region History and Archaeology belongs to the SSH science group, the gender ratio here is similar to that of the STEM research unit Marine Research Institute;

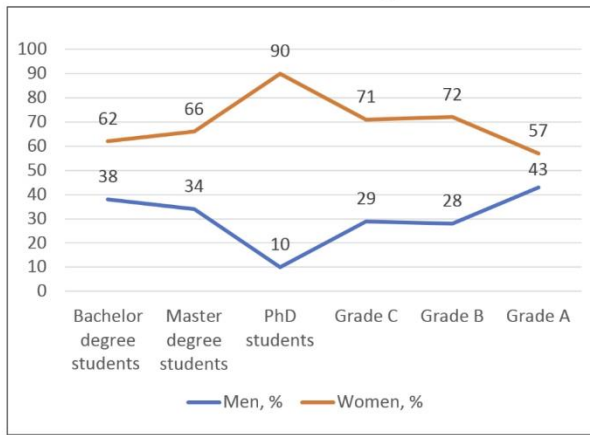
- Generally, gender imbalances are observed in all departments, so the measures envisaged in the Baltic Gender project must be applied on a university-wide basis in order to improve working conditions and motivation for underrepresented genders.



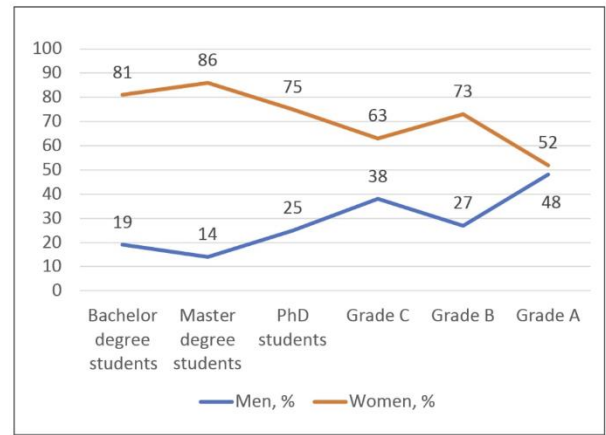
Institute of Baltic Region History and Archaeology



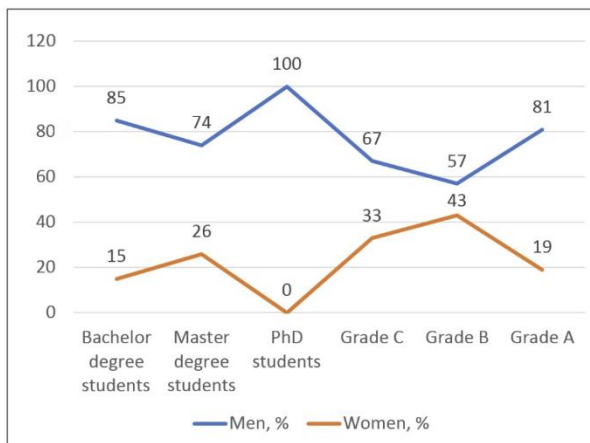
Marine Research Institute



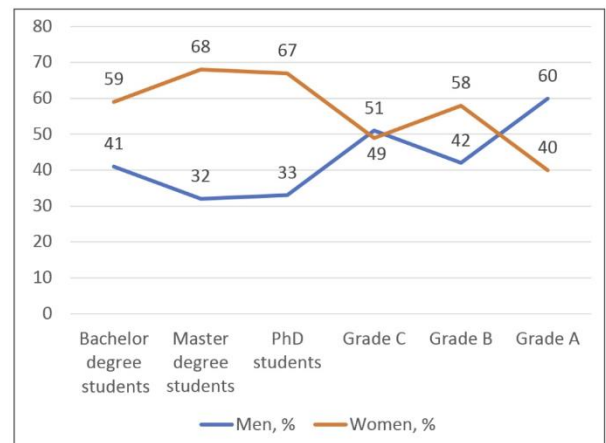
Faculty of Social Sciences and Humanities



