



**MONITORING OF DIVERSITY AND EQUAL OPPORTUNITIES SITUATION IN
VILNIUS UNIVERSITY IN 2020**

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INTRODUCTION

Approved by Vilnius University (VU) Senate Decision No. SPN-6 as of 18 February 2020, [VU 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 the University community members. The strategy pays particular attention to ensuring equal opportunities in the areas of disability, gender equality, different cultures and social status.

VU's activities in the area of diversity and equal opportunities have been recognised at a national level. In March 2020, VU received recognition by the New Standards initiative implemented by the Office of the Equal Opportunities Ombudsperson. For the active integration of equal opportunities into the activities of the organisation, VU was granted the highest acknowledgement possible – three [Equal Opportunity Wings](#). VU received this award for the approved Diversity and Equal Opportunities Strategy 2020–2025, its implementation plan, the appointment of equal opportunities managers and staff, gender mainstreaming initiatives, attention to students and employees with disabilities as well as training and other educational activities on equal opportunities for the community. The Equal Opportunity Wings also recognise the organisation's prioritisation in the area of equal opportunities, such as reducing the pay gap or involving employees and students with disabilities, developing an equality plan with incentives, a transparent pay system and accessibility and involving employees and managers in the initiative of equal opportunities implementation.

Data monitoring¹ is provided for in VU Diversity and Equal Opportunities Strategy 2020-2025 as one of the monitoring tools; therefore, regular provision of quantitative and qualitative data on different grounds of discrimination becomes a continuous activity in the area of equal opportunities. The diversity and equal opportunities situation in VU is being monitored for the second time². The aim of this monitoring is to figure out the situation of diversity and equal opportunities in VU. Data review is essential to understand the current situation so that it can be used to take the most appropriate and effective decisions in the field of diversity and equal opportunities. However, the purpose of this monitoring is not to identify

¹ According to VU Diversity and Equal Opportunities Strategy 2020-2025, the monitoring of the diversity and equal opportunities situation in VU is organised every two years. The first situation monitoring report dealt with the data that were partly from 2018 and partly from 2019.

² The first [Analysis of Diversity and Equal Opportunities in Vilnius University](#) was conducted in 2019. In 2020, the name of this report was changed to Monitoring of Diversity and Equal Opportunities Situation in VU.

and indisputably point out the causes of inequality or discrimination at the University, as this would require deeper quantitative and qualitative studies on the different grounds and processes of discrimination. The first part of this monitoring report presents the data according to the grounds of discrimination established in the [Law on Equal Treatment](#) of the Republic of Lithuania and the Labour Code of the Republic of Lithuania. Article 2 of the Law on Equal Treatment defines equal opportunities as “the implementation of human rights enshrined in international instruments on human and civil rights as well as laws of the Republic of Lithuania irrespective of gender, race, nationality, citizenship, language, origin, social status, faith, beliefs or convictions, age, sexual orientation, disability, ethnic origin or religion.” The Labour Code expands the list of prohibited grounds of discrimination with family status and intention to have a child (children). Monitoring on the basis of these grounds of discrimination was selected in order to capture the diversity at the University that already exists, to rethink how it could be consciously increased and expanded and at the same time to ensure the implementation of equal opportunities. The second part of the monitoring report presents activities and international projects in the area of equal opportunities. The report on the diversity and equal opportunities situation ends with conclusions.

This situation monitoring report was prepared by the Community Development Department in cooperation with the following general departments of the University³: Human Resources Department, International Relations Department, Student Academic Affairs Department, Strategic Planning Department, Research and Innovation Department, Communication and Marketing Department, Development Department, Finance Department, Information Technology Services Centre, Library and the teams of the international project “Supporting and Implementing Plans for Gender Equality in Academia and Research” (SPEAR), designed for tackling gender equality-related issues, and the international alliance ARQUS, operating under the Action Line “Widening Access, Inclusion and Diversity”.

³ General departments of the University – this is how VU Central Administration is called in this document. This term was introduced in the University in 2020.

I EMPLOYEE AND STUDENT DATA IN THE PERSPECTIVE OF EQUAL OPPORTUNITIES

1.1. Gender

1.1.1. Distribution of Employees by Gender

Before analysing the data in the perspective of gender, the definitions of what is considered to be gender equality, gender balance and gender balance zone in the European Union are laid out in this situation monitoring report. **Gender equality** in an institution is the participation of women and men in proportion to the share of employees of the particular gender and ensuring equal opportunities by granting promotions, raising salaries, including desired tasks in the decision-making processes. The main benefit of gender equality for the institution is a more cohesive and productive workforce, providing a diversity of attitudes and finding comprehensive solutions to issues. **Gender balance** is the participation of human resources and equal participation of women and men in all areas of work, projects and programmes. **The gender balance zone in the European Union** is a 40-60 per cent ratio in relation to one or the other gender⁴. This numerical ratio will be utilised to analyse the distribution of staff and students by gender.

