



ANALYSIS OF DIVERSITY AND EQUAL OPPORTUNITIES IN VILNIUS UNIVERSITY IN 2018-2019

We sincerely acknowledge the support of the following individuals in preparing the study:

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INTRODUCTION

Based on the strategic priority “University motivating its community” set out in the Strategic Plan of Vilnius University for 2018-2020, this study is part of the activities stipulated in section 7.4 “Openness to equality and diversity (of employees’ gender, culture, origin, social status, religion, age, etc.)“ of strategic direction 7 “Improve working conditions” and in section 8.2 “Openness to equality and diversity (of students’ gender, culture, origin, social status, religion, age, etc.)” of strategic direction 8 “Improve study conditions”.

The main aim of the study is to determine the status of equality and diversity in Vilnius University (hereinafter – the University) in 2018-2019 and to figure out the direction that should be followed to pursue equality and diversity in the University community. The study is comprised of three main parts: the discussion of the principles of non-discrimination and equal opportunities in the Lithuanian legal framework, the implementation of equal opportunities in the University and the presentation of the data in accordance to the grounds of discrimination laid down in the Law on Equal Treatment of the Republic of Lithuania and in the Labour Code of the Republic of Lithuania. Article 2 of the [Law on Equal Treatment](#) defines equal opportunities as “the implementation of human rights enshrined in international instruments on human and civil rights as well as laws of the Republic of Lithuania irrespective of gender, race, nationality, citizenship, language, origin, social status, faith, beliefs or convictions, age, sexual orientation, disability, ethnic origin or religion.” In addition to the aforementioned prohibited grounds of discrimination, the Labour Code expands the list with family status and intention to have a child (children). The analysis on these grounds of discrimination was chosen in order to capture the diversity that already exists and to rethink how it can be consciously enhanced and developed. It will be possible to determine the real change in ensuring equal opportunities after conducting strategic activities in the field for several years, comparing the changes in demographics and the number of complaints regarding discrimination with those in this report. Conclusions and practical recommendations are provided in the end of this study.

The analysis is based on laws of the Republic of Lithuania and other equality-related legislation, the University’s activity documents, results of a community survey, statistical data, information provided on the University’s website as well as comments, experiences and suggestions of the experts of the task force for the strategic project “Openness to Equality and Diversity.” Depending on the grounds of discrimination, the data used in the analysis were collected from January 2016 to June 2019; however, the most detailed data were collected in the period of 2018-2019. This body of data serves as a reference point of the equality and diversity status in the University in 2018-2019.

Notably, the report was prepared in cooperation with the following departments of the University: Central Administration's Human Resources Department, Legal Department, International Relations Department, Academic Quality and Development Department, Student Academic Affairs Department, Community Development Department, Research, Innovation Department and its Doctoral Department and Post-Doctoral Department, as well as the Civil and Work Safety Department, the Information Technology Services Centre, the Gender Studies Centre at the Faculty of Communication, the Health and Sports Centre, Vilnius University Students' Representation, the team of the international project "Supporting and Implementing Plans for Gender Equality in Academia and Research" (SPEAR), aimed at tackling gender equality issues, and the State Studies Foundation.

I. PRINCIPLES OF NON-DISCRIMINATION AND EQUAL OPPORTUNITIES: LEGAL FRAMEWORK

1.1. Non-Discrimination and Equal Opportunities in the Legal Framework of the Republic of Lithuania

Pursuant to Article 6 of the [Law on Equal Treatment](#) of the Republic of Lithuania, educational establishments must ensure equal conditions for persons irrespective of gender, race, nationality, citizenship, language, origin, social status, faith, beliefs and convictions, age, sexual orientation, disability, ethnic origin or religion when: 1) admitting to educational establishments, teaching and educating; 2) awarding grants or providing loans; 3) composing and approving educational programmes; 4) evaluating learning achievements. Moreover, educational establishments must, within their competence, ensure that educational programmes, textbooks and teaching aids do not contain or propagate discrimination and harassment on the aforementioned grounds.

Article 5 of the [Law on Equal Opportunities for Women and Men](#) of the Republic of Lithuania highlights that educational and research establishments must ensure equal conditions for women and men when: 1) admitting to higher education establishments, improving qualifications, developing professional skills and providing practical work experience; 2) awarding grants and granting loans for studies; 3) selecting curricula for them and by them and assessing knowledge. By the same token, educational and research establishments must take measures to prevent sexual harassment of students and employees and to ensure that students or employees who testify or provide explanations regarding discrimination are protected from hostile treatment, adverse consequences and any other type of persecution as a reaction to the complaint or another legal procedure concerning

discrimination. Furthermore, it must be insured that study programmes and textbooks do not propagate discrimination against women and men.

The Ministry of Education, Science and Sport of the Republic of Lithuania approved the Guidance on Ensuring Equal Opportunities in Lithuanian Research and Higher Education Institutions (hereinafter – the Guidance) in 2014. Section 12 of the Guidance notes that equal opportunities in research and higher education institutions must be ensured through structural changes aimed at “adapting and increasing the transparency of internal procedures of the institutions (recruitment, evaluation of scientific work, availability of financial and human resources, balanced participation of both genders in decision-making, etc.) and creating a supportive work culture that meets the needs of both genders.” The Guidance also recommends to assess the status of equal opportunities, to create a gender mainstreaming strategy, to implement measures to ensure equal opportunities for men and women and to monitor the implementation of these measures.

The amended [Labour Code](#) entered into force as of 1 July 2017, obliging all employers to implement the principles of gender equality and non-discrimination on other grounds. Moreover, pursuant to Article 26 of the Labour Code, an employer who has an average number of employees of more than 50 must adopt and publish an equal opportunities policy and set measures for its implementation and supervision. Article 2 of the legal document clearly defines that labour relations are to be regulated in accordance with the principle of equality for the subjects of labour law regardless of their gender, while Article 140 highlights that men and women are to receive equal remuneration for the same or equal work.

Thus, equal opportunities in higher education institutions are enshrined in national legislation and other national legal documents governing equality. Under the laws discussed, higher education institutions must ensure equal opportunities for students and staff. Equal opportunities for students must be guaranteed from the time of admission and throughout their studies. It is also stated that no harassment or its propagation should exist in any higher education institution. The legal framework stipulates that non-discrimination criteria must also be applied to the content of teaching. The requirement of the Labour Code to publish equality policies and the means of monitoring their implementation forms the obligation to systematise, summarise and put into practice the requirements of the laws discussed above. The analysis of equal opportunities and diversity will be one of the foundations for the systematic consolidation and development of an equal opportunities policy at Vilnius University.

1.2. Non-discrimination and Equal Opportunities in the University's Documents

[The Statute of Vilnius University](#) establishes the principles of respect and equal opportunities. In executing its mission, the University “fosters the freedom of thought, variety of opinions, openness to world ideas and innovations, the values of collegiality, mutual respect, trust and academic ethics.” By the same token, Article 4 of the Statute clearly lays out the University's operating principles: solidarity, cooperation and mutual respect between its community members, equal opportunities, fair competition and any other generally-acknowledged principle of academic ethics.

[The Code of Academic Ethics of Vilnius University](#) establishes the principles of equality and non-discrimination as general ethical requirements both in community relations and academic activities. According Article 7 of the document, discrimination of the community members in any form and tolerance of such discrimination constitute a violation of community relations. Similarly, actions exhibiting features of harassment and intimidation or having other negative effects are prohibited.

The Code of Academic Ethics defines the community members' protection from violations of general ethical requirements: the members have a right to inform the University's Central Academic Ethics Commission or a commission of a core academic unit of the University about any possible violations of academic ethics, based on reliable sources.

Among other things, the Code of Academic Ethics details the ethics of research and teaching activities. Substantial attention is paid to academic freedom, which is incompatible with disrespect expressed towards opinions of other community members. The document identifies the principle of non-discrimination as characteristic of relationships between academic staff and students. Academic staff must provide all students with equal academic opportunities. In this case, the grounds of non-discrimination are considered to be students' beliefs, religion, gender, race, age, disability, sexual orientation and social or economic status. A detailed account of the basis of disability is provided, following which academic staff “must enable students with special needs (visual, hearing, movement or other) or learning disorders to carry out tasks during the study process under conditions that best suit their special needs.”

Speaking of recruitment, the General Principles for Selection, Recruitment (Adaptation) and Activity Assessment of Non-Academic Staff at Vilnius University recognise equal opportunities and diversity part the principles of staff selection at the University. All applicants, irrespective of gender, age, sexual orientation, disability, race, ethnicity, religion and beliefs, have the same rights to submit applications and participate in the selection process. Candidates for non-academic positions are assessed by the selection team on a non-discriminatory basis, taking into account objective criteria, such as education, experience, skills, motivation, etc.

In late 2018, the Senate approved the new [Regulations on the Procedures for the \(Re\)appointment of Academic and \(Art\) Research Staff at Vilnius University](#). The document regulates the procedures of open competitions and reappointment of academic and (art) research staff at the University, the qualification requirements for academic and research positions as well as the assessment criteria for the eligibility of candidates for academic or research positions. For the first time in the University, pursuant to this document, equal gender representation is sought for when forming commissions that carry out expert evaluations of applicants for academic positions and staff reappointments.

The Procedures for Consideration of Work Duty Violations by Employees at Vilnius University determine that "harassment based on gender, sexual harassment, discriminatory practices or defamation of other employees or third parties during work or in the workplace can be classified as serious violations of work duties". Similarly, "violations of academic ethics related to discriminatory actions or harassment" can also be considered as serious breaches of professional duties. In addition, the document declares that "a serious work duty violation or the same type of misconduct repeated by an employee in a 12-month period can serve as a basis for termination of employment." Depending on the complexity of a situation, a work duty violation may be dealt with the help of an employee's immediate supervisor, the Human Resources Department or the commission investigating work duty violations.

In May 2019, the Senate approved a new redaction of the Description of the Process for Election and Termination of Vilnius University Council Members. The updated document entails the principle equal gender representation. In pursuit of the principle, it was decided that candidates of both genders, who would later run in the election to the Council's external and internal positions in all nine fields of science, have to be put forward. If those lists fail to satisfy the provision, they are to be rejected.

Updated in September 2018, the Study Regulations of Vilnius University stipulate that certain aspects of the study process (study environment, materials, etc.) have to be adjusted in accordance to the individual needs arising from disability or temporary medical conditions, provided that students with disability and temporal medical conditions submitted supporting documents.

The use of flexible forms of learning outcome assessment is described in the [Learning Achievements Assessment Procedure](#), which explains how the assessments can be adapted to the individual needs of a student with disability. Approved in October 2019, the **Procedure for Vilnius University Study Process Adjustment to Individual Needs Arising from Disability** provides the appropriate steps to adjust the study process in relation to the different forms of disability.

To regulate the University's commitment to the consistent care of students with disability, the Senate in 2017 approved the strategy "Open University for People with Disabilities" for the period of 2017-2020. This is the first document of the kind among Lithuanian higher education institutions, which marks a long-term commitment to work systematically in the area of ensuring equal opportunities for the disabled. This goal is pursued through a complex approach covering several areas: improving the organisation of the study process, developing employees' competences, ensuring good working conditions for employees with disability, improving the accessibility of the environment and disseminating information.

One of the University's strategic directions listed in the [Strategic Plan of Vilnius University for 2018-2020](#) is to become a European University. Pursuant to the direction, the University seeks to develop research at an international level, develop international master and doctoral studies and to attract academic talent from abroad. The implementation of this goal will promote the diversity of the University's community: the number of students and employees representing different countries, cultures, religions and languages will incline.

In November 2019, the Senate passed the **Guidelines for Internationalisation of Studies at Vilnius University**, the main objective of which is to "identify and define the lines action and prerequisites for study internationalisation relevant to the University and to propose a methodology for self-evaluation of study internationalisation, which could be used in designing and (or) improving study programmes, attracting foreign students, ensuring the competence of staff and developing a sustainable study environment." According to the document, when internationalising studies, the concepts of academic hospitality and comprehensive internationalisation should be followed. This means that communication between different cultural groups should take place upon mutual agreement, recognising "the uniqueness of others as an integral part of the broader understanding that our existence is interdependent and that learning is interconnected", as the international dimension is realised throughout the University's community.

Summarising the documents discussed, it can be stated that equal opportunities and the principles of equality, non-discrimination and intolerance to discrimination are embedded in the University's legal framework. The following grounds of discrimination are distinguished: beliefs, religion, gender, race, age, disability, sexual orientation as well as social and economic status. Compared with the Labour Code, the University's legal documents do not mention family status or intention to have a child (children). Consequently, it can be argued that although in most cases the University's legal acts contain the principles of non-discrimination and equal opportunities in interpersonal, research and teaching activities, the University does not have an equal opportunities

policy, required by the Labour Code, and a gender mainstreaming strategy, required by the Guidance, to ensure equal opportunities for men and women.

II. EQUAL OPPORTUNITIES IN THE UNIVERSITY

2.1. Equal Opportunities Coordination

For the first time in the University, the position of Prorector for Community Affairs, responsible for the equal opportunities policy, was established in 2015. In 2016, a new branch of the Central Administration – the Community Development Department – was founded. The department, which operates under the direct authority of the Prorector for Community Affairs, is responsible for the formulation and implementation of measures of the equal opportunities policy. The Community Development Department has the following functions:

- Ensure equal opportunities for the University's community members;
- Develop measures that ensure equal opportunities, coordinate and control their implementation across the University's departments and activities;
- Represent the interests the University's community members who have been subject to discrimination;
- Monitor and analyse the needs of the University's community members with disability, plan their inclusion, develop programmes, procedures and measures for their social integration as well as coordinate and monitor the implementation of these measures across the University's departments and activities;
- Create a competency development framework in the area of equal opportunities for the University's staff and students and monitor its implementation.

The Community Development Department has the following work positions in the area of equality and diversity: the disability affairs coordinator (one employee, 0.75 full-time equivalent, founded in 2016) and the equal opportunities coordinator (two employees, 0.5 full-time equivalent each, 1.0 full-time equivalent in total, founded in April 2019).

The disability affairs coordinator provides counselling to secondary school students who intend to study at the University, gives guidance to the University's students and other community members with disability on the adjustments to the study process, prepares recommendations for educators, initiates work on improving the accessibility of the campus, monitors disability issues and addresses other disability matters. The disability affairs coordinator also cooperates with the contact persons designated to coordinate disability matters within the University's core academic units.

The equal opportunities coordinator is responsible for developing anti-discrimination policies and practices at the University, monitoring and analysing the equality of opportunity in the context of studies and work, advising prospective and current students and employees on equality and diversity issues as well as organising and coordinating investigations into discrimination cases. In addition, the equal opportunities coordinator may, within his/her competence, initiate and coordinate changes to secure equal opportunities and increase diversity, represent individuals from the different discriminated groups within the University's community, etc.

Therefore, from an institutional perspective, the equal opportunities policy is shaped through a top-down approach, with the aim of gradually incorporating its fundamental principles into all the processes of administration, study and research organisation.

2.2. Strategic Project “Openness to Equality and Diversity”

This study is part of the activities of the Community Development Department and the strategic project “Openness to Equality and Diversity” (for students and academic staff). Set up in October 2018, the task force of the strategic project is responsible for the preparation of this analysis report, the strategy “Openness to Equality and Diversity 2020-2025” and its implementation plan. As the subject of diversity and equal opportunities in terms of students and staff (as a whole) is being analysed for the first time within the University context, it was sought to include a variety of individuals who had dealt, in one way or another, with the different grounds of discrimination. The members of the task force are representatives of the Central Administration's Community Development Department, Human Resources Department, International Relations Department and Academic Quality and Development Department as well as the Faculty of Medicine, the Institute of International Relations and Political Science, the Kaunas Faculty, the Gender Studies Centre at the Faculty of Communication, the Institute of Asian and Transcultural Studies at the Faculty of Philosophy, Vilnius University Students' Representation, the Office of the Equal Opportunities Ombudsperson, the Lithuanian Centre for Human Rights and the University's LGBT + Group.

It is important to emphasise the fact that this type of strategy and its implementation plan, designed to ensure equal study and employment opportunities regardless of gender, race, nationality, citizenship, language, origin, social status, faith, beliefs or convictions, age, sexual orientation, disability, ethnicity and religion, are being developed in the context of Lithuanian higher education for the first time.

2.3. Complaint Handling by Academic Ethics Commissions

The functions of the University's Central Academic Ethics Commission and the academic ethics commissions of the University's core academic units cover the determination of whether

general ethical requirements have been violated, including discrimination on various grounds. According to the Central Academic Ethics Commission, 3 complaints about potential discrimination were received in 2018: 1 of them related to discrimination on the grounds of disability and the other 2 referred to discrimination on the basis of political views. It should be noted that the Central Academic Ethics Commission is informed about complaints only if an educator or a student appeals the decision made by the academic ethics commission of the core academic units. Consequently, there is no centralised collection of statistical data on the overall scale of complaints regarding academic ethics violations.

Although the Code of Academic Ethics establishes theoretical and practical foundations of non-discrimination and provides a mechanism to protect students and staff against such violations, in practice, very few people address the commissions in cases of discrimination-related violations of general academic practices. On the other hand, surveys reveal that students and staff face discrimination on different grounds. Therefore, it can be assumed that the protection of the discriminated groups and one's own interests and dignity is not considered as a matter of course or relevant for the following reasons: there is no established practice of openly speaking about the discriminated groups and their rights, complaint procedures are not clear and convenient (accessible), and there is no active dissemination of information about the possibility of lodging such a complaint. It is also necessary to collect statistical data on discrimination-related cases examined by the ethics commissions of the core academic units.

2.4. Prevention of Sexual Harassment

The University does not tolerate any form of sexual harassment or coercion. Prevention activities in this area at the University aim at enabling staff and students to disclose information in full confidentiality. To this end, the Trust Line was set up in the spring of 2018, providing help in dealing with issues related to sexual harassment and discrimination. All the students and staff members who have undergone or witnessed sexual harassment are welcome to contact the Trust Line. Investigations are conducted by a dedicated team (made up of professional psychologists and lawyers) that promptly examines complaints and provides assistance while guaranteeing complete confidentiality. Educational activities are also conducted at the University in order to improve the identification and reporting of inappropriate behaviour and to develop an understanding of what actions should be taken in the event of harassment. Information on sexual harassment prevention is available on the University's website as well as in the community newsletter. By the same token, information on what steps should be made in cases of sexual harassment is disseminated through educational events and regular briefings of managers.

2.5. Student and Staff Surveys

2.5.1. University Community (Student and Staff) Survey

In 2018, a community survey was conducted in the University, during which questions relating to experienced discrimination were asked for the first time. 548 respondents participated in the staff survey – 323 academic and 225 non-academic employees. 22.1 percent of the respondents (111 staff members) pointed out they had experienced age discrimination in the past 12 months, 15.2 percent (77 staff members) – gender discrimination and 14.9 percent (74 staff members) – belief discrimination.

