



# MONITORING OF DIVERSITY AND EQUAL OPPORTUNITIES AT VILNIUS UNIVERSITY 2021–2022

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The Monitoring report was prepared by the Equal Opportunities Team of the Community Development Division of Vilnius University, based on the data provided by the academic units of Vilnius University, the Strategic Planning Division, the Human Resources Division, the Community Development Division, the Study Administration Division, the Communication and Marketing Division, the International Relations Division, the Health and Sport Center, the Culture Centre, the Counseling and Training Center of the Faculty of Philosophy, the Finance Department, the Student Services and Career Division, the Property Management and Service Centre, and the Information Technology Service Center.

# ACTIVITIES AIMED AT DIVERSITY AND EQUAL OPPORTUNITIES AT THE UNIVERSITY

Approved by Resolution of the Senate of Vilnius University (No. SPN-6) of 18 February 2020, [the Vilnius University Diversity and Equal Opportunities Strategy 2020–2025](#) aims to create a study and work environment at the University that promotes individual, social, and cultural diversity and ensures equal opportunities for University community members. The strategy pays particular attention to ensuring equal opportunities in the areas of disability, gender equality, different cultures, and social status.

With its Diversity and Equal Opportunities Strategy 2020–2025 and the Implementation Plan of Vilnius University Diversity and Equal Opportunities Strategy 2020–2025, Vilnius University was the first among Lithuanian higher education institutions to cover the entire University community – both employees and students. The Diversity and Equal Opportunities Strategy at the University is developed by the Pro-Rector for Organisation Development and Community Affairs and coordinated and implemented by the Community Development Division in line with its competency.

Activities are also implemented, in line with their competencies, by the academic units of Vilnius University (the Heads of units, Vice-Deans, and contact persons), the Student Services and Career Division, the Communication and Marketing Division, the Human Resources Division, the Property Management and Service Centre, the Study Quality and Development Division, the Information Technology Service Center, the International Relations Division, the non-academic units of the University that provide self-expression services (the Counseling and Training Center, the Health and Sport Center, the Culture Centre), and Vilnius University Students' Representation. We strongly believe that equality and diversity are fostered by the entire University community, guided by its beliefs and values.

The strategic directions for fostering equality and diversity at the University are to:

- strive for dignified, needs-oriented, and high-quality study and working conditions at the University for people with a disability;
- strive for gender equality in individual areas of science and studies at the University through implementing gender equality plans concerning students and staff and through pursuing gender balance in the University's governing bodies;
- promote cultural diversity at the University and seek equal inclusion of international students and staff in the University community;
- search for ways to enable people experiencing social exclusion due to financial or other social circumstances to pursue higher education at the University;
- develop measures that help members of the University community better balance study and/or work commitments with personal commitments (maternity, paternity, caretaking of relatives, etc.);
- develop anti-discrimination measures at the University to reduce direct and indirect discrimination on all the prohibited grounds of discrimination enshrined in the legal acts of the Republic of Lithuania and to foster an organisational culture that values diversity and respects each member of the University community.

The monitoring of equal opportunities at Vilnius University takes place for the third time. The monitoring reports for previous periods can be found here:

- 2018–2019 ([Monitoring of Diversity and Equal Opportunities Situation at VU in 2018-2019](#))
- 2020 ([Monitoring of Diversity and Equal Opportunities Situation at VU in 2020](#))

The monitoring of the situation regarding diversity and equal opportunities in 2021–2022 followed the same structure as before. In addition, the context of the 2021–2022 period, which was exceptional due to the pandemic and its restrictions, the challenges posed, and the opportunities provided by remote work, carrying out lectures and seminars online, is also reflected. The war in Ukraine escalated in February 2022; it affected the entire University community, leading to an obvious mobilisation of efforts, multiple support initiatives, and volunteering to provide full support to the Ukrainian academic community, which members have joined the VU community.

We are grateful to our colleagues who have participated in the preparation of the Monitoring of Diversity and Equal Opportunities: Viktorija Norvilaitė, Jurgita Dugnienė, Jurgita Alonderytė-Venckienė, Skaistė Grudzinskaitė, Marija Norvaišaitė, Lina Garbenčiūtė, Simona Aleksynaitė, Gretė Gerulaitytė, Edita Kirlytė, Urtė Lina Orlova, Gintė Jokubaitienė, Ramunė Žilinskienė, Gintaras Vitkus SJ, Anzelma Ūselienė, Laura Ustinavičiūtė-Klenauskienė, Laura Sabaliauskė, Aušrinė Jurgelionytė, Rokas Baliukovas, Marius Umbražiūnas, Aurelija Novelskaitė, Judita Barkauskienė, Gražvyda Lunevičiūtė-Griškevičienė, Arūnas Stašionis, and Alina Kančialskytė.

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# STUDENTS AND EMPLOYEES WITH DISABILITIES

The activities addressing the topic of disability provided for in the Vilnius University Diversity and Equal Opportunities Strategy 2020–2025 are a consistent continuation of the Strategy "[Open University for People with Disabilities](#)". The Disability Strategy and Action Plan approved by the Senate of Vilnius University in 2017 was a completely new step in Lithuania at that time when a long-term commitment to work systematically in the field of openness and accessibility for people with disabilities was adopted university-wide.

**Students with disabilities.** The individualisation of the study process is organised according to the [Description of the Procedure for the Individualisation of Studies at Vilnius University according to Individual Needs Arising from Disability, approved by Order of the Pro-Rector for Studies on 30 October 2019](#). Following this document, starting from the spring semester of 2020, studies can be individualised for students who express a willingness and justify the need for individualisation due to their disability (the determined level of working capacity or disability) or provide documents and recommendations of other specialists to evidence such a need.

Studies are individualised for students with visual, hearing impairments, reduced mobility, medical conditions, autistic spectrum disorders, attention deficit disorders, learning disabilities (dyslexia, dysgraphia, dyscalculia, etc.), and other health-related issues that have an impact on the learning process (diabetes, multiple sclerosis, oncologic conditions, etc.). The University continues to refer to the principle that students and unclassified students with long-term physical, mental, intellectual, or sensory impairments which, when interacting with other barriers, may prevent such persons from participating fully and effectively in society are considered students with disabilities. Therefore, the study process is individualised not only for students with a determined working capacity of 45 per cent or lower but also for those with a higher or undetermined level of working capacity.

Possible methods of individualising the study process: extending the time available for the assessment of achievements; the use of suitable (e.g. larger) fonts; alternative forms of the assessment of achievements; the possibility of assessing achievements in a separate room; the possibility to schedule the assessment of achievements more evenly; allowing to use the necessary computer hardware, software, and compensatory equipment; and other ways of individualising the study process based on the individual needs.

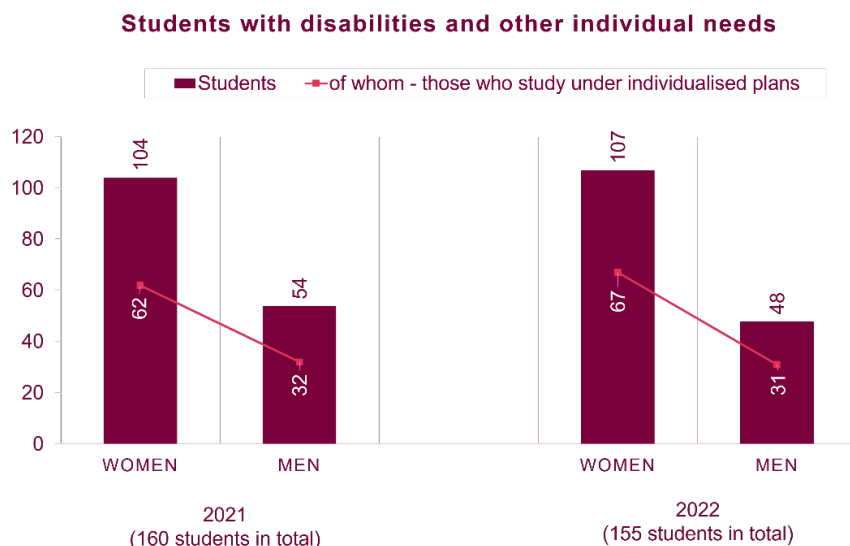
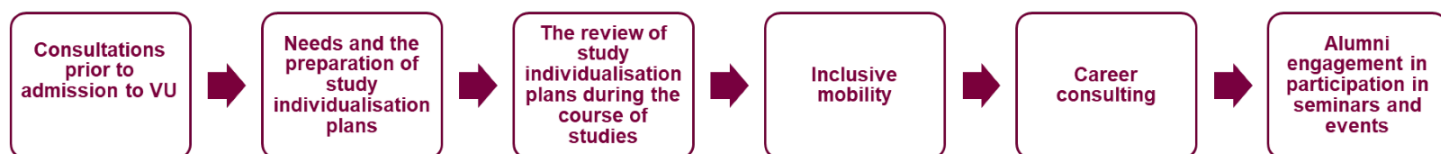


Fig. 1. VU students with disabilities and those who study under individualised plans in 2021 and 2022 (persons) (source: Community Development Division)

Compared to previous years, the number of students with individual needs arising from disability has remained stable (in January 2019, 124 students with disabilities were studying at Vilnius University, compared to 119 students in January 2020)<sup>i</sup>. Since 2018, most of the recommendations and individualised study plans have been developed for students with psychosocial (33 students), visual (22 students), and complex (21 students) disabilities. The consistently collected and currently available data show that in 2021 and 2022, the share of students with disabilities and learning difficulties represented 0.7 per cent of the total number of students).

Reflecting on several years of work experience, state-guaranteed financial support serves as an incentive to participate in the education system; however, it does not fully meet the needs of students with disabilities because there is a visible lack of individualised and need-satisfying services in this field. Only a fixed amount of financial support for students with disabilities is available, and students with a level of working capacity of 45 per cent or lower are the only ones eligible for support. The right to access financial aid is granted based on the level of working capacity of a person, and the individual needs in the study process are not taken into account. Students with a level of working capacity higher than 45 per cent, learning difficulties, or the need for additional services or tools have yet to have an opportunity to apply for financial support.

**Individual consultations.** These consultations on the issues of the adaptation of studies due to disability are provided to prospective and current students and teaching staff from the moment of the expression of intention to study at the University until the provision of career advice upon graduation.



Where necessary, before entering the University, the adaptation of the physical environment for students with disabilities is looked over together with prospective students of Vilnius University in a relevant unit in which they would like to study, and consultations on how studies can be adapted for persons with a specific disability are provided. After the students have entered the University, consultations on the possibilities of adapting their studies take place, an assessment of the needs of adaptation of studies is carried out, advice during the preparation of study individualisation plans is provided, and these plans are reviewed and supplemented if necessary.

In cooperation with the International Relations Division, consultations on the opportunities and flexibility offered by the Erasmus exchange mobility programme are provided for students with disabilities, considering the needs arising from physical, mental health, or other difficulties and disabilities. Students with disabilities who are interested in career opportunities or are encountering challenges in planning their career paths are consulted in cooperation with the Student Services and Career Division of Vilnius University. Every year, about 100 individual consultations on study process adaptation matters are provided to students and lecturers of the University.

Due to the specificity of the topic of people with disabilities in higher education and the lack of methodological material on this topic in Lithuania, both external partners and other universities approach Vilnius University for consulting on how to adequately address the needs of students with disabilities and learn about good practice in this field. Those wishing to receive newsletters on the upcoming events of Vilnius University on the topics of disability, learning difficulties, and adapting the study process are welcome to fill in the form [events on disability and learning difficulties topics](#).

**Employees with disabilities.** According to the Human Resources Division data, on 31 December 2022, 35 employees with disabilities, who had disclosed this information voluntarily, were employed at the University, including 20 women and 15 men. In 2018–2019, there were 25 employees with disabilities (five women and ten men), <sup>ii</sup> and in 2020, there were 37 (22 women and 15 men)<sup>iii</sup>. Employees inform the University about their disability if a special working environment needs to be created or if they are entitled to longer-term leave. Otherwise, the employer is not allowed to store redundant sensitive information unrelated to the employment relationship. Therefore, only a ballpark figure is available, which does not allow more specific conclusions to be drawn.

To promote employment-seeking opportunities at the University for people with disabilities, since 2019, Vilnius University has actively cooperated (different faculties and units) with the [social recruitment agency SOPA](#) (in Lithuanian), which advises employers and job-seekers with disabilities. As a result of this cooperation, in March 2021, the webinar “Disability and career opportunities. Where to start?” was organised together with the Student Services and Career Division of Vilnius University.

Also, Vilnius University contributes to the initiative ‘[DUOday](#)’ (in Lithuanian) every spring. The main goal of this initiative is to open the doors of the organisation to people with disabilities for at least one day and to show what kind of work and activities are carried out at the specific workplace. It thus aims to mutually encourage people with disabilities not to be afraid to get to know specific organisations and test their skills. In 2021, the Community Development Division and the Botanical Garden joined the initiative; in 2022, the University Library also participated. This initiative is set to continue.

**Training for the community.** In 2021–2022, 15 workshops and events were held on topics concerning disability, learning difficulties, and adapting the study process, including hearing, vision, dyslexia, autism, and mental health difficulties, as well as review/assessment and examination of the adaptation-related ones. Seminars are organised in cooperation with international partners and various disability organisations, as well as with topic-relevant partners at the University (the Counseling and Training Centre, the VU Students’ Representation, etc.). The seminars were attended by more than 500 members of the VU community. Vilnius University students and graduates with disabilities shared their study experience during seminars, events, and interviews on VU social media platforms. The most active interest in seminars on disability, learning difficulties, and study process adaptation topics was shown by academic and non-academic employees of the Faculty of Philology, Šiauliai Academy, the Faculty of Philosophy, the Life Sciences Center, and the Faculty of Chemistry and Geosciences, as well as the staff of the Vilnius University Library. The accumulated seminar and training materials and summarised recommendations on the methods of individualising studies are available on [the Intranet of Vilnius University](#) (in Lithuanian).

Every year, employees of Vilnius University attend a five-day (eight academic hours) training session organised by the State Studies Foundation under the project “Studijų prieinamumo didinimas” (“Enhancing Accessibility to Studies”). Since 2016, 40 employees delegated by Vilnius University have attended the training, filling the quotas granted to VU.

**Creating infrastructure for people with disabilities.** By creating an appropriate environment and infrastructure, Vilnius University continues to actively contribute to serving the needs of persons with disabilities. According to the Property Management and Service Centre data, many works were carried out in 2021–2022. First of all, a pedestrian walkway was refurbished on the Saulėtekis Campus, allowing people with reduced mobility to have easier access to the training campus from the Saulėtekio pr. trolleybus and bus stop (a section of the car park fencing was dismantled, obstacles hindering wheelchair access were removed, and special road surface markings were added). Also, the disabled access ramp at the main entrance of the Faculty of Law was refurbished (the degree of the slope was reduced, and the ramp was equipped with handrails). Furthermore, the technical projects of three additional ramps were developed: one for the ramp at the side entrance of the Faculty of Law building and two for the ramps in the connecting building, which will

facilitate access to the JR1 auditorium. Installation of the two ramps has already commenced, and the intention is that all three ramps will have been installed within two years. Also, two technical projects on the installation of ramps at the University's Old Campus were developed: at the main entrance from the Library Courtyard and the main entrance to St. Johns' Church from the Great Courtyard. Besides the installation of ramps for people with reduced mobility, those with visual impairments have also not been forgotten. To facilitate their orientation in the environment, the intersection of stairs and other uneven surfaces is marked with bright yellow anti-slip tape. Also, six physical workstations for people with individual needs are provided: one on the Saulėtekis Campus, another on the Old Campus, and four in the dormitory complex on M. K. Čiurlionis Street.

**Summary.** The available practical experience and knowledge of the experience and practices of other European universities on the assistance of students with disabilities or other learning difficulties show the necessity to develop a range of professional services in the higher education system, namely, the flexibility and accessibility of professional notetakers, learning mentors, as well as the flexibility and accessibility to the service of personal assistants (currently, the service is limited to the possibility of accompaniment). It is vital to develop our awareness of auxiliary information technologies that assist in the study process and improve the accessibility of such solutions in the Lithuanian language. It is important to maintain services such as personal assistance for students with learning difficulties and increase and ensure the availability of existing services (sign language interpreters and mental health services for students). At the same time, it is important to ensure the continued provision of current activities, such as the education of community members on the topics of disability and individual needs arising from a disability, the universal design for learning, the awareness of opportunities to adapt and individualise the study process to a person's individual needs at the University, the provision of individual consultations for those intending to study or already studying, and to foster and enhance the accessibility of the physical and informational environment.

## GENDER EQUALITY

Gender equality is defined as the state when women and men have the same rights and opportunities to learn, work, receive equal pay, achieve an appropriate work-life balance, be provided with the necessary services, and participate in decision-making ([Office of the Equal Opportunities Ombudsperson](#) (in Lithuanian)). The University must ensure gender equality both as an institution of higher education and studies ([the Republic of Lithuania Law on Equal Treatment](#)) and as an employer ([the Labour Code of the Republic of Lithuania](#) (in Lithuanian)). To achieve this, [the Vilnius University Gender Equality Plan 2021–2025 \(GEP\)](#) was prepared and approved in 2021 by Resolution of the Senate. The plan was drawn up per the guidelines on developing gender equality plans ([Gender Equality in Academia and Research – GEAR tool](#)) of the European Institute for Gender Equality (EIGE) and [the European Commission Gender Equality Strategy 2020–2025](#). In addition, it follows the UN Sustainable Development Goals ([UN SDG](#)), the laws and regulations of the Republic of Lithuania, the guidelines of the Lithuanian University Rectors' Conference, and, of course, the documents of Vilnius University: the Vilnius University Diversity and Equal Opportunities Strategy 2020–2025, the Implementation Plan of Vilnius University Diversity and Equal Opportunities Strategy 2020–2025, and the Monitoring of Diversity and Equal Opportunities Situation at Vilnius University in 2020 ([VU Equal Opportunities](#)).

The VU GEP aims to demonstrate and consolidate the University's long-term commitment to gender equality and to ensure that the principles formulated in this plan are maintained and further developed in continuity throughout the changing terms of office of the highest governing bodies of the University. In the Gender Equality Plan, VU undertakes to follow a consistent and systematic approach to the implementation of the principles of gender equality in the following areas: organisational governance and decision-making, staff

management (as well as work-life balance and the prevention of sexual harassment), gender mainstreaming in research, experimental development and studies, and organisational communication and culture.

The VU GEP is supplemented by gender equality plans of VU units. At the beginning of 2021, the councils of six units approved separate GEPs: [the Faculty of Economics and Business Administration](#); [the Faculty of Philosophy](#) (in Lithuanian); [the Faculty of History](#) (in Lithuanian); [the Faculty of Communication](#) (in Lithuanian); [the Institute of International Relations and Political Science](#); and [the Business School](#). The units do not necessarily set the same objectives as the VU. For example, the GEP of the Institute of International Relations and Political Science GEP entails analysing students' needs to achieve an appropriate life-studies balance.

In September 2022, the Network of Gender Equality Coordinators was established under the implementation of the VU GEP, aiming to promote gender equality at individual units of the University and VU in general. The Network of Gender Equality Coordinators consists of representatives (incidentally, currently all female) from 15 academic units and its activities are coordinated by the equal opportunities coordinator (also female) (Community Development Division). Members of the Network coordinate the implementation of their respective unit's GEP, if any, or carry out other activities promoting gender equality (e.g. addressing gender equality topics in the community of their unit). Periodic network meetings have been organised since 29 September 2022 to share knowledge and good practice related to gender equality.

Also in 2022, to implement the VU GEP objective "Implement discrimination, mobbing, and sexual harassment prevention", internal VU documents were drafted: the Policy on the Prevention of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution at Vilnius University and the Description of the Procedure for the Investigation of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution Cases at Vilnius University (see more in the chapter on Anti-discrimination Measures).

While implementing the VU GEP objective "Gender mainstreaming in RCDCl and studies", members of the research group of the Gender Studies Centre at the Faculty of Communication of Vilnius University teach General University Studies (GUS) course units "Gender Studies", "Equal Opportunities and Non-Discrimination", "Gender Discourse in Media" (KF). The GUS course unit "Gender Studies" was also taught at Kaunas Faculty in the spring semesters of 2020–2021, 2021–2022, and 2022–2023. Other faculties of Vilnius University also teach gender-related course units: GUS course units "Gender History and Theory" (KnF) and "Gender in Culture" (FsF), optional course units "Women Authors and Characters in the History of Finnish Literature" (FIF, in English), "Antidiscriminatory Social Work" (ŠA, in English), "Politics of Corporeality" and "Feminism" (TSPMI).

One of the constant objectives of the VU GEP is to systematise information on implementing the principles of gender equality at the University. Quantitative data on the position of academic and non-academic staff, female and male students at the University are reviewed in the Monitoring report, and an evaluation is made of whether gender equality has been achieved, thereby contributing to meeting this objective. Gender balance is the equal participation of women and men in all areas of work, projects, and programmes ([EIGE](#)). Various criteria can define this concept: in the European Union, a ratio of 40 to 60 per cent in relation to one or the other gender is generally considered balanced (e.g. [Communication from the European Commission A Reinforced European Research Area Partnership for Excellence and Growth](#), [Gendered Innovations 2: How inclusive analysis contributes to Research and Innovation](#)). Aiming for such a ratio helps ensure that men and women have equal opportunities, regardless of gender, and will be the ratio followed in this Monitoring report.

**Distribution of academic and non-academic staff by gender.** On 31 December 2022, Vilnius University had 5,654 employees, of whom 3,366 were women and 2,288 – men. Compared to previous years, the proportion of women working at the University increased: women accounted for 56.0 per cent of the total employees in



2018, 56.4 per cent in 2020, and 59.5 per cent in 2022 (see Table 1 of the Annex). Also, the total number of employees at VU increased from 4,799 in 2018 to 5,654 in 2022, i.e. by almost 18 per cent.

Regarding the distribution by gender of academic staff, a total of 3,440 persons held academic positions: 1,888 women and 1,552 men (Fig. 2). It also shows consistent growth in the percentage of women (51 per cent in 2018, 52 per cent in 2020, 55 per cent in 2022). The distribution of all employees and academic staff by gender fell within the 40 to 60 per cent ratio. Whereas the ranks of non-academic employees were dominated by women, accounting for more than twice the proportion of non-academic male staff: of the 2,214 total employees, 1,478 (67 per cent) were women, and 736 (33 per cent) were men (Fig. 2). A similar trend was observed in 2018 (women accounted for 66 per cent of non-academic staff) and 2020 (64 per cent respectively). When analysing the distribution of employees in different positions, it is important to note that some of the people working at Vilnius University hold several positions, e.g. both academic and non-academic, and/or work at several units. To reflect the actual number of employees, the data presented here and further in the Monitoring report show the distribution of employees according to their primary position employment contract with the University.

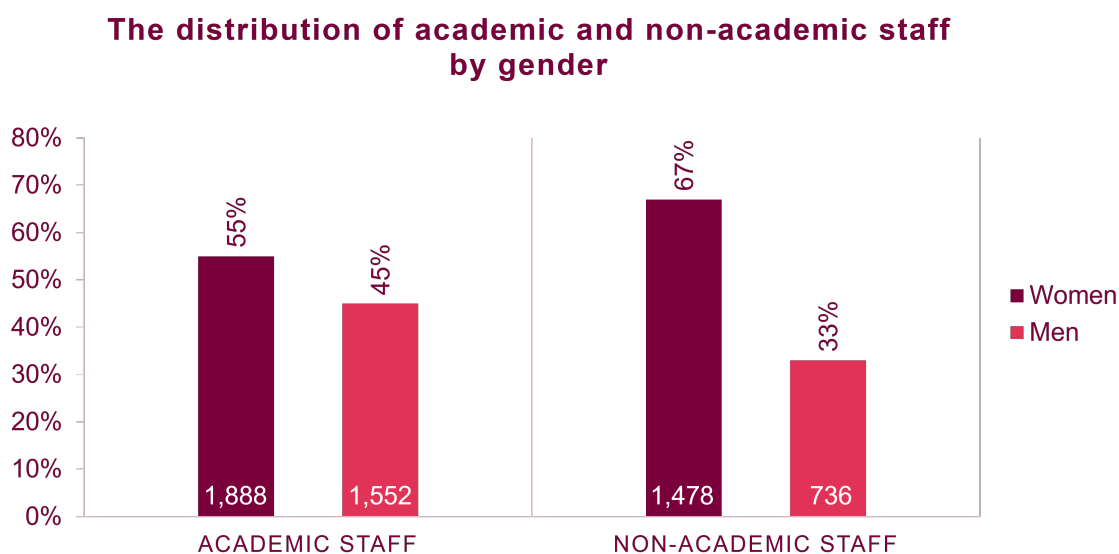


Fig. 2. The distribution of academic and non-academic staff by gender on 31 December 31 2022 (source: Human Resources Division)

**Distribution of women and men in the University's governing bodies.** On 31 December 2022, the distribution of women and men in the University's most important leadership positions was the following:

- The Council: 4 (36 per cent) women, 7 (64 per cent) men, Chair of the Council – female;
- The Senate: 19 (43 per cent) women, 25 (57 per cent) men, Chair of the Senate – female;
- The Rector's team: 2 (33 per cent) women and 4 (67 per cent) men: a male Rector, a female Pro-Rector for Research (Vice-Rector), a male Pro-Rector for Studies, a male Pro-Rector for Partnerships, a female Pro-Rector for Organisation Development and Community Affairs, and a male Chancellor.