In December 2020, the University had a total of 4,957 employees⁵, 3,051 of whom held academic positions and 1,906 – non-academic. A total of 2,796 women (56 per cent) and 2,161 men (44 per cent) worked at the University. Therefore, in total, the number of men working at the University in the end of 2020 exceeded the number of women by 12 per cent, but the overall distribution by gender was not imbalanced.

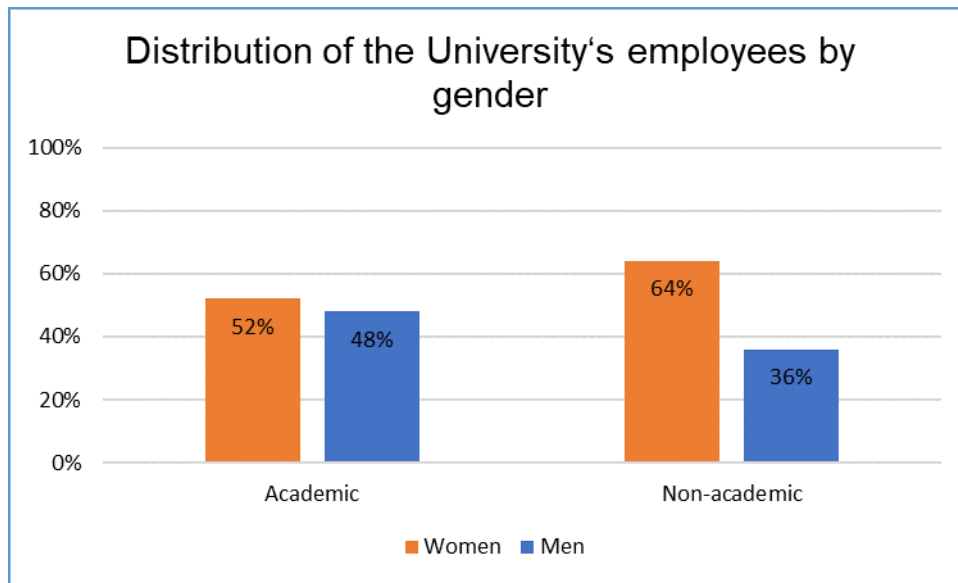
The distribution of academic⁶ staff by gender was balanced at the end of 2020: 52 per cent of women and 48 per cent of men (Fig. 1). Considering the non-academic staff, a small gender imbalance was detected at the end of 2020: more women (64 per cent) than men (36 per cent) held non-academic positions at the University.

⁴ European Institute for Gender Equality, *Gender Equality Index 2017. Measuring gender equality in the European Union 2005–2015. Report.* <https://eige.europa.eu/publications/gender-equality-index-2017-measuring-gender-equality-european-union-2005-2015-report>

⁵ In this section, the number of employees is considered to be equal to the total number of main employment contracts concluded in the University.

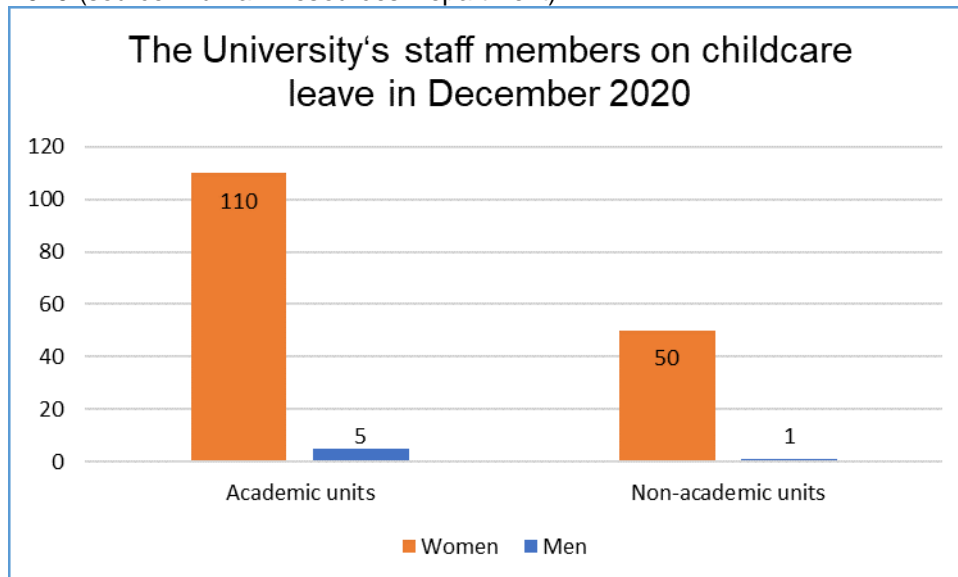
⁶ In this document, the term “academic staff” covers teaching staff (teachers) and research personnel (researchers).