64 responses were received to the open-ended question about experienced discrimination. The majority of the answers had references to discrimination on the grounds of age, gender, beliefs, social status and language. Young educators argued their opinions were not considered seriously or equally and believed that older educators' arguments were treated as more compelling. In addition, it was noted that age limited access to higher job positions. In some cases, older academic staff members (and not only) had sexist attitudes towards young female scientists: the use of informal pronouns, the diminutive word “girl”, etc. Women, seeking management positions, were sometimes reminded that this was “no business for a woman”. Older employees sometimes felt undervalued and compared with the “brave and impetuous” youth. Thus, the results of the survey show that both “too young” and “too old” staff members are discriminated against in the workplace.

540 respondents participated in the student survey. The results revealed that 25 percent of the respondents disagreed with the statement, declaring that the University paid sufficient attention to ensuring equal opportunities for people with disabilities. 43 percent of the respondents reckoned they were not receiving sufficient information on disability. The respondents answered the question “Have you experienced discrimination in the University in the past 12 months? If yes, how often?” by highlighting that they had most often experienced discrimination due to their beliefs, convictions, gender and age. They claimed to have experienced discrimination on one or more occasions regarding their gender (16.8 percent), beliefs and convictions (16.3 percent) and age (10.6 percent).

59 responses were received to the open-ended question on experienced discrimination. The majority of the answers had references to discrimination on the grounds of age, gender, beliefs and language. In some core academic units, the respondents often mentioned sexist remarks made by lecturers towards female students, noting male students were favoured over their female counterparts. For instance, several thoughts expressed at the Faculty of Medicine were submitted: “a female scientist is like a guinea pig: she is neither from Guinea, nor a pig”, “hens cannot be doctors”, “girls should stick to their duties like doing the dishes”, etc. Similarly, some branches of medicine, such as surgical specialties and gastroenterology, were considered to be exclusively “masculine”.

According to the respondents, female students enrolled in “masculine” study programmes – for instance, in those at the Faculty of Mathematics and Informatics – were questioned more frequently and asked a higher number of questions about technical details to make sure whether or not they understood the subject matter. Older students sometimes receive derogatory comments from their classmates, such as “yes, mother”. Some educators also demonstrated that younger students’ opinions were of a low value and engaged in a more active dialogue with older students, treating them as more equal to themselves. Several respondents mentioned they had been bullied by their peers due to their regional dialect.

2.5.2. Review of Student Questionnaires Concerning Study Subject (Course) Assessment

Volunteers from Vilnius University Students’ Representation conducted the analysis of the answers received to the question “What did you dislike when studying the subject?”, which was included in the assessment of study subjects of 2017-2018. 16,178 questionnaires were reviewed. 250 responses indicating experiences related to discrimination or disrespectful behaviour were recorded.

The results of this study were in line with those of the community (student) survey of 2018. Some students felt they had been bullied and humiliated and sometimes intimidated or harassed. Such grounds of discrimination as gender, ethnicity and sexual orientation were highlighted. Sometimes it was difficult to label certain behaviours as disrespectful or discriminatory because it all started with subtle ridicule or comments on the appearance of female students. However, there were also clear examples of direct discrimination: an educator called homosexual people “freaks who must receive compulsory treatment”. The results of the survey indicate that gender discrimination is more likely to occur in those academic units where study subjects are considered “more masculine” (e.g. in the Faculty of Mathematics and Informatics and the Faculty of Physics) or “more feminine” (e.g. in the Faculty of Philology).

The respondents also described their experiences related to non-compliance with the principles of academic ethics – disrespectful behaviour. The analysis unveiled examples from virtually every core academic unit where lecturers mocked students’ learning abilities or knowledge and considered themselves “superior to students”. For example, in one unit, an educator demonstrated his/her superiority by preventing students from standing next to him/her. Furthermore, students pointed out that some lecturers, evaluating learning achievements, were unfair due to subjective reasons and gave preferential treatment to their “favourite students”.

To sum up, the results of the surveys of students and staff demonstrate that students most frequently face discrimination on the basis of age, gender, language, ethnicity, beliefs and convictions, whereas staff members are usually discriminated against due to their age, gender and

social status. The community members reveal their experiences related to discrimination, but the real extent of discrimination at the University is unknown. The surveys expose the core academic units in which students and staff undergo discrimination; however, there is no systematic collection and accumulation of information on the subject. Similarly, a lack of data on the extent to which students and staff perceive discrimination on the different grounds is evident.

2.5.3. Gender Equality Ruler

In cooperation with the Office of the Equal Opportunities Ombudsperson, the Community Development Department examined the gender equality status of the University’s academic and non-academic personnel in late 2018 – early 2019. The Gender Equality Ruler, a tool created by the Office of the Equal Opportunities Ombudsperson, was used in the study. This tool helps assess the gender equality situation within a workplace. It can also be used as a monitoring tool to track changes over time. The Gender Equality Ruler reflects gender equality of an organisation on a scale from 1 (complete inequality) to 10 (complete equality). A similar number of employees participated in the survey: 204 academic and 203 non-academic staff members. The Table 1 contains the results of the staff survey in 6 areas. The overall gender equality index among the academic employees set at 7.03 points, yet among the non-academic employees the indicator amounted to 6.84 points.

Table 1. Results of the Gender Equality Ruler among the academic and non-academic staff (source: Office of the Equal Opportunities Ombudsperson)

Academic staff – 7.03 points		Non-academic staff – 6.84 points
Recruitment and promotion processes	7.7137	7.4447
Work conditions	5.8761	5.4581
Organisational culture	7.7043	8.1333
Remuneration and appreciation	7.5839	7.7448
Career breaks and returning to work	5.9747	5.4394
Organisational values	7.3165	6.8414

The study revealed that the academic personnel evaluated the University’s gender equality status slightly better than the non-academic personnel. The academic staff gave the highest points to the areas of recruitment and promotion and organisational culture, while the non-academic staff chose organisational culture and appreciation. The academic staff rated the working conditions area (i.e. work-life balance and flexible work arrangements) the poorest. Among the non-academic employees, working conditions as well career breaks and returning to work were the most poorly-evaluated areas in terms of gender equality. In terms of salaries (after tax, additional pays included) of the respondents, there was no gender pay gap observed in the two groups. A general trend was

revealed: the male respondents felt better and braver than the female respondents in most of the areas analysed.

The results demonstrate the academic personnel is quite capable of identifying gender inequalities (very few respondents did not know the answers to the questions of this section). While such incidents are generally rare at the University, having evaluated the responses of both groups, it turns out that women are exposed to degrading behaviour, unpleasant comments and gender-based ridicule more often than men. However, views on whether gender equality and equal opportunities are among the University's values differ quite significantly between female and male academic employees. In contrast, the indicator of the responses of the non-academic staff is more consistent.

The use of the Gender Equality Ruler helped determine naturally-occurring and prevailing trends in the period of analysis. The results have become the focus of further research. It is worth pointing out that, according to the respondents, stereotypical images of women and men are still being used in the University's communication, publications and advertising. The staff also lacks information about documents promoting gender equality and equal opportunities; therefore, it is advisable to familiarise them with such documents. It is important to strive for a uniform perception of the University's values by both genders. The survey, based on the Gender Equality Ruler, will be repeated in a few years to assess the changes in the gender equality status evaluation by the University's academic and non-academic personnel.

III. IMPLEMENTATION OF THE PRINCIPLES OF EQUAL OPPORTUNITIES AND DIVERSITY IN THE UNIVERSITY

3.1. Disability

3.1.1. Employees with Disability

25 employees with disability, who disclosed this information voluntarily, are employed at the University: 15 women and 10 men. Such employees account for 0.5 percent of the University's staff. Supposedly, the number of staff members with disability is higher, yet some of them choose not to disclose their disability for various reasons. During the recruitment process, personnel are not obliged to divulge information on disability, and the University, as an employer, has no legal basis for the accumulation of this information, unless members of the non-academic staff intend to take a longer leave. Disability has no influence on academic employees' vacation duration because they already receive a prolonged annual leave due to the nature of their work. Consequently, no basis exists for inquiries regarding the matter. If an employee has a disability, this information is noted in his/her personal medical booklet (i.e. the serial number of the document and restrictions on the nature of work-related activities). The information is provided to the Central Administration's Civil and Work Safety Department, which later brings up the employee's disability to the attention of the head of his/her unit. A survey of employees with disability was carried out in 2017, generating no additional requests regarding accessibility or fulfilment of individual needs. Such survey will be repeated to identify the needs and to stay in touch with the staff members with disability.

Up until now, the University did not pay enough attention to consciously increasing the number of employees with disability. There is no direct connection with the current staff members: they do not reach out to the disability affairs coordinator. The University could become an employer that deliberately creates jobs for the disabled and invites them to join the community. To fulfil this aim, a connection with the existing employees with disability needs to be established, an updated survey regarding the needs and experiences of the staff members with disability needs to be conducted and other ways to find connections need to be considered. Furthermore, the University's alumni with disability should be encouraged to look for employment and to disseminate targeted information about the University as an employer open to people with disability.

3.1.2. Students with Disability

In January 2019, the University had 124 students with movement, visual, hearing, psychosocial, somatic or learning difficulties, accounting for 0.5 percent of the student population, according to the data of the Community Development Department.

In the academic year 2018-2019, 75 students of 10-45 percent working capacity received financial support. Under the strategy “Open University for People with Disabilities”, the University considers an individual to have a disability if he/she has long-term physical, mental, intellectual or sensory impairments that, in the light of various obstacles, can hinder full and effective participation in the community on an equal basis with others. Students with learning difficulties (dyslexia, dyscalculia, etc.) are also considered to have a disability. Therefore, in addition to students with officially-determined disabilities and reduced working capacity levels, those students who have substantiated and long-term difficulties as well as individual needs in the context of the study process are welcome to reach out to the disability affairs coordinator regarding the fulfilment of individual needs. In the context of studies, this option enables to respond to the individual needs of persons with learning, psychological and hearing difficulties as well as to the individual needs of other students with higher levels of working capacity. In January 2019, the number of students with such disabilities set at 49.

The data of the Community Development Department demonstrates that the highest number of students who have individual needs arising from disability study in the Faculty of Philosophy, the Faculty of Medicine, the Faculty of Philology and the Faculty of Economics and Business Administration (see Table 2).

Table 2. The number of students in bachelor and master study programmes who have individual needs arising from disability and the total number of students at the University in February 2019 (source: Community Development Department)

Academic unit	Women with individual needs	Women (total)	Men with individual needs	Men (total)	Total number of students with individual needs	Total number of students
Faculty of Chemistry and Geosciences	1	476	3	456	4	932
Faculty of Economics and Business Administration	7	1,779	6	957	13	2,736
Faculty of Philology	11	1,657	7	249	18	1,906
Faculty of Philosophy	22	1,637	4	445	26	2,082
Faculty of Physics	-	153	1	504	1	657
Life Sciences Centre	4	724	2	290	6	1,014
Faculty of History	3	344	3	234	6	578
Kaunas Faculty	4	575	2	216	6	791
Faculty of Communication	7	952	2	205	9	1,157
Faculty of Mathematics and Informatics	1	642	6	1,538	7	2,180
Faculty of Medicine	12	2,420	8	943	20	3,363
Institute of International Relations	-	476	1	342	1	818

and Political Science						
Faculty of Law	3	916	1	539	4	1,455
Business School	1	314	1	254	2	568
Total	76	13,065	47	7,182	124	20,247

In the academic year 2017-2018, the disability affairs coordinator produced 41 recommendations to educators on study process adjustments to individual needs arising from disability. In the following academic year, 50 recommendations of the kind were put forward. A trend emerged: the recipients of the recommendations requested to renew them at the start of a new semester. By the same token, a substantial number of students with disability suspend or terminate their studies. To enable the students to complete their studies at the University, it is important to collect the related data, to understand the cause and extent of the problem and to find out what kind of support is lacking.

In 2016, in cooperation with students with disability and the Centre of Property Management and Services, the Community Development Department drafted a list of priority tasks to improve the physical accessibility of the campus. Up until the year 2019, the following physical accessibility improvements were implemented: 1) a temporary ramp was installed at the entry of the Printing House Classroom (located next to the Faculty of Philosophy); 2) the ramp was renovated at the dormitory on 12 Saulėtekio Avenue, Vilnius, which has several rooms accessible to students with disability; 3) the entrance to the aforementioned dormitory was renewed, as well as a shower and a toilet were adjusted to the needs of students with disability; 4) a ramp and an inclined platform lift were installed at the Faculty of Medicine; 5) guidance strips for the visually impaired were put in at the Central Campus.

To sum up this section, the activities initiated at the University as of 2016 brought about evident changes, such as: access to studies for people with different disabilities improved; consideration of individual needs included in the University's legal documents; physical accessibility of the campus improved; a network of contact persons responsible for coordinating disability affairs in the core academic units established; assistance to all students with individual needs, including those with "invisible" impairments, started being provided; efforts to educate the community on disability matters launched. As of 2016, the number of students who have disclosed their disabilities remains stable – 0.5 percent of the total student population at the University. Foreign examples indicate that the number of students with disability could be equal or exceed 3 percent of the overall student population upon creating appropriate study conditions and (or) a quota system. Moreover, the number of students who disclose their disability could be heightened if services for such students

were developed and more information was available about learning difficulties, which are widely spread in foreign universities but still rarely identified in Lithuania.

3.2. Gender

3.2.2. Distribution of Employees by Gender

The data of December 2018 show that 4,798 individuals¹ were employed by the University, 2,833 of whom held academic positions, while the remaining 1,965 persons occupied non-academic posts. Overall, the University had 2,685 female staff members (56 percent) and 2,113 male staff members (44 percent), meaning the number of female employees exceeded that of male employees by 12 percent.

The distribution of academic² staff members by gender was balanced³ in late 2018: female academic staff accounted for 51 percent, while males took up 49 percent (see Figure 1). However, women were employed at a lower full-time equivalent rate than men – 0.64 and 0.66, respectively. The distinction between the two groups is not substantial but significant in understanding the current trends. There is a noticeable difference between women and men who went on childcare leave in 2018: out of the 51 academic staff members who took such leave, 49 (96 percent) were women and only 2 (4 percent) were men (see Figure 2).

The distribution of non-academic staff members by gender was uneven in late 2018: almost twice as many females (66 percent) as males (34 percent) were employed by the University. The average full-time equivalent rate of women in non-academic positions (0.81) was lower than that of men (0.87). Furthermore, among the non-academic staff, only women took childcare leave – no men were on childcare leave in December 2018.

¹ In this section, the number of employees is calculated in relation to main employment contracts and is equal to the total number of main employment contracts concluded in the University.

² In this document, the term “academic staff” covers teaching staff (educators) and research personnel.

³ In EU member states, the gender balance zone is considered to be a ratio between 40 and 60 percent of each gender (European Institute for Gender Equality, “Gender Equality Index 2017. Measuring gender equality in the European Union 2005-2015. Report.”)

Figure 1. Distribution of the University's employees by gender in December 2018 (source: Human Resources Department)

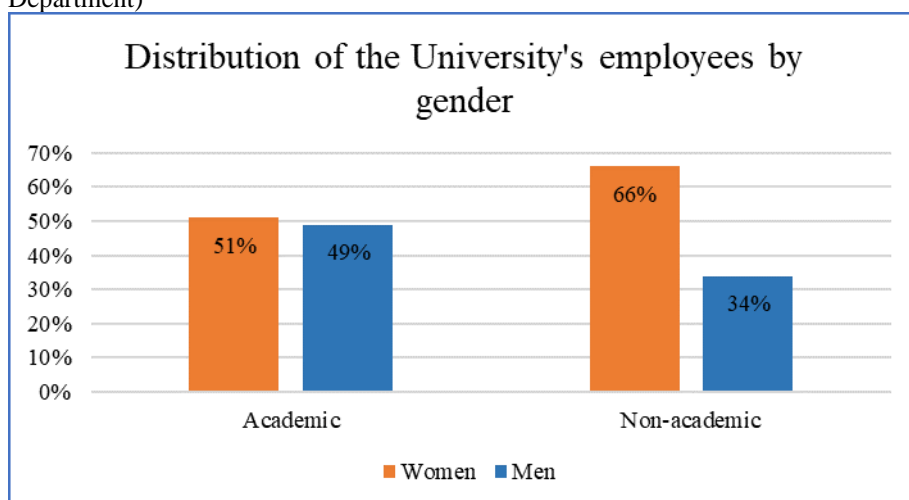
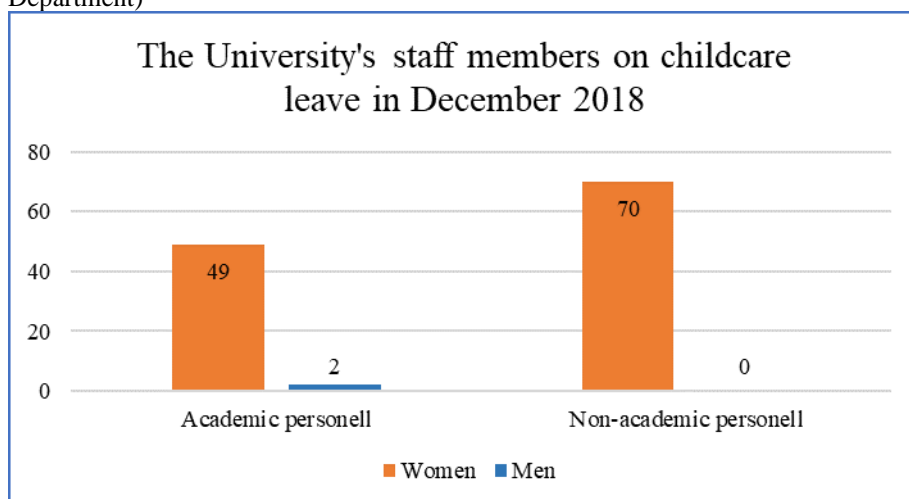


Figure 2. The University's staff members on childcare leave in December 2018 (source: Human Resources Department)



3.2.1. Distribution of Women and Men in the University's Governing Bodies

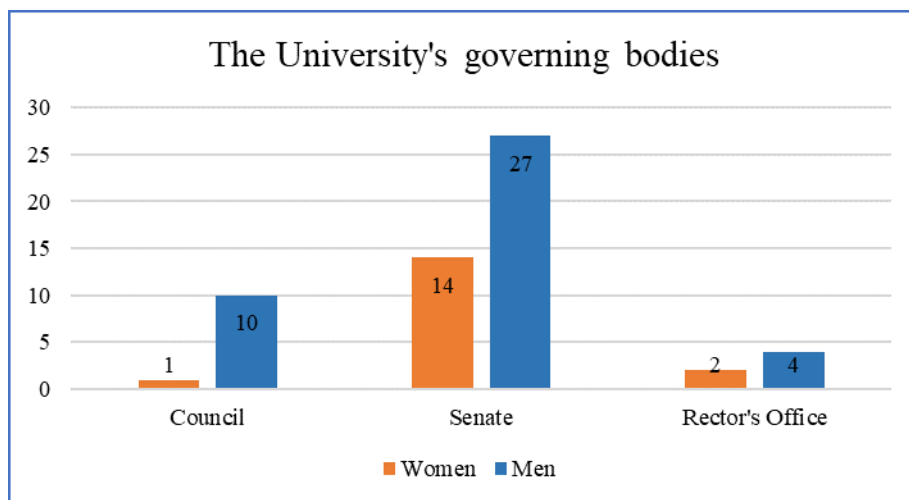
In January 2019, the distribution of women and men in the University's [management positions](#) was the following:

- The Council: 1 woman, 10 men, Chair of the Council – male, Deputy Chair of the Council – male;
- The Senate: 14 women, 27 men, Chair of the Senate – female, Deputy Chair of the Senate – 2 men;
- Rector⁴ – male. The Rector's Office has 4 men and 2 women: Rector, Prorector for Studies, Prorector for Research, Prorector for Partnerships, Prorector for Community Affairs, and Chancellor. (see Figure 3).