In December 2022, the majority of leadership positions were held by men. However, compared to previous years, there is a visible increase in the share of women in the Senate and the Council. More specifically,

compared to 2020, the Senate achieved gender balance in 2022, with the number of women increasing from 34 per cent to 43 per cent, while the Council progressed towards reaching the balance with a rise of the number of women from 27 per cent to 36 per cent (Fig. 3, see Table 2 of the Annex). The distribution of women and men in the Rector's team did not change between 2019 and 2022.

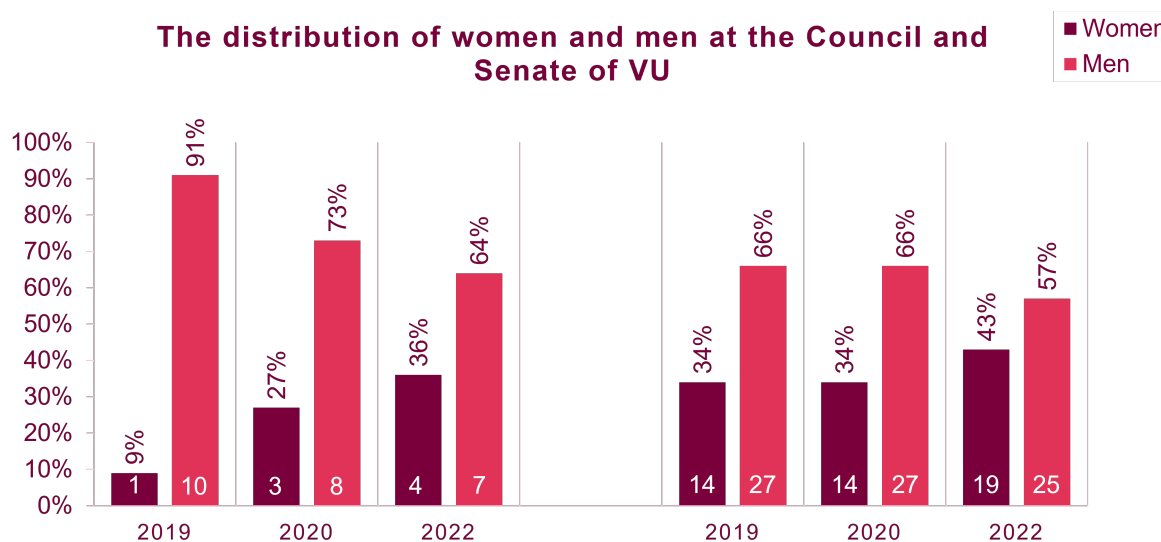
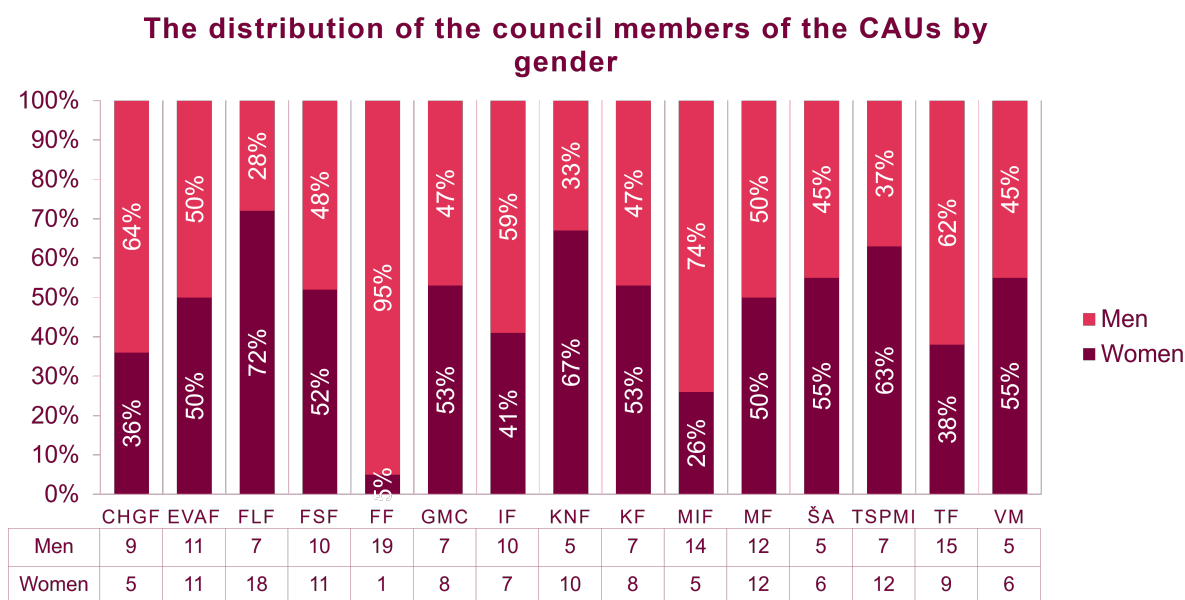


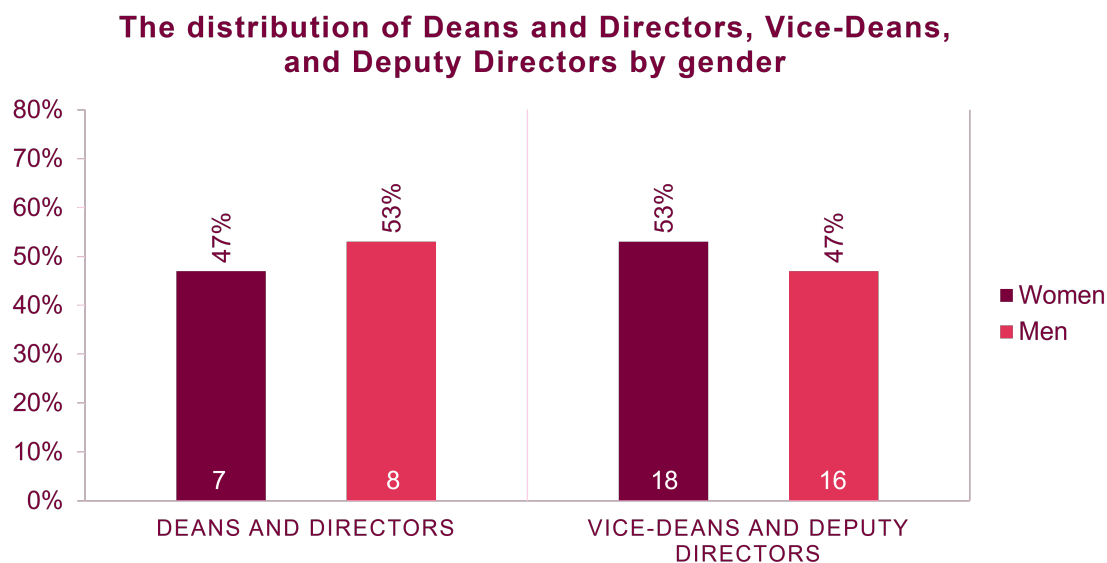
Fig. 3. The distribution of women and men at the Council and Senate of Vilnius University in March 2019, December 2020, and December 2022 (sources: Vilnius University performance reports)

According to the data of 31 December 2022, only two councils of 15 academic units were chaired by women, namely the Faculty of Communication and the Faculty of Mathematics and Informatics. According to the data of 2019, three councils of academic units were chaired by women, compared to four in 2020. Nevertheless, a gender balance was achieved in nine of the 15 councils of academic units: the Faculty of Economics and Business Administration, the Faculty of Philosophy, the Faculty of History, the Faculty of Communication, the Faculty of Medicine, the Faculty of Law, the Life Sciences Center, Šiauliai Academy, and Business School. More than two-thirds of the council members were men at the Faculty of Physics and the Faculty of Mathematics and Informatics. In contrast, at the Faculty of Philology and Kaunas Faculty, more than two-thirds of the council members were women (Fig. 4).

On 31 December 2022, seven of the 15 core academic units (47 per cent) were headed by female Deans or Directors, and 8 (53 per cent) were headed by male Deans or Directors (Fig. 5, see Table 3 of the Annex). The distribution of Vice-Deans and Deputy Directors was similar: 16 (47 per cent) men and 18 (53 per cent) women. In 2019, 2020, and 2022, the proportion of women in the ranks of Deans and Directors increased (see Table 4 of the Annex).



**Fig. 4. The distribution of the council members of the core academic units of the University by gender on 31 December 2022 (source: data of the core academic units)**



**Fig. 5. The distribution of Deans and Directors, Vice-Deans, and Deputy Directors by gender on 31 December 2022 (source: Human Resources Division)**

On 31 December 2022, the heads of branch academic units (institutes) operating in the core academic units were distributed as follows: of the 33 positions, women occupied 17 (52 per cent), whereas men – 16 (48 per cent) (Fig. 6, see Table 5 of the Annex). A similar ratio of men and women was observed among the heads of the core non-academic units: on 31 December 2022, seven units were headed by women (54 per cent) and six

by men (46 per cent) (Fig. 6, see Table 6 of the Annex). Meanwhile, women dominated among the heads of general University units (Fig. 6, see Table 7 of the Annex) – on 31 December 2022, 12 women (75 per cent) and four men (25 per cent) were in charge of these units, and two positions of the heads were vacant. Similar trends in the distribution of the heads of branch academic, core non-academic, and general University units were also recorded in 2019 and 2020 (see Table 8 of the Annex).

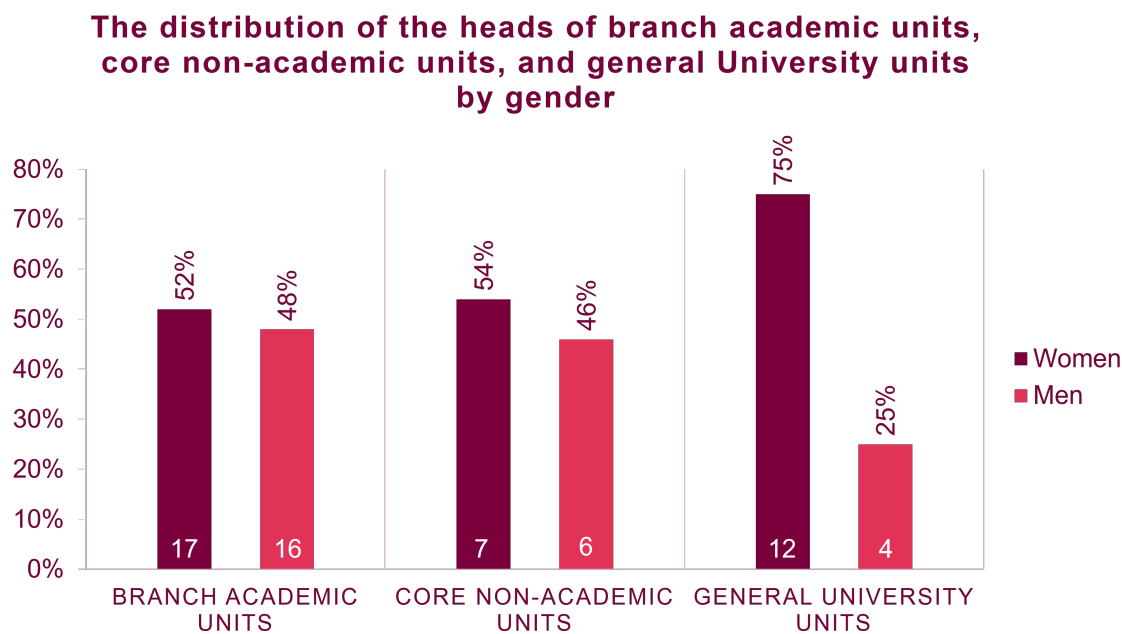


Fig. 6. The distribution of the heads of branch academic units, core non-academic units, and general University units by gender on 31 December 2022 (source: Human Resources Division)

**Distribution of academic employees by gender – teaching staff.** According to the data of 31 December 2022, there was a gender balance among teaching staff at the University: women accounted for 57 per cent (1,478) and men – 43 per cent (1,112) of all teaching staff. The gender balance was also achieved in four out of seven teaching positions: professors, associate professors, assistant professors, and teaching assistants. According to the 2022 data, the number of male partnership professors and partnership associate professors was 84 per cent and 70 per cent, respectively. In contrast, more women held the position of lecturers, 67 per cent (Fig. 7). This distribution, which shows a more significant disparity between the three teaching posts in terms of the relative number of men and women employed, was also recorded in 2019 and 2020 (see Table 9 of the Annex).

At the core academic units, the gender balance of teaching staff was achieved at six out of 15 units: the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Faculty of Communication, the Faculty of Law, the Life Sciences Center, and the Business School. Women comprised more than two-thirds of the teaching staff at the Faculty of Philology, the Faculty of Philosophy, Kaunas Faculty, the Faculty of Medicine, and Šiauliai Academy. In contrast, at the Faculty of Physics, the Faculty of History, and the Faculty of Mathematics and Informatics, there were twice as many male teaching staff members compared to their female counterparts (Fig. 8, see Table 10 of the Annex).

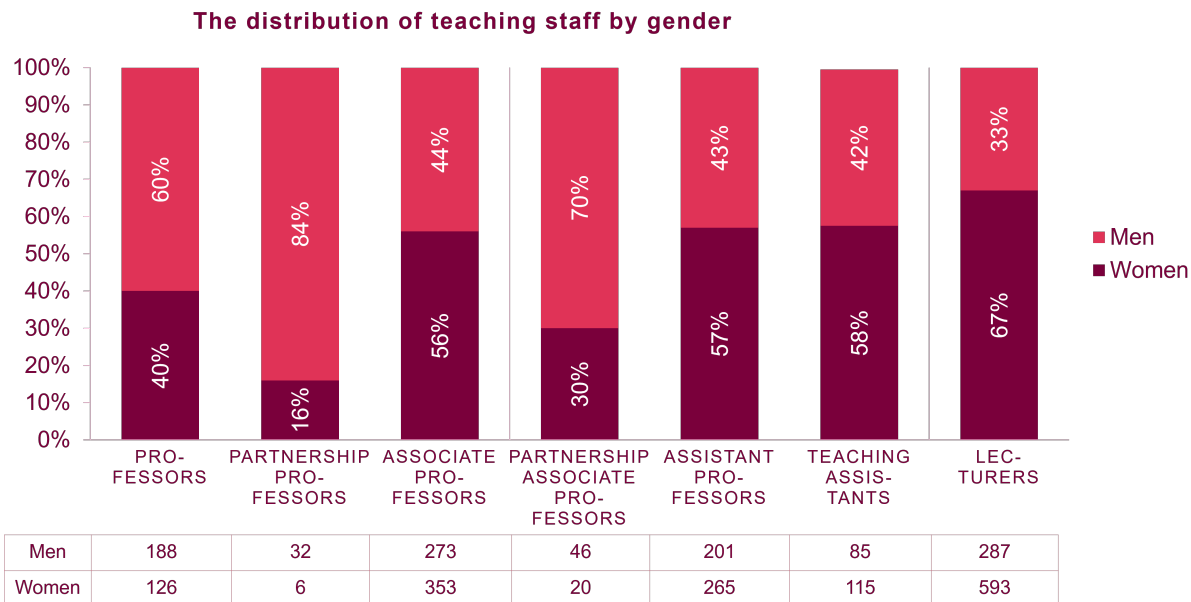
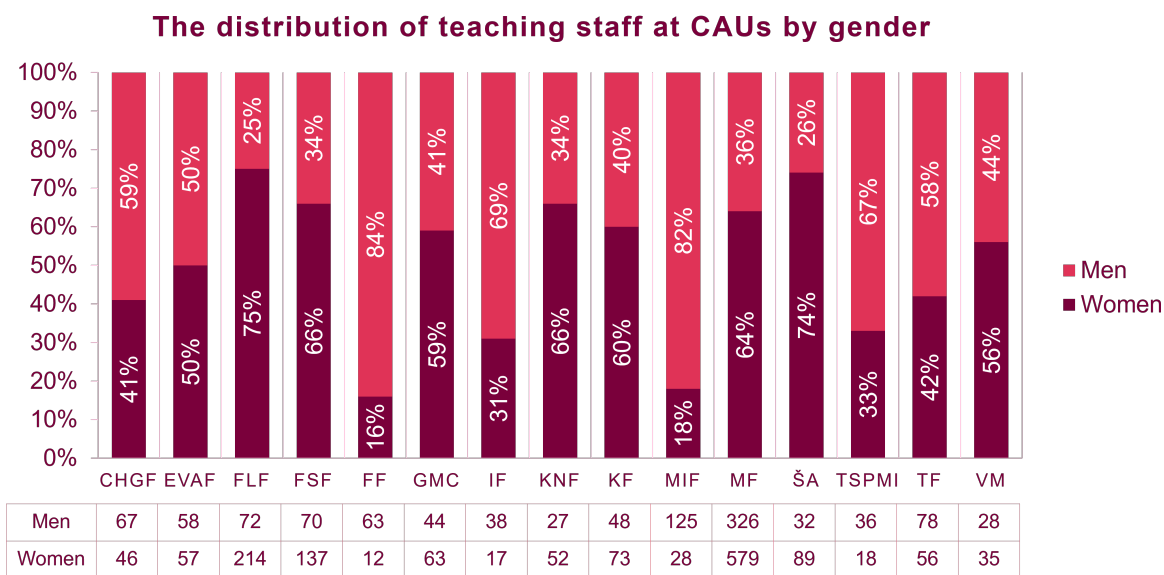


Fig. 7. The distribution of teaching staff by gender on 31 December 2022 (source: Human Resources Division)



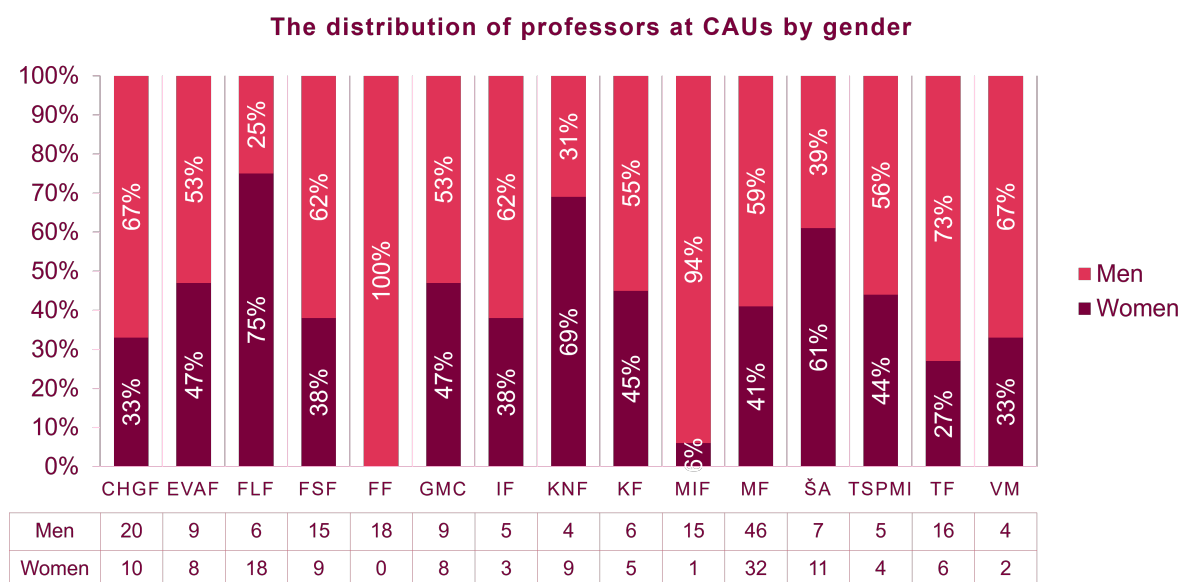
\*The data in the figure do not include two female lecturers who worked at CA and KI.

Fig. 8. The distribution of teaching staff at core academic units by gender on 31 December 2022 (source: Human Resources Division)

Of the 314 professors, 126 (40 per cent) were women, and 188 (60 per cent) were men. Compared to 2019 and 2020, the proportion of female professors increased from 36 to 40 per cent (see Table 9 of the Annex); therefore, gender balance has been achieved. This distribution of professors, considered to be gender balance, was also found at a third of the academic units (five out of 15), i.e. at the Faculty of Economics and Business Administration, the Faculty of Communication, the Faculty of Medicine, the Life Sciences Center,



and the Institute of International Relations and Political Science (Fig. 9). At some of the other units (five out of 15), the number of professors of one gender comprised two-thirds or more of the total number of professors: female professors dominated at the Faculty of Philology and Kaunas Faculty, whereas male professors – at the Faculty of Chemistry and Geosciences, the Faculty of Law, and the Business School. At the Faculty of Physics, all 18 professors were men, while at the Faculty of Mathematics and Informatics, there was only one woman among 16 professors.



\*The data reflected in the Figure does not include three professors with the distinguished professor status (men), who worked at FIF, FF and KnF.

Fig. 9. The distribution of professors at core academic units by gender on 31 December 2022 (per cent) (source: Human Resources Division)

**Distribution of academic employees by gender – research staff.** On 31 December 2022, 850 researchers worked at the University: 410 (48 per cent) women and 440 (52 per cent) men. The proportion of men and women in the positions of senior researchers, researchers, and junior researchers was not notably different, and gender balance was achieved (Fig. 10). There was a noticeable difference among research professors – more than two-thirds (72 per cent) of these employees were men.

Looking at the distribution of men and women in various research staff positions, the percentage of women decreases as each level of seniority increases. The same trend was also recorded in 2020. Still, compared to that period, the proportion of women in all the above positions increased in 2022: research professors (from 25 to 28 per cent), senior researchers (from 36 to 41 per cent), researchers (from 46 to 52 per cent), and junior researchers (from 47 to 55 per cent) (see Table 11 of the Annex).

According to the data of 31 December 2022, the gender balance of female and male research staff working at academic departments was achieved at the Institute of International Relations and Political Science, the Life Sciences Center, the Faculty of Economics and Business Administration, and Kaunas Faculty. Just over 60 per cent of the research staff was female at the Faculty of Chemistry and Geosciences and the Faculty of Medicine. Women comprised more than two-thirds of the research staff at the Faculty of Philology, the Faculty of Philosophy, the Faculty of History, the Faculty of Communication, the Faculty of Law, and the Business School. In contrast, at Šiauliai Academy, all the research staff were female. At the Faculty of Physics and the

Faculty of Mathematics and Informatics, more than two-thirds of the research staff was male (Fig. 11, see Table 12 of the Annex).