Faculty of Health Sciences



Faculty of Marine Technologies and Natural Sciences



Klaipėda University

Fig. 2. Gender ratio in the research institutes and faculties of Klaipėda University and whole institution

Analysing numbers of women in decision-making committees, there are positive changes when comparing data from 2008 to 2022: percentage of women in the Senate increased from 23 % to the 53 %. This tendency could be at least partly associated with the intense awareness raising activities during the implementation of Baltic Gender project. However, the percentage of women in KU Council never exceeded 33 %. This confirms the fact of presence of vertical segregation. To fix this, quotas in managing boards might be a solution to “keep women voice”. This

assumption became more obvious knowing the fact that in 2020 the woman nominated by students in the Council was replaced with the man (students did not mind gender segregation) and currently we have only 22 % of women in the Council.

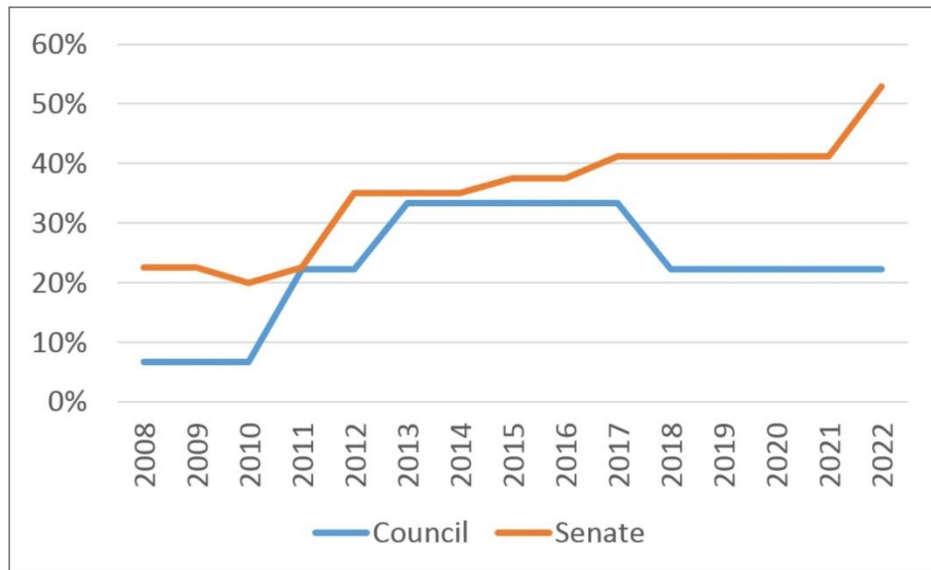


Fig. 3. Percentage of women in the governing committees of the University (KU Council and KU Senate)

We considered all above-mentioned facts in the new revision of list of measures of KU GEP (6th chapter). We paid a lot of attention to awareness-raising and training actions on gender equality and unconscious gender biases for staff and decision-makers aiming at increasing of people's sensitivity to gender equality. We also provided additional measures on the integration of gender dimension into research design.

6. Measures to be taken in order to improve working conditions and motivation for underrepresented gender

Table 1. The plan of measures. GEC– Gender Equality Committee.