⁴ All the 84 rectors in the history of the University were male.

The distribution shows that women account for one-third of the Senate. The University's Council is dominated by men. Consequently, one of the University's governing bodies is almost inaccessible to women (as the only female in the Council is an external member).

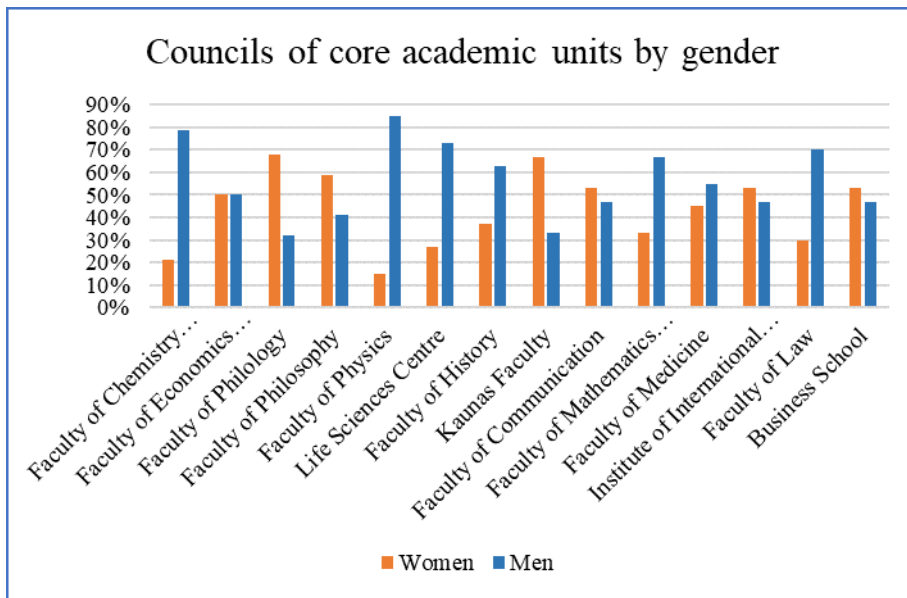
Figure 3. Distribution of women and men in the University's governing bodies in January 2019 (source – the University's website)



In June 2019, 11 councils of the core academic units were chaired⁵ by men, and only 3 councils of the core academic units, namely the ones of the Faculty of Philosophy, the Faculty of Philology and the Faculty of Communication, were led by women. In spite of this fact, the distribution of women and men in the councils of the core academic units was almost balanced: on average, women held 43 percent of the seats (see Figure 4, Table 1 of Annex I). In the Council of the Faculty of Economics and Business Administration, each gender was responsible for 50 percent of the seats. The number of men exceeded that of women by 5 percent in the Council of the Faculty of Medicine and by 3 percent in the Council of the Faculty of Medicine. The number of women exceeded that of men by 3 percent in the Council of the Faculty of Communication and in the Council of the Institute of International Relations and Political Science. In the remaining 10 academic units, the councils were either run by men (from 63 percent to 85 percent, in ascending order: the Faculty of History, the Faculty of Mathematics and Informatics, the Faculty of Law, the Life Sciences Centre, the Business School, the Faculty of Chemistry and Geosciences and the Faculty of Physics) or women (from 59 percent to 68 percent, in ascending order: the Faculty of Philosophy, the Kaunas Faculty and the Faculty of Philology).

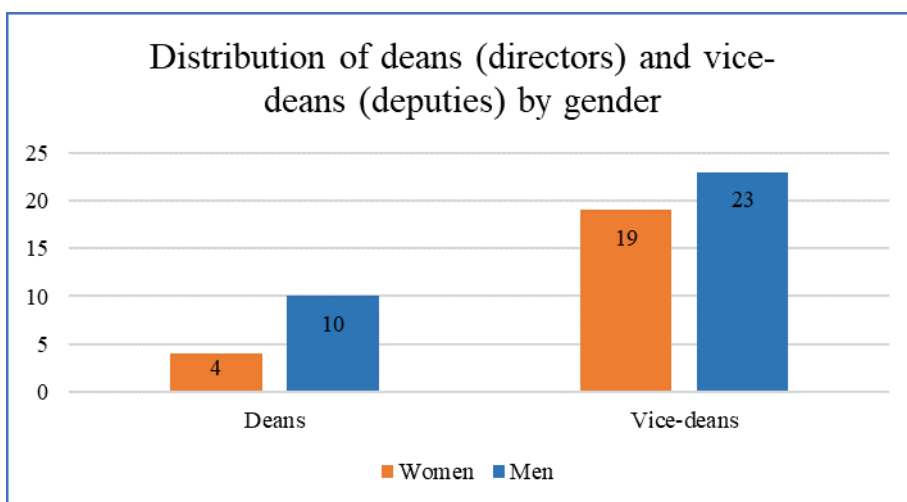
⁵ Information based on the core academic units' websites.

Figure 4. Councils of the University’s core academic units by gender in June 2019 (source: core academic units’ websites)



In March 2019, 4 out of the 14 core academic units were headed by female deans (directors), while the remaining 10 deans (directors) were male. Out of the 42 vice-deans (deputies), 19 were of female gender and 23 were of male gender (see Figure 5-7). Even though the distribution of vice-deans (directors) by gender is even, the number of male deans is three times higher than that of their female counterparts. In the period of analysis, the Faculty of Philology and the Business School were led by women exclusively, while the Faculty of Law – by men exclusively. (see Table 6 of Annex I).

Figure 5. Distribution of deans (directors) and vice-deans (deputies) by gender in University in March 2019 (source – the University’s website)



*Heads of the Life Sciences Centre, the Institute of International Relations and Political Science and the Business School have the status of a director and have deputies.

Figure 6. Distribution of deans (directors) by gender in the University in March 2019 (source: the University's website)

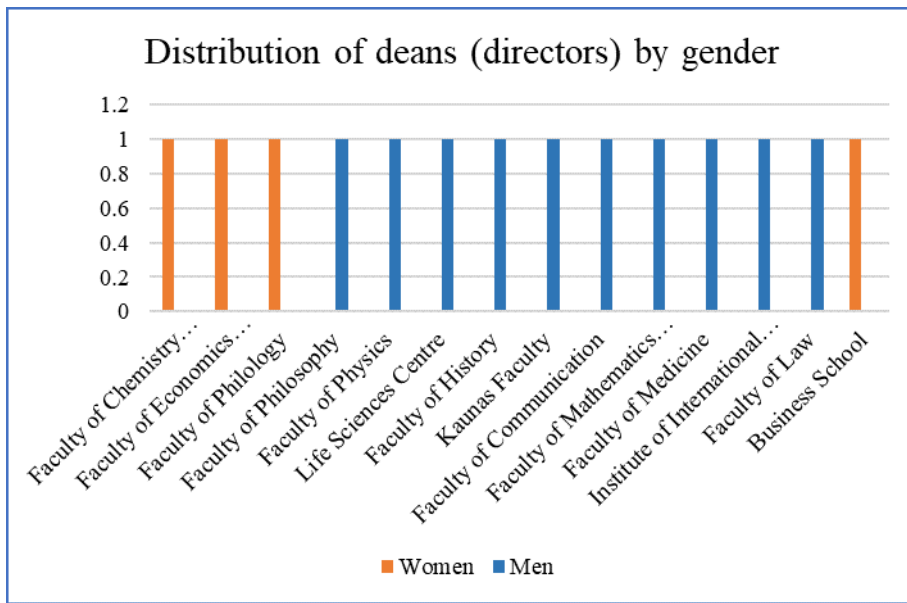
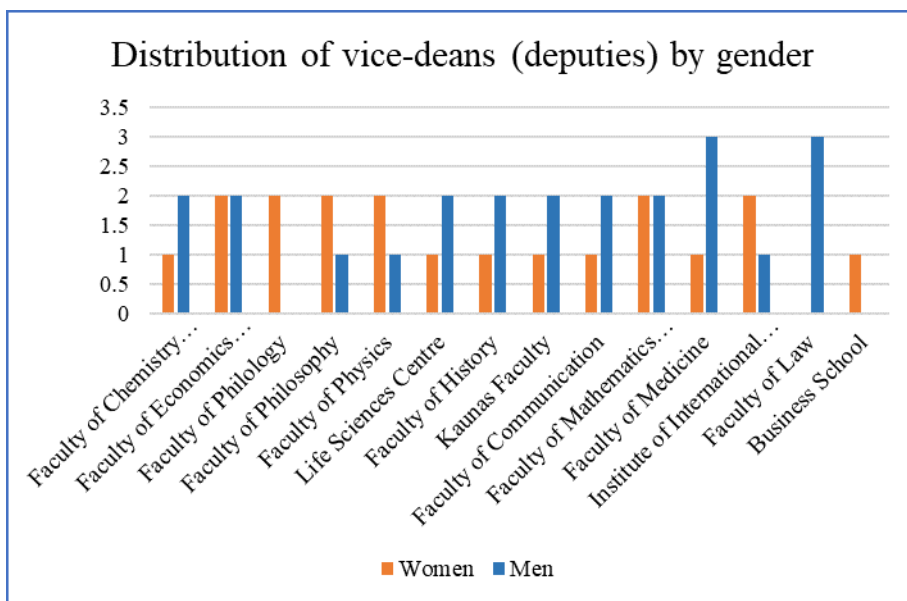
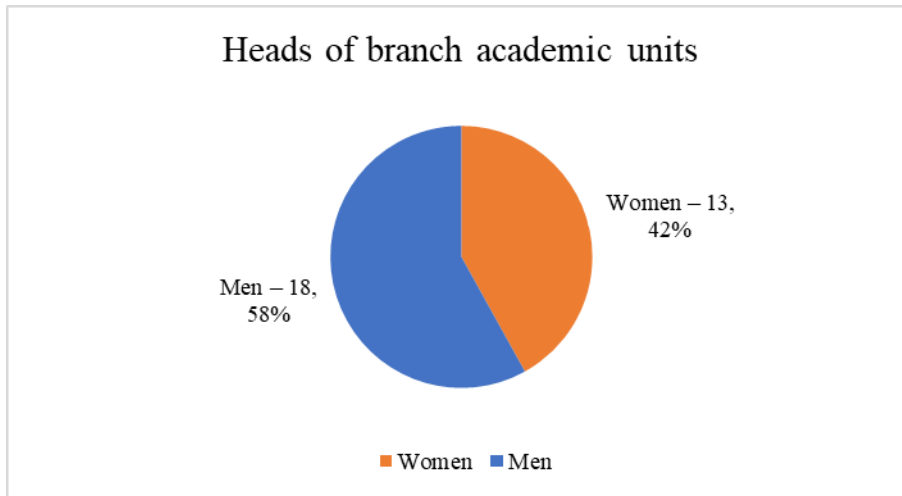


Figure 7. Distribution of vice-deans (deputies) by gender in the University in March 2019 (source: the University's website)



13 out of the 31 branch academic units of the core academic units were directed by women and 18 – by men. The gender balance set as follows: 42 percent female heads and 58 percent male heads. However, the gender distribution of heads directly reflected a general trend in gender segregation in science: women run those branch academic units in those scientific fields that are dominated by women, and vice versa. True, there were some exceptions: Director of the Institute of Theoretical Physics and Astronomy at the Faculty of Physics was female and Head of the Institute of Social Sciences and Applied Informatics at the Kaunas Faculty was male. (see Figure 8, Table 7 of Annex I).

Figure 8. Heads of branch academic units in March 2019 (source: The University website)



An even gender balance was detected in the category of heads of core non-academic units: 6 units were led by females, and 7 units – by males (see Figure 9-10, Table 8 of Annex I).

Figure 9. Heads of core non-academic units in March 2019 (source: the University's website)

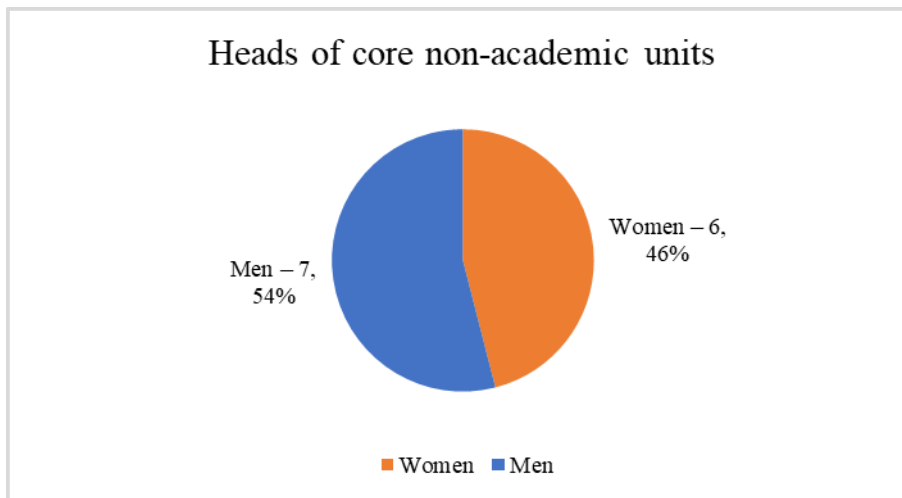
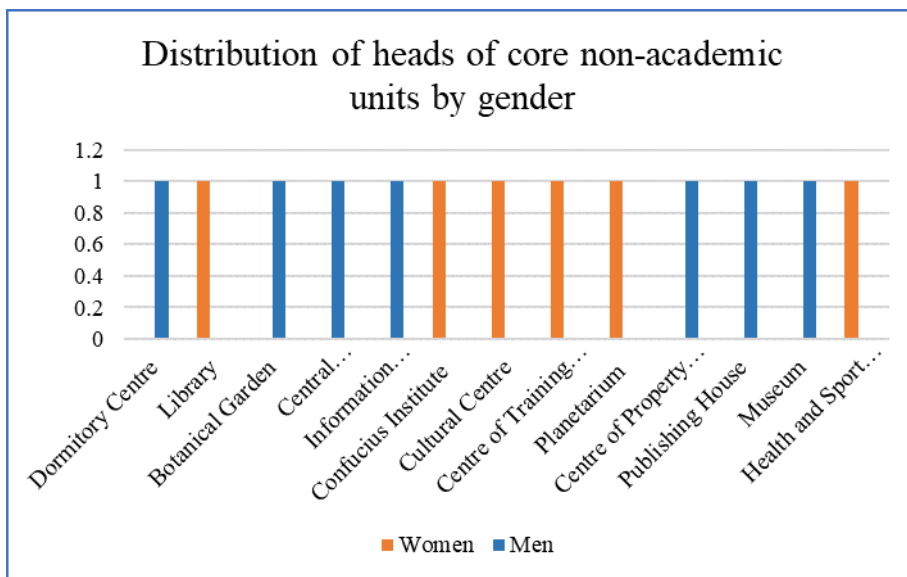
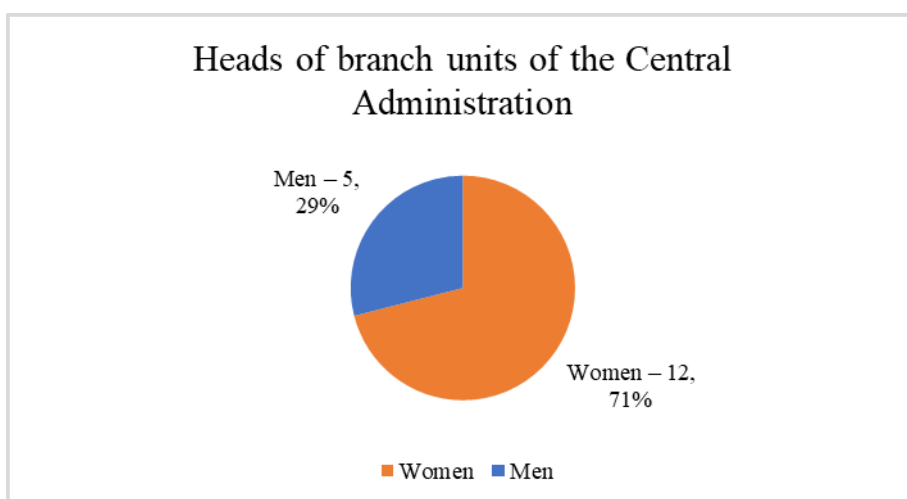


Figure 10. Distribution of heads of core non-academic units by gender in March 2019 (source: the University's website)



In March 2019, 12 (71 percent) of the 17 heads of the branch units of the Central Administration (which are under the authority of the Rector, prorectors, and the Chancellor) were female, and 5 (29 percent) heads were male. The number of female leaders was twice as high as male leaders, revealing gender imbalance in relation to men. In addition, women ran more branch units of the Central Administration compared with the data of the academic units, and the gender distribution by activity areas was not stereotypical (see Figure 11, Table 9 of Annex 1).

Figure 11. Heads of branch units of the Central Administration by gender in March 2019 (source: the University's website)



In conclusion, although gender balance was observed in the University management structure, there were some gender disparities too. The disparities mostly occurred in relation to women. The

number of female employees at the University is by 12 percent higher than that of male employees. Twice as many women as men occupy non-academic positions. However, a trend is observed demonstrating that the majority of management positions (especially in academic units and the University's governing bodies) are held by men. Notably, all these distributions are natural (i.e. no specific goals or measures to achieve gender balance are set). Therefore, the overall gender distribution may change in one way or another at any time, following changes in management.