Figure 1. Distribution of the University's employees by gender in December 2020 (source: Human Resources Department)



In both academic and non-academic units, childcare leave is mainly chosen by women. In December 2020, in academic units there were 110 women and 5 men on such a leave and in non-academic units – 50 women and 1 man (Fig. 2).

Figure 2. The University's staff members on childcare leave in December 2020 (source: Human Resources Department)



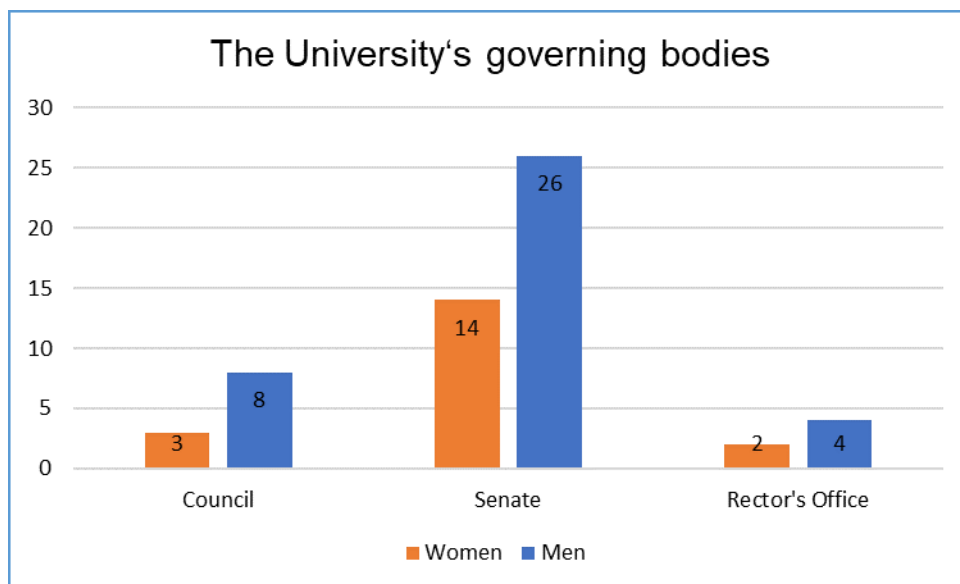
1.1.2. Distribution of Women and Men in the University's Governing Bodies

In December 2020, the distribution of women and men in the University's highest [management positions](#) was the following:

- The Council: 3 (27 per cent) women, 8 (73 per cent) men, Chair of the Council – female, Deputy Chair of the Council – male;
- The Senate: 14 (34 per cent) women, 27 (66 per cent) men, Chair of the Senate – female, Deputy Chair of the Senate – 2 men;
- Rector⁷ – male. The Rector’s Office has 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 Organisational Development and Community Affairs and a male Chancellor (Fig. 3).

The distribution shows that women account for about one-third of all the members of the University’s governing bodies.

Figure 3. Distribution of women and men in the University’s governing bodies in December 2020 (source: University’s website)