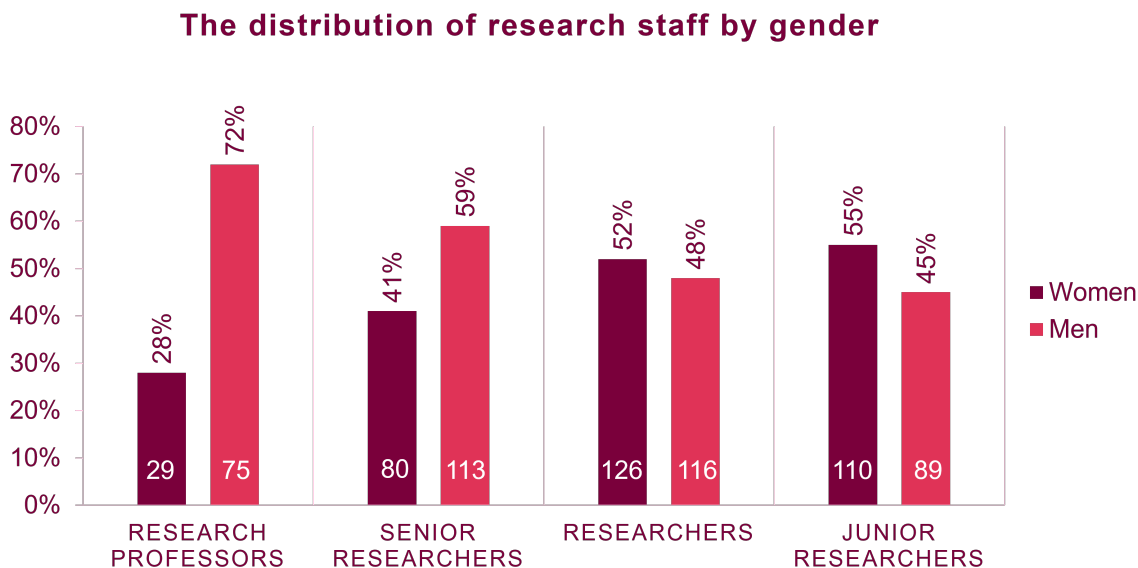


Fig. 10. The distribution of research staff by gender on 31 December 2022 (source: Human Resources Division)

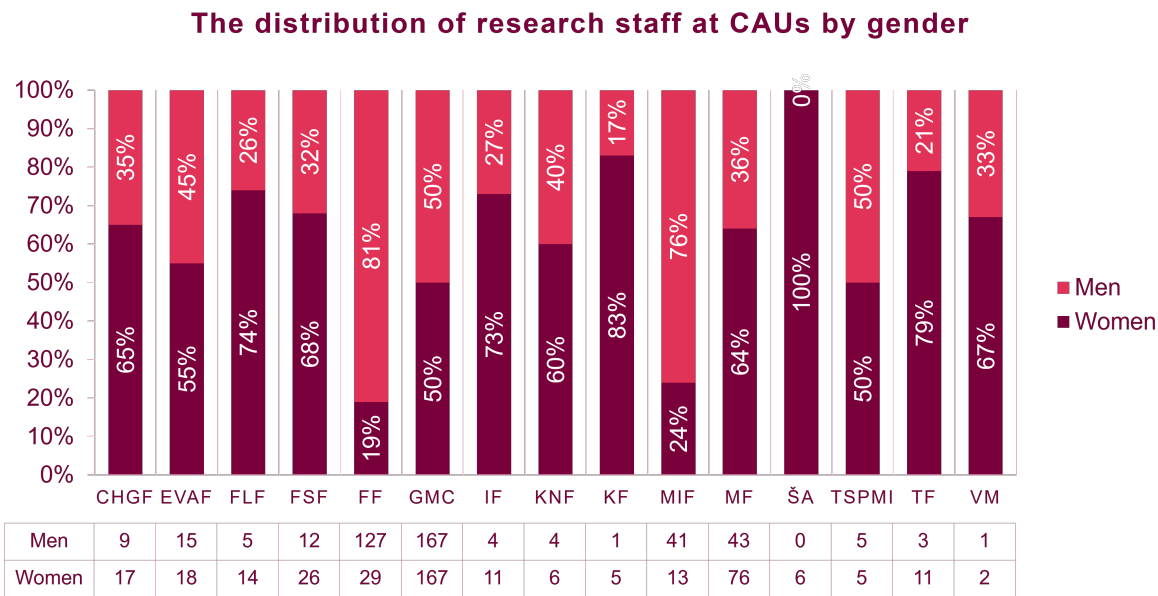


Fig. 11. The distribution of research staff at core academic units by gender on 31 December 2022 (source: Human Resources Division)

On 31 December 2022, nine of the 13 core academic units employing research professors had five or fewer of these employees, while the remaining four core academic units had a higher number of such employees (Fig. 12). Looking at the latter units from a gender perspective, it is seen that twice as many men as women worked as research professors at the Life Sciences Center (18 out of 26, or 69 per cent) and the Faculty of Mathematics and Informatics (11 out of 13, or 85 per cent). At the Faculty of Physics, all 22 research professors were male. On the other hand, at the Faculty of Medicine, the distribution of research professors fell within the relative gender balance limits of 40 to 60 per cent, with five female research professors (42 per cent) and seven male (58 per cent).

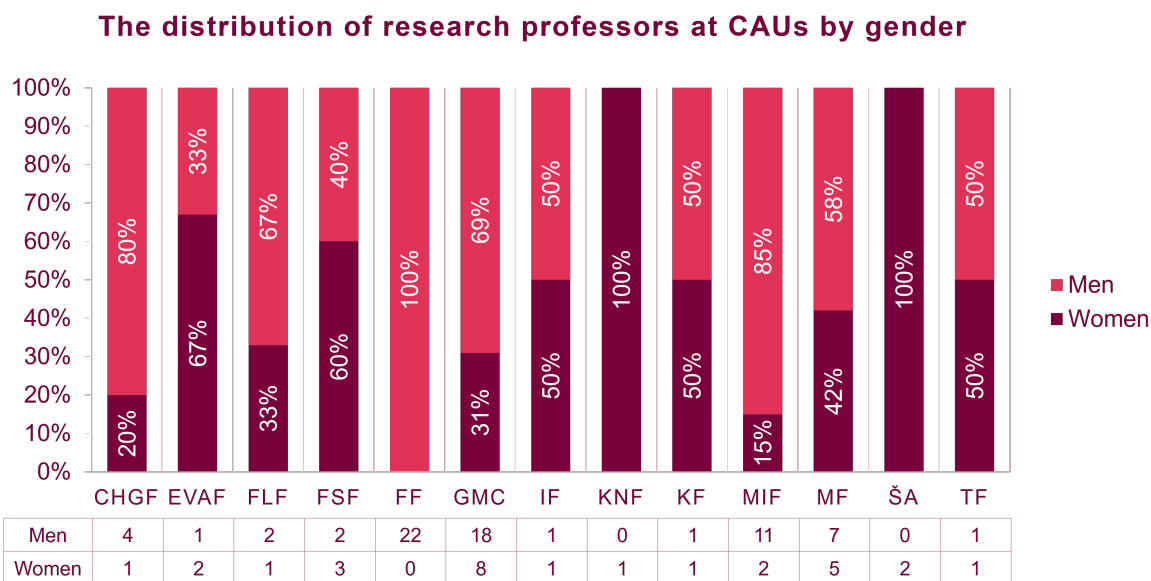


Fig. 12. The distribution of research professors at core academic units by gender on 31 December 2022 (source: Human Resources Division)

**Gender pay gap.** In 2022, the total number of posts in academic and non-academic positions at Vilnius University was 2,444 for women and 1,681 for men (Table 1). Women held 1,167 posts in academic positions, and men – 1,037, whereas in non-academic positions, there were 1,277 posts held by women and 644 by men. Thus, in 2022, women held more posts than men at VU. However, one woman in an academic position held 0.62 posts on average, whereas one man – 0.67 posts; in non-academic positions, women and men had almost identical average posts (0.86 and 0.87, respectively).

Compared to 2018 ([Monitoring of the Diversity and Equal Opportunities Situation at VU in 2018–2019](#), pg. 19), in 2022, the average full-time equivalent of academic positions held by women was lower than in 2018 (0.62 and 0.64, respectively), but the average full-time equivalent of academic positions held by men increased (0.67 and 0.66 respectively); the average full-time equivalent of non-academic positions held by men remained unchanged during the years in question (0.87), but the average full-time equivalent held by women in that position increased (0.81 and 0.86 respectively).

During the years analysed, the distribution of posts held by women and men in the academic hierarchy of Vilnius University was examined. Men holding higher academic positions had a higher share of all posts; for example, men in positions of professors, partnership professors, research professors, senior researchers, and partnership associate professors held 59 per cent, 82 per cent, 68 per cent, 62 per cent, and 67 per cent respectively of all posts in a specific group of positions. Meanwhile, the majority of the positions of associate professors, assistant professors and teaching assistants, researchers and junior researchers, and lecturers

were held by women (57 per cent, 58 per cent and 63 per cent, 51 per cent and 56 per cent, and 68 per cent, respectively). In addition, male professors accounted for almost 17 per cent and male lecturers – 12 per cent of the total number of male-occupied posts at Vilnius University; female professors, respectively, accounted for nearly 12 per cent and female lecturers – almost 26 per cent of the total number of female-occupied posts.

Finally, in 2022, women with academic positions at Vilnius University held 174 project-funded posts, men – 188 (52 per cent) posts. Once again: the higher full-time equivalent of research professor, senior researcher, and junior researcher posts were held by men (64 per cent, 58 per cent, and 54 per cent, respectively), whereas for women – the higher full-time equivalent of assistant professor, researcher, and lecturer posts (71 per cent, 58 per cent, and 87 per cent respectively).

	State budget appropriations and own funds		Project funds		TOTAL	
	Women	Men	Women	Men	Women	Men
<b>ACADEMIC STAFF</b>	<b>993</b>	<b>849</b>	<b>174</b>	<b>188</b>	<b>1,167</b>	<b>1,037</b>
Professor (with distinguished professor status)	0	3	0	0	0	3
Research Professor (with distinguished professor status)	0	5	0	0	0	5
Professor	100	142	0	0	100	142
Partnership Professor	2	9	0	0	2	9
Research Professor	22	49	26	45	47	94
Associate Professor	260	198	0	0	260	198
Partnership Associate Professor	6	12	0	0	6	12
Senior Researcher	47	76	31	42	78	118
Assistant Professor	172	123	2	1	174	123
Researcher	67	65	58	41	126	107
Teaching Assistant	62	36	0	0	62	36
Junior Researcher	36	28	50	58	86	86
Lecturer	219	103	7	1	226	104
<b>NON-ACADEMIC STAFF</b>	<b>1,129</b>	<b>543</b>	<b>147</b>	<b>101</b>	<b>1,277</b>	<b>644</b>
<b>TOTAL</b>	<b>2,123</b>	<b>1,392</b>	<b>321</b>	<b>289</b>	<b>2,444</b>	<b>1,681</b>

\* Post – a full-time equivalent of the working hours of employees, which establishes a 36-hour (six-day) work week for lecturers and a 40-hour (five-day) work week for researchers and non-academic staff at the University ([Description of the Remuneration Procedure for Vilnius University Employees, 15 December 2021](#) (in Lithuanian))

Table 1. The full-time equivalents of posts\* in academic and non-academic positions at Vilnius University held by men and women (persons) (source: Finance Department)

In 2022, the average remuneration of women in academic positions at Vilnius University was 2,557 EUR, while that of men in these positions was 2,862 EUR (Table 2, Fig. 13). The average remuneration of women in non-academic positions was 1,754 EUR, while that of men in these positions was 1,889 EUR. Thus, in 2022, women at VU earned less on average than men: men earned 0.9 per cent higher average official remuneration and hourly wage than women; on average, men received 12.7 per cent higher bonuses, wage supplements, and premiums and 3.6 per cent higher benefits for work on projects than women (Table 2).

	State budget appropriations and own funds				Project funds		TOTAL	
	Official remuneration, hourly wage, holiday pay		Bonuses, wage supplements, premiums		Work on projects			
ACADEMIC STAFF	Men	Women	Men	Women	Men	Women	Men	Women
Teaching position								
Professor (with distinguished professor status)	5,225		1,151		N/A		6,459	
Professor	2,817	2,814	1,400	1,301	N/A	N/A	4,265	4,188
Partnership Professor	2,008	2,192	411	126	0	0	2,419	2,318
Associate Professor	2,181	2,176	736	754	N/A	N/A	2,931	2,953
Partnership Associate Professor	2,050	1,945	273	195	0	0	2,323	2,140
Assistant Professor	1,772	1,775	540	590	4,108	3,868	2,324	2,383
Teaching Assistant	1,450	1,433	548	399	N/A	N/A	2,006	1,844
Lecturer	1,577	1,506	362	312	3,292	3,466	1,953	1,873
Teaching positions in total:	2,100	1,933	777	641	N/A	N/A	2,897	2,602
Research positions								
Research Professor (with distinguished professor status)	5,611		863				6,475	
Research Professor	2,656	2,633	980	886	4,945	4,478	4,267	4,039
Senior Researcher	2,098	2,119	469	518	3,387	3,114	2,856	2,824
Researcher	1,696	1,681	491	279	2,269	2,194	2,219	2,068
Junior Researcher	1,414	1,372	478	288	1,869	1,875	1,877	1,784
Research positions in total:	2,014	1,855	591	422	3,048	2,624	2,809	2,447
Academic staff in total:	2,078	1,919	728	602	3,108	2,757	2,862	2,557
NON-ACADEMIC STAFF	1,603	1,510	251	232	2,078	1,848	1,889	1,754

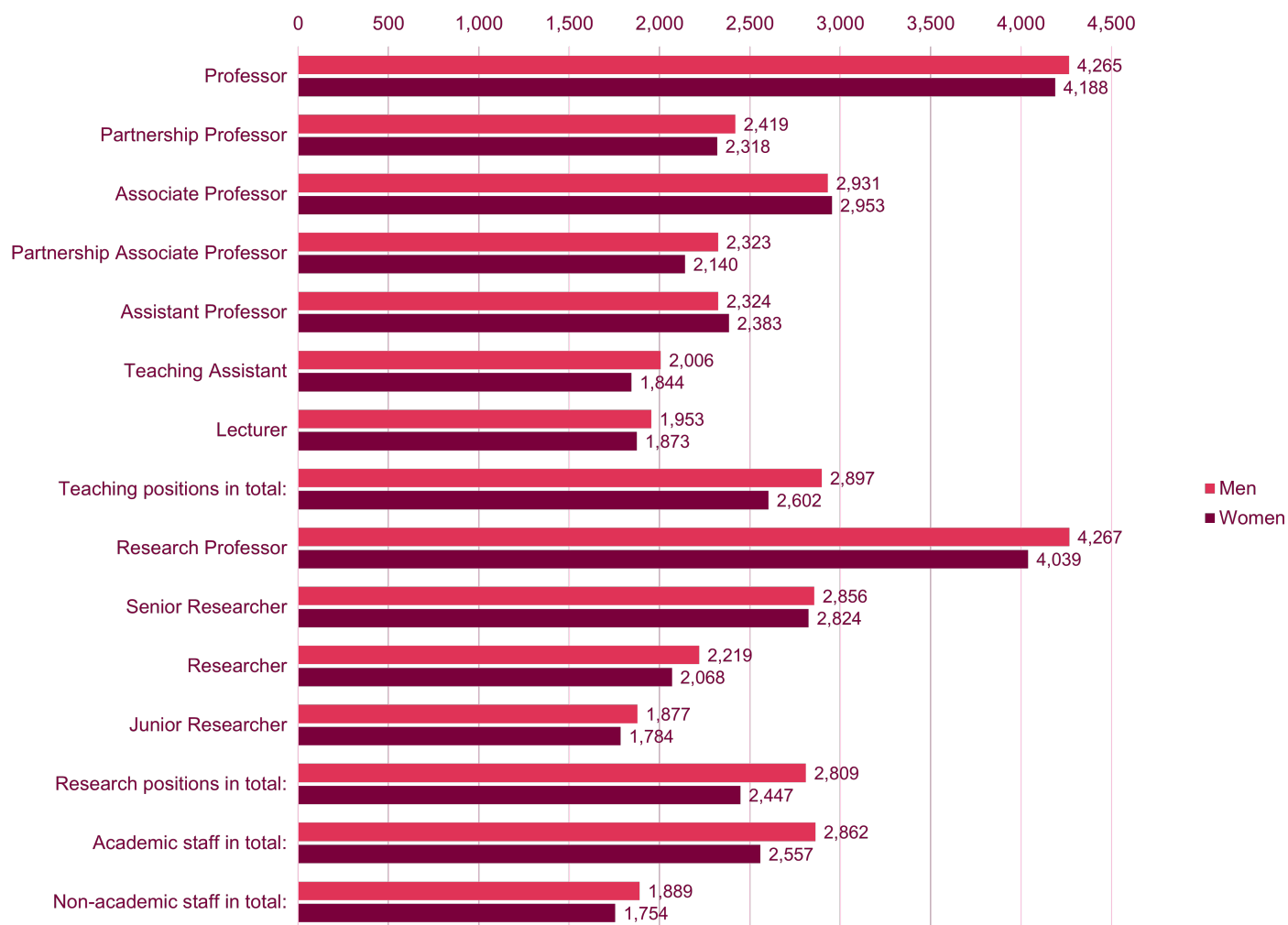
N/A – not available, not calculated because only premiums, bonuses, and wage supplements were paid, but there were no posts.

As in 2020, the average remuneration of professors and research professors (with distinguished professor status) was excluded from the calculations, as these positions at VU were held only by men; the remuneration of partnership professors and associate professors was also excluded.

Table 2. Average remuneration from different sources of women and men in academic and non-academic positions at Vilnius University in 2022 (EUR) (source: Finance Department)



**The average remuneration of women and men in academic and non-academic positions at VU (with wage supplements, bonuses, and premiums)**



The Figure does not depict the average remuneration of professors with distinguished professor status and research professors with distinguished professor status since only men held these positions in this time period at VU.

**Fig. 13. The average remuneration of women and men in academic and non-academic positions at Vilnius University with wage supplements, bonuses, and premiums in 2022 (EUR) (source: Finance Department)**

In total, the gender pay gap in the academic positions at VU was 3.1 per cent in 2022 (Table 3, Fig. 14)iv. In 2020, the gender pay gap in the academic positions at VU was 3 per cent. Compared to 2020, there was a lower average pay gap between women and men recorded in teaching positions in 2022 (2.7 per cent and 1.8 per cent, respectively), but a greater pay gap between women and men in research positions (3.4 per cent and 4.7 per cent, respectively) (Table 3).

	State budget appropriations and own funds		Project funds	
	Average official remuneration	Bonuses, wage	Work on projects	TOTAL

	and hourly wage	supplements, premiums		
<b>ACADEMIC STAFF</b>				
<i>Teaching position</i>				
Professor	0.1	7.6		1.8
Partnership Professor	-8.4	226.2		4.4
Associate Professor	0.2	-2.4		-0.7
Partnership Associate Professor	5.4	40.0		8.6
Assistant Professor	-0.2	-8.5	6.2	-2.5
Teaching Assistant	1.2	37.3		8.8
Lecturer	4.7	16.0	-5.0	4.3
Teaching positions in total:	1.0	6.9	N/A	1.8
<i>Research positions</i>				
Research Professor	0.9	10.6	10.4	5.6
Senior Researcher	-1.0	-9.5	8.8	1.1
Researcher	0.9	76.0	3.4	7.3
Junior Researcher	3.1	66.0	-0.3	5.2
Research positions in total:	0.8	22.7	6.9	4.7
Academic staff in total	0.9	12.7	N/A	3.1
<b>NON-ACADEMIC STAFF</b>	<b>6.2</b>	<b>8.2</b>	<b>12.4</b>	<b>7.7</b>

As in 2020, the average remuneration of professors and research professors (with distinguished professor status) was excluded from the calculations, as these positions were only held by men at VU.

The negative sign (-) denotes that women in those positions earned more than men on average, and no sign indicates that men earned more than women.

Table 3. The gender pay gap in academic and non-academic positions at VU in 2022 (per cent) (source: Finance Department)

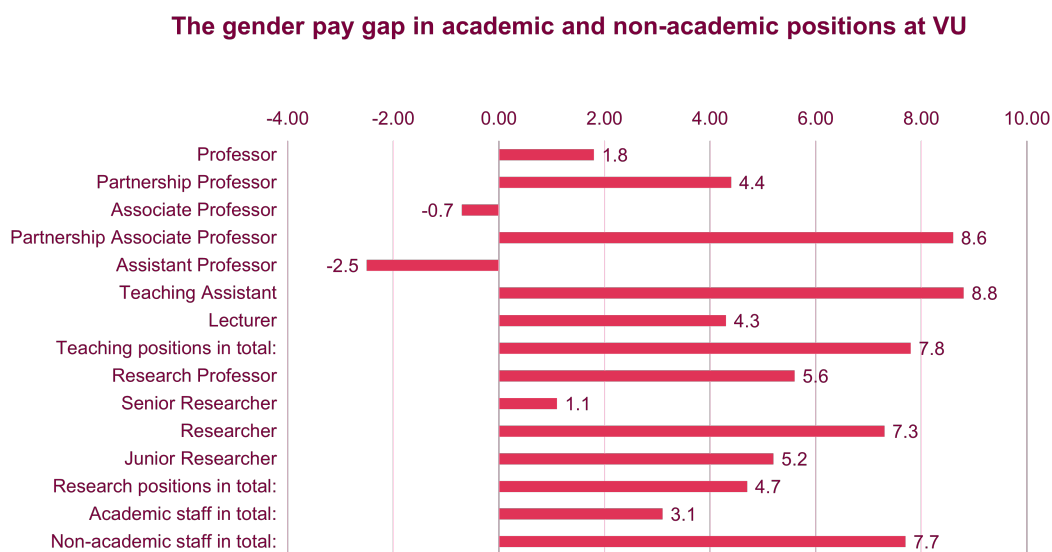


Fig. 14. The gender pay gap in academic and non-academic positions at VU in 2022 (per cent) (source: Finance Department)

In 2022, the average official remuneration and hourly wage represented the largest share of the total pay of women (67 to 95 per cent) and men (66 to 88 per cent) in all positions at VU. The exception is those employed in research positions, with the largest part of their remuneration being project funds. These funds represent various percentages of remuneration: 60 and 56 per cent for women and men in the research professor position; 49 per cent of the remuneration of female researchers; 61 and 67 per cent of the remuneration of women and men, respectively, in the junior researcher position. The average official remuneration and hourly wage represented 30 to 44 per cent of the remuneration of women in these research positions and 25 to 32 per cent of the remuneration of men in research positions.

The share of remuneration made out of bonuses, wage supplements, and premiums was very similar among almost all the positions at VU occupied by women and men. Professors and partnership professors were the ones who stood out in this aspect: bonuses and wage supplements accounted for 10 per cent and premiums – seven per cent of the remuneration of men in these positions, but only two and three per cent, respectively, of the remuneration of women in these positions. Seven per cent of the remuneration of men in the partnership associate professor position was made out of bonuses and wage supplements, four per cent – of premiums, whereas for women in this position, only 1.5 per cent of their remuneration was made out of bonuses and wage supplements; however, the premiums accounted for almost eight per cent of their remuneration. In general, with the exception of the last and several other positions (e.g. senior researcher, assistant), bonuses, wage supplements, and premiums make up a slightly higher proportion of men's wages than women's.

	State budget appropriations and own funds				Project funds			
	Average official remuneration and hourly wage		Bonuses, wage supplements		Premiums		Work on projects	
<b>ACADEMIC STAFF</b>	Women	Men	Women	Men	Women	Men	Women	Men
Professor (with distinguished professor status)		80.9		10.3		7.6		1.3
Research Professor (with distinguished professor status)		86.7		3.5		9.9		0.0
Professor	67.2	66.0	20.1	20.2	11.0	12.6	1.7	1.1
Partnership Professor	94.6	83.0	2.2	10.2	3.2	6.8	0.0	0.0
Research Professor	29.8	32.2	3.7	4.2	6.4	7.7	60.1	55.9
Associate Professor	73.7	74.4	17.7	17.1	7.8	8.0	0.8	0.5
Partnership Associate Professor	90.9	88.3	1.5	7.4	7.6	4.3	0.0	0.0
Senior Researcher	45.6	47.5	5.1	4.3	6.0	6.3	43.3	41.9
Assistant Professor	73.6	75.7	16.9	16.2	7.5	6.8	1.9	1.2
Researcher	43.6	46.8	4.1	6.6	3.1	6.9	49.2	39.7
Teaching Assistant	77.7	72.3	12.2	17.9	9.4	9.5	0.6	0.3
Junior Researcher	32.4	24.7	2.4	2.9	4.4	5.4	60.7	67.0
Lecturer	77.8	79.9	11.6	13.3	4.6	5.0	6.1	1.8
Academic staff in total	64.3	62.8	8.9	10.9	6.5	7.2	20.4	19.0
<b>NON-ACADEMIC STAFF</b>	<b>76.1</b>	<b>71.5</b>	<b>4.4</b>	<b>4.4</b>	<b>7.3</b>	<b>6.8</b>	<b>12.2</b>	<b>17.3</b>
<b>TOTAL</b>	<b>69.2</b>	<b>63.3</b>	<b>9.3</b>	<b>10.0</b>	<b>7.1</b>	<b>7.8</b>	<b>14.4</b>	<b>18.9</b>

Table 4. The composition of the remuneration of women and men in academic and non-academic positions at VU in 2022 (in per cent) (source: Finance Department)

**Project work contracts and agreements.** Based on the data of 31 December 2022, Vilnius University had 2,460 existing project work contracts or supplementary employment agreements, comprising 706.26 posts in total: 1,514 contracts and agreements were concluded with women and 946 with men. Of 1,184 employees working on projects performing non-academic functions (specialists, experts, public procurement specialists, etc.), 825 were women, and 359 were men. Of the 1,277 contracts or agreements concluded for work in academic positions, 689 were concluded with women and 587 with men. Job positions in projects are often determined depending on the size of the project funding, so the gender distribution of employees in different academic positions in the projects is not presented, and conclusions based on such data have not been drawn because they are not informative.