3.2.3. Distribution of Academic Staff by Gender

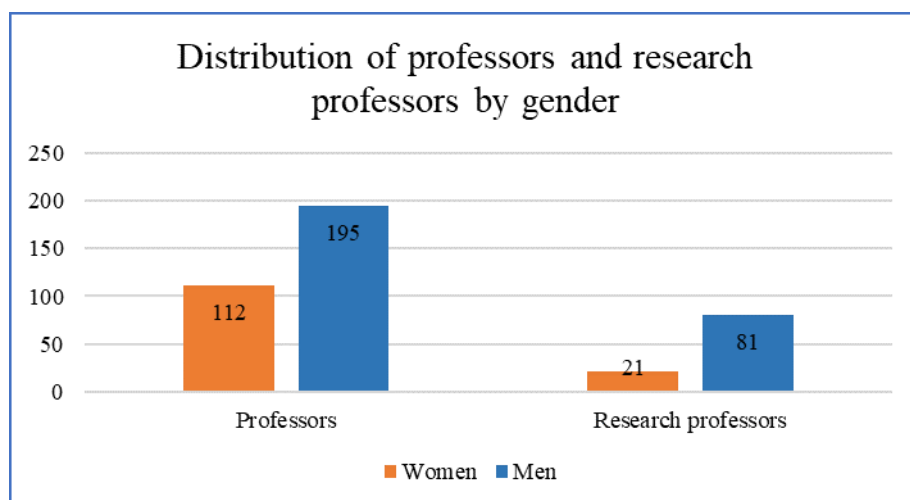
3.2.3.1. Highest Academic Positions

In 2017, the distinguished professor status⁶ was established in the University in order to attract, retain and promote individuals with outstanding achievements in science. For the first time in University, this status was given on 1 September 2018 to the following 6 scientists for excellence in science and research, creating academic value of the highest international standard: Audrius Dubietis (Faculty of Physics), Axel Holvoet (Faculty of Philology), Zenonas Norkus (Faculty of Philosophy), Saulius Klimašauskas, Rolandas Meškis, and Virginijus Šikšnys (Life Sciences Centre). No female scientist was granted the status although some of the awardees came from the faculties where women held the majority of the positions (i.e. the Faculty of Philology and the Faculty of Philosophy). On 1 April 2019, 3 professors with the distinguished professor status (from the Faculty of Philology, the Faculty of Philosophy, and the Faculty of Physics) and 3 research professors with the distinguished professor title (from the Life Sciences Centre) were working at the University (see Table 1 of Annex 1).

In April 2019, the University had 195 (64 percent) male professors and 112 (36 percent) female professors as well as 81 (79 percent) male research professors and 21 (21 percent) female research professors (see Figure 12).

⁶ The recruitment of professors and research professors with the distinguished professor status differs from that of other academic employees in one aspect – remuneration determination conditions. The base salary coefficient for this employee category is determined for each individual by the Rector, acting on a proposal from the head of the core academic unit, within the limits set by the Council.

Figure 12. Distribution of professors and research professors by gender in the University in April 2019
(source: Human Resources Department)



In the beginning of 2019, the University had 307 professors, 36 percent of whom were female (see Table 1 of Annex I). In individual core academic units this figure ranged from 0 percent to 70 percent. For instance, 2 core academic units – the Faculty of Philology and the Kaunas Faculty – had more female professors than male professors. The number of female professors at the Faculty of Philology set at 70 percent of all the professors and at the Kaunas Faculty – 68 percent. An even gender balance was observed in the Institute of International Relations and Political Science as well as in the Faculty of Philosophy, with women representing 50 percent and 48 percent of all the professors, respectively. In other core academic departments, the relative share of men holding professorships was higher: 38 percent of female professors in the Life Sciences Centre, 43 percent (each) – in the Faculty of History and the Faculty of Medicine and 44 percent – in the Faculty of Communication. The dominant relative share of male professors was observed in the Faculty of Mathematics and Informatics (5 percent of female professors) and the Faculty of Law (17 percent of female professors). 2 core academic units – the Faculty of Physics and the Business School – had no females holding professorships although there were 21 and 4 professors in the units, respectively (see Figure 13, Table 4 of Annex I).

In April 2019, 102 individuals were working at the University as research professors, one-fifth of whom (21 percent) were female (see Figure 14, Table 2 of Annex I). This means that the number of female research professors was even smaller than that of female professors (according to Table 1-2 of Annex I). The most substantial gender imbalance – the number of men was more than two-thirds higher than that of women – was noted in the Faculty of Physics, the Faculty of Mathematics and Informatics, the Faculty of History and the Faculty of Economics and Business Administration.

Interestingly, the Faculty of Philology had 7 male research professors and 4 female ones. In this faculty, the ratio of professors by gender was inverse: 8 male professors and 19 female professors.

Figure 13. Distribution of professors by gender in core academic units in April 2019 (source: Human Resources Department)

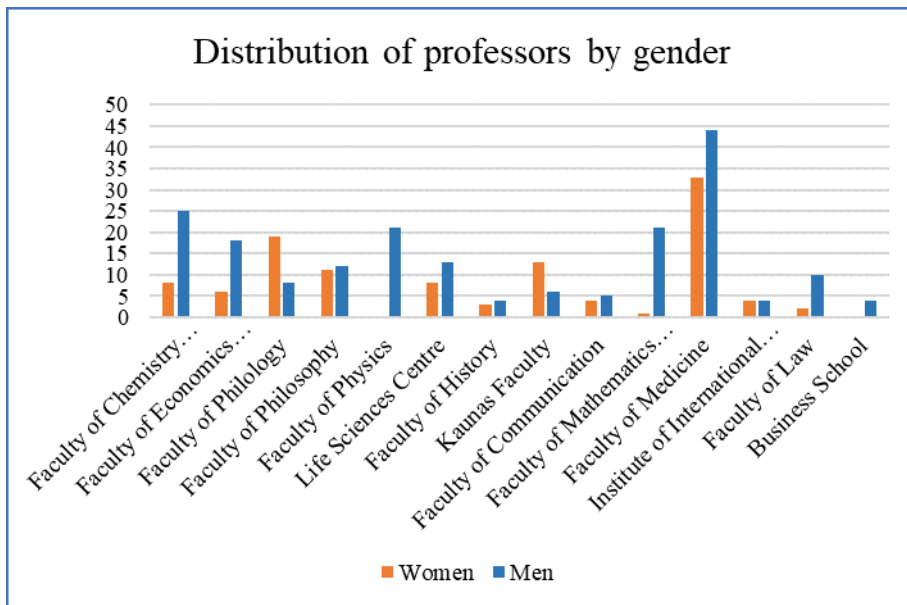
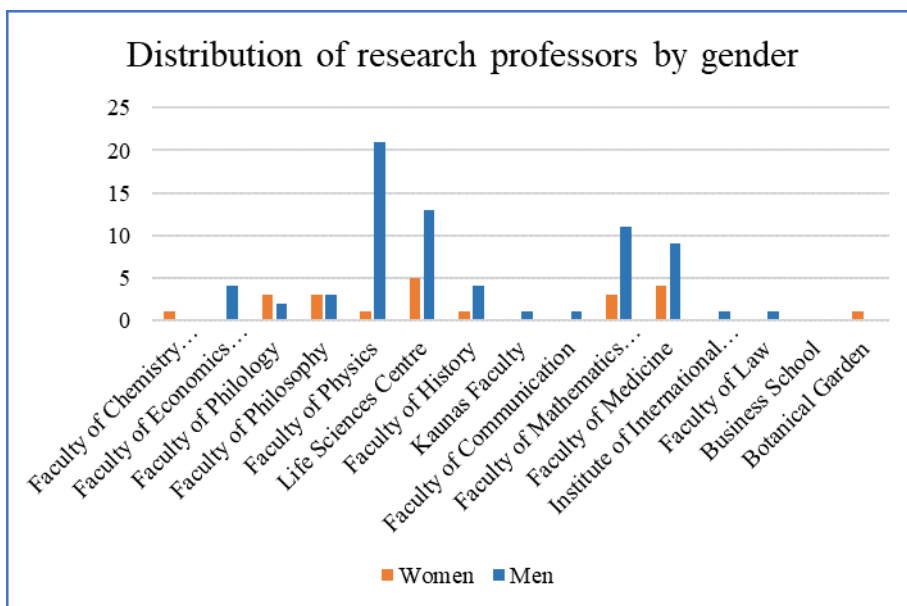


Figure 14. Distribution of research professors by gender in core academic units in April 2019 (source: Human Resources Department)



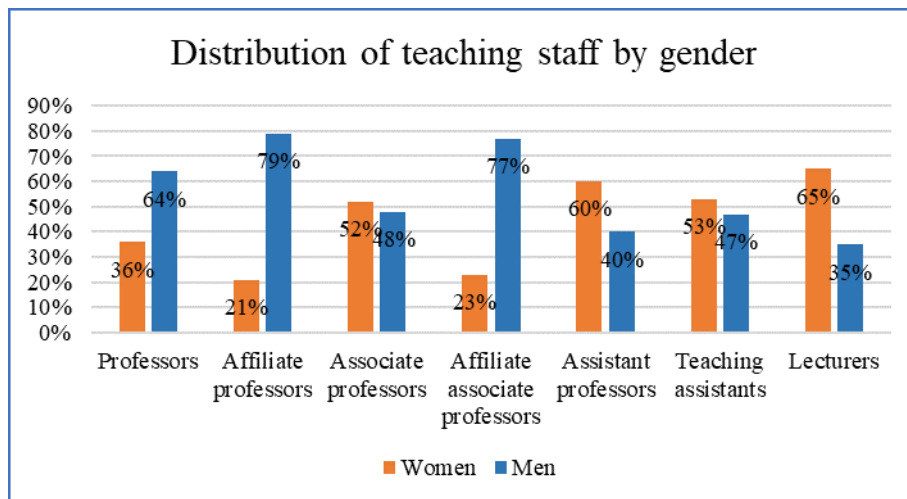
3.2.3.2. Other Academic Positions

Teaching Staff

When discussing the general gender distribution in different teaching positions, an even gender balance can be observed among associate professors, assistant professors and teaching assistants.

However, in the groups of affiliate professors and affiliate associate professors, a gender disbalance is obvious: the number of men in both groups is three times higher than that of women. The share of male affiliate professors amounts to 79 percent, and the share of male affiliate associate professors sets at 77 percent. Speaking of lecturers, there are twice as many female lecturers as male lecturers: females account for 65 percent of the total number, and men are hold 35 percent of the positions (see Figure 15).

Figure 15. Distribution of teaching staff by gender in April 2019 (source: Human Resources Department)



The analysis of gender distribution matters in teaching positions in the core academic units revealed that women made up a slightly larger share (55 percent) of the teaching staff, but a gender balance was maintained (see Table 1 of Annex I). In April 2019, the distribution of women and men in the University's core academic units was uneven, and the greatest gender imbalance was observed in the Faculty of Mathematics and Informatics (14 percent of women in teaching positions) as well as in the Faculty of Physics (18 percent of women in teaching positions). A slightly smaller gender imbalance was captured in those units where women made up the majority of the teaching staff: the Faculty of Philosophy (34 percent of men), the Faculty of Philology (29 percent of men) and the Kaunas Faculty (21 percent of men). The majority of teaching positions were occupied by men in the Faculty of Chemistry and Geosciences (47 percent of women), the Faculty of History (31 percent of women) and the Institute of International Relations and Political Science (31 percent of women). The best gender balance was noticed in the Faculty of Economics and Business Administration, the Life Sciences Centre, the Business School (women made up 47 percent of the teaching staff) and the Faculty of Communication (women made up 54 percent of the teaching staff).

In the period of analysis 5 female and 19 male affiliate professors as well as 9 female and 30 male affiliate associate professors worked at the University (see Table 4 of Annex I). The Institute of

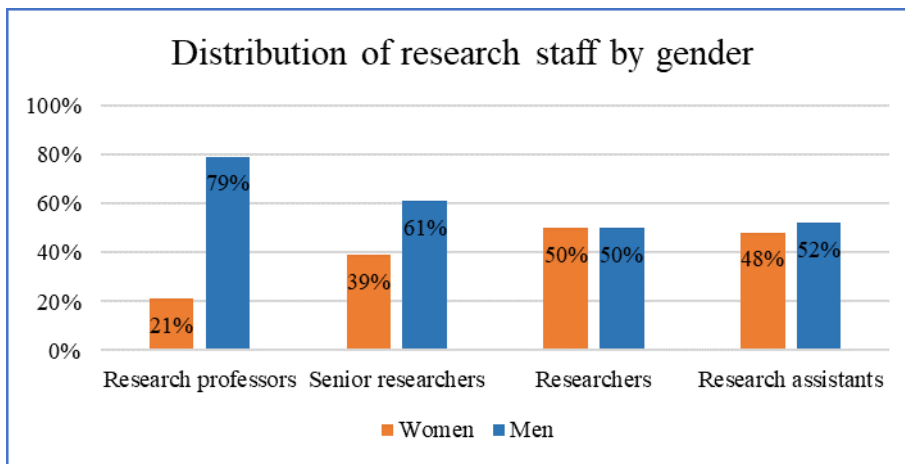
International Relations and Political Science had 1 affiliate professor and the Business School – 2 affiliate professors, none of whom were female, but the share of female affiliate associate professors set at 50 percent and 14 percent, respectively. 40 percent of affiliate professors in the Faculty of Medicine were female even though the only affiliate associate professor was a woman. In contrast, women accounted for 10 percent of affiliate professors in the Faculty of Mathematics and Informatics and for 33 percent in the Faculty of Law.

The share of women associate professors in the core academic units ranged from 13 percent at the Faculty of Mathematics and Informatics to 80 percent at the Business School. Notably, no female associate professor had a main employment contract in the Institute of International Relations and Political Science (see Table 1 of Annex I). The share of female lecturers fluctuated from 13 percent at the Faculty of Mathematics and Informatics to 87 percent at the Faculty of Philology, while the share of female assistant professors – from 17 percent at the Faculty of Physics to 100 percent at the Business School. Some core academic units had no female teaching assistants (e.g. the Faculty of Chemistry and Geosciences, the Faculty of History and the Faculty of Communication). Around one-third of teaching assistants were female in the Institute of International Relations and Political Sciences (38 percent), and half of even more of teaching assistants were female in the Faculty of Physics (50 percent) and the Life Sciences Centre (83 percent). Therefore, although female professors accounted for 36 percent of all the professors working at the University, the share of female associate professors was 52 percent, female lecturers – 65 percent, female assistant professors – 60 percent and female teaching assistants – 53 percent.

Research Staff

Considering the University's research staff, an even gender balance is evident among male and female research assistants (48 percent men and 52 percent women) as well as researchers (50 percent men and 50 percent women). A small (1 percent) gender imbalance is observed among senior researchers; meanwhile, the number of male research professors is three times as high as that of their female counterparts.

Figure 16. Distribution of staff by gender in April 2019 (source: Human Resources Department)



In April 2019, 645⁷ individuals were working in research positions at the University, 58 percent of whom were male and 42 percent were female. In spite of this fact, women held half or more of all the research positions (50-79 percent) in some core academic units. In other units, men accounted for a bigger share (61-86 percent) (see Figure 14, Table 2 of Annex I). The most significant gender imbalance was noticed in the Faculty of Physics, where men accounted for 86 percent of all the research positions, and in the Faculty of Chemistry and Geosciences, where women occupied 78 percent of all the research positions. The most even gender distribution in research positions was found in the Institute of International Relations and Political Science (50 percent women and 50 percent men), the Life Sciences Centre and the Faculty of History (54 percent of research positions in each unit were held by women).

Compared with other units, the highest number of research positions was observed in the Faculty of Physics and the Life Sciences Centre. For example, the Faculty of Physics had 24 research professors, 1 of whom was female, and the Life Sciences Centre had 18 research professors, 5 of whom were female. A trend emerged: in certain core academic units with research positions, the share of females was higher the lower the rank of a research position (see Table 2 of Annex I). In April 2019, women comprised 21 percent of the overall number of research professors, slightly more than one-third (39 percent) of senior researchers, 50 percent of researchers and 48 percent of research assistants.

The analysis reveals that the majority of better-paid, more powerful and prestigious teaching and research positions are usually held by men. The percentage of women gets higher the lower the rank of a position in almost all core academic units of the University. In April 2019, the Faculty of Physics had the most significant gender imbalance: the majority of both teaching and research

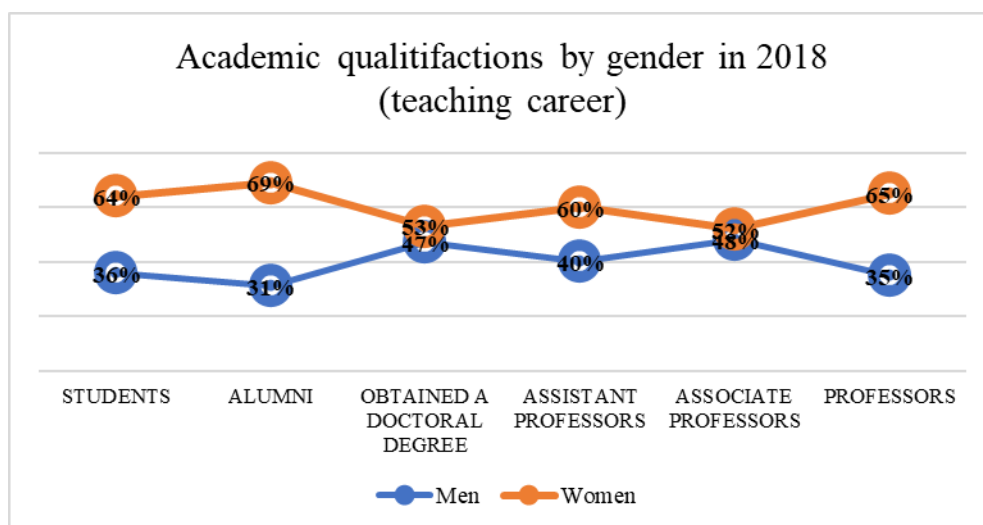
⁷ This figure also includes those persons whose main employment contracts are project-based (although a significant number of them carry out other functions at the University under supplementary arrangements).

positions were occupied by men. Considering the Faculty of Philology, where women comprised the largest relative share (79 percent) of the teaching staff compared with other units, only slightly more than one-third (37 percent) of research positions were held by women. In contrast, the relative share of women in teaching positions (34 percent) in the Faculty of Chemistry and Geosciences was smaller than that of women in research positions (78 percent). Overall, the relative share of women in research positions in this faculty was higher than in any other unit. The Life Sciences Centre came the closest to reaching an even gender balance. The distribution of positions by gender was as follows: 47 percent and 53 percent in teaching positions and 46 percent and 54 percent in research positions (see Table 1-2 of Annex I).