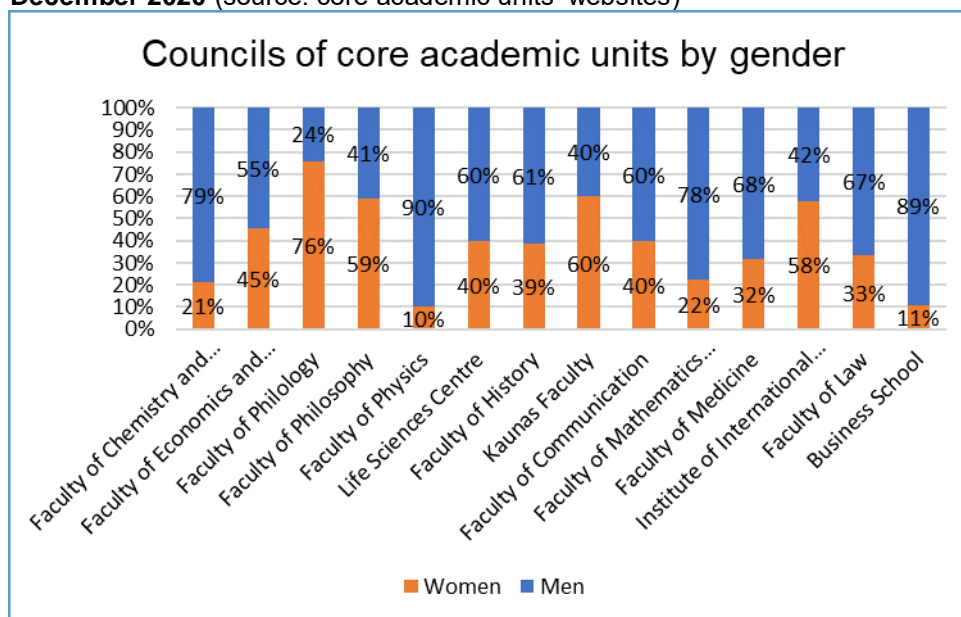
In December 2020, 10 core academic unit councils were chaired⁸ by men and 4 academic unit councils (the Faculty of Philology, the Faculty of Philosophy, the Faculty of Communication and the Faculty of Law) – by women. Nevertheless, the distribution of women and men was balanced in the councils of half of the units: in the Faculty of Economics and Business Administration, the Faculty of Philosophy, the Kaunas Faculty, the Faculty of Communication, the Life Sciences Centre and the Institute of International Relations and Political Science the shares of men and women ranged between 40-60 per cent. In the

⁷ All the 85 rectors in the history of the University were male.

⁸ Data based on the information provided on websites of core academic units.

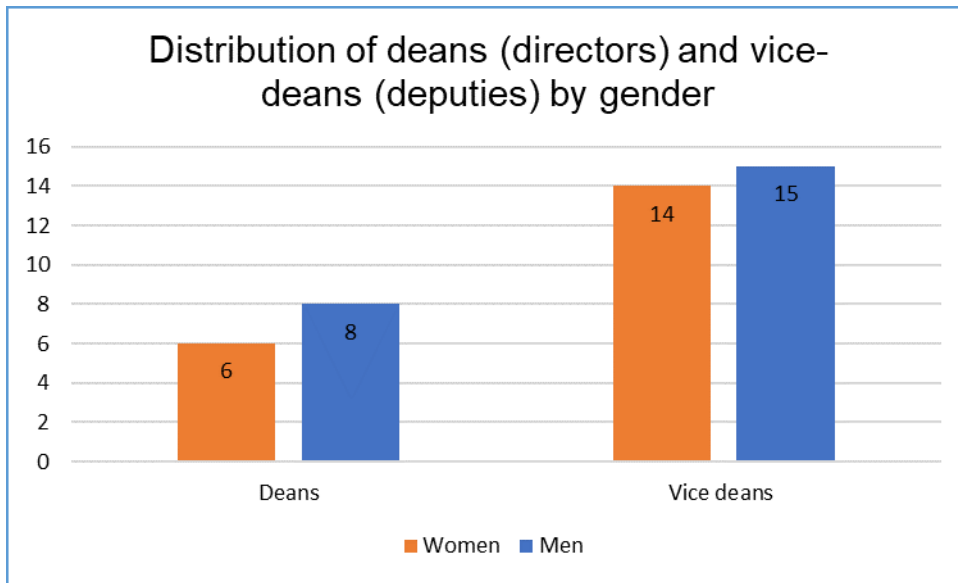
councils of the remaining 7 units, the majority (61–90 per cent) was formed by men (imbalances in ascending order: the Faculty of History, the Faculty of Law, the Faculty of Medicine, the Faculty of Mathematics and Informatics, the Faculty of Chemistry and Geosciences, the Business School and the Faculty of Physics). Only in the Council of the Faculty of Philology the majority (76 per cent) of all the members were women (Fig. 4).

Figure 4. Councils of the University's core academic units by gender in December 2020 (source: core academic units' websites)