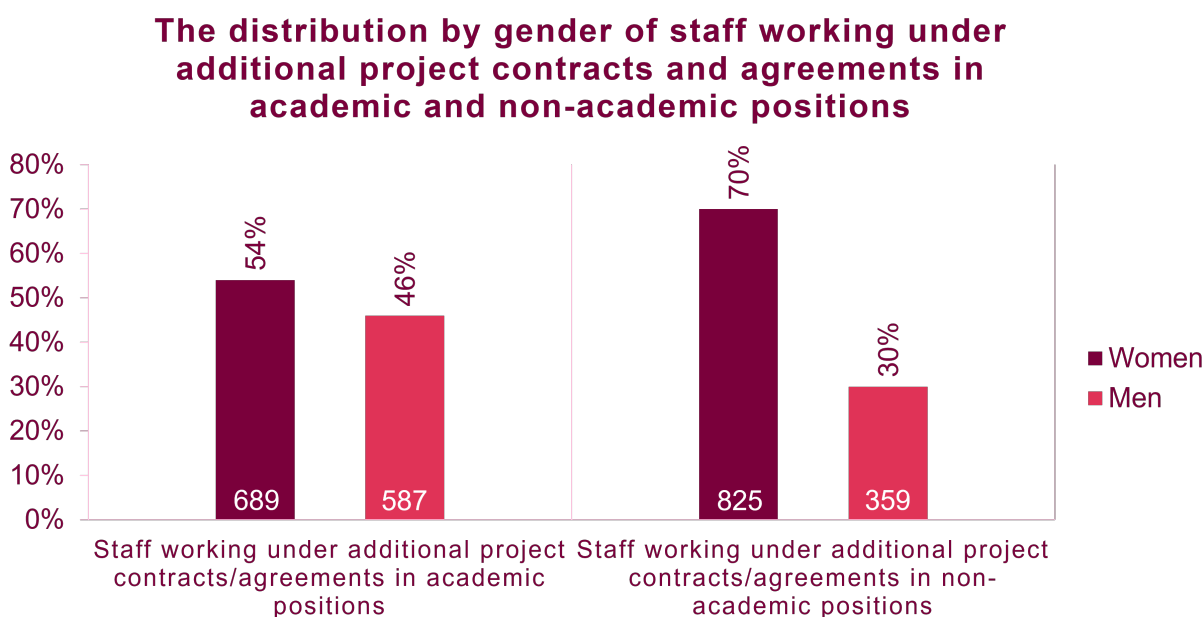
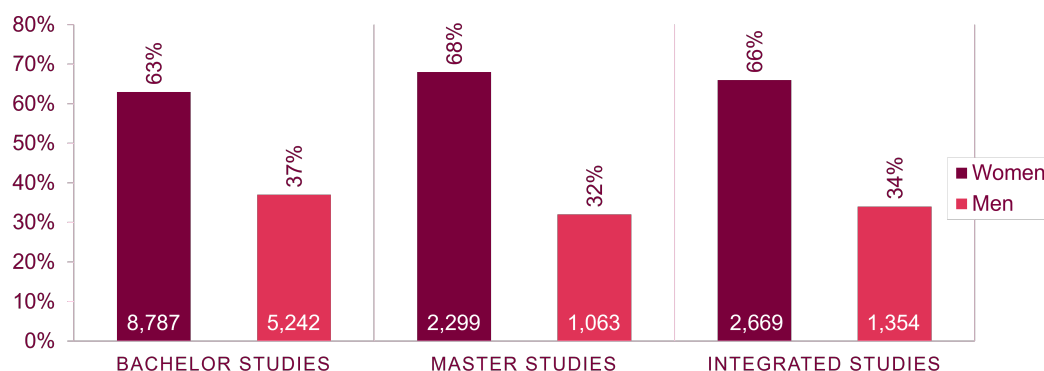


Fig. 15. The distribution by gender of staff working under additional project contracts and agreements in academic and non-academic positions on 31 December 2022 (source: Human Resources Division)

**Distribution of students by gender.** On 1 October 2022, 21,414 students were undertaking bachelor, master, or integrated study programmes at the University, of whom 13,755 (64 per cent) were women and 7,659 (36 per cent) were men (Fig. 16). Compared to 2018 and 2020, the total number of students increased rather significantly (by more than two thousand students). Still, the gender distribution remained almost unchanged (see Table 13 of the Annex).

According to the 2022 data, women make up just over 60 per cent of students in different study cycles (bachelor (63 per cent), as well as master (68 per cent), and integrated (66 per cent) studies) (Fig. 16). A similar distribution of students by study cycle was in 2018 and 2020 (see Table 14 of the Annex).

**The distribution of students by gender and study cycle**



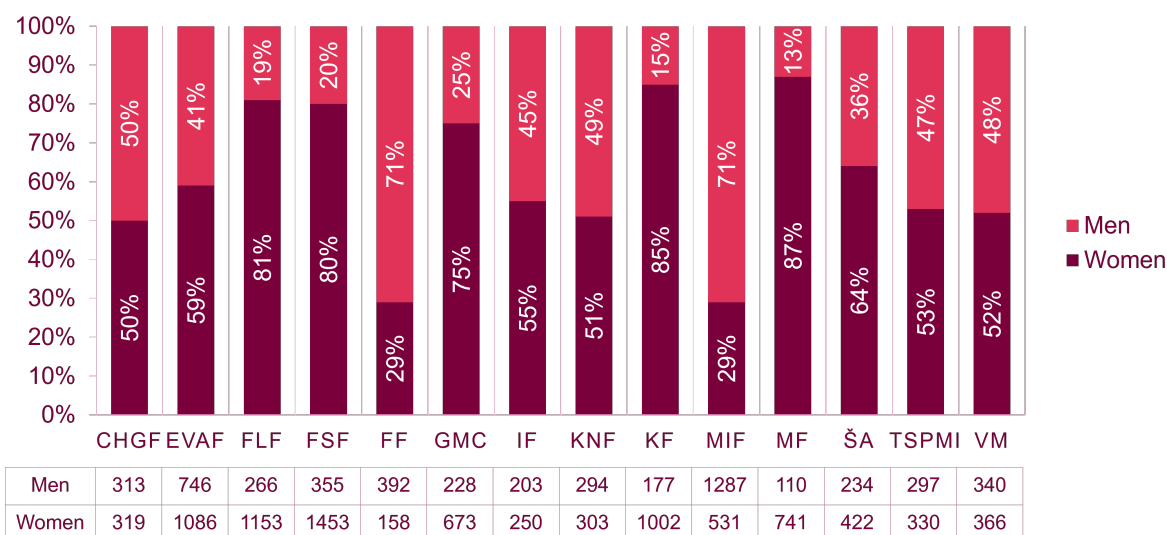
**Fig. 16. The distribution of students by gender and study cycle on 1 October 2022 (source: Study Administration Division)**

Taking into account the distribution of students by gender at the academic units of the University, it shows that in 2022, a gender balance was recorded at five out of 15 units in bachelor studies: the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Faculty of History, Kaunas Faculty, the Institute of International Relations and Political Science, and the Business School. At seven core academic units, the distribution of students by gender was uneven, with one gender accounting for two-thirds of the students. At the Faculty of Philology, the Faculty of Philosophy, the Faculty of Communication, and the Faculty of Medicine, women make up more than 80 per cent of bachelor students, whereas at the Life Sciences Center – 75 per cent. At the Faculty of Physics and the Faculty of Mathematics and Informatics, the majority, 71 per cent, are men (Fig. 17).

Based on the 2022 data, among master students, gender balance was achieved at four core academic units: the Faculty of Chemistry and Geosciences, the Faculty of Law, the Institute of International Relations and Political Science, and the Business School. Women comprised the majority of students at nine of the units where master studies are conducted – 80 per cent or more at the Faculty of Philology, the Faculty of Medicine, and Šiauliai Academy, more than 70 per cent of students at the Faculty of Philosophy, Kaunas Faculty, and the Faculty of Communication, and more than 60 per cent at the Life Sciences Centre, the Faculty of Economics and Business Administration, and the Faculty of History. At two core academic units, most master students were male, i.e. at the Faculty of Physics (75 per cent) and the Faculty of Mathematics and Informatics (67 per cent).

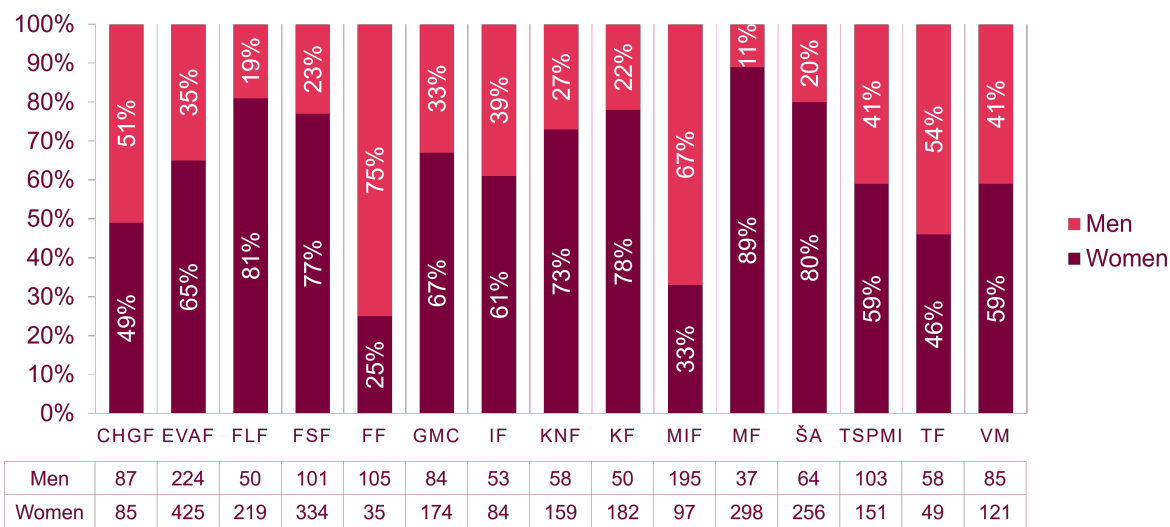


**The distribution of bachelor students at CAUs by gender**



**Fig. 17. The distribution of students by gender and core academic units where bachelor studies are conducted (in per cent) (source: Study Administration Division, 1 October 2022 data)**

**The distribution of master students at CAUs by gender**



**Fig. 18. The distribution of students by gender and core academic units where master studies are conducted (source: Study Administration Division, 1 October 2022 data)**

At the departments where integrated studies are conducted, the distribution of students was as follows: there were more than twice as many female students as male students at the Faculty of Medicine and the Faculty of Law (69 per cent and 31 per cent; 67 per cent and 33 per cent respectively) (Fig. 19). Such trends or very

similar ones in the distribution of students at the core academic units where bachelor, master, and integrated studies are conducted were also seen in previous data monitoring reports ([Monitoring of Diversity and Equal Opportunities Situation at VU in 2018–2019](#) and [Monitoring of Diversity and Equal Opportunities Situation at VU in 2020](#)).

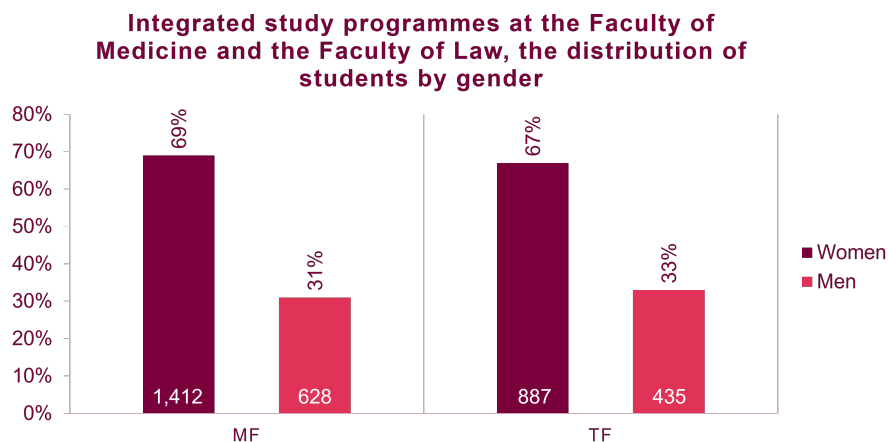


Fig. 19. The distribution of students by gender at the units where integrated studies are conducted (source: Study Administration Division, 1 October 2022 data)

**Doctoral (PhD) studies.** According to the December 2022 data, there was a gender balance of doctoral students, with 798 doctoral students studying at the University, of whom 467 (59 per cent) were female and 331 (41 per cent) were male. The gender balance of doctoral students was achieved at the Faculty of Medicine, the Faculty of Law, and the Institute of International Relations and Political Science, whereas at the Life Sciences Center, the Faculty of Chemistry and Geosciences, and the Faculty of History, the gender balance limits were only exceeded by one to two per cent. At the other units, the majority of doctoral students were of one of the genders – at the Faculty of Economics and Business Administration, the Faculty of Philology, the Faculty of Philosophy, and Kaunas Faculty, female doctoral students accounted for more than 70 per cent of all doctoral students, whereas at the Faculty of Communication and Šiauliai Academy – more than 80 per cent. As with other study cycles, the majority of doctoral students at the Faculty of Physics and the Faculty of Mathematics and Informatics were male, 76 per cent and 69 per cent, respectively (Fig. 20, see Table 15 of the Annex).

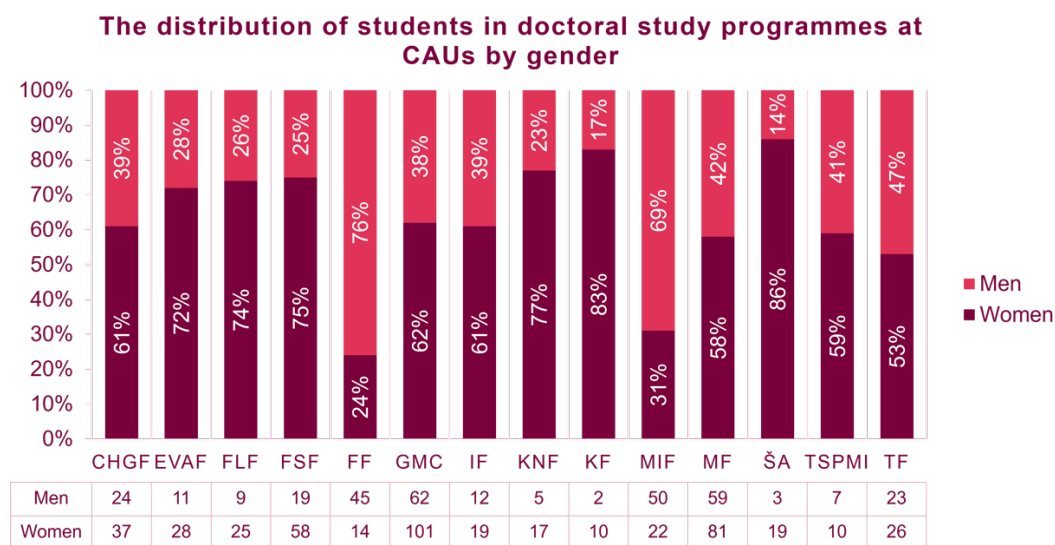


Fig. 20. The distribution of students in doctoral study programmes by gender on 31 December 2022 (per cent) (source: Doctoral and Postdoctoral Studies Division)

Based on the December 2022 data, 127 doctoral students were awarded a doctoral (PhD) degree over the year. Of this number, 70 (55 per cent) were female, and 57 (45 per cent) were male. This gender balance was also recorded in 2018 and 2020 (see Table 16 of the Annex). The core academic units where there was gender balance among doctoral (PhD) graduates: the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Faculty of Philosophy, the Faculty of History, the Faculty of Mathematics and Informatics, and the Faculty of Medicine. More than two-thirds of doctoral graduates (PhD) were female at the Faculty of Philology, the Faculty of Law, the Life Sciences Center, and Šiauliai Academy (67 per cent, 67 per cent, 70 per cent, and 75 per cent, respectively). The unit where the majority of doctoral (PhD) graduates were men (86 per cent) was the Faculty of Physics. At the Faculty of Communication and the Institute of International Relations and Political Science, only women obtained their doctoral degree, whereas, at Kaunas Faculty, one man gained his doctorate (Fig. 21).

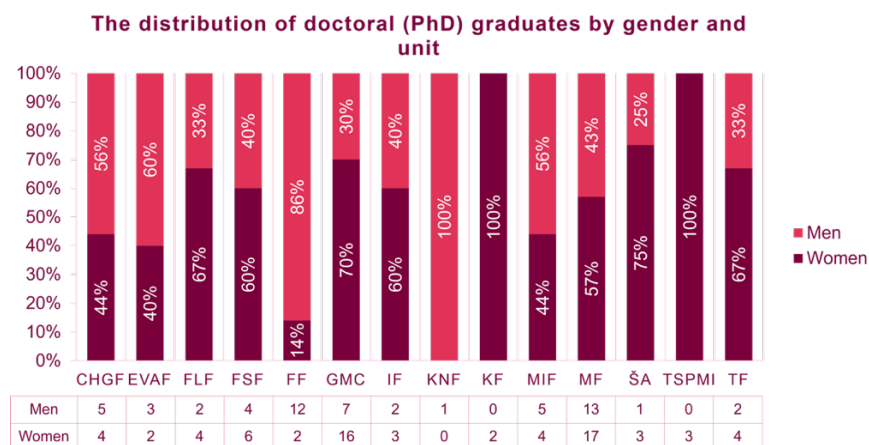


Fig. 21. The distribution of doctoral (PhD) graduates by gender and unit in 2022 (source: Doctoral and Postdoctoral Studies Division)

**The trajectory of careers in teaching and research.** The concept of women’s and men’s career development trajectories ([SHE Figures](#)) is often used when analysing gender equality in the academic field. The so-called academic career scissor diagram shows how the distribution of women and men changes at different career stages of teaching and research at the University. The available data show that although there are more female graduates than male, the number of women climbing the career ladder within teaching gradually decreases, and the number of women professors becomes lower than that of men. Compared to 2018 and 2020 (see Fig. 1 of the Annex), the distribution of men and women on the career trajectory has not substantially changed, but there is an increase in the percentage of female professors (35 per cent in 2018, 36 per cent in 2020, and 40 per cent in 2022) and female associate professors (52 per cent in 2018, 55 per cent in 2020, and 56 per cent in 2022).

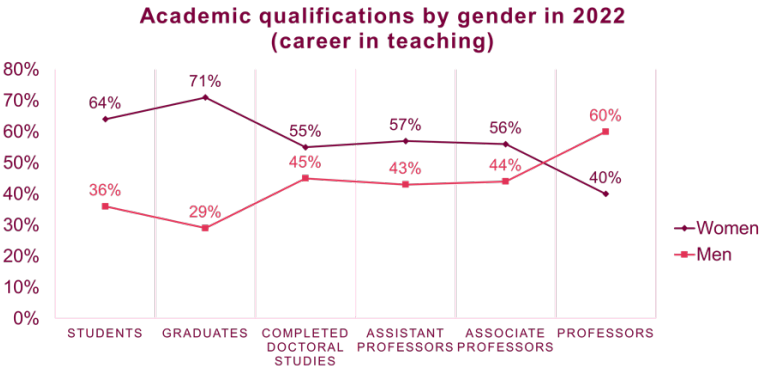


Fig. 22. Academic qualifications by gender in 2022 (career in teaching) (source: Study Administration Division, Doctoral and Postdoctoral Studies Division, Human Resources Division)

The data on careers in research also show that while there are more women studying than men, more men are employed as senior researchers and research professors. The data for 2018 and 2020 show the same trend (Fig. 23, see Fig. 2 of the Annex). However, compared to these data, it is evident that the proportion of female research professors has gradually increased (22 per cent in 2018, 25 per cent in 2020, and 28 per cent in 2022). In the first stage of the academic career ladder – studies – gender distribution changed the least.

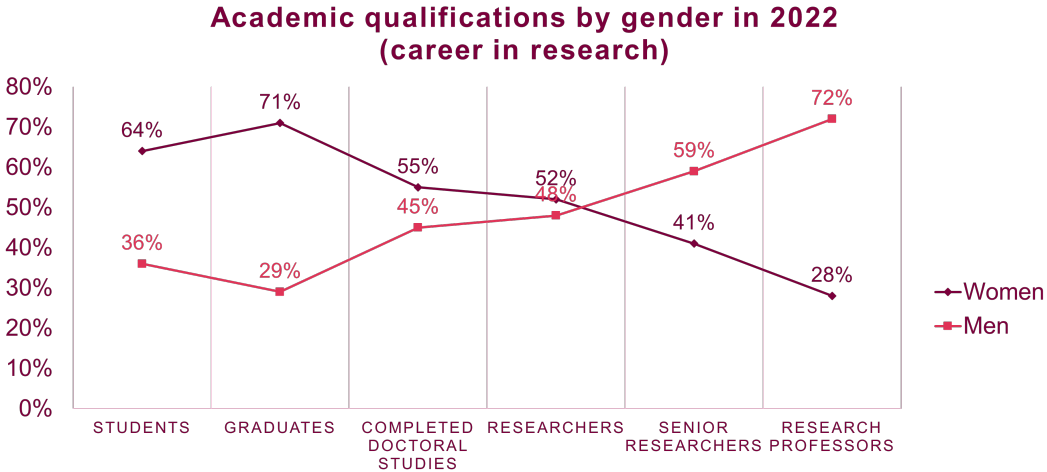


Fig. 23. Academic qualifications by gender in 2022 (career in research) (source: Study Administration Division, Doctoral and Postdoctoral Studies Division, Human Resources Division)

**Summary.** In the evaluation of VU's achievements in consolidating gender equality and reflecting on foreign expert assessments (reflection was carried out on the basis of the [SPEAR](#) project internal evaluation conducted by [Joanneum Research](#) (Austria) in 2022–2023), it can be said that structural consolidation has been achieved – implementation of gender equality is developed both at the level of central administration and academic units. As the Monitoring report is prepared for the third time, the analysis of statistical data shows that gender balance is being approached at management levels and in certain groups of positions; moreover, remuneration differences are shrinking in some groups of positions. Joint efforts have made it possible to raise the community's awareness of gender equality topics through various communication channels, and new areas are under development (e.g. work-life balance, spaces adapted for children, paternity leave, the gender distribution of guest conference speakers, etc.). However, despite the existing achievements, in order to ensure that the [eligibility criterion set out in the Horizon Europe programme of the European Commission](#) is met in the long term, it is necessary to: (1) strengthen the network of VU equal opportunities coordinators in order to maximise their synergy, share knowledge and good practice, help colleagues facing obstacles at their units to continue their activities. Standardised remuneration for work in the field of gender equality should also be established, as for any other additional work at the University (e.g. on committees), since this would lead to the continuity of gender equality measures already in place, and if such work is not remunerated, it would do particular harm to women's careers, because women are those who invest more of their time in this work; (2) aim for greater commitment of the management to gender equality, thus ensuring the sustainability of the activities in this field, since support from the management is essential in the development of community awareness in those areas where there is still ignorance, and resistance to gender equality ideas; (3) continue raising awareness of gender equality among the VU community by helping to understand the personal and institutional benefits of gender equality; (4) systematise data management in order to effectively analyse information on the situation of women and men at the levels of the University and units. This would help monitor the implementation of gender equality measures at the units. Also, targeted community surveys at units would enable the impact of gender equality measures to be assessed.

## Students and employees from abroad

**Employees from abroad.** The number of employees from abroad has been consistently growing at the University (Fig. 24). According to the Human Resources Division data of December 2022, the University had 206 employees of 47 different citizenships, accounting for 3.6 per cent of all University employees. The vast majority of foreign employees – 120 – were male, whereas 86 employees were female.