3.2.4. Academic Career Trajectory by Gender in the University

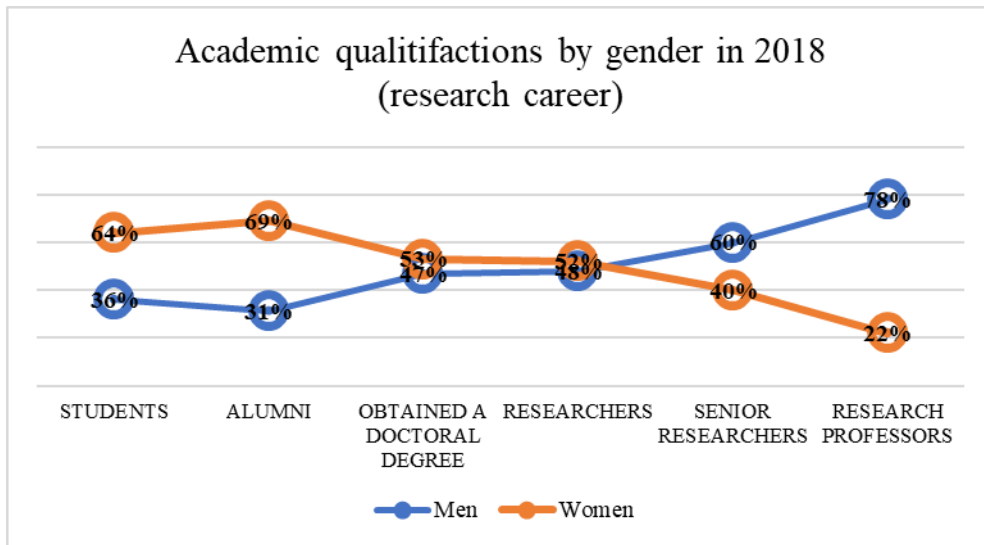
The concept of academic career trajectory is often used when analysing gender equality in academic surroundings. Figure 17 and 18 demonstrate the gender distribution in different stages of a teaching or research career in the University⁸.

Figure 17. Distribution of academic (teaching) qualifications by gender in 2018 (source: Academic Quality and Development Department, Office of Doctoral and Postdoctoral Studies and Human Resources Department)



⁸ The number of students is based on the data of November 2018 on individuals enrolled in bachelor, master, integrated and professional study programmes. The number of alumni is based on the data of July 2018 on graduates. The number of individuals who obtained a doctoral degree is based on the data of December 2018 on individuals who have obtained this degree during the calendar year. The number of assistant professors, associate professors, professors, researchers, senior researchers and research professors is based on the data of December 2018.

Figure 18. Distribution of academic (research) qualifications by gender in 2018 (source: Academic Quality and Development Department, Office of Doctoral and Postdoctoral Studies and Human Resources Department)



The female student population in the University exceeds the male one by 28 percent, meaning there are 64 percent of female students and 36 percent of male students. Regarding alumni, an even bigger gender disparity is evident: 69 percent female alumni and 31 percent male alumni. However, the distribution of genders among doctorate holders is more balanced: 53 percent of female doctorate holders and 47 percent of male doctorate holders (see Figure 17-18).

The gender distribution of assistant professors and associate professors, seeking teaching careers, is on the verge of a gender balance (see Figure 17). The share of female assistant professors (60 percent) is greater than that of male assistant professors (40 percent). The gender distribution of associate professors is more even: the female population is only 4 percent larger than the male population (52 percent and 48 percent, respectively). However, a stark change is observed among professors: the share of male professors increases to 65 percent as that of female professors' edges down to 35 percent. Thus, the data demonstrate that although the number of women alumni is twice as high as that of men, the number of women decreases significantly in the later stages of a teaching career, and the number of women holding professorships is twice as low as that of men.

The percentage of women and men in terms of academic qualifications throughout the trajectory of a scientific career (Figure 18) is in line with the trends of pedagogical career formation. An even gender balance is recorded among researchers (52 percent women and 48 percent men) and senior researchers (40 percent women and 60 percent men). There is a gender imbalance among senior researchers – 22 percent women and 78 percent men. There is a greater gender gap among senior researchers (56 percent gap) than among professors (30 percent gap).

3.2.5. Average Salary of Academic Staff by Gender

To evaluate the pay gap between female and male academic employees in the calendar year of 2018, the data were evaluated in terms of the position held and the components of salary. The gap between the average salary⁹ of men and women is provided as a percentage. The analysis of the University's academic staff salaries does not include the average salary of distinguished professors, who were all male and the number of whom was very small (only 6 distinguished professors worked at the University in the analysis period). By the same token, affiliate educators are not included in the study because they work under individual arrangements or on a voluntary basis (free of charge), which makes the data not comparable.

Only the salaries of the academic personnel were analysed because a new remuneration scheme for the non-academic staff came into force only on 1 February 2018. In accordance with the new remuneration scheme, the employment contracts (with new salaries) of individuals working at the Central Administration and the core non-academic units were redrafted by 1 July 2018. The new remuneration scheme for non-academic staff employed at the University's core academic units was enacted only on 1 January 2019, and the contracts were redrafted only by 31 May 2019. The pay gap between female and male non-academic staff is also planned to be analysed once the new remuneration scheme is fully settled.

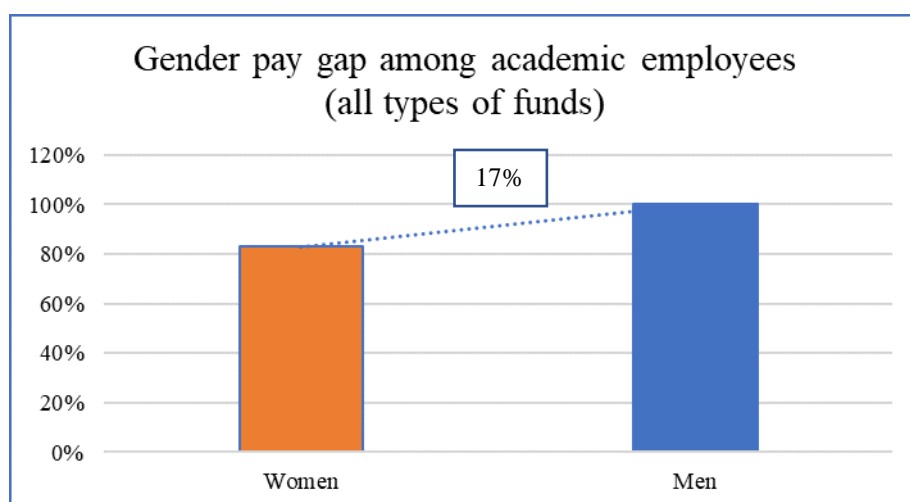
3.2.5.1. Gender Pay Gap by Academic Positions

Having calculated the average salary of all the academic positions, it was revealed that the average salary of male employees was by 17 percent¹⁰ higher than that of female employees. (Figure 6). The average wage of male academic staff in 2018 amounted to EUR 1,471, while that of female academic staff set at EUR 1,256 (or EUR 215 less).

⁹ The average salary is calculated in the following way: the funds for salary payments (by post or of all the employees at the University) are divided by the conditional number of employees. The conditional number of employees is the number of employees working full month and full time.

¹⁰ According to Statistics Lithuania, the gender pay gap stood at 13% in Lithuania in 2018 (Statistics Lithuania, <https://osp.stat.gov.lt/informacini-ai-pranesimai?articleId=6397675>).

Figure 19. Gender pay gap (all types of funds) in 2018 (source: Payroll and Grant Office of the Accounting Unit of the Finance Department)



Analysing the average salary¹¹ of the University’s teaching and research staff by position and gender (see Table 3), it can be seen that the average salary of men in teaching positions is 15 percent higher than that of women, while the average salary of men in research positions is 22 percent higher than that of women. The biggest pay gap is found among the highest academic positions. The average salary of male professors and research professors is 10 percent higher than of their female counterparts.

In other positions, the gap is less significant, excluding teaching assistants (male teaching assistants get paid 7 percent more than their female counterparts) and researchers (male researchers receive 8 percent greater salaries than their female counterparts). The pay gap provided in Table 3 is further explained when analysing additional pays and bonuses.

Table 3. Gender pay gap (percent) by positions (all types of funds) in 2018 (source: Payroll and Grant Office of the Accounting Unit of the Finance Department)

Position	Gap (percent)
Professor	10
Associate professor	3
Assistant professors	1
Lecturer	1
Teaching assistant	7
Teaching staff	15
Research professor	10

¹¹ The gender pay gap is calculated as a percentage. The ratio is calculated on the assumption that women's salary is a base equal to 100 percent. The average wage of men is then divided by the average wage of women and multiplied by 100: (men's average wage / women's average wage) * 100. The percentage difference between the average wage of men and women is obtained.

Senior researcher	6
Researcher	8
Research assistant	3
Research staff	22

Note: A positive value means that men's wages are higher than women's; meanwhile, a negative value means that men's wages are lower than women's earnings.

To explain the reason why the University's male academic employees earn 17 percent more than their female colleagues, it was assumed that this could be due to project work, which is funded by external sources and initiated by the efforts of researchers and educators themselves, meaning that men could be potentially more active in this area than women. However, after evaluating project work, it was revealed that the gender pay gap expanded by only 1 percent. Therefore, this type of work itself cannot be the main cause of the gender pay gap.

3.2.5.2. Pay Gap by Position and Components of Salary

Pursuant to the Description of the Procedure for Salary Determination of Employees at Vilnius University (hereinafter – the Description), the salary of an academic employee is the sum¹² of the base salary, additional pay, bonuses and the hourly wage¹³.

Under the Description, the base salary of an academic employee is determined by multiplying the coefficient of a particular post by the basic monthly wage (hereinafter – BMW). In the University, the BMW equals to the professor salary. In 2018, the BMW set at EUR 1,428 before taxes. Thus, at the University, all the academic employees, both female and male, should receive equal remuneration for the same work.

The gender pay gap widens due to additional pay and bonuses received.

Additional pay is granted by the University to academic employees for the execution of the following additional tasks:

- Management of a non-administrative academic formation (a scientific thematic group, centre, cathedral, etc.) – additional pay cannot exceed 20 percent of the BMW per month;
- Direction of a study programme committee or a study programme group committee – additional pay for the task cannot exceed 15 percent of the BMW per month; direction of a doctoral committee or a doctoral school – additional pay cannot exceed 20 percent of the BMW per month;

¹² An employee does not necessarily receive all the components of salary. This depends on each individual case.

¹³ Under the Description, the hourly wage is paid to those academic employees who are: 1) hired for a specific task and do not have an open-ended or fixed-term employment contract with the University; 2) directly carrying out projects, commissioned work, non-formal education programmes or other short-term training; 3) affiliate professors and affiliate associate professors; 4) visiting lecturers, researchers or trainees. Because of the fact that hourly wages are paid for a wide range of activities, they are not considered as a separate component of salary in this analysis.

- Performance of non-academic duties – additional pay cannot exceed 25 percent of the BMW per month;
- Teaching in a foreign language (except for teaching foreign language subjects to non-foreign students) – additional pay is calculated on the basis of the hours of instruction but cannot exceed 50 percent of the employee’s base salary;
- Carrying out projects, commissioned work, non-formal education programmes or other short-term training – additional pay is granted in relation to the estimate for a particular project or task;
- Exceeding the maximum standard teaching time – additional pay is calculated in relation to the excess teaching hours;
- When an academic employee is a member of the collegial governing bodies of the University and participates in the activities of the committees, commissions and working groups formed by the Senate, the Rector and the collegial governing bodies of the University – additional pay is calculated following the practices established by the Rector.

The data show (see Table 4) that all the additional pays received by male employees in teaching positions are by 28 percent greater than those of their female colleagues, and the pays received by male employees in research positions are by 42 percent higher than those received by their female colleagues. Male professors’ additional pays exceed their female counterparts’ additional pays by 28 percent, male research professors’ – by 44 percent, and male senior researchers’ – by 33 percent. It is evident that the higher the position, the greater the gender pay gap is in terms of additional pay. It is assumed that men are more likely than women to take on (or to be assigned) additional tasks that are remunerated through additional pay. By the same token, it is required to have the highest or a senior academic title to be eligible to perform some of the managerial tasks, such as chairing a research team, leading a department or a centre as well as directing a study programme, committee, etc. As already mentioned, the number of men in the highest academic positions is larger than that of women.

Bonuses are paid by the University to academic employees in the 3 following cases:

- For scientific achievements (the size of the bonus is not limited, and it is awarded in accordance with the procedures approved by the councils of the University’s academic units);
- For achievements in implementing the University’s or an academic unit’s strategic plan, taking into account the achievement of the goals set in annual (and interim) employee activity management interviews (the bonus is awarded once a year and cannot be bigger than 2 base salaries of the rewardee);

- The annual Rector’s award is granted for outstanding academic achievements and for the input in implementing the University's strategic plan (the bonus is awarded once a year and usually does not exceed the size of 1 base salary of the academic employee).

The data presented in Table 4 demonstrate that the average bonus received by males in teaching positions is 38 percent bigger than that received by their female colleagues and that the average bonus received by men in research positions exceeds that of women in research positions by 49 percent.

Taking into account that the Rector’s awards are granted only in exceptional cases (around 30 per year) and that bonuses for annual performance are limited to 2 base salaries of the rewardee, a conclusion could be drawn implicating that the gender pay gap in terms of bonuses is largely due to the bonuses for scientific achievements. The analysis of financial incentives also allows to assume that scientific achievements of men at the University are higher than those of women. It is important to note that, on average, men also receive more bonuses in female-dominated positions.

Table 4. Gender pay gap by different components of salary (state budget assignments and own funds) in 2018, percent (source: Payroll and Grant Office of the Accounting Unit of the Finance Department)

Position	Gap in additional pays (percent)	Gap in bonuses (percent)
Professor	28	16
Associate professor	10	13
Assistant professor	5	30
Lecturer	4	48
Teaching assistant	10	52
Teaching staff	28	38
Research professor	44	53
Senior researcher	33	17
Researcher	-1	59
Research assistant	26	11
Research staff	42	49

Note: A positive value means that men’s wages are higher than women’s; meanwhile, a negative value means that men’s wages are lower than women’s earnings.

To sum up the analysis of the gender pay gap among the University’s academic employees in 2018, it can be claimed that additional pays and bonuses have been identified as the main reason for the formation of the pay gap. The gap in additional pays is due to the fact that men are more likely than women to participate in additionally-remunerated activities. In part, this is determined by the fact that certain functions which are remunerated through additional pay can be performed only by

individuals in the highest academic positions, and the number of men in these academic positions is larger than that of women. The gap in bonuses also allows to assume that the scientific achievements of men at the University in 2018 were finer than those of women.

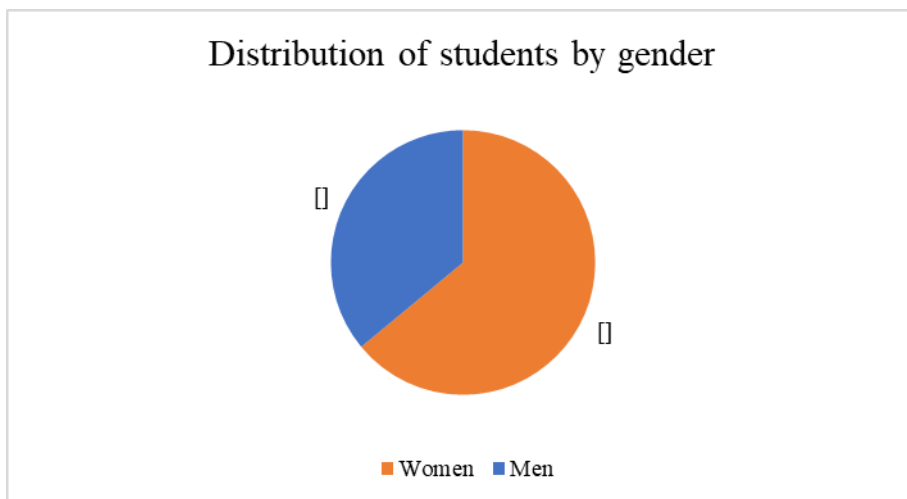
To narrow the gender pay gap, it is needed to further analyse the factors preventing women from taking up higher positions and the reasons explaining women's choice not to participate in (or inability to be assigned to) activities remunerated through additional pay. It is also important find out why men are more frequently receiving bonuses at the University, especially when examining the different types of bonuses received. The University has already started tackling the aforementioned issues through participation in the SPEAR project (see page 44), the main aim of which is developing gender equality plans in the institution.

3.2.6. Distribution of Students by Gender

Bachelor and master studies

In October 2018, 17,881 students were enrolled in bachelor, master and integrated study programmes at the University. Of this number, 11,398 (64 percent) students were female and 6,483 (36 percent) were male (see Figure 20).

Figure 20. Distribution of students enrolled in bachelor, master and integrated study programmes by gender in October 2018 (source: Student Academic Affairs Department)

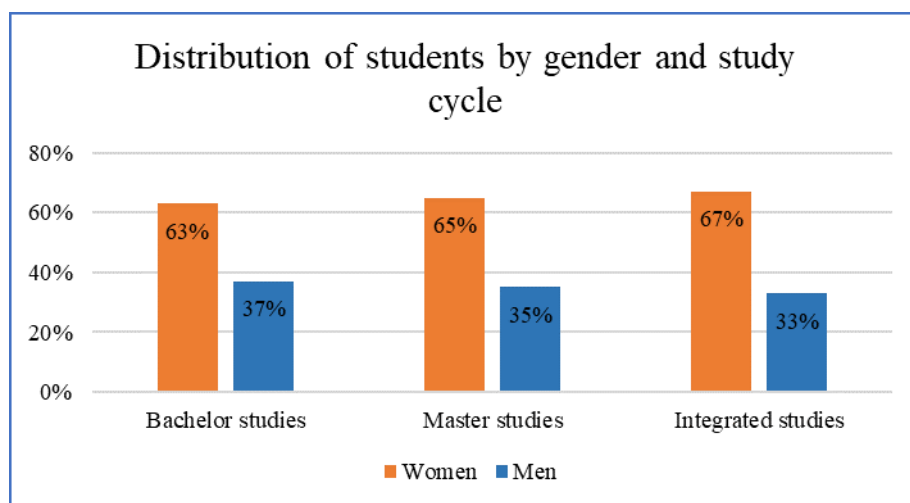


The number of female students is as twice as high as that of male students, and this can be partly explained by considering the study programmes available. As mentioned before, certain fields of science are stereotypically labelled as “masculine” or “feminine”. The University offers 186 first-cycle, second-cycle and integrated study programmes. The majority of the programmes represent those fields of study in which women make up the majority: 74 study programmes in social sciences (40 percent of all the study programmes), 42 in humanities (23 percent) and 25 in biomedicine (13

percent). Significantly fewer programmes are offered in stereotypically “masculine” fields of science: 39 in physical sciences (21 percent) and 6 in technological sciences (3 percent).