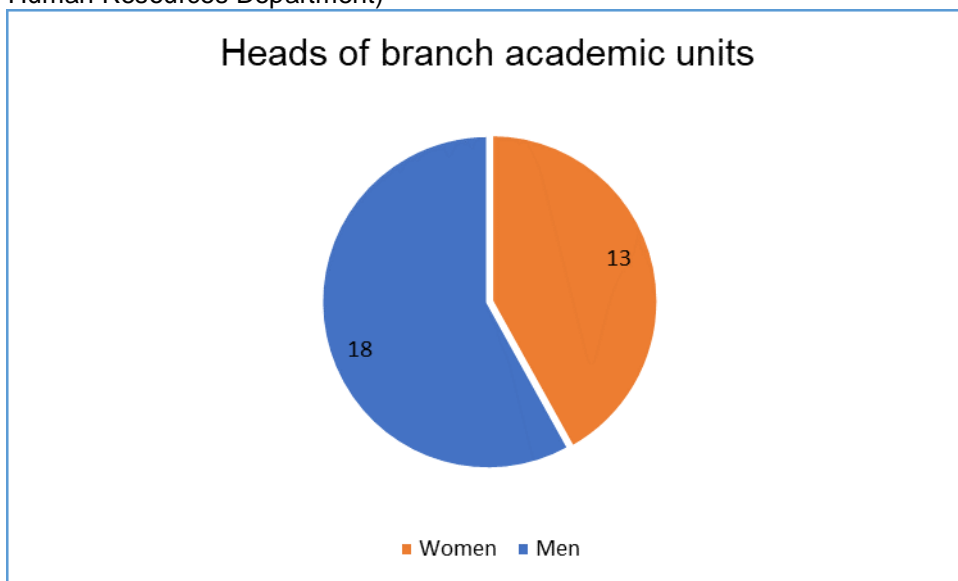
In December 2020, 6 (43 per cent) of the 14 core academic units were headed by female deans (directors), while 8 (57 per cent) deans (directors) were male (Fig. 5). Out of the 29 vice-deans (deputies), 14 (48 per cent) were of the female gender and 15 (52 per cent) were of the male gender. The distribution of both deans (directors) and vice-deans (deputies) by gender was even. However, the Faculty of Philology and the Business School were led by women exclusively (i.e., deans, vice-deans, directors and deputies were female), while the Faculty of Communication and the Faculty of Law – by men.

Figure 5. Distribution of deans (directors) and vice-deans (deputies) by gender in the University in December 2020 (source: Human Resources Department)



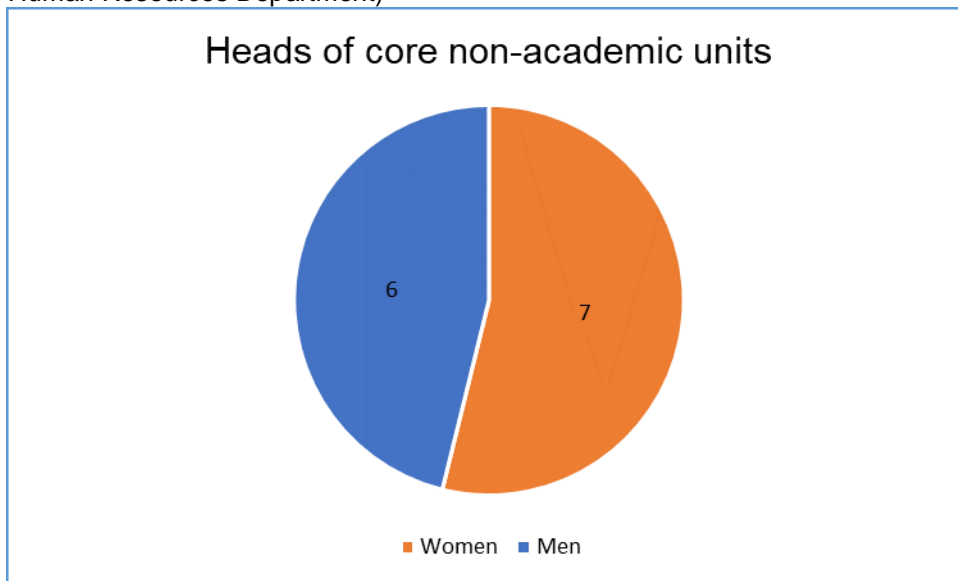
13 of the 31 branch academic units (institutes) of the core academic units were directed by women and 18 – by men. Therefore, the gender balance set as follows: 42 per cent of female heads and 58 per cent of male heads. However, the distribution of heads by gender directly reflects general trends of gender segregation in science: women run the branch academic units in those scientific fields that are dominated by women, and vice versa (Fig. 6).

Figure 6. Heads of branch academic units in December 2020 (source: Human Resources Department)