Target	Action	Description of action	Responsibilities	Results, indicators, good practise
1. Gender equality in recruitment and career progression				
1.1. Enhance the career advancement and leadership	1.1.1. Trainings in the institution to raise the awareness at all levels about gender issues	1-day trainings "Institutional capacity building workshop: gender in research" for the management of Klaipeda University, Maritime Research Institute and Faculty of Marine Technology and Natural Sciences	<i>Responsible:</i> KU GEC <i>Informed:</i> Heads of KU Academic Divisions	Conducted: 20 persons
		Trainings on university level whilst implementing the policy of Klaipeda University on gender equality aimed at: - Ensuring the continuous professional development training processes and opportunities for academic staff; - Encouraging academic staff to suggest the training ideas; - Training for representatives of KU Offices (especially those responsible for recruitment and career) on how to participate in recruitment processes on unconscious gender biases in order to enhance the proportion of underrepresented gender when applying to open positions.	<i>Accountable:</i> KU Rector <i>Responsible:</i> KU GEC; KU Personnel and Document Management Division <i>Informed:</i> KU Community	Number of trainings and participating staff
	1.1.2. Promotion of underrepresented gender to leadership positions	Building leadership skills through practical activities (e.g. by assigning of managing tasks (conference/meeting organization), chairing of conferences, meetings/moderation of discussions; assigning team leadership)	<i>Responsible:</i> KU GEC <i>Informed:</i> Heads of KU Academic Divisions	Increased number of underrepresented gender at higher level scientific and management positions
1.2. Provide career development and	1.2.1. Building <i>grass-root</i>	The informal <i>grass-root</i> networks contribute to careers through organized seminars and	<i>Responsible:</i> KU GEC, <i>Informed:</i> Heads of KU Academic Divisions	Number of <i>grass-root</i> networks. Number of

networking opportunities	networks inside the university	potentially trainings that also give possibilities for networking and mentoring.		meetings for sharing good practice.
	1.2.2. Providing mentoring opportunities to early-career scientists	Analysis of needs with a focus on underrepresented gender on mentoring for early-career scientists with the aim to develop mentoring programmes	<i>Responsible:</i> KU GEC; KU Personnel and Document Management Division <i>Informed:</i> Heads of KU Academic Divisions	Good mentoring practice examples
1.3. Ensure effective career path	1.3.1. Providing career development plans with annual updates	Identifying the need and preparation of information about the paths of academic career (leaflet, section in the webpage, etc.) for masters, doctoral students, post-doctoral students, junior researchers.	<i>Responsible:</i> KU GEC, Heads of KU Academic Divisions; KU Research and Innovation Office	The information about the paths of academic career prepared
	1.3.2. Improving selection, recruitment procedures	Identification of gaps in selection, recruitment procedures, to improve selection, recruitment process. Development of defined job descriptions and selection criteria that need to apply for the whole selection process (job description, person specification, advertisement).	<i>Accountable:</i> KU Rector <i>Responsible:</i> KU GEC, Heads of KU Academic Divisions; Personnel and Document Management Division	Updated non-discriminating design of job and competition advertisement
	1.3.3. Enabling equal possibilities	Reflection on flexible working opportunities, career breaks, maternity and absence due to extended sick leave and part-time staff correlation with career advancement. Encouraging underrepresented gender to apply to open higher positions if there are too small numbers of applications from women or men	<i>Responsible:</i> KU GEC, Heads of KU Academic Divisions; Personnel and Document Management Division	
2. Gender balance in leadership and decision-making				
2.1. Encourage gender balance in decision-making processes	2.1.1. Improving the involvement of underrepresented gender	Seek for gender balance in committees and boards	<i>Accountable:</i> Rector, KU GEC <i>Responsible:</i> Personnel and Document Management Division <i>Informed:</i> All KU community	Guidelines / recommendations for regulations to approach the proportional participation of University representatives in governing bodies
	2.1.2. Supporting and encouraging women to apply for leadership positions	Support and encouragement for women applying for leadership positions		