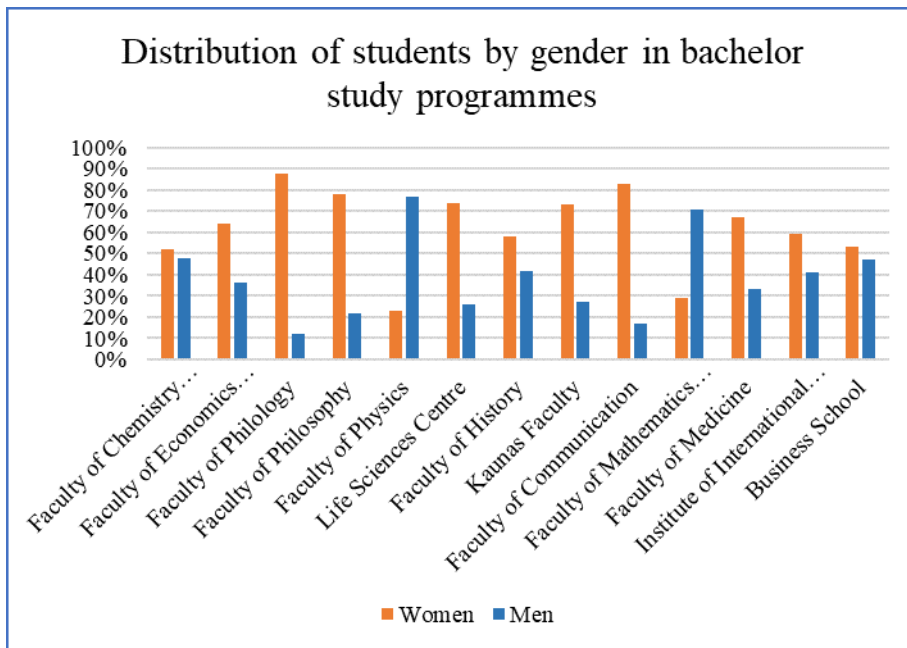
Examining the gender distribution across different study cycles, an imbalance is observed as female students account for a bigger share of the total number of students, compared with their male counterparts: 63 percent and 37 percent in bachelor study programmes, 65 percent and 35 percent in master study programmes and 67 percent and 33 percent in integrated study programmes (see Figure 21).

Figure 21. Distribution of students by gender and study cycle in October 2018 (source: Student Academic Affairs Department)



Considering the 14 core academic units of the University, the most even gender balance among students was observed in the Faculty of Chemistry and Geosciences, the Institute of International Relations and Political Science and the Business School (see Figure 22, Table 10 of Annex I). The Faculty of History had a similar number of male and female students in its bachelor study programmes, but this was not the case considering its master study programmes. In the faculty’s master study programmes, female students accounted for 65 percent of the total number of students, while the share of male students set at 35 percent. In the remaining 8 core academic units, the distribution of students by gender was uneven as one or the other gender accounted for more than two-thirds of the student population. Female students comprised more than two-thirds of the student population in the following units: the Faculty of Philology, the Faculty of Philosophy, the Kaunas Faculty, the Faculty of Communication, the Faculty of Medicine and the Life Sciences Centre. At the same time, male students made up the majority in the Faculty of Physics and the Faculty of Mathematics and Informatics. Gender disparities were observed in the integrated study programmes of the Faculty of Medicine (69 percent women and 31 percent men) and the Faculty of Law (63 percent women and 37 percent men) (see Figure 24).

Figure 22. Distribution of students by gender in bachelor study programmes in October 2018 (source: Student Academic Affairs Department)



Note: the data of the Faculty of Law are not presented here because the unit does not conduct bachelor study programmes. Figure 24 contains the faculty’s student gender distribution data in integrated study programmes.

Figure 23. Distribution of students by gender in master study programmes in October 2018 (source: Student Academic Affairs Department)

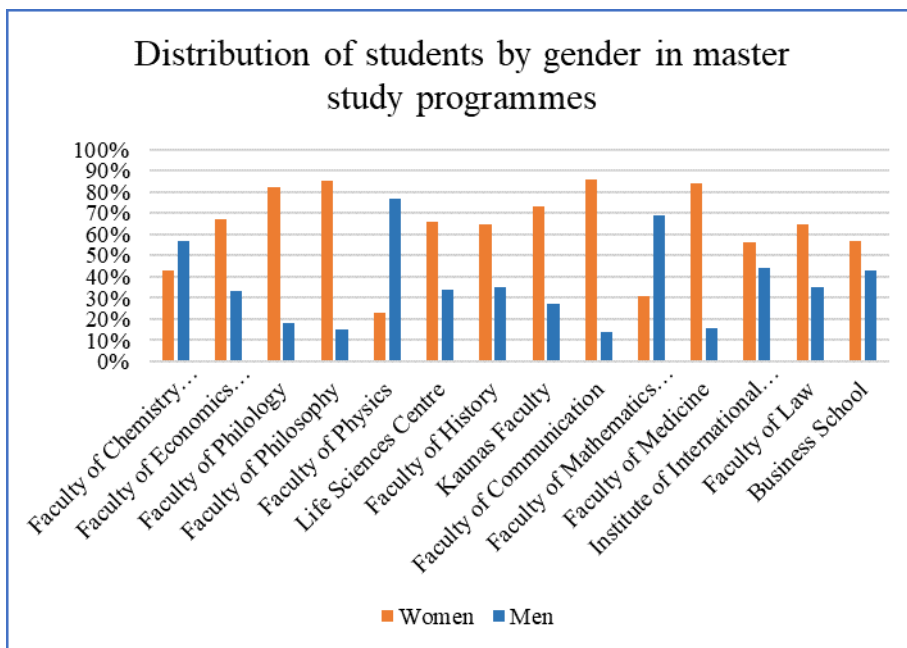
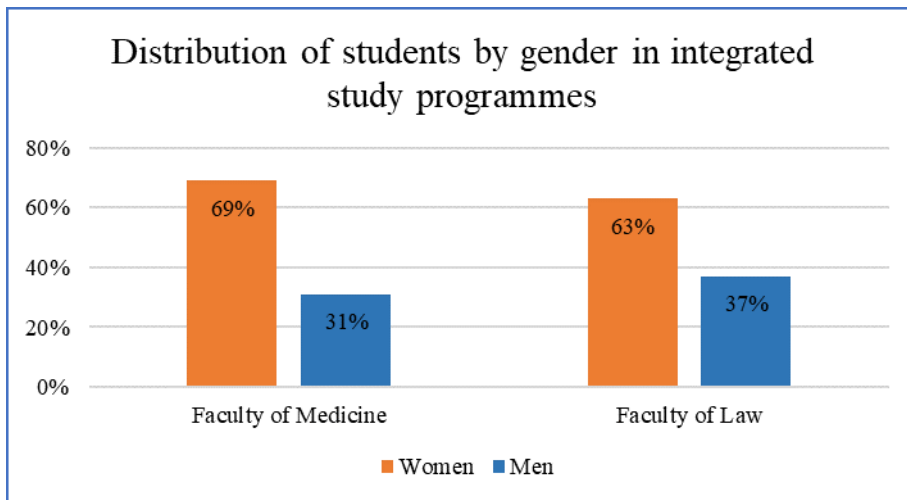


Figure 23. Distribution of students by gender in integrated study programmes in October 2018 (source: Student Academic Affairs Department)

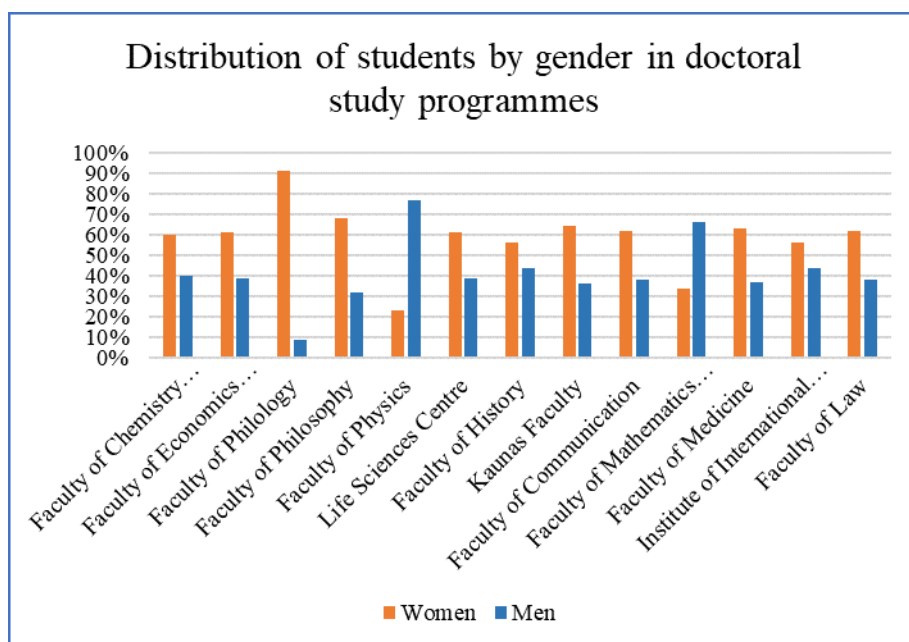


Doctoral (PhD) studies

In January 2019, 801 students were enrolled in doctoral study programmes offered at the University. Of this number 465 (58 percent) students were female and 336 (42 percent) were male (see Figure 25, Table 11 of Annex I). In terms of doctoral study programmes, only 3 core academic units of the University demonstrate a clear gender imbalance. Female students in doctoral study programmes at the Faculty of Philology account for more than two-thirds of the doctoral student population (9 percent of male doctoral students). By the same token, male students in doctoral study programmes at the Faculty of Physics and the Faculty of Mathematics and Informatics account for two-thirds of the doctoral student population (23 percent and 34 percent of female doctoral students, respectively).

Evidently, the higher the study cycle, the lower the number of female students in certain study programmes. For instance, the share of female students in bachelor, master and doctoral study programmes of the Faculty of Communication was as follows: 83 percent, 86 percent and 62 percent. The share of female students set at 74 percent in bachelor, 66 percent in master and 61 percent in doctoral study programmes taught at the Life Sciences Centre. In these cases, the share of women expands in relation to men. However, this is not the case in the Faculty of Physics and the Faculty of Philology where, throughout all the study cycles, one or the other gender remains in a dominant position (23 percent of women and 77 percent of men in the Faculty of Physics and 91 percent of women and 9 percent of men in the Faculty of Philology).

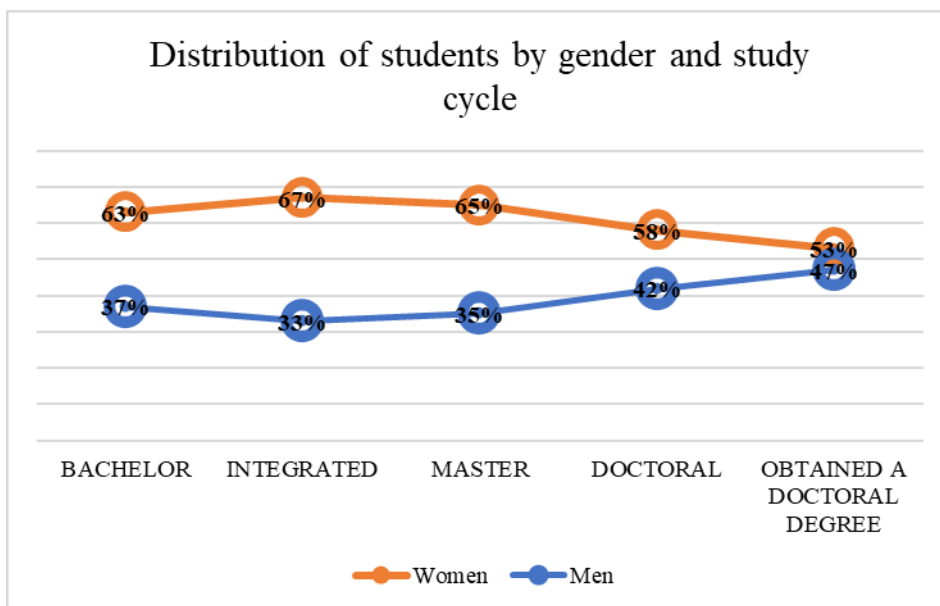
Figure 25. Distribution of students by gender in doctoral study programmes in November 2018 (source: Office of Doctoral and Postdoctoral Studies)



In 2019, 59 doctoral students were on academic leave due to pregnancy, childbirth or childcare: 45 women (10 percent of all the students) and 14 men (4 percent of all the students). Thus, men are less likely to choose to take a break in their doctoral studies for childcare. In addition, men tend to choose a one-year leave and women – a two-year leave on average. According to the data, the number of female doctoral students on childcare leave is as three times as high as that of male doctoral students. However, male doctoral students tend to take childcare leave more often than male employees, which can be evaluated positively.

When considering the distribution of students by gender in bachelor, master, integrated and doctoral study programmes in 2018, taking into account those individuals who obtained a doctoral degree, it is evident that the high share of female students in bachelor programmes starts declining the higher the study cycle. In doctoral programmes, the share shrinks, and an even gender balance is observed. Gender disparities almost disappear among those individuals who obtained a doctoral degree in 2018 (53 percent women and 47 percent men).

Figure 26. Distribution of students by gender and study cycle in October 2018 (source: Office of Doctoral and Postdoctoral Studies, Student Academic Affairs Department)



To sum up, it is clear that the number of female students in initial study cycles is 26 percent higher than that of male students. However, the difference gets less significant over time, and the figure of female doctorate holders exceeds that of men by only 6 percent. In the future, the factors behind the decline in the number of women in higher-cycle studies could be monitored and investigated.

3.2.7. Activities Aimed at Promoting Gender Equality in Research and Studies at the University

Gender Studies Centre

Vilnius University [Gender Studies Centre](#) (hereinafter – GSC) (up until 2020 – Centre for Women’s Studies) was established on 31 March 1992 by a group of scientists, which consisted of prof. Marija Aušrinė Pavilionienė, prof. Viktorija Daujotytė and assoc. prof. Eglė Laumenskaitė. Although the GSC has been an independent academic unit for a long time, now it is an interdisciplinary centre for academic study and research based at the Faculty of Communication. Integrating with the field of communication science, the GSC aims at carrying out gender studies and developing interdisciplinary research on gender in various socio-cultural contexts to strive for gender equality and ensure non-discrimination by applying social innovation and developing a welfare society. The GSC is the only centre of its kind among Lithuanian universities.

The GSC focuses on disseminating knowledge about the multifaceted features of gender in teaching activities. Scientists of the GSC have prepared 4 general university study (GUS) courses: Gender Studies, Masculinity Studies, Gender Issues in Communication as well as Equal Opportunities and Non-Discrimination. These GUS subjects are highly popular and frequently chosen by students from a wide range of the University's units and other higher education institutions. 200-250 students enrol in these courses every semester. The following courses analysing gender issues are integrated into master study programmes taught at the Faculty of Communication: Gender, Language and Culture; Discrimination, Violence and Human Rights; Gender Issues in Leadership. As of the academic year 2019-2020, GUS course Gender Studies will be offered at the Kaunas Faculty.

In cooperation with the US and Polish embassies, the Office of the Equal Opportunities Ombudsperson, the Institute for Gender Equality and colleagues from other Lithuanian and foreign universities, the GSC initiates projects and organises conferences, seminars, public lectures as well as other events for the University's community.

BASNET Forum

Prof. dr. [Dalia Šatkovskienė](#), an internationally-recognised physicist and gender equality expert, launched the University's activities in the field of gender equality in the beginning of 2000. She initiated and coordinated the EU-funded BP6 project titled "Baltic States Network: Women in Sciences and High Technology" (BASNET), which resulted in a strategy for the Baltic region on enhancing women's participation in science and gender equality at different levels of science, science policy-making and governance. By the same token, the "Strategy on Women's and Men's Equal Opportunities in Science Promotion" (approved by the Order of the Minister of Education, Science and Sport of the Republic of Lithuania of 2 June 2008, No 1600) was produced. Following the completion of the BASNET project and upon receiving the European Commission's approval, the BASNET Forum association was established by Vilnius University and Kaunas University of Technology. The main goal of BASNET Forum is to actively contribute to the implementation of the BASNET strategy in the Baltic States by monitoring, exchanging views and best practices and making suggestions for further updates of the strategy. Prof. Šatkovskienė was elected to lead the association.

EU Horizon 2020 Project „Supporting and Implementing Plans for Gender Equality in Academia and Research” ([SPEAR](#))

As of 1 January 2019, the University is participating in the SPEAR project funded by the EU Horizon 2020 Science with and for Society (SwafS) programme. SPEAR focuses on the development and implementation of gender equality plans in European universities for real structural change in this field. SPEAR will focus on supporting the implementation of gender equality plans in accordance with the European Institute for Gender Equality’s toolkit [GEAR](#).

Summary

The University counts nearly 30 years of activities in strengthening gender equality in academia and science. Established in early 1990s, the Centre for Women’s Studies (now – GSC) has been focusing on gender studies with an interdisciplinary approach. Since 2000, gender-equality-promoting activities have been focused in the physical sciences and initiated by individual staff members. Only in recent years have the gender equality issues received more attention from the University’s Central Administration. Likely, the requirements set out in the Labour Code and the main activities of the SPEAR project (i.e. implementation of gender equality plans in the University’s core academic units and Central Administration) will facilitate a breakthrough in the area.

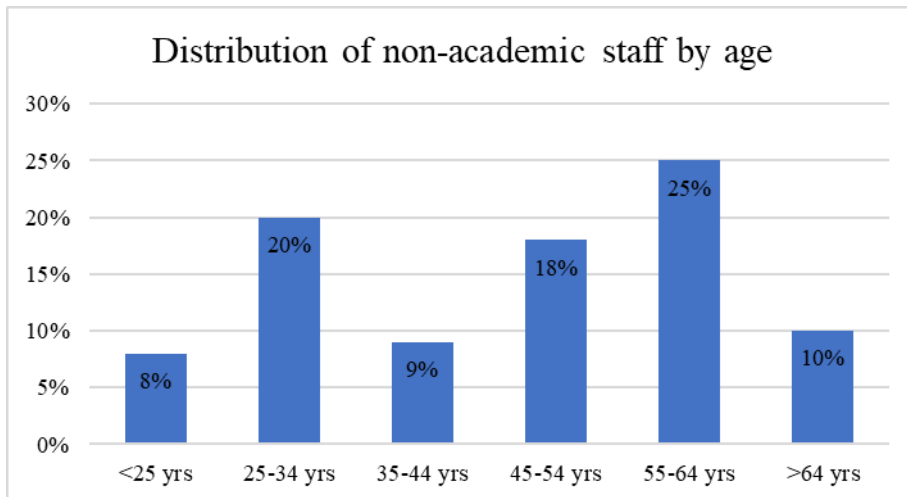
3.3. Age

3.3.1. Age of Employees

According to the results of the University community survey, age was identified as one of the most common ground of discrimination. Employees often noted that beliefs indicating they were too young or too old to hold certain positions were a direct consequence of their work environment. Issues associated with young age were particularly evident among the University’s academic staff.