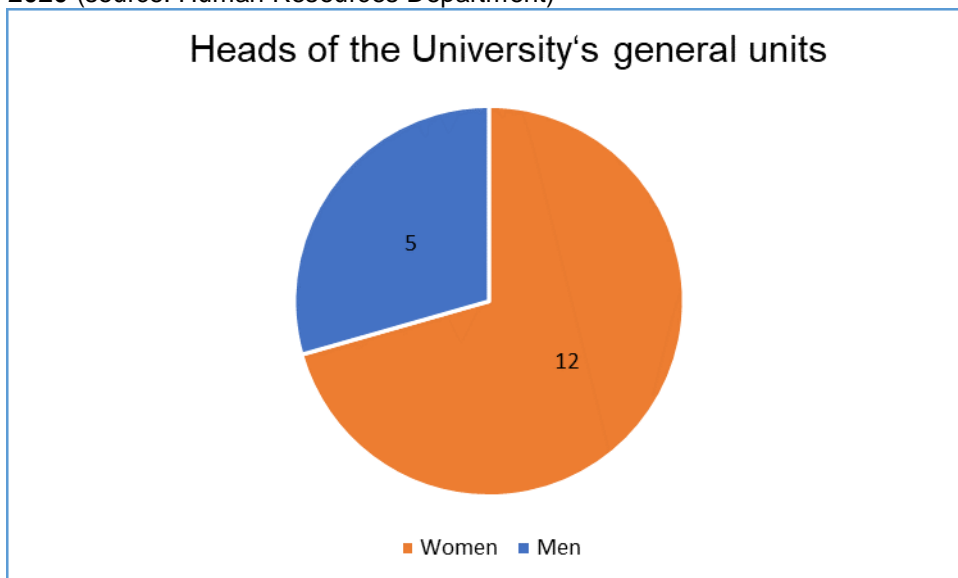
Gender balance was observed among the heads of core non-academic units in December 2020: 7 units were led by females and 6 units were headed by males (see Fig. 7).

Figure 7. Heads of core non-academic units in December 2020 (source: Human Resources Department)



In December 2020, 12 (71 per cent) of the 17 heads of the University's general units were female and 5 (29 per cent) – male. Therefore, in this level of management, a gender imbalance in relation to men was revealed. Thus, women held more leadership positions in the University's general units than in academic units (Fig. 8).

Figure 8. Heads of the University's general units by gender in December 2020 (source: Human Resources Department)



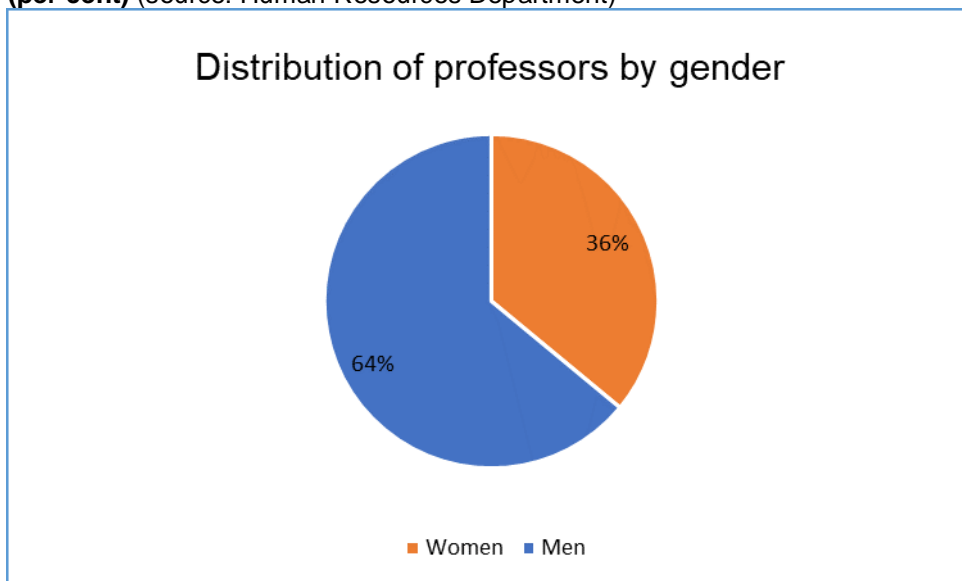
1.1.3. Distribution of Academic Staff by Gender

1.1.3.1. Teaching Staff

In 2017, the distinguished professor status⁹ (the highest academic role) was established in the University in order to attract, retain and promote individuals with outstanding achievements in science. Since 1 September 2018, the status has been granted to 9 most distinguished scientists¹⁰ of the University for excellence in science and research, creating academic value of the highest international standard at VU. Thus, no female scientist has been granted the distinguished professor status so far although some of the awardees come from faculties where women formed a majority (i.e., the Faculty of Philology and the Faculty of Philosophy).

In December 2020, the University employed 292 professors in total: 186 (64 per cent) male professors and 106 (36 per cent) female professors (Fig. 9).