2.2. Raising awareness and visibility of good practice examples	2.2.1. Leadership training	Trainings in leadership and soft skills at every stage of academic, research and administrative staff career	<i>Responsible:</i> KU GEC <i>Informed:</i> KU Community	Number of persons trained
	2.2.2. Communication campaigns	Regular communication campaigns to promote women's leadership and good practice examples	<i>Responsible:</i> KU GEC, Marketing and Communication Office <i>Informed:</i> KU Community	Number of campaigns
3. Work-life balance and organizational culture				
3.1. Promoting family friendly strategies	3.1.1. Ensuring flexible working hours, remote office	Informing newly employed employees about the possibilities of having flexible working hours, remote office	<i>Responsible:</i> Heads of KU Academic Divisions; Personnel and Document Management Division	A higher satisfaction of work conditions, smooth return to work after parental leave or other family-related leaves
	3.1.2. Conducting of interviews with women (and men) before/ after parental leave	To prepare a questionnaire and to conduct interviews with parents before/after parental leave in order to find out/ to meet their expectations		
	3.1.3. Maintaining contact with individuals taking family breaks	Ensuring availability of employees' E-mail addresses in mailing lists and in Contacts list on the webpage during the leave of absence. Informing employees, who take leave because of family responsibilities about the recent developments and upcoming events (seminars, meetings, training, fieldwork etc.)		
3.2. Identifying the reasons why employees are leaving	3.2.1. Exit interviews with academic staff identifying the reasons of leaving	Developing a questionnaire for leaving employees to identify the reasons of leaving. Developing institutional practices in order to carry out analysis of reasons of leaving	<i>Responsible:</i> KU GEC, Heads of KU Academic Divisions, Personnel and Document Management Division	Prepared questionnaires for the analysis of the reasons
3.3. Making a healthier psychological and social environment	3.3.1. Making a healthier psychological and social environment	Providing open-source references on work-related psychological and social influences on health (time pressure, monotonous work, social reciprocity, job control and autonomy, fairness, work demands and job security, as well as social contact with co-workers and supervisors)	<i>Responsible:</i> KU GEC, <i>Consulted:</i> NGO Klaipeda Social and Psychological Support Center , Personnel and Document Management Division	Number of references, number of consultations

3.4. Team building	3.4.1. Regular bonding events and get-together for staff	Planning and implementing annual bonding events such as Christmas, sport events, academic events, festivals, excursions. Forum, questionnaires on wellbeing and equality at work	<i>Responsible:</i> Representatives of KU Offices and Departments, Personnel and Document Management Division	Analysis on numbers of events, participants and feedbacks
3.5. Awareness raising	3.5.1. Trainings on communication, change management, stress management	Invited keynote speakers or role models (men, women or transgender) on campus to make conferences on raise the awareness of unconscious bias and upfront discrimination, responsible use of digital tools	<i>Responsible:</i> KU GEC, Personnel and Document Management Division	Number of trainings and participating staff
4. Integration of the gender dimension into research and teaching content				
4.1. Gender equality in research teams	4.1.1. The involvement of different genders in research teams, project applicant teams and implementers is encouraged	Collection of data in the KU project management system ePOVAS	<i>Accountable:</i> KU vice rector for Research and innovation <i>Responsible:</i> KU Research and Innovation Office <i>Informed:</i> Heads of research groups, project coordinators, academic staff	Monitoring and analysis of data
4.2. Integration of gender aspects in research content	4.2.1. Development of institutional practices to integrate a gender perspective into research content	The inclusion of gender dimension in the following stages of research: composition of the research group; research topic / object; research methodology; research result, impact of research	<i>Accountable:</i> KU vice rector for Research and innovation <i>Responsible:</i> KU Research and Innovation Office, KU GEC <i>Informed:</i> Heads of research groups, project coordinators, academic staff	Checklists and collected examples of the best practice for the academic staff. A higher number/budget of funded projects
4.3. Promotion of Gender-Conscious Teaching	4.3.1. Encouraging teaching staff to use Gender-Conscious Teaching language/methods	Development of teachers' awareness and competencies, dissemination of good practice examples	<i>Responsible:</i> KU vice rector for study affairs, GEC <i>Informed:</i> Deans and Vice-Deans of faculties / Directors of Institutes; Heads of academic departments.	Higher satisfaction of students Gender- & diversity – responsive language/methods
4.4. Towards gender-equal communication and dissemination	4.4.1. Adapting measures to support equal visibility of male and female researchers in the media	Raising awareness and competencies of communication specialists	<i>Responsible:</i> KU GEC, Marketing and Communication Office	Equal visibility of male and female researchers in the media