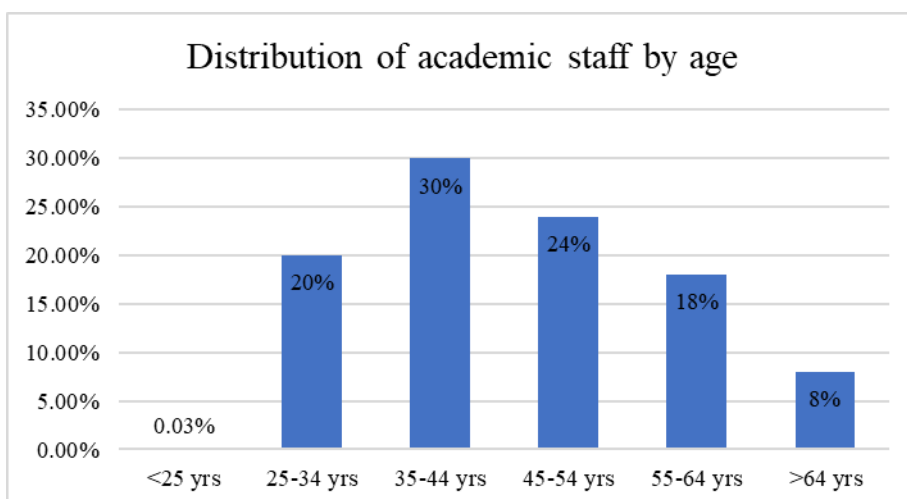
Having analysed the statistical data on the age of non-academic staff (Figure 27), it was revealed that the largest share of employees were 55-64 years old (25 percent) and the lowest – under 25 years of age (8 percent). The group of employees older than 55 years of age accounted for 35 percent of the University’s non-academic staff. The group of employees older than 64 years of age was found to be remarkably diverse. The oldest non-academic employee was 88 years old. Thus, one-third of the non-academic staff has reached pre-retirement or retirement age.

Figure 27. Distribution of non-academic staff by age in April 2019 (source: Human Resources Department)



Having analysed the statistical data on the age of academic staff (Figure 28), it was revealed that the largest share of employees were 35-44 years old (30 percent). Older employees occupied a larger share due to the fact that an individual has to hold a master's degree in order to work as a lecturer and has to be a doctoral student to work as a teaching assistant or research assistant. Higher academic positions (starting from the assistant professor position) require an individual to hold at least a doctoral degree. Naturally, there were almost none academic employees under 25 years of age. The oldest academic staff member was 78 years old¹⁴. According to the Human Resources Department, the group of employees older than 64 years had fewer educators, and the majority of the staff focused on conducting research.

Figure 28. Distribution of academic staff by age in April 2019 (source: Human Resources Department)



¹⁴ If an educator or researcher (in either science or arts) wins a competition for the same position for the second time, an open-ended employment contract is concluded with that person. This contract expires on the last day of an academic year during which the employee concerned attains 65 years of age (Article 15 of the Statute of Vilnius University).

Distribution of Academic Staff by Position, Age and Gender

The age-related matters of the University's academic staff were further examined in terms of position, age and gender (see Table 1 of Annex II). The teaching staff consists of 45 percent of men and 55 percent of women. Considering the age and gender distribution of the teaching staff in general, it is clear that the number of both men and women is roughly equal, excluding the category of employees aged 45-54, in which the number of women exceeds that of men by two-thirds. The remaining age categories have more male professors than female professors. Notably, the older the age category, the lower the number of female professors is observed: 20 percent fewer female professors than male professors in the category of employees aged 35-44, 30 percent – in the category of employees aged 55-64 and 48 percent – in the category of employees aged above 64. Evidently, the older the age category, the higher number of male professors is observed. The only exception is the category of 45-54 years of age, which has a similar share of female (49 percent) and male (51 percent) professors. The majority of associate professors are 45-54 years old. The age category is comprised of 41 percent of men and 59 percent of women. Male affiliate associate professors dominate all the age categories, and the number of male and female affiliate associate professors evens out in the 55-64 and above 64 age range.

The highest share of female assistant professors is noted in the 35-45 age category (61 percent of women). The highest share of female teaching assistants is found in the 25-34 age range. The older the age category, the lower the number of female teaching assistants is evident. This is determined by the fact that the positions of teaching assistant and research assistant can be filled by students enrolled in regular or extended doctoral study programmes. As they obtain the degree, they hold senior positions. Evidently, the number of female assistant professors aged 35-44 is as twice as high as that of male assistant professors. The highest number of lecturers is noted in the 35-44 age range (64 percent of women), and it gradually decreases in older age categories. Naturally, persons employed at the University are seeking to advance their academic careers and are working on their dissertations. Having obtained a doctoral degree, they become eligible to hold senior positions. This drives the number of lecturers down and increases the number of assistant professors in older age categories. Starting from the 35-44 age range, a trend is revealed: the number of female lecturers is twice as high as that of their male counterparts. Overall, the 35-44 age category has the biggest number of lecturers – 637.

The University's research staff is comprised of 58 percent of women and 42 percent of men. The University has 4 research professors with the distinguished professor title and they all are 55-64 years of age. In terms of gender, male research professors dominate in all the age categories, holding twice as many positions as their female colleagues. The difference between the number of female

and male senior researchers starts fading and reaches the limits of gender balance in the 45-54 age range (41 percent of men and 59 percent of women).

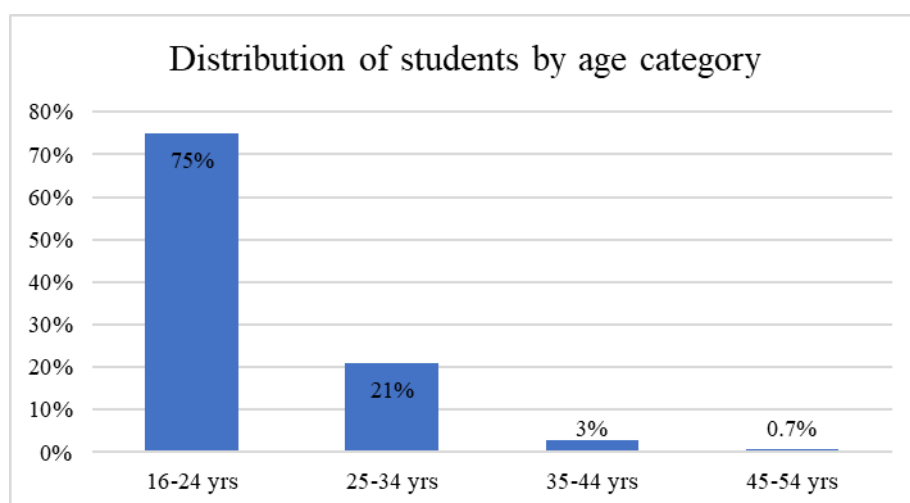
Starting with the 35-44 age category, the number of female researchers starts climbing up (48 percent of men and 52 percent of women); for instance, the 45-54 and above 64 age categories have twice as many women as men. This means that many women remain working as researchers, whereas men tend to progress to senior positions. The majority of research assistants are aged 25-34. In older age categories, the number of research assistants gradually edges down. In all the age categories, men research assistants occupy 20 percent more positions than women, excluding the 35-44 age range, which has 20 percent more women than men. Taking into account all the researchers, the majority of them are 35-44 years of age.

Notably, the University has to have a policy, related to age change, in place to ensure that there are always young teachers and researchers available for further career advancement.

3.3.2. Age of Students

In 2018, the University had students aged 17-76. The majority of the students (75 percent) fall in the 16-24 age category, and the median age is 20 years (15 percent). The analysis of the data by age categories reveals the following student distribution: 21 percent of the students aged 25-34, 3 percent – 35-44, 0.7 percent – 44-54, 0.1 percent – 55-54 and above 64. Consequently, the group of students older than 35 years comprises 4 percent of the University's student population (see Figure 29).

Figure 29. Distribution of students by age category in November 2018 (source: Academic Quality and Development Department)



It is worth noting that no studies purposefully analysing the age of students and staff in terms of equal opportunities and diversity have been conducted in the University up until now.

3.4. Citizenship, Ethnicity, Nationality, Origin, Race and Language

3.4.1. Foreign Staff

According to the data of December 2018 presented by the Human Resources Department, 113 foreign individuals were working at the University (2.3 percent of the staff) and holding 30 different citizenships: Russian, French, Dutch, Italian, Danish, Ukrainian, Austrian, Iranian, Spanish, US, Estonian, German, Belarusian, Kyrgyz, Polish, Swedish, Norwegian, Romanian, Hungarian, Serbian, British, Latvian, Czech, Chinese, Vietnamese, Egyptian, Libyan, Indian, South Korean and Moldovan. Thus, the remaining 97.7 percent of the personnel had the Lithuanian citizenship.

The Strategic Plan of Vilnius University for 2018-2020 foresees attracting foreign academic talent; therefore, the number of such educators and researchers is likely to grow. During the analysis period of this study, the main obstacle for the University's foreign staff to participate in the work process on an equal basis was the limited availability of information in English, as most of the electronic working environment was available only in Lithuanian. As a result, language becomes a barrier to full participation in the University's life. The creation of a bilingual study information and service environment is part of the activities laid out in the Guidelines for Internationalisation of Studies at Vilnius University.

3.4.2. Foreign Students

According to the data of December 2018-January 2019 provided by the International Relations Department, 508 foreign exchange students were studying at the University under Erasmus or bilateral agreements (2.5 percent of the student population), representing 41 citizenships. The following is the list of countries from which the highest number of students arrive: Italy, France, Germany, Spain, Turkey, South Korea, China and Georgia. In the spring semester of 2019, the University hosted 421 foreign students: 270 students under the Erasmus programme and 151 students under bilateral agreements. In the academic year 2018-2019, the gender distribution of all the exchange students was as follows: 482 (61 percent) women and 302 (39 percent) men.

In the academic year 2018-2019, 785 foreign students were enrolled in the study programmes taught at the University, comprising 3.9 percent of the student population. Of this number, 356 (45 percent) students were female and 426 (55 percent) were male. Interestingly, the share of male foreign students who studied full-time was 10 percent bigger than that of their female counterparts. In contrast, speaking of the whole student population at the University, 64 percent of the population is female and 36 percent – male.

In the academic year 2018-2019, citizens from 70 countries, including Lithuania, comprised the student population. German, Italian, French, Turkish, Ukrainian and Spanish citizenships could

be considered dominant. This means that non-Lithuanian students enrolled in bachelor and master study programmes taught at the University comprised 6.4 percent of the overall student number: 508 (2.4 percent) exchange students under the Erasmus programme and bilateral agreements and 758 (3.8 percent) full-time students.

According to the community (student) survey of 2018, the University's students pointed out they had experienced discrimination in the past 12 months on the following grounds: 4.1 percent – nationality, 4.6 percent – language, 4.1 percent – origin, 1.5 percent – race (ethnicity) and 1.3 percent – citizenship. According to the International Relations Department and the data from students' assessments of study subjects, both exchange and full-time students from abroad still face language barriers in a wide range of situations at the University. In the questionnaires, the students noted that the language proficiency of educators giving lectures was sometimes insufficient and that study materials were often provided only in Lithuanian. Sometimes, educators decided not to teach in the intended foreign language due to an insufficient foreign language proficiency of the Lithuanian students in the group. Likewise, the support staff (e.g. in dormitory administration) providing services to students did not always have a sufficient English proficiency.

All the matters related to ethnicity, nationality, origin and race become relevant in terms of the University's activities when students or staff members suffer discrimination on these grounds. Otherwise, this is private information. In 2018-2019, non-Lithuanian citizens comprised around 6 percent of the overall student number in the University (having citizenships of 70 different countries). Despite the University's pursuit of internationalisation, it still remains a very Lithuanian university. The University might see an increase in the number of students if more study programmes taught in English were available and bilingualism was applied in all study, administration and service processes. By the same token, the number of students could potentially increase if a diversity-friendly and secure environment prevailed in the University and if foreign students knew where to go for help in the event of discrimination.

3.4.3. Students from Lithuania's National Minorities

No information on students from Lithuania's national minorities is monitored and collected even though such students definitely exist. It is unknown what the experiences of these students are regarding their studies and involvement in the community. According to the data of the Lithuanian Population and Housing Census of 2011, individuals of 154 different nationalities were residing in Lithuania. The largest groups of national minorities in Lithuania were the Poles, Russians, Belarusians and Ukrainians.

Therefore, it is needed to examine the experiences of national minority students related to studying at and choosing a Lithuanian higher education institution. In addition, it should be determined what conditions are needed at the University to attract more young people from national minorities.

3.5. Sexual Orientation

In the University, matters related to sexual orientation become relevant only if discrimination or harassment occurs. 3 percent of the students who participated in the community (student) survey of 2018 claimed they had experienced sexual orientation discrimination in the past 12 months. Although it does not seem as a large share, the LGBT+ community comprises only a small part of the society (4-8 percent, depending on the method of calculation). Therefore, the results of the community survey show that this indicator is quite high, demonstrating that students face discrimination on the grounds of sexual orientation.

Mainly, the University's LGBT+ Group deals with the topic of anti-discrimination on the grounds of sexual orientation in the University. The group used to function as an informal part of Vilnius University Students' Representation, but in the end of 2018 the LGBT+ Group was officially established as an association. It is a voluntary, non-profit public youth organisation, working to bring LGBT+ individuals in the University and all individuals who support them and the aims of the organisation together, to promote equality among the University's community and to develop public respect for the individual. Thus, every student, free listener, alumnus, exchange student, former staff member and current employee, who agrees with the aims of the University's LGBT+ Group, can become part of the association. In May 2019, the organisation had more than 100 members.

The Students' Representation launched a programme – “No Labels” – in the area of social exclusion reduction and human rights in 2009. Through the programme, it is sought to promote respect in the University's community, to break established stereotypes and to increase the openness of the University by encouraging full integration of socially-vulnerable groups. The core values of the programme are the following: equality, openness and respect for human individuality. “No Labels” cares about discussing the problems of socially-vulnerable groups publicly: "live libraries", workshops and movie nights have been organised multiple times. Participation in “Baltic Pride 2016” and “March for Equality 2019” is among the most visible activities of the programme of the Students' Representation, expressing support for openness, tolerance and self-expression values in Lithuania. The University's management has also joined these support campaigns.

To sum up, it can be said that the matters related to sexual orientation only become relevant in the University if people face discrimination based on sexual orientation in the context of studies or

work. Otherwise, this is private information. According to the Trust Line, which was established in the University in 2018, only one complaint regarding disrespectful speech towards homosexual persons was received in the period of analysis. However, the low number of complaints does not necessarily indicate the absence of discriminatory attitudes. Perhaps, little is known about this possibility, or a lack of sensitivity to these issues exists in the University. So far, educational activities in the area have been carried out by the GSC at the Faculty of Communication through its GUS and other courses (see Section 3.2.5), by the Students' Representation through the "No Labels" programme and by the LGBT+ Group.

3.6. Religion and Faith

Continuing the historical Jesuit tradition, the University has established a position of chaplain. The Church of St. Johns organises services for the University's community, prayer groups and evenings of concentration. The Chapel of Priest Alfonsas Lipniūnas has been established at the church and contains a pastoral care area. This area is designated for the University's community – students, educators, employees, alumni – to experience spiritual refreshment and peace, fellowship and support. It is also in this space that people can be accepted, strengthened and encouraged to follow the Christian path. By the same token, the University hosts graduation ceremonies at the Church of St. Johns. The church also organises services to commemorate the following Christian Catholic celebrations: All Souls' Day, Advent, Father's Day and Mother's Day.

3.9 percent of the students who participated in the community (student) survey of 2018 pointed out they had experienced discrimination on the grounds of faith and religion in the past 12 months. Although the frequency was not particularly high, it alarmed about possible problems in the area. This signal should be taken into account, and the collection of information should be started in one way or another (e.g. in group discussions) in order to further examine the scale, complexity and reasons for discrimination on this basis.

Thus, the needs of Catholics are addressed the most at the moment, and there is no information on the needs of the University's community members of other religions. However, it can be presumed that people following other religions and faiths study or work at the University. By the same token, the University is becoming increasingly international; therefore, the question of religion and faith will get more and more relevant. As no necessity to address the needs of persons of other religions and faiths has been explicitly put forward or known, this need should be looked into and addressed as much as possible.

3.7. Social Status

3.7.1. Support to Employees

According to the Law on Equal Treatment of the Republic of Lithuania, social status means education or qualification acquired by a natural person or his/her studies at research and education establishments, his/her property, income, need for state support provided for in legal acts and (or) other factors related to the financial (economic) situation of the person.

In accordance to the updated Description of the Procedure for Granting of Additional Payments in Vilnius University, approved by the Rector on 1 July 2018, employees receive additional payments in case of emergency (death of a family member, loss of housing and property due to fire or flood, poor material status, deterioration of health of the employee or his/her family member due to a serious illness (including injuries and surgeries) and reimbursement of treatment costs). By the same token, payments to parents for each child born were introduced. From the date the document was enacted to the end of 2018, 33 University's employees applied for the additional payment to parents. The total value of additional payments granted in cases of illness and emergency set at EUR 88,450 in 2018.

3.7.2. Social Support to Students

3.5 percent of the students who participated in the community (student) survey of 2018 claimed they had experienced discrimination on the grounds of social status in the past 12 months.

The University grants one-off social grants to students in bachelor, master, doctoral and integrated study programmes in the event of death of family members, natural or other disasters, illness or other similar cases. The size of the one-off social grant is 2-12 times the basic social benefit (BSB) (at the moment the BSB amounts to EUR 38), meaning its value ranges from EUR 76 to EUR 456. According to the Student Academic Affairs Department of the Central Administration, 217 grants (in total – EUR 49,286) were assigned to 171 students in 2017. 158 grants (in total – EUR 38,152) were assigned to 127 students in 2018. Usually, all the requests are granted.

100 commemorative grants to mark the University's 440th anniversary were awarded in the summer of 2019. They were aimed at enhancing the access to university studies and helping students, admitted to first cycle and integrated study programmes in 2019 and coming from socially-sensitive groups, to adapt to the new environment. The size of the grant was the following: EUR 200 paid every month throughout the first year of studies (from September to June inclusive).

Additional financial support can also be received from the State Studies Foundation. Students in first and second cycle, integrated and non-degree study programmes (excluding residency), including persons studying in student places not funded by the state, are eligible for social grants.

The size of the grant is 3.25 BSB (EUR 123.50). Students in Lithuanian higher education institutions and in Lithuania-based branches of foreign higher education institutions are eligible for targeted payments (EUR 152 per month).

According to the State Studies Foundation (see Table 5), in the semesters of 2017-2018, social grants were allocated to: 281-359 students living on their own and receiving social benefits or coming from families experiencing financial struggles; 75-78 students of 45 percent or lower working capacity; 56-72 students not older than 25 years of age who have been placed under guardianship or whose both parents (or the only parent) are deceased.

Table 5. Social support to students in 2017-2018 (source: State Studies Foundation)

Social grants from the State Studies Foundation			
Grounds	Autumn semester of 2017	Spring semester of 2018	Autumn semester of 2018
Students living on their own and receiving social benefits or coming from families experiencing financial struggles	300	359	281
Students of 45 percent or lower working capacity	78	75	77
Students not older than 25 years of age whose both parents (or the only parent) are deceased or who have been placed under guardianship before reaching the age of majority	63	56	72

76 percent of all the applications for social grants by the University’s students were accepted in the autumn semester of 2017, 85 percent – in the spring semester of 2018 and 79 percent – in the autumn semester of 2018. Speaking of targeted payments, 82 percent of the applications were granted in the autumn semester of 2017, 88 percent – in the spring semester of 2018 and 81 percent – in the autumn semester of 2018.