The number of employees from abroad has increased significantly with the employment of Ukrainians; therefore, the major share of foreign employees is Ukrainian (58). The distribution of employees holding other citizenships is fairly equal: there are 17 employees from Italy, 13 from Russia, 12 from Spain, and seven from the United States of America and Germany, respectively, etc.

According to the data of the Human Resources Division, in December 2022, the largest number of foreign nationals worked at the Faculty of Philology (56), the Faculty of Law (28), the Life Sciences Center (27), the Faculty of Medicine (18), the Faculty of Economics and Business Administration (17), and the Faculty of Physics (14).



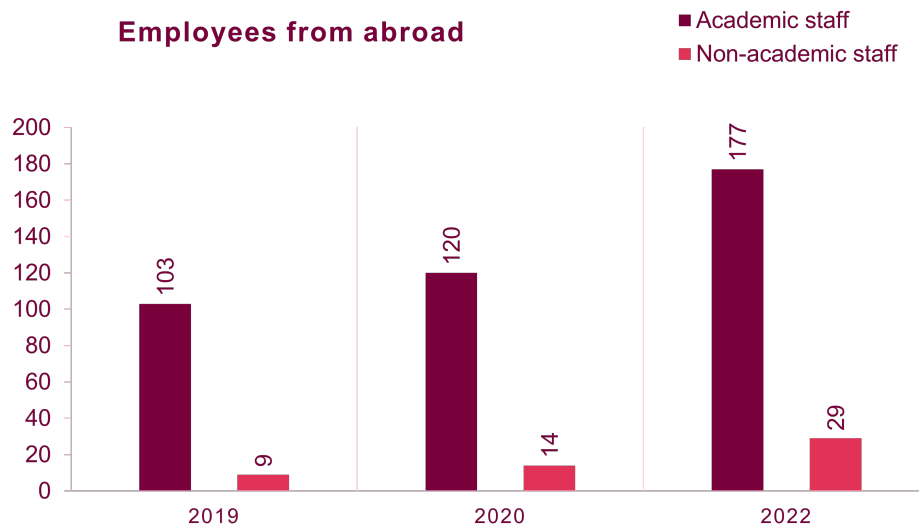


Fig. 24. VU employees from abroad (persons) (source: Human Resources Division)

In 2022, consultations on migration documents processing, dealing with real estate rental issues, and other matters were provided for 170 visiting lecturers and researchers (data of the International Relations Division). The 'single window' system is implemented through cooperation with colleagues from the Human Resources Division and the International Relations Division of the University.

**Students from abroad.** According to the data of the Study Administration Division, in October 2022, 1,968 students were enrolled on bachelor, master, and integrated full-time study programmes of the University (Table 5). In October 2020, 1,262 students from abroad holding non-Lithuanian citizenship studied at the University, which accounted for 6.6 per cent of the total number of students (Fig. 25, Table 5). Compared to 2018, this percentage has been consistently increasing, reaching 8.4 per cent in 2022 (Fig. 25).

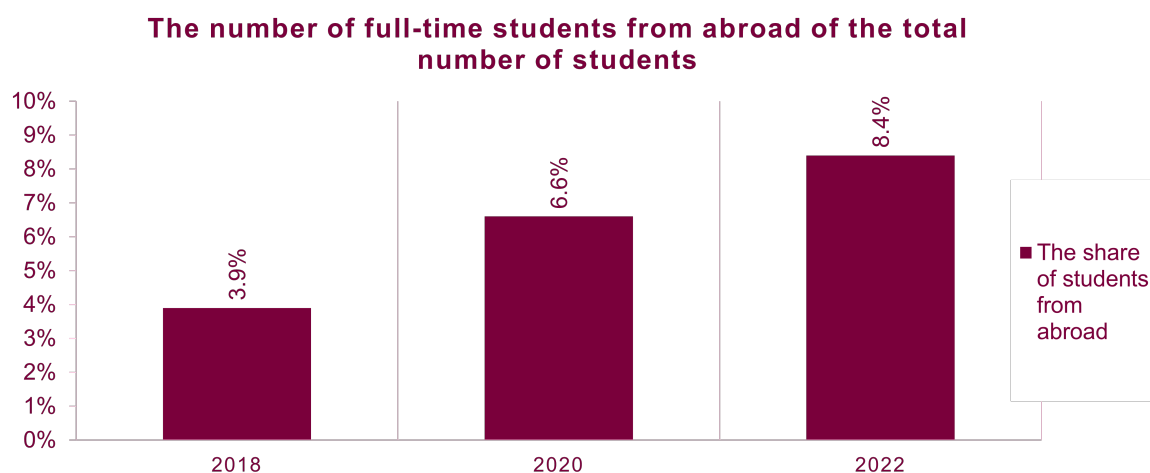


Fig. 25. The number of full-time students from abroad of the total number of students (source: Study Administration Division)

In 2020, 60 students from Ukraine studied at the University. This number has increased significantly due to the outbreak of war in Ukraine. When the war in Ukraine began in February 2022, the University opened up to students and employees from Ukraine and gave them the opportunity to continue their studies at the University without interruption. During the reporting period, the majority of international students were those who came from Ukraine.

On 1 October 2022, there were 502 Ukrainian students. All Ukrainian students who were admitted for studies at Vilnius University after 24 February 2022 were exempt from tuition fees and granted the monthly Grand Duchy of Lithuania Scholarships (300 EUR/month). They were also exempt from the dormitory accommodation fees. The Ukrainians who already study at the University and are facing financial difficulties are exempt from tuition fees. They are also given the possibility to apply for a one-time social grant and to be exempt from the dormitory accommodation fees. The University provides psychological support services in Ukrainian, English, and Russian languages.

According to the data of the Study Administration Division, on 1 October 2022, holders of 84 citizenships studied at the University. They represent almost all continents. The largest number of students come from Germany, Ukraine, Belarus, India, Nigeria, Azerbaijan, Finland, etc. (Table 5)

Country (2020)	Students	Country (2022)	Students
Germany	349	Ukraine	515
Belarus	119	Germany	425
Nigeria	69	Belarus	128
Ukraine	60	India	90
Russia	53	Nigeria	78
China	48	Azerbaijan	75
Azerbaijan	46	Finland	55
Finland	41	Russia	39
India	41	The Islamic Republic of Pakistan	39
Israel	34	Turkey	36
Poland	32	Poland	35
Turkey	30	Georgia	31
Italy	26	Latvia	29
Sweden	24	USA	26
USA	24	Israel	26
Georgia	23	Italy	26
The Islamic Republic of Pakistan	17	Cameroon	25
Kazakhstan	17	China	23
Cameroon	16	Sweden	22
Iran	14	Iran	21
Norway	12	Uzbekistan	12
Other countries less than >10	160	Other countries less than >12	212
<b>In total</b>	<b>1,262</b>	<b>In total</b>	<b>1,968</b>

Table 5. VU students from abroad (2022) (persons) (data are collected according to citizenship and not where a student came from, as this may often vary) (source: Study Administration Division)

The largest number of international students studied at the Faculty of Medicine (688), the Faculty of Economics and Business Administration (299), the Business School (299), the Faculty of Philology (147), the Faculty of Law (142), Kaunas Faculty (141), and Šiauliai Academy (122). It is interesting to note that compared to students who hold Lithuanian citizenship, 36 per cent of male and 64 per cent of female students study at the University (Fig. 16. The distribution of students by gender and study cycle on 1 October 2022, see chapter “Gender equality”). The number of male and female international students studying at the University remains even. In 2020, there were 580 female and 682 male students, while in 2022, there were 939 female and 1,029 male students (see Table 19 of the Annex).

**International exchange students.** According to the data of the International Relations Division, in the academic year 2021–2022, a total of 780 exchange students have arrived under the Erasmus programme and bilateral exchange; 300 in the autumn semester (164 female and 136 male students) and 337 in the spring semester (192 female and 145 male students). The number of students who arrived for the full academic year was 143 (79 female and 64 male students). Usually, it is students from Spain (66), France (53), Germany (46), Portugal (38), the Netherlands (27), Norway (23), Sweden (22), etc., who choose to study at the University under the Erasmus programme.

According to the data of the International Relations Division, a survey of international exchange students who studied in the academic year 2021–2022 was carried out to find out about their experience at the University. There were 125 students who participated in this survey; in response to the question, “Did you experience discrimination during your study period at Vilnius University?”, 90 per cent had not, eight per cent of respondents had experienced discrimination, and two per cent marked “other”. The types most often mentioned by respondents were discrimination based on ethnicity, citizenship, language, views, or beliefs. The following explanations were presented in response to the open question about the broader description of the discrimination experienced: teachers speaking in Lithuanian even when there were students present who did not speak the language, providing the explanation that it takes too much time to speak in English just because of the students who are there for one semester. Other discrimination situations mentioned were regarding the poorer quality of dormitories provided for students from Asian countries. However, it should be noted that fewer cases of discrimination were mentioned than in the survey carried out in 2020.

**Services and consultations are provided to the community in various languages.** In light of the increasing diversity of students at the University, greater consideration must be given to the linguistic and cultural needs of incoming students and employees. In order to increase the availability of information for students and employees from abroad, all public communication of the University is carried out in two languages – Lithuanian and English. Also, most events are conducted in two languages, and the services of the University units are often provided in two or more foreign languages.

**Information for the community on the VU Intranet is provided in Lithuanian and English.** General information about studies, Erasmus programmes, Library services, cooperation between science and business, information systems used by University employees, and other services (for example, document management, psychological support), equal opportunities (for example, the Trust Line, seminars, services for students with disabilities) is provided on the VU Intranet in English.

The information is provided in Lithuanian and English on the VU Intranet and is designated for academic and non-academic employees. The news relevant for all employees, such as training, calls to participate in various activities organised by Vilnius University, competency enhancement courses, University events for employees, etc., are provided in Lithuanian. Also presented are the initiatives carried out at the University in the light of current global events, such as ‘Support for Ukraine’, calls from the ARQUS Alliance, activities and news, other project activities, and strategic activities (for example, FAST).

**Academic counselling.** According to the information provided by the Student Services and Career Division, the provision of consultations to international students has been an increasingly growing service in recent

years. This is related to the University strategy, one of the priority areas of which is internationality. It is also related to the beginning of the military invasion in Ukraine in 2022, where part of its academic youth urgently needed help, and the University was among the first ones to provide it.

The statistics for academic consultations in 2021 show that in the four main consultation platforms (e-mails, calls, live consultations, as well as those carried out via a communication app), almost 10,000 consultations were provided in English. The statistics for 2022 show a significant increase in the number of consultations – up to almost 15,000. It is worth noting that these statistics do not include the number of consultations provided on social networks since these data were not collected separately. Overall, 600 consultations were provided through these channels over the year, of which around 70 per cent were provided in English or Russian. Consultations provided in a language other than Lithuanian account for 40 to 60 per cent of all inquiries.

Both prospective students of the University and those already enrolled request consultations. Assistance is provided on such issues as admissions, the study process, the general principles of study and assessment procedures, financial support, internships, etc. All students can contact academic counsellors in their preferred way (live consultation, phone, e-mail, online chat). Students are consulted and have the opportunity to receive information on the academic policies, procedures and requirements of the University in general, and, if necessary, to adapt the studies to their individual needs, they may receive help or be suggested to contact other qualified specialists. This prevents spontaneous and rash solutions to the difficulties that arise: opportunities for the successful continuation of their studies, even if the student is experiencing difficulties with their course or facing unforeseen circumstances of life – solutions are looked for and found collectively. Thus, by promptly providing relevant information, the University attempts to ensure that academic support helps students understand their values and long-term educational goals and the logic of the study programme, thereby accommodating everyone and assisting students to integrate into University life as easily as possible.

**Emotional well-being and crisis support.** The services of the Counseling and Training Center team of the Faculty of Philosophy of Vilnius University, i.e. training and consultations, are provided in Lithuanian, English, Russian, and Ukrainian. To enhance the smoother integration of students experiencing emotional health difficulties into the study process, during 2022, training and individual consultations on the topic “Emotional health difficulties and communication with the persons experiencing them” were conducted or provided for teachers and employees from the administration. To help those affected by the war in Ukraine, a wide range of measures and actions have been taken in 2022. The community psychologists organised support groups for people affected by the war as well as training sessions for teachers on the topic “How to talk to students about their emotions regarding the war in Ukraine”, training sessions for student mentors on the topic “Emotional support for students affected by the ongoing war in Ukraine”; also, psychological counselling was provided in Ukrainian.

**Student mentoring programme.** In 2022, at the initiative of Vilnius University, the mentoring platform was translated into English, and the possibility of receiving these services was also made available to international students. However, in 2022, preparations for the consultation phase have only just started: to promote the service further, it is necessary to first build up a sufficient network of mentors who are able and willing to mentor in English. Thus, this platform is expected to be fully implemented in 2023.

**Sport and health services for the community.** In recent years, with the increase in the number of students who speak different languages, [the Health and Sport Center of Vilnius University](#) aims to provide as many services as possible in Lithuanian and English. Accordingly, this information on the availability of such services will be shared in these languages on the centre’s Facebook and Instagram accounts and their website and displayed in communal areas, etc. Every September and January, students who come under the Erasmus programme and other international students are invited to meetings, at which they are invited to events, their questions are answered, thus establishing contact and encouraging them to find suitable activities more

easily: they can join free-of-charge group activities (of which football, volleyball, and Pilates are the most popular), attend gyms, represent their faculties in the Rector's Cup competitions, participate in health education events, and thereby experience cultural communion to a greater extent.

**Artistic self-expression services for the community.** The services provided by the Culture Centre of Vilnius University are organised by taking into account the different needs and expectations of the University community, with emphasis placed on the practical access of international students who are also encouraged to make use of them. Every year, new members from among the students of international bachelor and master study programmes are admitted to the art groups mentored by the Centre. During the year, around 50 international students, on average, use the services provided by the Culture Centre and get involved in its activities.

International students choose activities of their interest, which they learn about during the orientation week organised by the International Relations Division, as well as from the information sources that are made public in English during the academic year ([VU Culture Centre](#)). The folk ensemble is one of the preferred artistic activities: it has been recently chosen by international students of Vilnius University. When a larger group of foreigners is formed in art groups, separate introductory education sessions in English are organised, in which the learning and creative process is adapted for newcomers. However, it has been observed that international students are more motivated by the activities in which Lithuanian students are also involved.

It is suggested that students coming to Vilnius University on Erasmus+ programmes choose activities that do not require involvement and collective commitment due to the short study time at Vilnius University. In 2021–2022, Erasmus+ students were able to attend the storytelling evenings, theatre improvisations, and Argentine tango dance classes conducted in English.

**Events bringing the community together.** Events for the community are organised in two languages – Lithuanian and English – including introductory freshers' days, the awarding of winter and summer session diplomas to graduates with joint graduation ceremonies held for graduates of study programmes conducted in Lithuanian and/or English, academic protocol events attended by foreign guests, or when the duration of an event allows for it.

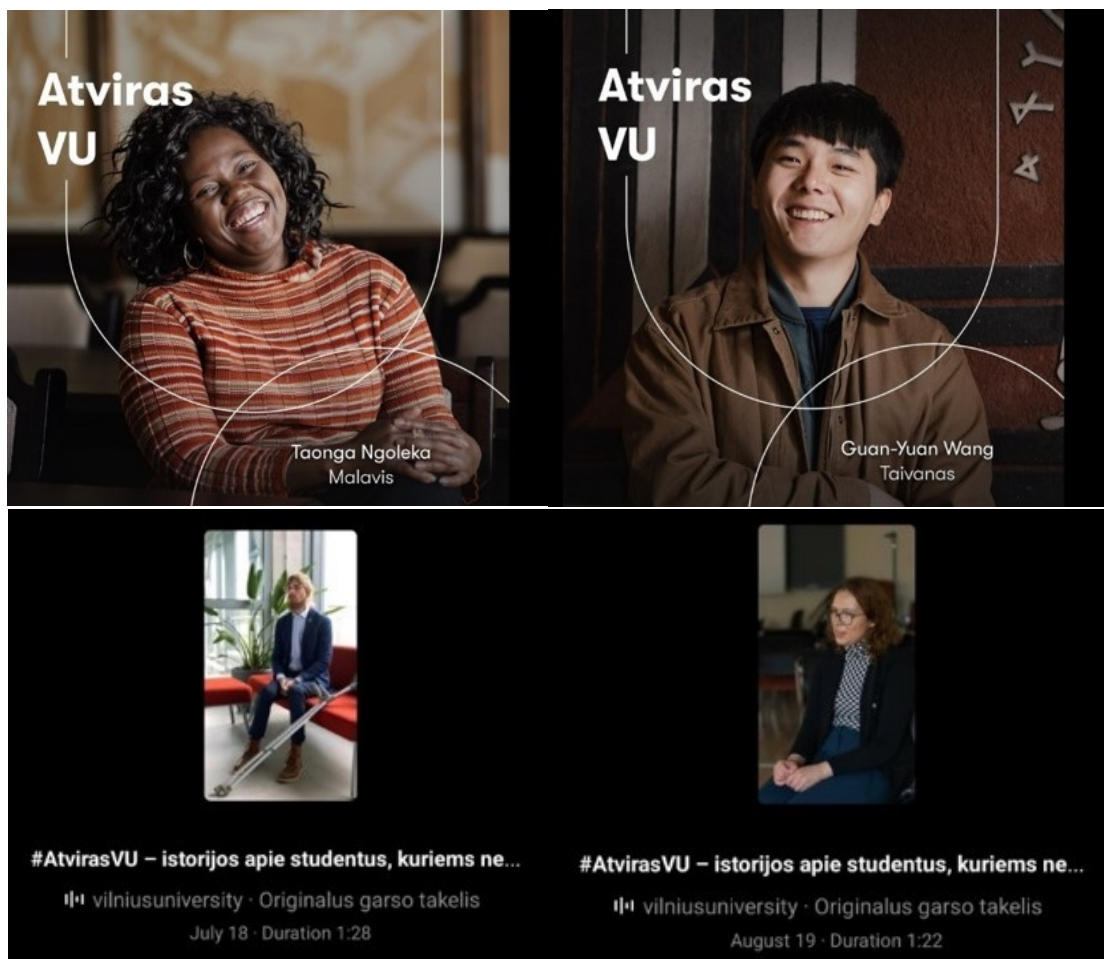
The academic protocol ceremonies (DHC, *Renovatio studiorum*, *Finis anni academici*, the inauguration of the Rector, commitment of the Council members to the University, commemoration of significant anniversaries of Vilnius University) are held in Lithuanian and Latin as provided for in the Academic Ceremony Protocol, approved by Resolution of the Senate of Vilnius University (the Protocol was prepared in accordance with the Statute of Vilnius University and following the traditions of the organisation of University events). Information in English is always provided to foreign guests attending the ceremonies. Commemoration of public holidays, memorable dates, or religious events at Vilnius University takes place in Lithuanian.

**Equality and diversity in communication.** The campaign #AtvirasVU (OpenVU) was launched in 2021 by introducing a series of articles on the gender equality strategy, the integration of new habits and the implementation of plans, for example, [#AtvirasVU: gender equality – how will we achieve it?](#) (In Lithuanian). The initiative was expanded in 2022 to the #AtvirasVU communication information campaign carried out in three forms, during which the community and society were acquainted with international students and students with disabilities studying at the University, and attention was drawn to the importance of maintaining the work-life balance.

The campaign can be considered a success not only in disseminating good results – the collected numbers of reviews and reactions keep pace with the results achieved by other similar content, but it also contributes to the University's strategic goals, especially the focus placed on internationality. This shows the relevance and importance of the topic and form and enables the open attitude of the institution to be revealed. The campaign results allow similar activities to be planned for the following year.

**#AtvirasVU Facebook posts on international students:** In 2022, 13 posts were created on the VU Facebook account: they were published every Friday in summer, and short interviews with international students studying at the University about their choice to study and experience here were conducted. The posts reached up to 9–16,000 social media users. It is quite a good result for a campaign held during the summer season.

The #AtvirasVU Reels on the Vilnius University Instagram account were created together with students with disabilities: four video recordings (Reels) were produced in the form of conversations with students with disabilities about their challenges and experience at the University. The Reels got about 6,000 individual views.



**The adaptation of IT systems.** The main IT services provided to students and lecturers are described and managed in both Lithuanian and English. New solutions to administer the study process, such as student internship and class schedules, the electronic bookshop, etc., are developed in a bilingual format.

According to the data of the Information Technology Service Centre (ITPC), in 2022, services to Vilnius University students and employees were provided in English. The list of services is provided in Table 6.

No.	Name of service	Users	
		VU employees	Students
1.	e-Identity Management System ( <a href="https://id.vu.lt/">https://id.vu.lt/</a> )	+	+
2.	VU Information System ( <a href="https://is.vu.lt/vuis/">https://is.vu.lt/vuis/</a> )	+	

3.	eStudent ( <a href="https://is.vu.lt">https://is.vu.lt</a> )		+
4.	Human Resources Information System ( <a href="https://zivis.vu.lt/">https://zivis.vu.lt/</a> )	+	
5.	Document Management IS ( <a href="https://avilys.vu.lt/">https://avilys.vu.lt/</a> )	+	
6.	office365.vu.lt	+	+
7.	E-mail ( <a href="https://outlook.office.com/mail">https://outlook.office.com/mail</a> )	+	+
8.	Virtual Learning Environment ( <a href="https://emokymai.vu.lt/?lang=en">https://emokymai.vu.lt/?lang=en</a> )	+	+
9.	Timetable System ( <a href="https://tvarkarasciai.vu.lt/">https://tvarkarasciai.vu.lt/</a> )	+	+
10.	ITSC Support Register ( <a href="https://pagalba.vu.lt">https://pagalba.vu.lt</a> )	+	
11.	Bookshop ( <a href="https://www.knygynas.vu.lt/">https://www.knygynas.vu.lt/</a> )	+	+
12.	Internship IS ( <a href="https://praktikos.vu.lt">https://praktikos.vu.lt</a> – to date, only available to some faculties of Vilnius University)	+	+

Table 6. Services provided by ITPC in English (source: Information Technology Service Centre data)

The ITPC has prepared instructions in English on how to use the services provided (all instructions prepared are available at the address [Instructions for Use in English](#)).

**VU language policy.** The Language Policy Guidelines of Vilnius University, approved by the Senate in 2022, provide that the official (state) Lithuanian language is the main language of the University's science, studies, communication, and services provided. Given the role of language in enhancing the international significance of the University, integrating into international academic networks, English as the international language of science and studies is the main supplementary language of the University's science, studies, communication and services provided, used in accordance with the objectives and demand ([Language Policy Guidelines](#)).

The use of English in the areas of studies, science, and communication is an important factor that allows the University to implement one of the main strategic objectives: to develop the internationality of the University in the area of studies and research. The studies delivered in English create an international and intercultural study environment at the University and expand mobility and international cooperation opportunities for members of the University community. The University places the greatest emphasis on the command of English and the dissemination of the results of scientific achievements in English, as this allows members of the University community to smoothly integrate into the international arena of studies and science and to operate within it successfully, and to raise the visibility of the University in the international arena of education and science. The knowledge of other languages allows the members of the University community to integrate more effectively into multilingual academic discourses. Multilingualism helps to enhance international cooperation and increases the University's influence and visibility in the world.

**Summary.** The number of international students at Vilnius University is increasing every year. While monitoring this trend from the perspective of ensuring equal opportunities, it is important to continue to foster the integration of international students as deeply as possible into the VU community. This requires developing the openness of community members to cultural (language, religion, national identity, race, etc.) diversity, ensuring the provision of information to students and employees in Lithuanian and English, and ensuring opportunities for international students to use the services of self-expression and support provided by Vilnius University as widely as possible. It is also important to further develop and expand the idea of providing mentoring services to international students by creating and maintaining a sufficient network of mentors who are able and willing to mentor in English.



## WORK-LIFE BALANCE

**Family responsibilities.** In both academic and non-academic units, childcare leave is mainly taken by women. According to the VU ITPC data of 31 December 2022, 81 female University employees and one male University employee working at an academic unit were on childcare leave. It should be noted that the Labour Code does not specify the composition of an employee's family responsibilities, thus both the parental responsibility for children or a spouse (e.g. the possibility to nurse a sick child or go to their party at kindergarten or school) and duties for other close relatives (e.g. the need to nurse elderly parents or take care of another cohabiting close relative) should be understood as the employee's family responsibilities. Therefore, this provision shall also be taken into account in relation to measures applied at the University.