Figure 9. Distribution of professors by gender in VU in December 2020 (per cent) (source: Human Resources Department)

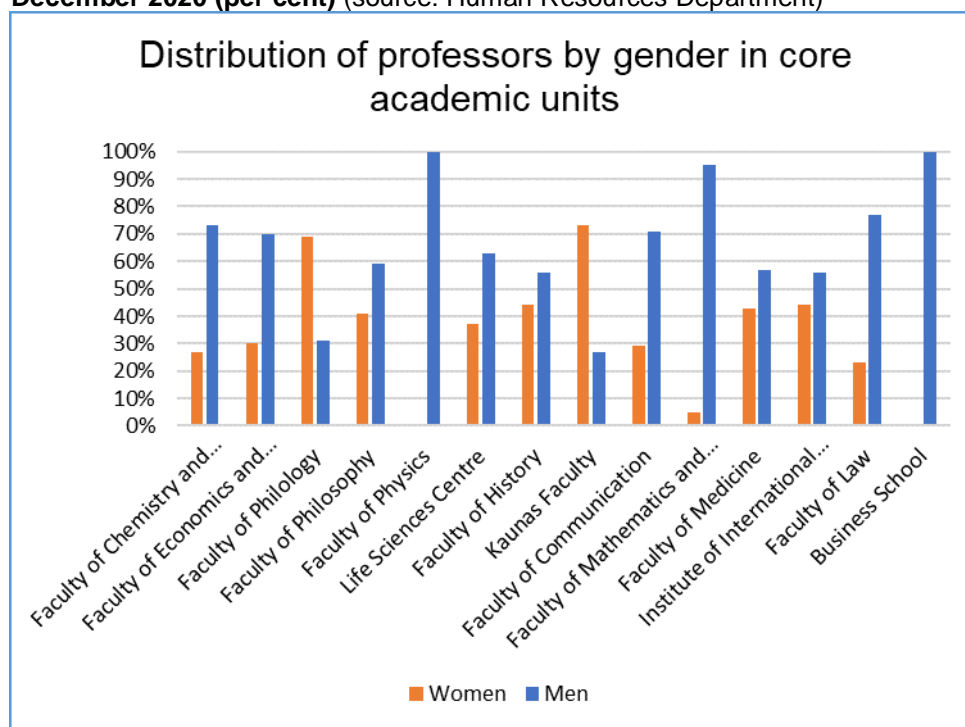


⁹ The recruitment of professors and research professors with the distinguished professor status differs from that of other academic employees in one aspect – remuneration determination conditions. The official salary coefficient for this employee category is determined for each individual by the Rector, acting on a proposal from the head of the core academic unit, within the limits set by the Council.

¹⁰ The distinguished professor status was given to the following scientists: in 2018 – to Audrius Dubietis (Faculty of Physics), Axel Holvoet (Faculty of Philology), Zenonas Norkus (Faculty of Philosophy), Saulius Klimašauskas, Rolandas Meškis and Virginijus Šikšnys (Life Sciences Centre); in 2019 – to Vladislav Fomin (Kaunas Faculty), Gediminas Juzeliūnas (Faculty of Physics) and Česlovas Venclovas (Life Sciences Centre).

In certain core academic units in December 2020, the distribution of persons holding professorships by gender was uneven. The distribution of professors maintained gender balance in the Faculty of Philosophy, the Faculty of History, the Faculty of Medicine and the Institute of International Relations and Political Science. All professors at the Faculty of Physics and the Business School were male, and there was one female professor at the Faculty of Mathematics and Informatics (5 per cent of all the professors at the faculty). In the remaining core academic units, the gender ratio differed by almost two-thirds: the number of male professors was larger than that of female in the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Faculty of Communication, the Faculty of Law and the Life Sciences Centre; the number of female professors exceeded that of male professors by two-thirds in the Faculty of Philology and the Kaunas Faculty (Fig. 10).

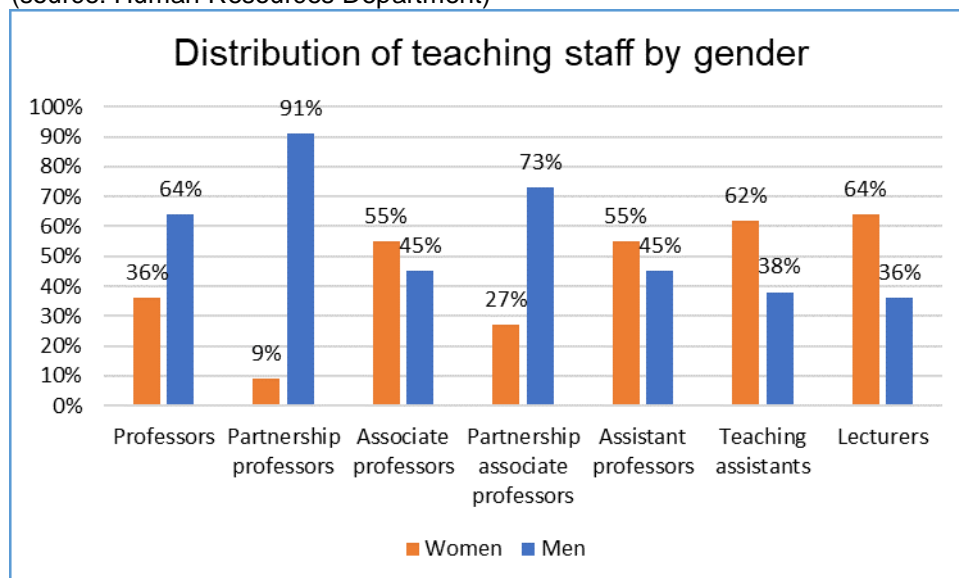
Figure 10. Distribution of professors by gender in core academic units in December 2020 (per cent) (source: Human Resources Department)