Therefore, only statistical information on the social support provided to students is known. In the future, systematic efforts could be made to attract students from families experiencing financial difficulties. This would increase the accessibility of higher education to people from various social groups. One of the initiatives already underway is the award of 100 commemorative grants to mark the University’s 440th anniversary.

3.8. Beliefs and Convictions

Diverse beliefs and convictions exist in the University. Although the Statute notes that “in executing its mission, the University shall [...] foster the freedom of thought, variety of opinions, openness to world ideas and innovations, the values of collegiality, mutual respect, trust and academic ethics”, the results of both student and staff surveys of 2018 pointed to discrimination on

the basis of beliefs and convictions. For instance, 15.6 percent of the student respondents noted they had experienced discrimination on the grounds of beliefs and convictions in the past 12 months.

Consequently, educational activities, regarding this basis of discrimination, are important, pointing out that the diversity of beliefs and convictions is possible as long as there is “no conduct which occurs with the purpose, or effect, of violating the dignity of a person and creating an intimidating, hostile, humiliating or offensive environment” (Law on Equal Treatment).

3.9. Family Status

Implementing gender equality policies, an important gender-related aspect is the assurance of job flexibility by creating opportunities to work under an individual schedule or remotely, having children playrooms at workplaces, etc.

Flexible Work Schedule Arrangements

Pursuant to Article 138 of the Labour Code, the University’s “employees raising a disabled child under the age of 18 or two children under the age of 12 shall be entitled to one extra day off per month (or two working hours fewer per week), and those raising three or more children under the age of 12 shall be entitled to two extra days off per month (or four working hours fewer per week), paying them their average remuneration. At the request of an employee who works shifts of more than eight working hours, this additional rest period may be aggregated every three months”.

In order to create opportunities to balance work with personal life interests, the University also offers an option to employees to perform some of the job functions remotely at a place of their choice.

Remote work is defined in Article 52 of the Labour Code. In order to perform some of the job functions remotely, an employee makes arrangements with managers and signs a standard remote work agreement. In such cases, an employee either chooses regular remote working hours or makes specific arrangements with his/her managers. In the year 2018, 995 staff members used this opportunity, the majority of whom chose this option to carry out part of their job functions during secondments. However, the opportunity to work from home or other place is positively evaluated by employees seeking to balance work with family commitments. According to the data of the Human Resources Department, all the requests made by employees to work remotely or under an individual schedule were met.

The academic staff often has much more flexible job arrangements, without having a permanent place of work. It is, therefore, necessary to monitor the working conditions of the non-

academic staff and to find out whether everyone can equally benefit from the possibility of remote work.

Children Playrooms

The Library's Scientific Communication and Information Centre has a workroom for parents with children. The room contains 10 places of work, 3 of which are double cabins for individual work and 1 is a common child play area. The room is equipped with 3 chairs for children as well as with toys and books. More than 400 publications and games are available.

In 2018, the University's Trade Union conducted a survey of academic and non-academic employees – “The Establishment of a Children Playroom for Employees' Children in Vilnius University”. The results of the survey revealed that the employees considered the emergence of such a service as relevant: 87 percent of the respondents answered affirmatively (548 respondents in total). By the same token, it was determined that: such a room was the most necessary for children of 3-12 years of age, the most preferred working hours of the room were from 7:30 a.m. to 5:30 p.m. and the most desirable places for such a room were Saulėtekis or the Old Town. Under the initiative of the University's Trade Union, it is planned to open the first children playroom in Saulėtekis by the end of 2019.

Summer Camps and Recreation for Children

At the request of the University's staff members, 2 camps are organised (two shifts each).

One of the camps is organised by the Health and Sports Centre. It is a week-long camp focusing on healthy lifestyle, sports and dance, and it takes place in two shifts. The camp is funded by the University, the participants' parents and the Vilnius City Municipality.

The other camp is organised by the Life Sciences Centre, continues for 5-10 days and is focused on discovering nature. The camp was set up in 2018 and takes place twice a year (during winter and summer holidays) on employees' own initiative. The camp is funded by the participants' parents, and the University provides facilities at a symbolic price.

It is also worth mentioning that the University offers its employees and their families the opportunity to relax at the University's recreation centres in Palanga and Pervalka.

To conclude, it can be said that some steps have been taken to improve the balance between work and family life. However, efforts should be made to ensure that everyone at the University has access to information on flexible work opportunities and to promote an organisational culture where work-life balance measures are considered an important policy and a significant part of the organisational culture. Moreover, systematic efforts have to be made to improve work-life balance

conditions in order to ensure equal opportunities to work and to return to work after a childcare leave and when caretaking of parents or other relatives regardless of social and family situation. In addition, there is a need to focus on policies on balancing studies and family life.

CONCLUSIONS

1. Reinforcement of diversity and equal opportunities principles. The University's legal acts, in many cases, contain non-discrimination and equal opportunities principals in terms of interpersonal relationships, research and teaching activities; however, it is essential to monitor newly-drafted documents and to include equal opportunities and diversity principles in them.

In pursuit of the systematic adoption of equal opportunities and diversity policies at the University and in pursuit of the proper enforcement of laws and other legislation related to equality, the following steps are to be made: 1) develop a strategy setting out the direction of development in this area; 2) draft a legal act regulating equal opportunities and diversity policies at the University that would create and consolidate an anti-discrimination system at the University; 3) seek to embed equal opportunities and gender representation in decision-making in the University's legal documents.

2. Data monitoring and analysis. Information on the areas of equal opportunities and diversity was started being collected in 2018. The University records data on gender, age and nationality of students and staff. The social status of students can be partially monitored by observing one-off grants paid and that of employees – by monitoring payments in case of emergency. Information on persons with disability is only available when students and employees themselves disclose it voluntarily. By the same token, surveys on experienced discrimination have been conducted at the University. The surveys documented various personal discrimination-related experiences of the University's community members; however, the actual scale of discrimination is unknown. The surveys have begun to clarify in which core academic units students and staff face discrimination, but no systematic collection of the information on the topic is conducted. Furthermore, a lack of data on the extent to which students and staff perceive themselves as being discriminated against on various grounds exists. Therefore, it is needed to: 1) define indicators (criteria) regarding various grounds of discrimination to be monitored and agree with the University's departments on collecting such statistical data; 2) study the attitudes of students and staff towards equality, diversity and experienced discrimination; 3) continue the section on discrimination in community surveys (students and staff).

3. Disability. The University has seen a major change in the field of disability, in which efforts on a systematic basis were started as of 2016: adjustments to study organisation and accessibility for students with various disabilities were made; amendments to the University's legislation regulating the consideration of individual needs arising from disability were adopted; the accessibility of the physical environment was improved; a network of contact persons responsible for

coordinating the affairs of students with disability in the University's core academic units was created; work on individual needs of students with "invisible" disability was started; community education on the subject was conducted. Moving forward, it is needed to: 1) aim at attracting more people with disability to study at the University by disseminating information on available services and adjustments; 2) widen the range of services and activities to meet the needs of people with an "invisible" disability; 3) monitor and investigate trends in study suspension and (non)returning of students with disability; 4) continue work on adjusting the physical and information environment; 5) conduct a survey on the needs and experiences of employees with disability; 6) advise students with disability on career matters and monitor their employment trends; 7) create workplaces adapted to the needs of employees with disability; 8) continue other activities foreseen in the strategy "Open University for People with Disabilities" and update action plans.

4. Gender. In order to ensure equal career opportunities for women and men, thus achieving gender balance in the highest academic and non-academic positions and in the University's governing bodies and administration, it is essential to: 1) develop gender equality plans to support the implementation of gender equality policies in these areas; 2) create measures to balance family and private life commitments in order to encourage and support employees who are seeking to advance their careers; 3) collect data and analyse the remuneration situation of the non-academic staff in terms of gender.

In pursuance of gender balance among students, several measures should be implemented: 1) review the existing study programmes in the areas of science traditionally considered "feminine" or "masculine" and develop measures that could help attract representatives of different genders; 2) change the attitudes of educators in certain fields of science and studies about which gender is capable of studying in one field or another; 3) conduct educational and social initiatives to work on changing the attitudes towards "masculine" or "feminine" study programmes.

5. Age. The community surveys have demonstrated that age is one of the most relevant aspects, on the basis of which both students and staff members undergo discrimination due to being "too young" or "too old". Until now, the University has not focused on age-related matters in terms of equal opportunities and diversity. However, further work on this discriminatory basis will also depend on the extent to which the employees themselves raise the issues of age discrimination when striving for equal opportunities. Consequently, it is needed to: 1) develop measures to help members of the University's community better balance study or work with family responsibilities (from parenthood to caretaking of family members); 2) raise students' and employees' awareness of age discrimination experiences and encourage them to report such instances.

6. Citizenship, ethnicity, nationality, origin, race and language. The University records only students' and employees' citizenship, not their ethnicity, nationality, origin, race or language. All the matters related to ethnicity, nationality, origin and race become relevant in terms of the University's activities when students or staff members suffer discrimination on these grounds. Otherwise, this is private information. The University is striving for internationalisation but still remains an exceptionally-Lithuanian higher education institution. Therefore, it is needed to: 1) attract more foreign students and staff to study and work at the University; 2) educate the community about different cultures and traditions; 3) disseminate information to the whole community and, in particular, to the current foreign students about the possibility to report discrimination and consult with equal opportunities coordinators on equality and diversity matters at the University; 4) ensure the provision of information in Lithuanian and English in the University's electronic environment, which is relevant to both students and staff.

7. Sexual orientation. In the University, all the matters related to sexual orientation become relevant only if discrimination based on it occurs in the context of studies or work. In other cases, this remains to be private information. The activities of the University's LGBT+ Group are forming naturally, in relation to the needs of the LGBT+ persons. Presumably, the creation of an environment that embraces and values diversity will naturally lead to the emergence of other groups or communities connecting individuals experiencing discrimination on other grounds. However, it is needed to: 1) disseminate information on the possibility to address someone regarding discrimination at the University; 2) educate the community on gender identity and LGBT+ topics.

8. Religion and faith. The needs of Christian Catholics have been addressed the most widely in the University, and there is little information on the University's community members of other religions. It can be presumed that people following other religions and faiths study or work at the University. So far, the needs of such individuals have not been put forward or known. That is why the needs of practitioners of other religions and faiths need to be clarified and pursued.

9. Social status. To date, the University has not addressed social status issues in order to attract and, where appropriate, provide assistance to students who need help with their current socio-economic situation. The first targeted initiative was the awarding of commemorative grants to mark the University's 440th anniversary. However, information on social status is gathered only from the statistical data on one-off social grants awarded. Therefore, it is required to: 1) identify and systematically adopt approaches to attract students in need of assistance due to their socio-economic backgrounds; 2) establish criteria for monitoring statistical data related to students who are in need of assistance due to their socio-economic status; 3) to monitor the progress of such students during their studies and determine what additional support is needed to enable them to complete their studies.

10. Beliefs and convictions. A diversity of beliefs and convictions exist and will always exist in the University. It is embedded in the Statute and is guaranteed as part of the human freedom, exercised without prejudice to the rights and freedoms of others (without violating the dignity of a person and creating an intimidating, hostile, humiliating or offensive environment). However, both student and staff community surveys pointed to discrimination on the basis of beliefs and convictions. Consequently, educational activities have to be carried out regarding this basis for discrimination, highlighting the fact that the diversity of beliefs and attitudes is possible without prejudice to the rights of others.

11. Family status. Initiatives to improve the balance between work and family life have already been started at the University. Efforts should be made to ensure that measures to balance work with family life are regarded by both academic and non-academic staff as a naturally-occurring policy of the University's organisational culture. To reach this goal, it is needed to: 1) ensure flexible work opportunities and disseminate information to employees about the possibility to make flexible work arrangements; 2) develop work-life balance measures and infrastructure for students and staff.

12. Diversity. Considering the demographic data of the University's community, it can be said that it is fairly homogeneous. As one of the goals of the University is to become more international and open, diversity has to be cultivated by: 1) educating on the advantages diversity brings to the University as an institution and as a community; 2) seeking to attract students and staff from different social and cultural groups; 3) developing an inclusive study and work environment.

13. Priorities. People from a wide range of social and cultural groups study and work at the University. In order to systematically and qualitatively develop equal opportunities and diversity services, priority has to be given to those social groups whose problems are largely known. In this case, the following activities should be focused on: 1) increase diversity (gender, cultural, disability, social status, etc.) by ensuring equal opportunities to participate and include oneself in the University's community; 2) ensure a functioning anti-discrimination system for all the discriminated groups.

14. Anti-discrimination. The Code of Academic Ethics lays out strong theoretical and practical foundations to ensure that discrimination is not tolerated and sets up a mechanism to protect students and staff from such violations; however, in practice, the Central Academic Ethics Commission is seldom addressed on such matters. The results of surveys show that students and staff face discrimination on various grounds and suggest that defending the discriminated groups, personal interests and dignity is not taken for granted or considered relevant. For these reasons, it is necessary to: 1) develop a practice (culture) of openly conversing about the discriminated groups and their rights; 2) expand the functions of the Trust Line: accept reports on both sexual harassment and

discrimination and set up a commission to investigate cases of discrimination on various grounds; 3) continuously collect statistics on cases of discrimination considered by the ethics commissions of the core academic units and by the commissions examining work duty violations; 4) simplify the appeal and complaint procedures when addressing the Central Ethics Commission and the ethics commissions of the core academic units, making the procedures clear, convenient and easily accessible; 5) actively disseminate information on the possibility to address someone regarding discrimination.

RECOMMENDATIONS

Having assessed the situation in the University and in pursuance of an environment open to equality and diversity, the following recommendations are made. Seeking to work with individuals from different social backgrounds as consistently as possible, it is recommended to pay special attention to the development of equal opportunities in the areas of disability, gender equality, different cultures and different social statuses:

1. Strive for dignified, need-oriented and high-quality study and work conditions at the University for people with disability. All the activities laid out in the action plan for 2017-2020 of the strategy “Open University for People with Disabilities” should be implemented, and the basis of disability should be included in the “Diversity and Equal Opportunities Strategy 2020-2025” of the University when organising activities in the same priority areas as those identified in the “Open University for People with Disability” strategy. Additional attention should be paid to consolidating and developing the system for study individualisation to meet individual needs arising from disability. Yet another clear direction is the development of services and the provision of equivalent-quality studies for students with an “invisible” disability. Further attention should be paid to attracting employees with disability and ensuring adequate working conditions for them.

2. Strive for gender equality in individual areas of science and studies at the University through implementing gender equality plans with respect to students and staff and through pursuing gender balance in the University’s governing bodies. In order to ensure equal career opportunities for women and men, thus achieving gender balance in the highest academic and non-academic positions and in the University’s governing bodies and administration, it is recommended to produce gender equality plans that would help implement gender equality policies in these areas. To encourage and support employees and students pursuing careers, the development of measures to balance work with family life is also significant. The consistent collection and analysis of data on the gender pay gap are of significance as well as the aim of narrowing that gap. In order to achieve a better gender balance among students in bachelor, master and doctoral study programmes, it is necessary to develop measures that could help attract representatives of different genders as well as change the attitudes of educators in certain fields of science and studies about which gender is capable of studying in one field of another. By the same token, it is essential to conduct educational and social initiatives to change the attitudes towards “masculine” or “feminine” study programmes.

3. Promote cultural diversity in the University and seek equal inclusion of foreign students and staff in the University’s community. Seeking to promote equal opportunities for

participating in the life of the University's community, it is recommended to educate the community on different cultures and traditions, to review the existing cultural, educational, sporting programmes and events in the University and to search for ways to best engage students and staff in these activities. It is also necessary to search for ways to simplify the process of recruiting and community inclusion of foreign educators, to implement the principle of bilingualism on the University's intranet, e-learning system, website and when communicating about community services available. The development of a mentoring system for full-time foreign students is of essence too.

4. Ensure equal opportunities for people experiencing social exclusion due to financial or other social circumstances to seek for higher education at the University. To achieve this goal, it is necessary to identify ways of attracting more students from various groups vulnerable to discrimination, to identify problems (barriers) faced by students from non-Lithuanian schools when entering the University and to attend non-Lithuanian schools and work on attracting more students from Lithuania's national minorities. In addition, it is needed to work on measures that would help secondary school students from socially-complex backgrounds prepare for final exams, to identify study experiences at the University of students from Lithuania's national minorities and to develop a grant or other support system to attract and support students experiencing social exclusion due to a variety of circumstances.

5. Create measures to better balance studies and (or) work with private life commitments of the University's community members (maternity, paternity, caretaking of family members, etc.). This involves disseminating information about the possible arrangements and modes of flexible work, promoting them, implementing the pilot project regarding the children playroom in Saulėtekis and checking whether the expectations of staff and students are met. If necessary, mother/father and child areas for changing, feeding, as well as putting children down for a nap, can be established on the campuses. Children's summer engagement through educational camps should be strengthened and expanded by encouraging more core academic units to join the initiative. Moreover, staff members returning from a childcare leave could receive specific refresher training on the latest workplace practices.

6. Develop effective anti-discrimination measures at the University aimed at eliminating direct and indirect discrimination, harassment and discrimination propagation on the grounds of gender, race, nationality, citizenship, language, origin, social status, faith, beliefs or convictions, age, sexual orientation, disability, ethnicity, religion, family status and intention to have a child (children) and to foster an organisational culture where diversity is valued and each community member is respected. The achievement of these goals requires: systematic education of the University's community on equality, diversity, intercultural development, human

rights, discrimination reduction, harassment and sexual harassment as well as hate speech; engagement of as many community members as possible in equality and diversity activities in the context of work and study; setting up a friendly internal mechanism to address and investigate complaints regarding discrimination or perceived discrimination, thereby raising the awareness among community members of the responsibility for discrimination occurring near them and informing those responsible. Moreover, a legal act regulating the anti-discrimination system at University should also be developed, and the principle of equal opportunities and equal gender representation in decision-making should be included in other legal acts. Aiming at raising awareness of the development and existence of equal study and work opportunities, the image of the University as an education institution open to equality and diversity needs to be developed both internally and externally. Individuals in leading positions have to publicly demonstrate support to the promotion of equality and diversity at the University, and all the information on services and initiatives in this area has to be publicly disseminated.

7. Develop effective mechanisms for monitoring and overseeing diversity and equal opportunities activities at the University in order to cultivate a forward-looking direction and accountability. In order to achieve this, a team of employees (the diversity and equal opportunities team) has to be retained and strengthened. The team would act as a monitoring and supervisory body of diversity and equal opportunities policies (setting indicators (criteria) to be monitored and regularly (as agreed) conducting impact assessments of the strategy and the measures laid out in the action plan). Seeking to move forward in the area as efficiently as possible and to take into account global trends, an equality and diversity advisory board (comprised of the University's staff members and external experts working in the field of equality, diversity and human rights) is recommended to be set up. Matters related to equality and diversity should be included in the community surveys (of students and staff) and monitored in the event of employment or study contract termination.