The topic of work-life balance has become increasingly relevant for all employees and employers. It became particularly evident during the COVID-19 pandemic when the emerging situation prompted everyone to adopt a form of remote work, which allowed the University to continue being operational. As this form of work had been maintained as convenient even after the end of the pandemic, the Description of the Remote Work Procedure for the Employees of Vilnius University was approved.

To be more consistent in planning work-life balance activities, in 2022, the Community Development Division of the University initiated cooperation with the Office of the Equal Opportunities Ombudsperson. This cooperation encouraged the University to join the 'Daugiau balanso' ('More Balance') initiative, which allowed a more coherent look at the current benefits for the University employees to be taken and the challenges that hinder better planning and the implementation of these measures to be identified. In the course of cooperation with the Office of the Equal Opportunities Ombudsperson, a steering group was established and attended by the Pro-Rector for Organisation Development and Community Affairs, the employees of the Human Resources Division, and the coordinators of internal communication and equal opportunities. Meetings, training sessions, and expert consultations were held. Additionally, an action plan was developed, the two key objectives of which are to raise awareness among employees regarding the benefits and measures of achieving work-life balance and to increase the effectiveness of the system for collecting administrative data relating to work-life balance.

**Remote Work Procedure.** In September 2022, the Description of the Remote Work Procedure for the Employees of Vilnius University was drawn up and approved, which facilitated the adoption of the decisions to engage in remote work and delegated the decisions to immediate superiors. The process itself has also been simplified – an employee's application shall be submitted and approved via AVILYS, the University document management system, eliminating the need for separate agreements on remote work. The Remote Work Procedure provides a coherent explanation of the manner, circumstances, and possible duration of the remote work period.

**The services of the Counseling and Training Center.** [The Counseling and Training Center](#) (hereinafter the 'CTC') of the Faculty of Philosophy of Vilnius University is one of the unique services provided for the students and employees of Vilnius University. It provides a variety of psychological services to students and employees experiencing psychological difficulties. This unique service comprises free-of-charge individual (for students), partially paid (50 per cent reimbursable – for employees), and fully paid continuous psychological counselling, information events, and training.

The persons experiencing a crisis are provided with free-of-charge individual specialist counselling. In 2022, the Counseling and Training Center provided 5,824 psychological services (i.e. compared to 2021, this was an increase of 1,651 psychological services provided). In 2022, the Vilnius University community psychologists

organised 58 educational events, which were attended by 613 students and 450 employees. In comparison, in 2021, 29 events were organised at the University, with 353 students and 265 employees attending.

**Financial support for employees in the event of illness, providing care for family members, or the birth of children.** The University has good practices and examples that ensure the well-being and support of the community when it is needed. For instance, additional benefits are granted for University employees in the following cases: in the event of the birth of a child, the death of an employee (the benefit shall be paid to the employee's relatives), the death of an employee's family member, the employee's loss of accommodation and property due to fire, flood, etc., as well as in cases when a difficult financial situation or the deterioration of health of an employee or their family member is experienced, or to compensate an employee for the costs of treatment of a serious illness (including injuries, surgeries).

The amounts of additional benefits and the documents to be presented are defined and approved in [the Procedure for Granting Additional Benefits of Vilnius University](#) and its [most recent amendment \(in Lithuanian\)](#). The period of 2020–2022 witnessed an increasing trend in the number of employees applying for such benefits. The largest share of benefits each year is paid related to the death of an employee or the death of a family member. The larger proportion of employees receiving benefits were women.

	2020	2021	2022
Total amount of benefits, EUR	75,020	89,540	101,830
Benefits paid to women, EUR	45,000	59,520	64,140
Benefits paid to men, EUR	42,360	30,020	37,690
Number of applications approved	162	175	180

Table 7. Financial support data, 2020–2022 (source: Human Resources Division)

The amounts of benefits range from 320 to 1,500 EUR, taking into account individual situations that shall be considered after consultations with the applying employees, and the provision shall be submitted to the Chancellor by the Benefit Granting Commission established for the implementation of this procedure, which employs representatives of the Legal Division, the Human Resources Division, the Community Development Division, the Finance Department, and trade unions.

**Discounts for employee studies.** University employees are provided with the opportunity to study at the University; they can submit requests for a reduction in the cost of studies. Based on the internal legal acts ([the Description of the Procedure of Payment, Reimbursement, and Recovery of Tuition Fees at Vilnius University](#) and [the Resolution of the Senate](#) (in Lithuanian)), the cost of tuition for the studies chosen by employees may be reduced by up to 70 per cent. The cost of tuition may be reduced for the employees who have continuously worked at the University in at least a 0.5 full-time position for no less than ten months.

**Discounts for employee leisure.** The University offers its employees and their families the opportunity to spend some leisure time under favourable conditions with discounts at the following Vilnius University recreation facilities: the conference, seminar and leisure centre Romuva in Palanga, the practice and recreation facility in Pervalka, and the training and practice facility in Puvočiai.

**Summer camps for employees' children.** In 2021–2022, as every year, in the second half of June, [the Health and Sport Center](#) has organised two shifts of the children's summer camp, thus providing the opportunity for Vilnius University employees to safely leave their children at the camp in Saulėtekis for the entire working day after the school year had ended. In this camp, children acquire knowledge and experience, enjoying

togetherness and healthy physical activities. Besides, thanks to children, the parents working in various units also get an opportunity to meet. In 2021, such camps were organised in smaller groups than usual (15 children per group). In 2022, both groups accommodated 20–25 children aged 7–11.

**Opportunities for employee professional development abroad.** The University employees, as representatives of a higher education institution, have the opportunity to participate in the mobility offered by the Erasmus+ programme. Employees are provided with the opportunities to participate in learning activities and visits, as well as to contribute to work monitoring/shadowing and other activities. According to the data of the International Relations Division, in the academic year 2021–2022, 92 lecturers of the University went on teaching visits to partner institutions of scientific studies under the Erasmus programme. In addition, 138 employees took advantage of the opportunity offered by the Erasmus programme and visited institutions of scientific studies abroad for learning purposes, while 163 employees visited companies, institutions, and other organisations abroad for learning purposes.

**Children playrooms.** In the Scholarly Communication and Information Centre of Vilnius University (MKIC), working rooms for parents with children have already been available for several years. These consist of ten workplaces, including three double cabins for individual work and one shared child play area with toys and children's books. In 2021, on the initiative of the Trade Union of Vilnius University and well-meaning efforts of the Property Management and Service Centre team, the children's playroom was also set up in the connected building of Vilnius University in Saulėtekis; however, it is not yet operational.

**Communication messages on the topic of a healthy work-leisure balance.** To raise awareness among employees on the topic of work-life balance as well as to develop related measures, in 2022, the Communication and Marketing Division of the University presented three interviews on the topic of work-leisure balance. These articles were published on the platform #AtvirasVU (OpenVU), Vilnius University news, and internet media :

- [Interview with Dr Vytautas Ašeris. “Vilnius University Partnership Professor: To be Effective at Work, You Need to Be Effective Beyond it”](#)
- [Interview with Assoc. Prof. Jurgita Lazauskaitė-Zabielskė. “Working Longer Hours Remotely than in the Office: What Can We Do to Avoid Getting into the Habit of Working All the Time?”](#)
- [Interview with Dr Gerda Ana Melnik-Leroy. “Researcher Seeks to Understand How Misinterpreting Statistics and Graphs Affects People’s Behavior”](#)

**Summary.** Maintaining a healthy work-life balance is one of the strategic topics of diversity and equal opportunities at Vilnius University. In order to create conditions for the members of the University community to better balance study and/or work commitments with personal commitments, in addition to the guarantees provided for in the Labour Code of the Republic of Lithuania (annual leave, paternity/maternity time, care-taking of relatives leave, extra days off for fathers and mothers, the right to time off for family needs, the need for remote work, etc.), additional benefits for employees are also provided at the University, such as discounts for employee studies or rest, or additional benefits for employees in case of an accident or increase in the number of members of the family, etc. It is important to consistently increase the awareness of these guarantees and benefits within the University community. There is also an urgent need for greater accessibility and the systematisation of administrative data relating to the improvement of the work-life balance. Consistent data collection and analysis would allow the University to gain deeper insights into the real challenges of employees' work-life balance in the future.

## STUDIES REGARDLESS OF THE SOCIAL EXCLUSION

**Scholarships and other financial support for students experiencing a difficult material situation.** University students can be awarded one-off social scholarships to help them with their studies in complicated periods of life when students or their family members are struck with sickness, suffer an accident, find themselves in an extremely difficult financial situation of the family, experience a loss of a close relative or an increase in the number of family members. In 2022, such scholarships were awarded to 113 students (40.8 thousand EUR); in 2021, to 126 students (40.3 thousand EUR).

Social partners of the University also contribute to providing support for gifted, socially disadvantaged students. The following nominal scholarships are awarded to students: the Algimanta Railaitė-Pranckevičienė Merit Scholarship, the Lithuanian Canadian Foundation's *Eileen and Vincent Kadis* Scholarship. In 2021–2022, social partners ('SBA Concern', 'Moody', 'cargoGO Logistics' UAB) provided support for the students admitted to Vilnius University to continue the studies they had started at universities in Belarus and Ukraine.

Students experiencing difficult financial situations are also awarded social scholarships administered by the State Studies Foundation (6.5 BSI (basic social benefit), currently – 318.50 EUR per month). Each year, about 600–700 students of Vilnius University receive such scholarships. Those who cannot afford to pay the tuition fee themselves or lack the means of subsistence may be eligible for state-supported loans for exchange studies abroad to cover both the cost of studies and the cost of subsistence. These loans are granted to students by Lithuanian banks on preferential terms, and repayment of the loan starts 12 months after graduation (source: data of the Study Administration Division).

**Scholarships to increase access to studies.** Vilnius University takes care of the future of Lithuanian young people and has awarded a special 450<sup>th</sup> Anniversary Scholarship to prospective students facing financial difficulties. The scholarship is paid during the first year of studies – from September to June – for gifted but financially disadvantaged students. The aim of the scholarship is to reduce the sensitive issue of social exclusion in Lithuania, to increase the availability of university studies, and to help students of the first cycle and integrated study programmes of the University to adapt to the new environment.

Using its own funds, Vilnius University has established scholarships for 100 students. In addition, the University's partners have established nearly 40 scholarships for students from financially disadvantaged families enrolled in certain study programmes. In 2022, persons entering the University were eligible for the scholarship if they met the following criteria:

- Vilnius University was chosen as the top priority in the application for the first cycle and integrated studies,
- the average monthly income of the family in the last three months was no more than 450 EUR per person,
- have not previously acquired a bachelor's or a master's qualification degree, etc.

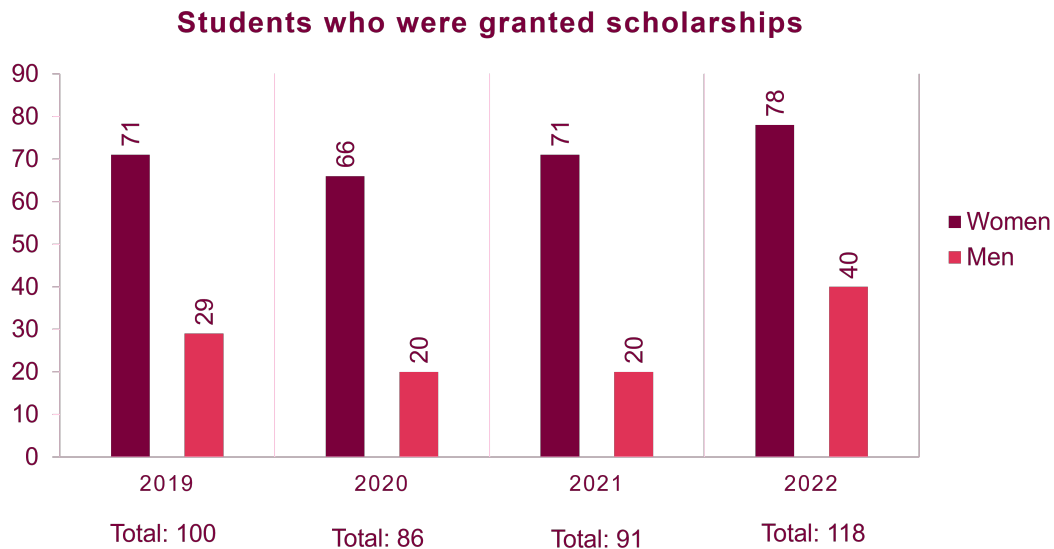


Fig. 26. VU 450<sup>th</sup> Anniversary Scholarships granted to VU students (persons) (source: Study Administration Division)

**Attention to children from socially sensitive environments – the volunteering project ‘Kelrodė žvaigždė’ (‘The Guiding Star’).** Since 2017, the volunteering project ‘Kelrodė žvaigždė’ (‘The Guiding Star’) has become an integral part of Vilnius University. Students from various study fields choose this voluntary activity not only to spend their time meaningfully after lectures but also guided by the desire to help children experiencing communication or behavioural difficulties. Working with children from Vilnius (4), Kaunas (1) and Šiauliai (1) schools, VU students contribute to the reduction of social exclusion.

As volunteering students will have to interact with children who are experiencing difficulties, a volunteer training cycle is organised each school year. It includes volunteer mentors’ training (on leadership topics); introductory volunteering training, which covers the concept of volunteering as well as working effectively with the specific age group of children the volunteers will interact with; and, at the end of the year, a volunteering self-assessment training/student hike.

Each year, to promote sustainable friendship between children and volunteers, festivities, group meetings, and trips of volunteers (to the STEAM Centre of the Vilnius University Šiauliai Academy or Molėtai Astronomical Observatory) are organised. This allows the participants of the project to get to know each other better and establish strong interpersonal relationships.



In the course of the year, participants of the volunteering project share their best practices with the community of Vilnius University by participating in various communication projects – the volunteering photography exhibition, interview cycle on volunteering, VU Career Networking Fair or discussions on the benefits of volunteering for both society and the volunteer. Over the five years of the volunteering project ‘Kelrodė žvaigždė’ (‘The Guiding Star’), more than 210 children have established a sustainable bond with VU students ([VU Volunteer Centre](#)).

**Summary.** Vilnius University consistently demonstrates social responsibility and supports and develops measures to encourage pupils who experience social exclusion to pursue studies at the University. This responds to and highlights the openness of the University community to the Third Mission of Universities, which is perceived as providing practical benefits to society, involving both innovative and social activity and university entrepreneurship – these activities are worth fostering and expanding, based on both the experience gained individually and shared by the foreign universities. Financial support by providing a special 450<sup>th</sup> Anniversary Scholarship to prospective students facing financial difficulties, one-off social scholarships, and support (with the contribution of social partners) for gifted socially disadvantaged students – these good practices are worth nurturing and developing further.

## ANTI-DISCRIMINATION MEASURES

Vilnius University has a zero-tolerance policy for any form of sexual harassment or coercion. We aim to create a community that is safe, engaging, and open to diversity, nurturing a culture of mutual respect and consideration for each other. Any form of harassment or sexual abuse is against our values, contradictory to academic ethics, and destructive to community members' trust in one another. Therefore, first and foremost, the entire community and all the members of it are encouraged to take individual and collective responsibility to ensure that working/professional relationships are based on mutual respect and sensitivity to the balance of power ([Trust Line](#)).

Having experienced or noticed an instance of sexual harassment, discrimination on the grounds of gender, age, disability, sexual orientation, ethnicity, etc., one is encouraged to report it to the Trust Line, in operation since 2018, by e-mail: [pasitikejimas@cr.vu.lt](mailto:pasitikejimas@cr.vu.lt). The Trust Line receives reports from both Lithuanian and international students. The University aims to provide the possibilities for employees and students to reveal the above-mentioned completely confidentially. In 2022, the activity of the Trust Line was ensured by the Community Development Division.

	2018	2019	2020	2021	2022
Reports to the Trust Line	2	9	7	19	6

Table 8. Reports to the Trust Line of Vilnius University (source: Community Development Division)

A continuous increase in the variety of content of the reports received by the Trust Line is observed. The Trust Line was established in 2018 as a means of reporting cases of sexual harassment. However, reports on disrespectful behaviour, academic dishonesty, harassment, etc., have also been received consistently. In 2021, the number of reports received was greater than usual; most of them concerned the restrictions during the pandemic and the national “Opportunity Pass” (“Galimybių Pasas”) scheme, COVID certificates that were required under those circumstances. In order to raise general awareness and increase the ability to

identify potential cases of sexual harassment, a special [e-training programme, “Recognition and Prevention of Sexual Harassment”](#) (in Lithuanian), was developed for Vilnius University employees and students.

The working group established in 2022 initiated the development of the Policy on the Prevention of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution and of the procedure for the investigation of such cases. Anticipated to be implemented in 2023, the Policy on the Prevention of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution at Vilnius University describes and implements the ways of recognising discrimination, harassment, sexual harassment, violence, and persecution, and possible forms thereof. It also seeks to set out the principles to protect the persons who sought support or reported cases of discrimination, harassment, sexual harassment, violence, or persecution, as well as the support provided to them and the investigation of the reports submitted. The provisions of this Prevention Policy are binding on all members of the Vilnius University community (for more information, see the [Trust Line](#)).

The Prevention Policy is formulated by the Pro-Rector for Organisation Development and Community Affairs of the University. The supervision of the implementation of the Prevention Policy is carried out by the unit of the Central Administration responsible for the development of the University community, the Commission for the Prevention and Investigation of Cases of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution established by Order of the Rector of the University and responsible employees in the units.

**Summary.** The system of ensuring the prevention of discrimination is in place at Vilnius University, but it is necessary to expand the awareness of these activities as well as to develop the competencies of community members to recognise possible cases of discrimination and disrespectful behaviour.

## Other areas ensuring equal opportunities

The University aims to foster diversity and ensure equal opportunities for all, regardless of their gender, race, nationality, citizenship, language, origin, social status, faith, beliefs, convictions or views, age, sexual orientation, disability, ethnicity, religion, family status, intention to have a child (children), or other discriminatory grounds. Therefore, the present chapter considers the areas that, even though not identified as priority fields of activity in the Strategy, are still of particular significance for the community of Vilnius University.

**Age of employees and students.** The largest share of academic employees (30 per cent) are 35–44 years old (Fig. 27). The lowest share of academic employees belongs to the categories of the youngest (17–24 years old) and the oldest (65 years old and above), representing one per cent and six per cent of all academic staff respectively. Compared with the data of 2019 and 2020, the one to two per cent change in certain age categories of employees is observed; however, the overall tendency of the distribution of employees by age remains stable (see Table 17 of the Annex). On 31 December 2022, the youngest age of academic employees was 23, whereas the oldest was 84 years old.



### The distribution of academic employees by age

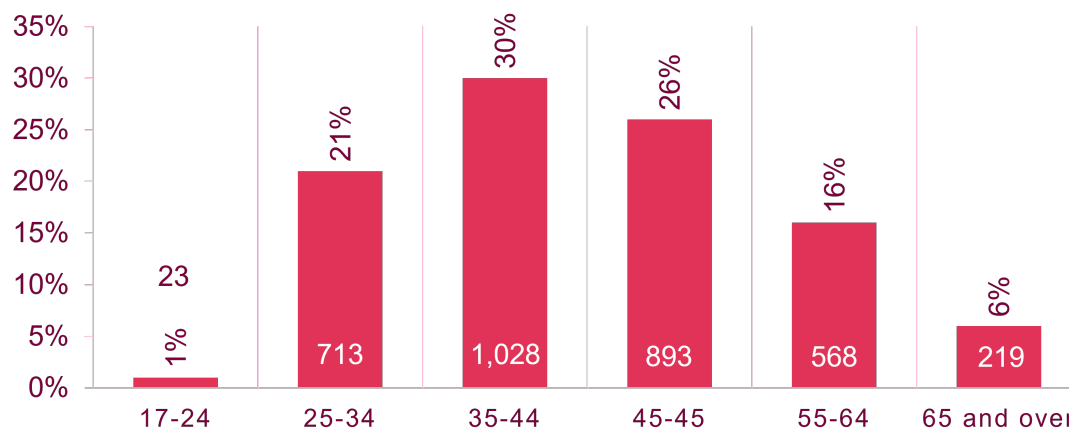


Fig. 27. The distribution of academic employees by age in December 2022 (source: Human Resources Division)

In terms of the distribution of academic employees by age and gender (Fig. 28), the distribution of men and women by age group is very similar, with five out of six age categories showing no difference of more than three per cent. Only in the age group of 45–54 is the difference greater (seven per cent), with 45–54-year-old female employees outnumbering male employees of the same age.

### The distribution of academic staff by age and gender

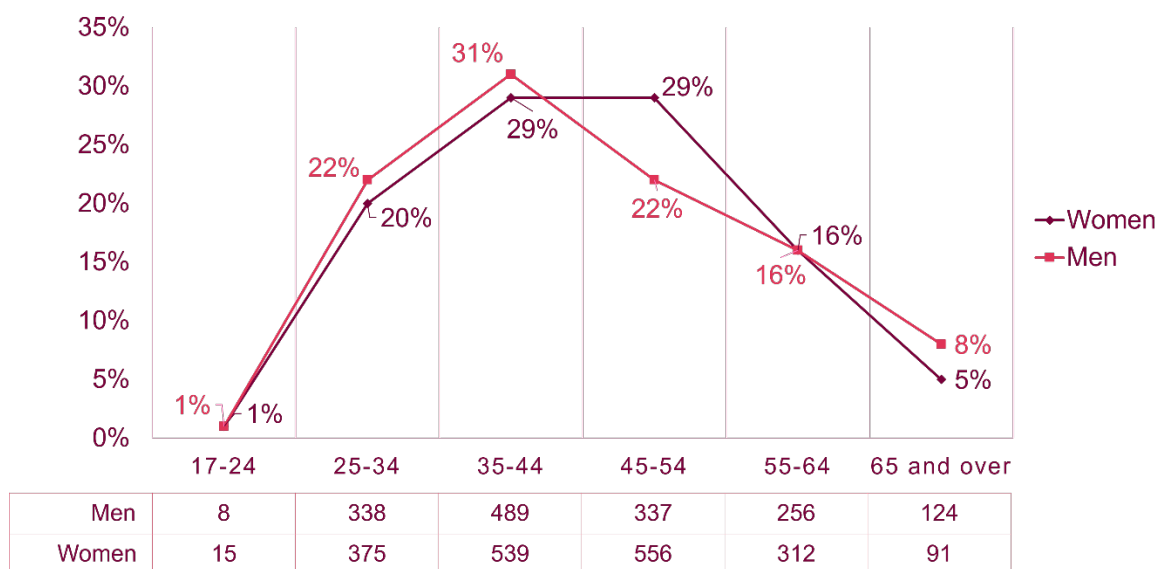


Fig. 28. The distribution of academic staff by age and gender on 31 December 2022 (source: Human Resources Division)

The distribution of non-academic employees by age group (Fig. 29) is slightly more even than that of academic staff – the share of the four youngest and oldest age categories of employees ranges between 18–23 per cent. The largest share of non-academic employees (23 per cent) consists of 55–64 year-olds, and the lowest (8 per cent) – 17–24 year-olds. Compared to 2020, the share of employees of this age decreased from 13 to eight per cent. Also, compared to the data of previous years, an increase in the 35–44 age group is observed (nine per cent in 2019, 18 per cent in 2020, and 20 per cent in 2022, see Table 17 of the Annex). On 31 December 2022, the youngest non-academic employee was 18 years old and the oldest – 85 years.

The distribution of non-academic employees by age

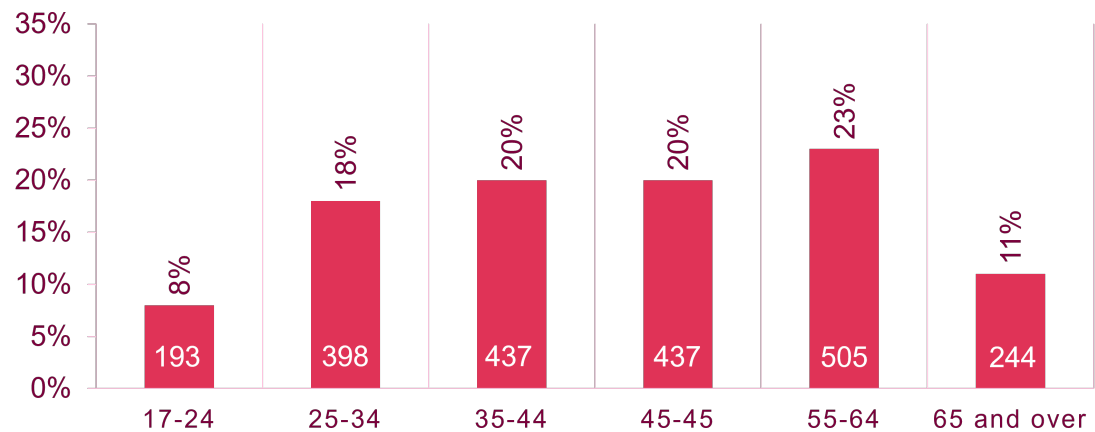


Fig. 29. The distribution of non-academic employees by age in December 2022 (source: Human Resources Division)

Regarding the distribution of non-academic employees by age and gender (Fig. 30), it can be seen that the share of men and women does not differ by more than three per cent for all age categories.