4.5. Awareness raising	4.5.1. Trainings of research/teaching staff	Regular mandatory workshops for research/teaching staff/leaders of research groups: Diversity knowledge; Gender and diversity sensitive language application; Behaviour; Use of gender-sensitive methodology; Integrating the topic of intersectional approach of gender (ethnicity, race, class, age, citizenship status etc.), Identification and formulating gender-sensitive research questions; Producing of gender-sensitive outcomes; Gender-sensitive identification of users/beneficiaries etc. Dissemination of open sources for self-learning	<i>Accountable:</i> Vice rectors for Research/Study affairs <i>Responsible:</i> KU GEC <i>Informed:</i> Heads of KU divisions: Deans and Vice-Deans of faculties / Directors of Institutes, Heads of academic departments / Heads of research centres	Number of workshops. Number of participants. Analysis of feedbacks
5. Measures against gender-based violence, including sexual harassment				
5.1. Preventing, pursuing sexual harassment	5.1.1. Providing information to employees on prevention measures and case management for gender-based violence in the workplace, including sexual harassment	Informing employees on what actions should be taken if a person experiences sexual harassment (information in website). Foreseeing the procedures of the reporting, investigation, and disciplinary actions for the perpetrators. Create Code of conduct	<i>Responsible:</i> KU GEC, Personnel and Document Management Division <i>Consulted:</i> KU Academic Ethics Committee, NGO Klaipeda Social and Psychological Support Center	Information kit on prevention and management of cases of gender-based violence in the workplace, including sexual harassment
	5.1.2. Create a support system for gender-based violence and harassment at work	Encourage reporting GBV survivors; ensuring accessible and timely support; listen to victims, their experiences of violence	<i>Responsible:</i> KU GEC, NGO Klaipeda Social and Psychological Support Center	Number of people receiving social and psychological support
	5.1.3. Reporting channel	Establishment of a clear, visible, and robust reporting channel for victims	<i>Accountable:</i> Rector <i>Responsible:</i> KU GEC	Established. Promoting continuously
5.2. Awareness raising	5.2.1. Targeted trainings	Training for academics, professionals and student on human rights, recognition of GBV types, and the prevention of violence. Use of open sources for independent studying	<i>Responsible:</i> KU GEC, Marketing and Communication Office, NGO Klaipeda Social and Psychological Support Center	Number of trainings, number of participants. Number of campaigns

	5.2.2. Communication campaign	Cross media communication campaign on a regular basis on gender equality (topics: gender neutral writing, harassment, etc. for the community)		
6. Other (horizontal measures)				
6.1. Regularly collecting gender-disaggregated data	6.1.1. Collecting gender-disaggregated data	Update the list of gender-disaggregated indicators (quantitative and qualitative) for each plan category; to carry out their collection, annual analysis, monitoring of institutional changes; to provide recommendations related to the implementation of GEP measures, if necessary, updating / supplementing indicators	<i>Accountable:</i> Rector's advisor <i>Responsible:</i> Office for Academic affair, KU Research and Innovation Office, Personnel and Document Management Division, Heads of KU Academic Divisions <i>Informed:</i> KU staff	A system of data collection, monitoring and analysis Recommendations for Equal Opportunities Plan (since 2023)
6.2. Dissemination of information related to the implementation of the GEP	6.2.1. Disseminating of information related to the implementation of the GEP	To launch a website / section on the website containing information related to the implementation of the measures of the GEP	<i>Accountable:</i> Rector's advisor <i>Responsible:</i> Office for Academic affair, KU Research and Innovation Office, Personnel and Document Management Division, Marketing and Communication Office <i>Informed:</i> Heads of KU divisions, academic staff	Website, or section in a website created with regularly updated information