The distribution of non-academic staff by age and gender

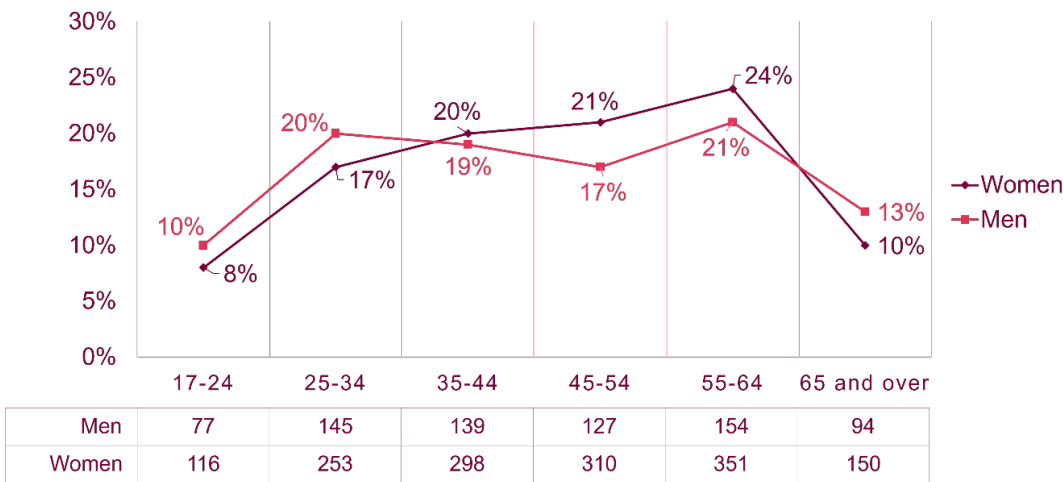


Fig. 30. The distribution of non-academic staff by age and gender on 31 December 2022 (source: Human Resources Division)

**Age of students.** On 1 October 2022, the majority (77 per cent) of Vilnius University students were 17–24 years old (Fig. 31). This percentage has dropped slightly compared to 2020 when 81 per cent of students fell within this age group (see Table 18 of the Annex). Respectively, in 2022, we can see slightly higher shares of students aged 25–34 (an increase from 15 to 17 per cent), students aged 35–44 (an increase from three to four per cent), and students aged 45 and above (an increase from one to two per cent). In 2022, the youngest age of students at the University was 17 years and the oldest – 64 years.

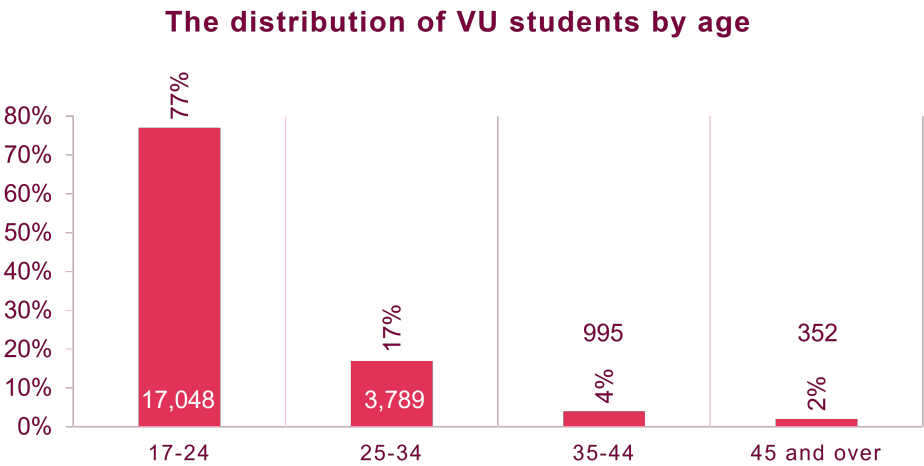


Fig. 31. The distribution of students by age (source: Study Administration Division, data on 1 October 2022)

The curve of the distribution of students by age and gender was almost identical, with the share of 17–24-year-old students being 77 per cent in both women and men groups, while the difference in other age groups was one to three per cent between women and men.

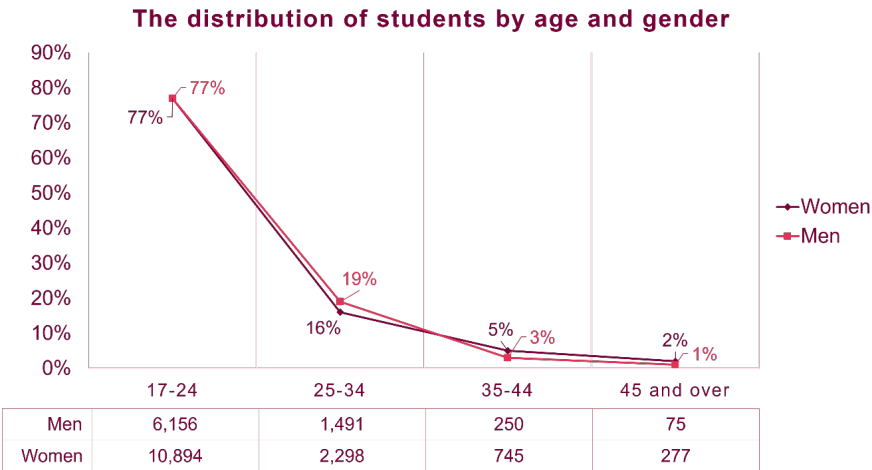


Fig. 32. The distribution of students by age and gender (source: Study Administration Division, data of 1 October 2022)

**Sexual orientation and identity.** Regarding sexual orientation, the University carries out the Vilnius University Students' Representation programme 'Be etikečių' ('No Labels'). The University LGBT+ Group is the main one dealing with the topic. The implementation of the programme 'Be etikečių' brings together the VU community members belonging to the LGBTQ community. It aims to educate the VU community on this topic by organising lectures, discussions, film screenings, and other events.

In 2021 and 2022, under the initiative of the programme 'Be etikečių', various events, such as the queer cultural festival 'Culture of All', a queer photography competition, the exhibition 'Pasaka tikiu' ('I Believe in a Fairytale'), the discussion 'Aktyvizmas mene ir menas aktyvizme' ('Activism in Art and Art in Activism'), queer literature readings, and other events were organised. Also, educational videos aimed to promote queer artists and cultural representatives were produced. In cooperation with the LGBT+ Group of the University, the discussion 'Sąrašo pabaigoje istorija kartojasi' ('History Repeats Itself at the End of the List') was organised, during which the situation of LGBTQ+ rights in Lithuania was discussed.

Although the University is not currently actively engaged with topics regarding sexual orientation, this issue requires focus in terms of the vulnerability of the persons belonging to the LGBT+ Group. To prevent any possible discrimination, the organisations representing this group at the University are informed of the possibility of contacting the Trust Line and the Counseling and Training Center.

According to the data of the University's Trust Line of 2021–2022, no reports were received on the grounds of sexual orientation or related provisions. However, according to the data of the community survey 'Gyvenimas VU' ('Life at VU') carried out in 2022, four individuals mentioned the discrimination experienced at the University on the grounds of their sexual orientation.

**Religion, faith, beliefs, convictions, and views.** No detailed study on religious or faith practices and the related needs of community members has been conducted at Vilnius University. Based on the demographic data of the Lithuanian population in recent years, it can be assumed that the majority of the members of the community traditionally identify themselves as non-practising followers of the Catholic faith, and there are also followers of other Christian denominations or other religions.

The Catholic pastoral care at Vilnius University has deep roots and is closely related to the Jesuit past and tradition of the University: the Jesuits have always provided pastoral care to the University, ensuring comprehensive religious and spiritual service in the Church of St. Johns'. The position of the [Chaplain of Vilnius University](#) (in Lithuanian) has also been established. There are two main streams through which pastoral care is carried out at the University. The pastoral care activities of the Church of St. Johns' of Vilnius University are dedicated to the wider public of the city, fostering the tradition of ecumenical collaboration. Also, specific pastoral care activities are carried out for the University community and supervised by the Chaplain and the Pastoral Team of Vilnius University.

During the period of 2021–2022, taking into account the restrictions of the pandemic, the community of Vilnius University was offered various pastoral care activities and events conducted remotely and, as far as feasible, directly: a Holy Scripture study group for students, VU 'Magis Club', 'Magis Mass' for students, Mass for employees, the Advent Evening, early Advent Matins Mass, All Souls' Day Mass, May services held at the Botanical Garden of Vilnius University, and commemorations of Mothers' Day and Fathers' Day.

The Pastoral Team, which operates on a voluntary basis, addresses the spiritual needs of the University community, fostering compassion for the marginalised and the housebound during Advent and Lent through outreach to people living in social exclusion and for those cared for in nursing homes. In 2021–2022, the Chaplain and the Pastoral Team of Vilnius University launched new initiatives: they began implementing the

socialisation project for families raising children with Down syndrome, in which volunteer students from Vilnius University participate, and the team members are getting involved in the spiritual welfare of Ukrainian refugee families.

The presentation of the book “Building a Bridge: How the Catholic Church and the LGBT Community Can Enter into a Relationship of Respect, Compassion, and Sensitivity” by the American Jesuit James Martin SJ took place alongside a discussion with the remote participation of the author himself. In 2021, at the Ceremony of the National Equality and Diversity Awards, Chaplain Eugenijus Puzynia SJ was nominated for the Award of Religious Diversity for the development of academic pastoral care at the University and the promotion of open and respectful dialogue between different religions and the acceptance of LGBTI+ people.

Through personal spiritual conversations, counselling, and support services, the Chaplain and team members contribute to the spiritual, emotional, and psychological well-being of the University community members and the integration of students, especially international ones. The following mission guides the Chaplain and the Pastoral Team: to provide open and modern academic pastoral care that addresses everyone's spiritual needs, promotes integral personality development that is engaged in a dialogue with science, culture, various religions and views, offering the space and tools for spiritual growth, contributing to the strengthening of the Vilnius University community and the assumption of social responsibility by the public. The most important plans for the future are to expand activities in the multifunctional pastoral care centre open to various religious traditions and the space for spirituality ‘Šviesos dvasingumo erdvė’ (‘The Space of Light Spirituality’) in Saulėtekis, which would also be suitable for meeting the needs of students or lecturers arriving from other countries, followers of non-Christian religions (the concept for the adaptation of the premises of this centre has already been developed and funding is being sought).

It is also known that some members of the community do not identify themselves with any particular religion. However, they do participate in common traditional events or commemorations (of Christian connotations), such as the Advent Evening. Indeed, it would be very useful to conduct a more in-depth study in relation to this issue in order to address, as purposefully as possible, the religious needs of all members of the community of Vilnius University.

**The ‘Gyvenimas VU’ (‘Life at VU’) survey of community members in 2022.** In September-October 2022, a survey of the VU community members was carried out. The aim of the survey was to find out how employees assess different aspects of the University's activities, the well-being of employees at work, and the overall welfare. The study involved 1,223 employees (661 academic and 562 administrative employees).

The survey respondents were distributed as follows: 63 per cent women, 30 per cent men, and seven per cent of the respondents did not indicate their gender. This was the fourth survey of the community employees to ask about any discrimination experienced (responding to this question was not obligatory). Among the most frequently mentioned forms of discrimination, bullying, or harassment faced were related to personal characteristics (51), age (44), beliefs or views (36), gender (35), behaviour (35), appearance (21), family status (18), social status (12), sexual orientation (4), language (4), disability (3), faith/religion (3), nationality (2), citizenship (2), ethnicity (1), and race (1) (source: Community survey ‘Gyvenimas VU’ (‘Life at VU’) 2022).

In 2020, 964 respondents participated in the survey, and the most often mentioned forms of discrimination experienced were on the grounds of age, views, personal characteristics, and gender (2020 ([the Monitoring of Equal Opportunities and Diversity Situation at Vilnius University in 2020](#))).

**Recommendations for improving activities.** In the 2022 Institutional Review Report of Vilnius University, the Centre for Quality Assessment in Higher Education presented the following recommendations for the improvement of equal opportunities activities ([The 2022 Institutional Review Report of Vilnius University](#)):

- to enhance the accessibility of the webpage for people with physical or mental disabilities;
- to improve the availability and quality of services on psychological health and student counselling;
- to increase the awareness of the Trust Line among community members;
- to give more personalised support to international students in order to increase their integration into the VU community; and
- to increase the competencies of members of the VU community on non-discrimination practices and the ability to identify critical situations.

## INTERNATIONAL PROJECTS IN THE FIELD OF EQUAL OPPORTUNITIES

According to the data of the Research and Innovation Department of Vilnius University, in 2020–2021, international research projects related to the topic of equal opportunities – the implementation of gender equality plans, the social roles of genders, and the prevention of discrimination – were carried out at the units of the University. Also, this chapter provides a brief overview of Vilnius University activities carried out in the ARQUS European University Alliance and the COIMBRA Group.

[MotherNet](#), the Vilnius University-coordinated consortium, aims to reveal the motherhood-related exclusions occurring in modern society and to develop a programme that transforms interdisciplinary competencies at the European level. This project, funded by the European Union, carries out research relevant to the political environment and develops an innovative mentoring program that encourages the modernisation of the current understanding of motherhood. This TWINNING project carried out within the scope of the Horizon 2020 programme is coordinated by the Faculty of Philology of Vilnius University (Dr Eglė Kačkutė-Hagan).

Another European Union-funded project, [GENDERACTIONplus](#), is also successfully implementing politically strategic objectives for promoting gender equality in the context of European research programmes. Vilnius University Associate Professor Virginija Šidlauskienė contributes to the ambitious goals of strengthening the strategic decision-making platform for gender equality. This is one of the key projects promoting gender equality competencies and expertise in countries focusing less on these skills.

The influence of gender dynamics on various teams and organisations was investigated through the [GEDII](#) project carried out within the scope of the HORIZON 2020 funding programme. By working in the prestigious gender and research consultation board, the lecturer of the Faculty of Philosophy of Vilnius University, Vīginta Ivaškaitė-Tamošiūnė, contributed to the implementation of this project. The lecturer's involvement in the project helped to adopt decisions on the development of the Gender Diversity Index related to qualitative indicators of scientific achievements. Equally important is the contribution of the involvement of the project team in the national, European, and world-class debates on science and gender equality issues.

In cooperation with Vilnius City Municipality, the Center for Crime Prevention in Lithuania, the European Forum for Urban Security, and partners from Slovenia, Vilnius University implemented the European project [SHINE](#) focused on combatting sexual harassment. Together with the team, the lecturer of the Faculty of Philosophy of Vilnius University, Vida Jakutienė, contributed to the preventive activities aiming to make

nightlife safer. Preventive measures were implemented by a new network of active participants, uniting local business points, law enforcement agencies, municipal service centres, and related business intermediaries.

**2PS** is another strategic project of the European Commission aimed to combat the exploitation of children. In cooperation with more than twenty partners, Vilnius University participates in preventive activities and delves into the specific circumstances and environment of exploited persons and offenders. Alternative preventive measures are being developed by three researchers of the Faculty of Philosophy: Professor Ilona Laurinaitytė, Associate Professor Neringa Grigutytė, and Gustė Kalanavičiūtė, who coordinate initiatives with the authorities for science.

**SPEAR** is an international scientific project launched in 2019 dedicated to gender equality in the academic and scientific community. Eleven partners from nine European countries, including Vilnius University and Vytautas Magnus University, participate in the project funded by the EU Horizon 2020 programme. The project is coordinated by Prof. Aurelija Novelskaitė from VU.

The length of the project “Supporting and Implementing Plans for Gender Equality in Academia and Research” (SPEAR) is from 2019 until May 2023. The project focuses on the development and implementation of gender equality plans in European universities to achieve real structural change in this field. The development of gender equality plans will be carried out in accordance with the European Institute for Gender Equality’s (EIGE) toolkit GEAR. SPEAR project is important because, despite the wide range of projects dedicated to promoting gender equality at the University carried out at the European Union level, challenges persist. The coordinators of the SPEAR project are Eva Sophia Myers and Liv Baisner (University of Southern Denmark). Project website: [HORIZON 2020 – SPEAR project](#).

The consortium of SPEAR project consists of the community of practice, in which the University of Southern Denmark, Denmark (SDU), Uppsala University, Sweden (UU) (the coordinator), and RWTH Aachen University, Germany (RWTH) cooperate, the dissemination is carried out by Europa Media Non-profit Ltd. (EM), Hungary, and the internal assessment is carried out by the Joanneum Research Forschungsgesellschaft MBH (JR), Austria.

Also active is the community of learning, which brings together Plovdiv University ‘Paisii Hilendarski’ (PU), Bulgaria and International Business School, Bulgaria, Vytautas Magnus University (VDU), Lithuania, Vilnius University (VU), Lithuania, Nova De Lisboa University (UNL), Portugal, and University of Rijeka (UNIRI), Croatia. To learn more about SPEAR methodology and the results achieved, see the recording of the final conference held in March 2023 ([SPEAR Final Conference](#)).

Within the scope of implementation of the HORIZON 2020 SPEAR project at Vilnius University, gender equality plans were developed at the following units: the Faculty of Economics and Business Administration, the Faculty of Philosophy, the Faculty of History, the Faculty of Communication, the Institute of International Relations and Political Science, and the Business School. The focused interdisciplinary team representing the pilot units has chosen the so-called *bottom-up* work method, starting with the situational analysis and information collection at each unit. The result of this process is the drawn-up GEPs that correspond to the then reality and issues of each unit.

The objective of the **ARQUS European University Alliance** is to create common long-term sustainable structures and close inter-institutional cooperation mechanisms in the fields of studies, research, and social partnerships through the coordination of policies and joint actions of the universities involved.



In 2022, ARQUS II was launched. It develops and continues the activities of the first-phase ARQUS. The activities to address the inclusion topic ([ARQUS II Action 10 “The ARQUS Inclusion and Diversity Hub”](#)) are continued maintaining the three baselines, namely:

- the establishment of the inclusion and diversity hub as a centre; structuring a network of communities and partners of practice, as well as stakeholders in all the partner universities of ARQUS;
- inclusive teaching and learning (making inclusive teaching and learning a distinctive feature of the ARQUS academic offer); students will be involved in the joint process of creating an inclusion-related academic offer. Certain activities will target specific groups, including students with intellectual disabilities. The task also includes the integration of inclusive training as the criterion for quality assurance and training awards;
- the empowerment of people and the ARQUS inclusive communities (through the implementation of this task, it is intended to create conditions for inclusion across the Alliance (study and work environment, research environment, social space) and beyond, and to develop meaningful connections with local and European contexts).

Under ARQUS I (until 2022), the action line “Widening Access, Inclusion and Diversity”, dedicated to the topic of equality and diversity, was coordinated by the Inclusion Board, chaired by the University of Padua. Its main objectives were: to increase inclusion (accessibility and diversity) in universities; to improve understanding of the local and regional environment, different forms of inequality, under-represented groups, diversity and inclusion; to promote inclusive policies at the regional and national levels.

The Vilnius University team, which chose the action line “Widening Access, Inclusion and Diversity”, consisted of an interdisciplinary team of academic and non-academic employees and operated across all the 13 sub-actions. Vilnius University curated the sub-action “Children’s University” and prepared guidelines for developing inclusive activities for children. Also, during the first phase of ARQUS, the Vilnius University team participated in organising more than 15 international webinars dedicated to various inclusion topics. The representatives from the Faculty of Philology, the Faculty of Philosophy, Šiauliai Academy, the Community Development Division, as well as other non-academic units, delivered presentations and participated in discussions (some webinar recordings can be accessed via the link [Inclusive ARQUS – webinars](#)). Particular attention should be drawn to the guidelines on the development of inclusive university activities, where emphasis is placed on networking as the main organisational feature to be taken into account by higher education institutions promoting inclusion and diversity, which have been drawn up by all ARQUS partners ([The ARQUS Support Networks for Inclusion. Information and Guidebook](#)).

Founded in 1985, the **COIMBRA Group** is an association of long-standing European multidisciplinary universities that meet high international standards. It is committed to establishing special academic and cultural relations with the aim of promoting internationality, academic cooperation, and excellence in learning and research, as well as serving society for the benefit of its members. Another objective of the Group is to exert influence on European education and research policies and develop best practices through exchanging experience (for more information, see [COIMBRA universities](#)).

This working group aims to support and promote networking among the COIMBRA Group universities in the fields of inclusive education and leadership, as well as equality, diversity, and connectivity. Despite recent progress towards seeking equality in research and innovation in Europe, gender-related and other differences in the participation and representation of researchers remain significant. Although the gender gap among graduates has decreased in many study programmes and fields, and students from disadvantaged backgrounds make up a more substantial part of students at European universities, women and minorities are

still under-represented in certain areas of studies, especially in STEM fields, and in the pursuit of the positions of senior researchers and professors.

Equality and inclusion are crucial for the long-term improvement of the quality and excellence of research and innovation; therefore, the Equality & Diversity (ED) working group will focus its activities on these lines of action (more at: [COIMBRA EDWG](#)).

## SUMMARY AND RECOMMENDATIONS

**Disability.** Although the number of students with disabilities receiving financial support (who have been recognised as having 45 per cent or less of their capacity for work, which is established as required for state financial support) at the University is decreasing, the number of students applying for the individualisation of studies and having more than 45 per cent of their capacity for work remains stable. Another noticeable trend is that the need for the individualisation of studies is usually expressed by students with invisible disabilities (psychosocial disability, dyslexia, etc.). The experience gained in assisting students with disabilities or other learning difficulties shows that it is necessary (1) to develop a wider range of professional services within the higher education system, namely the accessibility to the services of professional note-takers, personal assistants, (2) to enhance the availability and quality of services on psychological health and counselling of students. At the same time, it is important to ensure the continuation of current activities, such as (3) the education of community members on the topics of disability and individual needs arising from disability, the universal design for learning, the awareness of opportunities to adapt and individualise the study process to a person's individual needs at the University, and the provision of individual consultations for those intending to study or already studying. It is important to pay attention not only to the physical improvement of the accessibility of the University but also to (4) the access to the information technologies of the University.

**Gender.** The statistical data show that certain trends in the distribution of men and women at the University recorded in 2018 and 2020 also remain in 2022 – the distribution of academic staff by gender falls within the 40-60 per cent ratio, whereas the proportion of women among the non-academic staff is dominant. In bachelor, master, and integrated study programmes, most students are female. The 2022 data shows that gender balance is improving at management levels and in certain academic positions and that remuneration differences are shrinking in some groups of positions. Joint efforts have made it possible to raise the community's awareness of gender equality topics through various communication channels. New areas are under development (e.g. work-life balance, spaces adapted for children, paternity leave, the gender distribution of guest conference speakers, etc.). However, despite these achievements, it is necessary to: (1) strengthen the network of VU equal opportunity coordinators to maximise their synergy, share knowledge and good practice, and help colleagues facing obstacles at their units to continue their activities. A standardised remuneration for work in the field of gender equality should also be established, as for any other additional work at the University, since this would lead to the continuity of gender equality measures already in place, and if such work is not remunerated, it would do particular harm to women's careers, because women are those who invest more of their time in this work; (2) aim for greater commitment of the management to gender equality, thus ensuring the sustainability of the activities in this field, since support from the management is essential in the development of community awareness in those areas where there is still ignorance, and resistance to gender equality ideas; (3) continue raising awareness of gender equality among the VU community by helping to understand the personal and institutional benefits of gender equality; (4) systematise data management in order to effectively analyse information on the situation of women and men at University level and within each unit. This would help monitor the implementation of gender equality measures within the units. Also, targeted community surveys at units would allow the impact of gender equality measures to be assessed.

**Students and employees from abroad.** A trend of the consistent increase of students and employees from abroad is observed at the University. Monitoring this trend from the perspective of ensuring equal opportunities, it is important to continue to foster the integration of international students into the VU

community as cohesively as possible. This requires (1) developing the openness of community members to cultural (language, religion, national identity, race, etc.) diversity, (2) ensuring the provision of information to students and employees in Lithuanian and English, and ensuring opportunities for international students to use the services of self-expression and support provided by Vilnius University as widely as possible. It is also essential to further (3) develop and expand the idea of mentoring international students – to bring together and ensure that a sufficient network functions of mentors who are able and willing to provide guidance in English.

**Work-life balance.** In order to create conditions for the members of the University community to better balance study and/or work commitments with personal ones, in addition to the guarantees provided for in the Labour Code of the Republic of Lithuania (annual leave, paternity/maternity time, care-taking of relatives leave, extra days off for fathers and mothers, the right to time off for family needs, the need for remote work, etc.), additional benefits for employees are also provided at the University, such as discounts for employee studies or rest, or additional benefits for employees in case of an accident or increase in the number of members of the family, etc. It is important (1) to consistently increase the awareness of these guarantees and benefits within the University community. There is (2) also an urgent need for greater accessibility and the systematisation of administrative data relating to improving the work-life balance. Consistent data collection and analysis would allow the University to gain deeper insights into the real challenges of the employees' work-life balance in the future.

**Social status.** The University consistently demonstrates social responsibility and supports and develops measures to encourage pupils who experience social exclusion to pursue their studies at the University. This responds to and highlights the openness of the University community to the Third Mission of Universities, which is perceived as providing practical benefits to society, involving both innovative and social activity. These activities (1) are worth fostering and expanding, based on both the experience gained individually and shared by foreign universities. Financial support by providing a special 450th-anniversary scholarship to prospective students facing financial difficulties, one-off social scholarships, and support (with the contribution of social partners) for gifted disadvantaged students are good practices worth nurturing and expanding. It is also important (2) to increase the awareness of such support among pupils and current students.

**Anti-discrimination measures.** The system of ensuring the prevention of discrimination is in place at Vilnius University, but it is necessary (1) to expand the awareness of this system and activities as well as to develop the competencies of community members to recognise possible cases of discrimination and disrespectful behaviour. It is also important (2) to increase the awareness of the Trust Line among students and employees.

## ANNEX

	Women	Men	In total
VU staff	3,366	2,288	5,654
Academic staff	1,888	1,552	3,440
Non-academic staff	1,478	736	2,214

Table 1. The distribution of academic and non-academic staff of Vilnius University by gender on 31 December 2022  
(source: Human Resources Division)

	2019				2020				2022			
	Women	%	Men	%	Women	%	Men	%	Women	%	Men	%
The Council	1	9%	10	91%	3	27%	8	73%	4	36%	7	64%
The Senate	14	34%	27	66%	14	34%	27	66%	19	43%	25	57%
The Rector's team	2	33%	4	67%	2	33%	4	67%	2	33%	4	67%

Table 2. The distribution in the Council, Senate, and Rector's team by gender in March 2019, December 2020, and December 2022 (source: Human Resources Division)

No.	Unit	Deans, Directors	Vice-Deans, Deputy Directors
1.	ChGF	Male Dean	1. Female Vice-Dean for Studies 2. Female Vice-Dean for Academic Affairs
2.	EVAF	Female Dean	1. Male Vice-Dean for Science 2. Male Vice-Dean for Partnership and Projects 3. Female Vice-Dean for Studies
3.	FIF	Female Dean	1. Female Vice-Dean for Studies
4.	FsF	Male Dean	1. Male Vice-Dean for Science 2. Female Vice-Dean for Studies
5.	FF	Male Dean	1. Female Vice-Dean for Academic Affairs 2. Female Vice-Dean for Science and Strategic Development
6.	GMC	Male Director	1. Female Deputy Director for International Activities 2. Male Deputy Director for Administration and Common Affairs 3. Female Deputy Director for Studies
7.	IF	Female Dean	1. Male Vice-Dean for Research and Development 2. Male Vice-Dean for Academic Affairs and International Relations
8.	KnF	Male Dean	1. Male Vice-Dean for Infrastructure 2. Female Vice-Dean for Academic Affairs
9.	KF	Female Dean	
10.	MIF	Male Dean	1. Male Vice-Dean for Information Technologies 2. Male Vice-Dean for Academics 3. Male Vice-Dean for Scientific Affairs 4. Female Vice-Dean for Strategy and General Affairs
11.	MF	Male Dean	1. Male Vice-Dean for Infrastructure and General Affairs 2. Female Vice-Dean for Undergraduate Studies 3. Male Vice-Dean for Postgraduate Studies 4. Female Vice-Dean for Education and Strategic Partnerships 5. Male Vice-Dean for Research and Innovation
12.	ŠA	Female Director	1. Female Deputy Director for Studies 2. Female Deputy Director for Research
13.	TSPMI	Female Director	1. Male Deputy Director for Studies 2. Male Deputy Director for Science and Research
14.	TF	Male Dean	1. Female Vice-Dean for Studies 2. Male Vice-Dean for Administrative Matters 3. Female Vice-Dean for Science
15.	VM	Female Director	1. Female head of the Study Service – Deputy Director

Table 3. The distribution of the heads of core academic units by gender on 31 December 2022 (source: Human Resources Division)

	2019				2020				2022			
	Women	%	Men	%	Women	%	Men	%	Women	%	Men	%
Deans and Directors	4	29	10	71	6	43	8	57	7	47	8	53
Vice-Deans and Deputy Directors	16	55	13	45	14	48	15	52	18	53	16	47

Table 4. The distribution of Deans and Directors, Vice-Deans and Deputy Directors by gender in March 2019, December 2020, and December 2022 (source: Human Resources Division)

No.	Unit	In total	Women	Men
1.	ChGF	2	1	1
2.	EVAF	0	0	0
3.	FIF	5	5	0
4.	FsF	5	4	1
5.	FF	6	1	5
6.	GMC	3	1	2
7.	IF	0	0	0
8.	KnF	2	1	1
9.	KF	0	0	0
10.	MIF	4	0	4
11.	MF	4	2	2
12.	ŠA	2	2	
13.	TSPMI	0	0	0
14.	TF	0	0	0
15.	VM	0	0	0
<b>Total:</b>		<b>33</b>	<b>17</b>	<b>16</b>

Table 5. The distribution of the heads of branch academic units (institutes) by gender on 31 December 2022 (source: Human Resources Division)



Core non-academic units	Head	
	Women	Men
Dormitory Centre		1
Library	1	
Botanical Garden		1
General University units		1
Information Technology Service Center		1
Confucius Institute	1	
Culture Centre	1	
Training and Practice Base Centre	1	
Planetarium	1	
Property Management and Service Centre		1
Press		1
Museum	1	
Health and Sport Center	1	
<b>Total:</b>	<b>7</b>	<b>6</b>

Table 6. The distribution of the heads of core non-academic units by gender on 31 December 2022 (source: Human Resources Division)

General units	Head	
	Women	Men
Community Development Division	1	
Civil and Occupational Safety Service	1	
Finance Department		1
Communication and Marketing Division	1	
Research and Innovation Department	1	
Department for Development	1	
Rector's Office	1	
Strategic Planning Division	-	-
Student Services and Career Division	1	
Study Administration Division		1
Study Quality and Development Division		1
International Relations Division	1	
Legislative Division	1	
Legal Division	1	
Internal Audit Division	-	-
Public Procurement Division		1
Human Resources Division	1	
Partnership Development Division	1	
<b>Total:</b>	<b>12</b>	<b>4</b>

Table 7. The distribution of the heads of general University units by gender on 31 December 2022 (source: Human Resources Division)

	2019				2020				2022			
	Women	%	Men	%	Women	%	Men	%	Women	%	Men	%
The heads of branch academic units	13	42	18	58	13	42	18	58	17	52	16	48
The heads of core non-academic units	6	46	7	54	7	54	6	46	7	54	6	46
The heads of general University units	12	71	5	29	12	71	5	29	12	75	4	25

Table 8. The distribution of the heads of branch academic units, core non-academic units, and general University units by gender in March 2019, December 2020, and December 2022 (source: Human Resources Division)

	2019		2020		2022	
	Women %	Men %	Women %	Men %	Women %	Men %
Professors	36	64	36	64	40	60
Partnership Professors	21	79	9	91	16	84
Associate Professors	52	48	55	45	55	44
Partnership Associate Professors	23	77	27	73	30	70
Assistant Professors	60	40	55	45	57	43
Teaching Assistants	53	47	62	38	58	42
Lecturers	65	35	64	36	67	33

Table 9. The distribution of teaching staff by gender in March 2019, December 2020, and December 2022 (source: Human Resources Division)

Unit	Teaching staff			Professors		Partnership Professors		Associate Professors		Partnership Associate Professors		Assistant Professors		Teaching Assistants		Lecturers	
	Total	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
ChGF	113	46	67	10	20	0	0	12	26	0	2	7	13	4	2	13	4
EVAF	115	57	58	8	9	0	2	19	18	0	5	10	9	8	3	12	12
FIF	286	214	72	18	7	0	0	54	21	0	1	40	16	10	7	92	20
FsF	207	137	70	9	15	0	1	50	18	3	1	33	17	13	5	29	13
FF	75	12	63	0	19	0	2	6	22	0	2	1	7	2	11	3	0
GMC	107	63	44	8	9	0	0	15	19	0	0	18	5	14	3	8	8
IF	55	17	38	3	5	1	0	6	17	0	0	4	9	0	2	3	5
KnF	79	52	27	9	5	1	3	21	8	0	1	8	5	2	1	11	4
KF	121	73	48	5	6	0	2	15	10	8	7	10	1	4	0	31	22
KI	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
MIF	153	28	125	1	15	1	8	8	31	0	8	7	25	6	11	5	27
MF	905	579	326	32	46	1	3	92	51	4	2	101	73	42	30	307	121
ŠA	121	89	32	11	7	0	0	35	6	0	0	13	7	0	0	30	12
TSPMI	54	18	36	4	5	0	2	2	11	0	2	5	7	5	7	2	2
TF	134	56	78	6	16	2	7	12	14	0	5	8	6	5	3	23	27
VM	63	35	28	2	4	0	2	6	1	5	10	0	1	0	0	22	10
CA	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
<b>Total:</b>	<b>2,590</b>	<b>1,478</b>	<b>1,112</b>	<b>126</b>	<b>188</b>	<b>6</b>	<b>32</b>	<b>353</b>	<b>273</b>	<b>20</b>	<b>46</b>	<b>265</b>	<b>201</b>	<b>115</b>	<b>85</b>	<b>593</b>	<b>287</b>
				314		38		626		66		466		200		880	

Note: M – men, W – women

Table 10. The distribution of teaching staff by core academic and non-academic units, positions, and gender on 31 December 2022 (source: Human Resources Division)

	2019		2020		2022	
	Women %	Men %	Women %	Men %	Women %	Men %
Research Professors	21	79	25	78	28	72
Senior Researchers	39	61	36	64	41	59
Researchers	50	50	46	54	52	48
Junior Researchers	48	52	47	53	55	45

Table 11. The distribution of research staff by gender in March 2019, December 2020, and December 2022 (source: Human Resources Division)

Unit	Researchers			Research Professors		Senior Researchers		Researchers		Junior Researchers	
	Total	W	M	W	M	W	M	W	M	W	M
BS	3	1	2	1	0	0	1	0	1	0	0
ChGF	21	14	7	1	4	2	0	8	0	3	3
EVAF	28	15	13	2	1	3	3	6	6	4	3
FIF	13	9	4	1	2	3	1	3	1	2	0
FsF	32	22	10	3	2	2	2	10	1	7	5
FF	154	28	126	0	23	12	48	11	42	5	13
GMC	277	138	139	8	22	29	36	48	37	53	44
IF	13	9	4	1	1	2	1	4	0	2	2
KnF	8	6	2	1	0	3	0	2	1	0	1
KF	6	5	1	1	1	0	0	2	0	2	0
MIF	50	12	38	2	11	3	13	5	9	2	5
MF	106	65	41	5	7	16	7	19	14	25	13
ŠA	5	5	0	2	0	2	0	1	0	0	0
TSPMI	8	3	5	0	0	0	1	1	4	2	0
TF	12	11	1	1	1	3	0	4	0	3	0
VM	2	2	0	0	0	0	0	2	0	0	0
<b>Total:</b>	<b>738</b>	<b>345</b>	<b>393</b>	<b>29</b>	<b>75</b>	<b>80</b>	<b>113</b>	<b>126</b>	<b>116</b>	<b>110</b>	<b>89</b>

Table 12. The distribution of research staff by core academic and non-academic units, positions, and gender on 31 December 2022 (source: Human Resources Division)

	2018		2020		2022	
	Women %	Men %	Women %	Men %	Women %	Men %
Bachelor studies	63	37	63	37	63	37
Master studies	65	35	69	31	68	32
Integrated studies	67	33	67	33	66	34
In total	64	36	65	35	64	36

Table 13. The distribution of bachelor, master, and integrated studies students by gender in 2018, 2020, and October 2022 (source: Study Administration Division)

Unit	Bachelor studies				Master studies				Integrated studies			
	Women	Women %	Men	Men %	Women	Women %	Men	Men %	Women	Women %	Men	Men %
ChGF	319	50	313	50	85	49	87	51				
EVAF	1,086	59	746	41	425	65	224	35				
FIF	1,153	81	266	19	219	81	50	19				
FsF	1,453	80	355	20	334	77	101	23				
FF	158	29	392	71	35	25	105	75				
GMC	673	75	228	25	174	67	84	33				
IF	250	55	203	45	84	61	53	39				
KnF	303	51	294	49	159	73	58	27				
KF	1,002	85	177	15	182	78	50	22				
MIF	531	29	1,287	71	97	33	195	67				
MF	741	87	110	13	298	89	37	11	1,412	69	628	31
ŠA	422	64	234	36	256	80	64	20				
TSPMI	330	53	297	47	151	59	103	41				
TF					49	46	58	54	887	67	435	33
VM	366	52	340	48	121	59	85	41				
Total:	8,787		5,242		2,669		1,354		2,299		1,063	

Table 14. The distribution of students of different study cycles (bachelor, master, and integrated studies) by gender at core academic units in October 2022 (source: Study Administration Division)

Unit	Doctoral studies			
	Women	Women %	Men	Men %
ChGF	37	61	24	39
EVAF	28	72	11	28
FIF	25	74	9	26
FsF	58	75	19	25
FF	14	24	45	76
GMC	101	62	62	38
IF	19	61	12	39
KnF	17	77	5	23
KF	10	83	2	17
MIF	22	31	50	69
MF	81	58	59	42
ŠA	19	86	3	14
TSPMI	10	59	7	41
TF	26	53	23	47
Total:	467		331	

Table 15. The distribution of doctoral students by gender at core academic units in October 2022 (source: Doctoral and Postdoctoral Studies Division)

	2018	2020	2022
Women, %	53	49	55
Men, %	47	51	45

Table 16. The distribution of doctoral (PhD) graduates by gender in 2018, 2020, and 2022 in per cent (source: Doctoral and Postdoctoral Studies Division)

Employees' age	17–24			25–34			35–44			45–54			55–64			65 and over		
	2019	2020	2022	2019	2020	2022	2019	2020	2022	2019	2020	2022	2019	2020	2022	2019	2020	2022
Academic staff	0.03	1	1	20	22	21	30	29	30	24	25	26	18	18	16	8	6	6
Non-academic staff	8	13	8	20	17	18	9	18	20	18	17	20	25	24	23	10	11	11

Table 17. The distribution of academic and non-academic staff by age in 2019, 2020, and 2022 (source: Human Resources Division)

	17–24			25–34			35–44			45 and over		
Year	2018	2020	2022	2018	2020	2022	2019	2020	2022	2018	2020	2022
Students, %	75	81	77	21	15	17	3	3	4	0.7	1	2

Table 18. The distribution of students by age in 2019, 2020, and 2022

Unit	Women	Men	Total:
Faculty of Chemistry and Geosciences	11	12	23
Faculty of Economics and Business Administration	141	158	299
Faculty of Philology	89	58	147
Faculty of Philosophy	11	8	19
Faculty of Physics	5	20	25
Life Sciences Center	11	7	18
Faculty of History	0	0	0
Kaunas Faculty	31	110	141
Faculty of Communication	26	17	43
Faculty of Mathematics and Informatics	15	53	68
Faculty of Medicine	358	330	688
Šiauliai Academy	50	72	122
Institute of International Relations and Political Science	30	21	51
Faculty of Law	78	64	142
Business School	83	99	182
Total:	939	1,029	1,968

Table 19. The distribution of full-time students (bachelor, master, and integrated study programmes) who are foreign nationals by gender and unit. Source: Study Administration Division

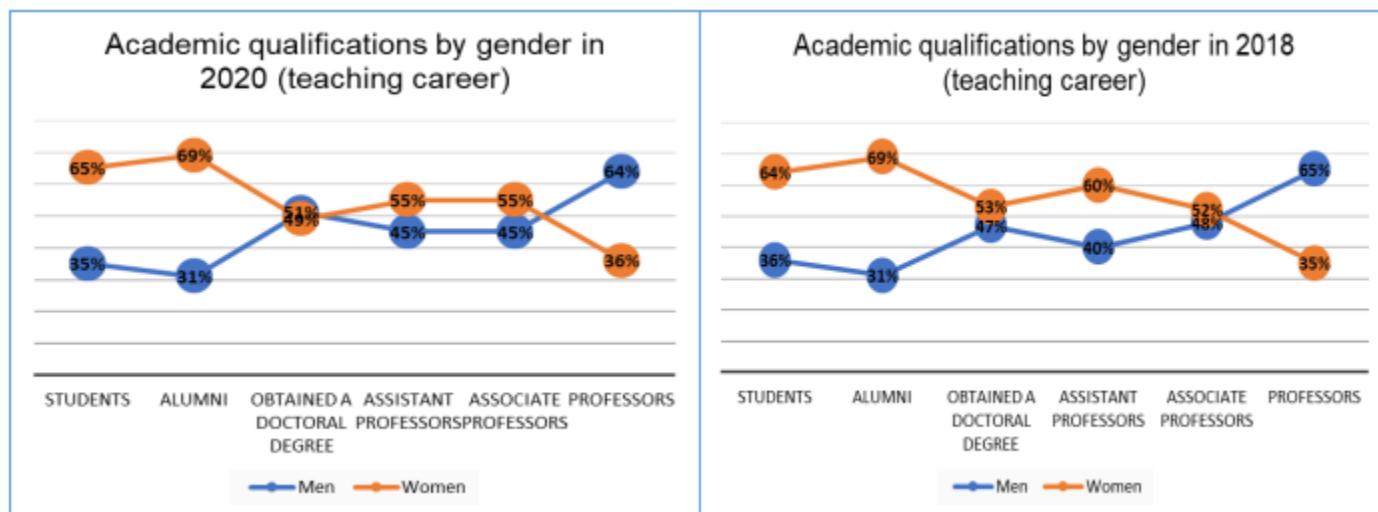


Fig. 1. The distribution of academic (teaching) qualifications by gender in 2020 and 2018 (in per cent) (source: Study Administration Division, Doctoral and Postdoctoral Studies Division, Human Resources Division)



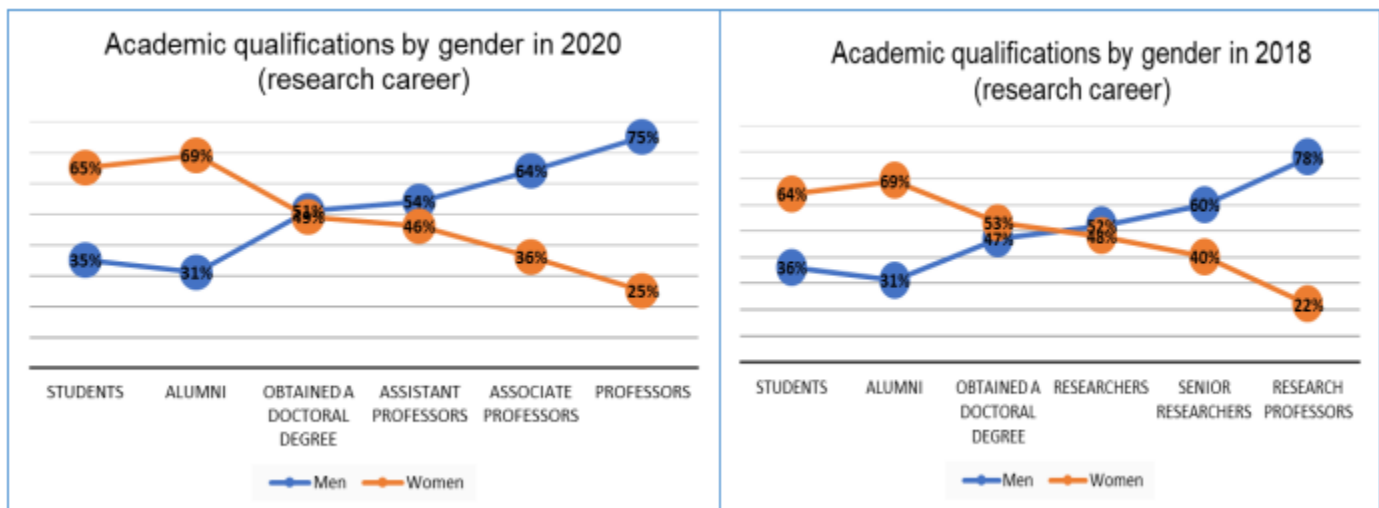


Fig. 2. The distribution of academic (research) qualifications by gender in 2020 and 2018 (in per cent) (source: study Administration Division, Doctoral and Postdoctoral Studies Division, Human Resources Division)

## Sources

THE REPUBLIC OF LITHUANIA LAW ON EQUAL TREATMENT (18/11/2003 No. IX-1826) <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.222522/asr>

THE REPUBLIC OF LITHUANIA LAW ON THE SOCIAL INTEGRATION OF THE DISABLED (28/11/1991 No. I-2044) <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.2319/asr> (in Lithuanian)

THE REPUBLIC OF LITHUANIA LAW ON EQUAL OPPORTUNITIES FOR WOMEN AND MEN (01/12/1998 No. VIII-947) <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/3486ee123cfa11eabd71c05e81f09716?jfwid=12eg56dlsw>

Article 26 of the Labour Code of the Republic of Lithuania. Employee Gender Equality and Non-Discrimination on Other Grounds <https://www.infolex.lt/ta/368200:str26#> (in Lithuanian)

The Gender Equality Strategy 2020–2025 <https://ec.europa.eu/newsroom/just/items/682425/en>

EU Cohesion Policy [https://ec.europa.eu/regional\\_policy/policy/themes/social-inclusion\\_en](https://ec.europa.eu/regional_policy/policy/themes/social-inclusion_en)

European Strategy for the Rights of Persons with Disabilities 2021–2030 <https://www.inclusion-europe.eu/european-disability-strategy/>

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i A common tendency of a continuously decreasing number of students with disabilities has been observed in the Lithuanian higher education sector: in 2017, there were 826 students with disabilities, and in 2021, 517 such students. The number of applications for financial support has also been decreasing (based on the number of applications for financial support submitted by 29 higher education institutions to the Department for the Affairs of Disabled under the Ministry of Social Security and Labour

[https://smsm.lrv.lt/uploads/smsm/documents/files/Isakymas\\_SD+prioritetai\\_suredaguota\(1\).pdf](https://smsm.lrv.lt/uploads/smsm/documents/files/Isakymas_SD+prioritetai_suredaguota(1).pdf) (in Lithuanian) (more information in Lithuanian: [Support for students with disabilities by Disability and Working Capacity Assessment Office \(NDT\)](#)). This change was partly due to a decrease in the total number of students. However, even with this tendency in mind, it can be stated that the number of persons with individual needs arising from disability seeking higher education is decreasing.

ii The numbers of employees with disabilities are provided based on the data of previous monitoring. More information on the situation of employees with disabilities is available at: [ANALYSIS OF DIVERSITY AND EQUAL OPPORTUNITIES IN VILNIUS UNIVERSITY IN 2018–2019](#)

iii The numbers of employees with disabilities are provided based on the data of previous monitoring. More information on the situation of employees with disabilities is available at: [MONITORING OF DIVERSITY AND EQUAL OPPORTUNITIES SITUATION AT VILNIUS UNIVERSITY IN 2020](#)

iv The real gap is larger; the gap was narrowed by the fact that the remuneration of professors with distinguished professor status and research professors with distinguished professor status, positions currently only occupied by men at VU, was excluded from the calculations presented.