When discussing the general gender distribution in different teaching positions, an even gender balance can be observed among associate professors and assistant professors. However, in the group of partnership professors and partnership associate professors, a lack of gender balance is obvious: the number of men in both groups is larger than that of women – 91 per cent and 73 per cent, respectively. Speaking of lecturers, there were twice as many female lecturers (64 per cent) as male lecturers (36 per cent) (Fig. 11). While female professors accounted for 36 per cent of all professorship holders in the University, women

accounted for 55 per cent of associate professors and assistant professors, 62 per cent of teaching assistants and 64 per cent of lecturers.

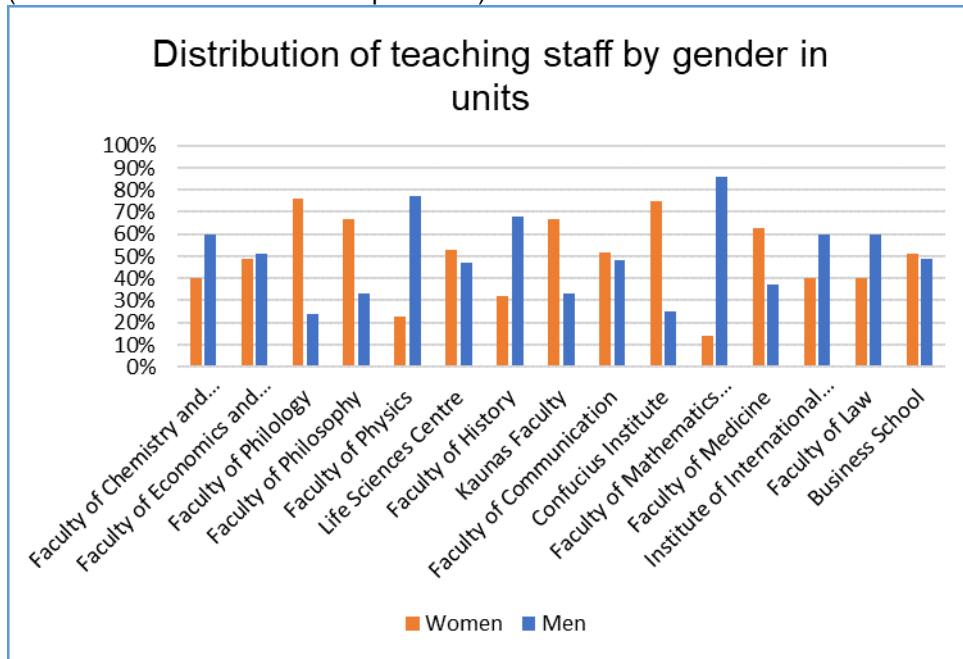
Figure 11. Distribution of teaching staff by gender in VU in December 2020
(source: Human Resources Department)



Analysing the distribution of the teaching staff by gender in core academic units, an overall gender balance was observed. Women accounted for a slightly bigger share – 55 per cent (1,256) – and men accounted for 45 per cent (1,012) of the teaching staff (Fig. 12). In December 2020, the distribution of the teaching staff reflected gender balance in the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Faculty of Communications, the Faculty of Law, the Life Sciences Centre, the Institute of International Relations and Political Science and the Business School. The number of females in teaching positions was twice as high as that of males in the Faculty of Philology, the Faculty of Philosophy, the Kaunas Faculty, the Faculty of Medicine and the Confucius Institute¹¹. The number of males in teaching positions was twice as high as that of females in the Faculty of Physics, the Faculty of History and the Faculty of Mathematics and Informatics.

¹¹ The Confucius Institute is a core non-academic unit of VU, but it is included in the context because it also employs academic staff.

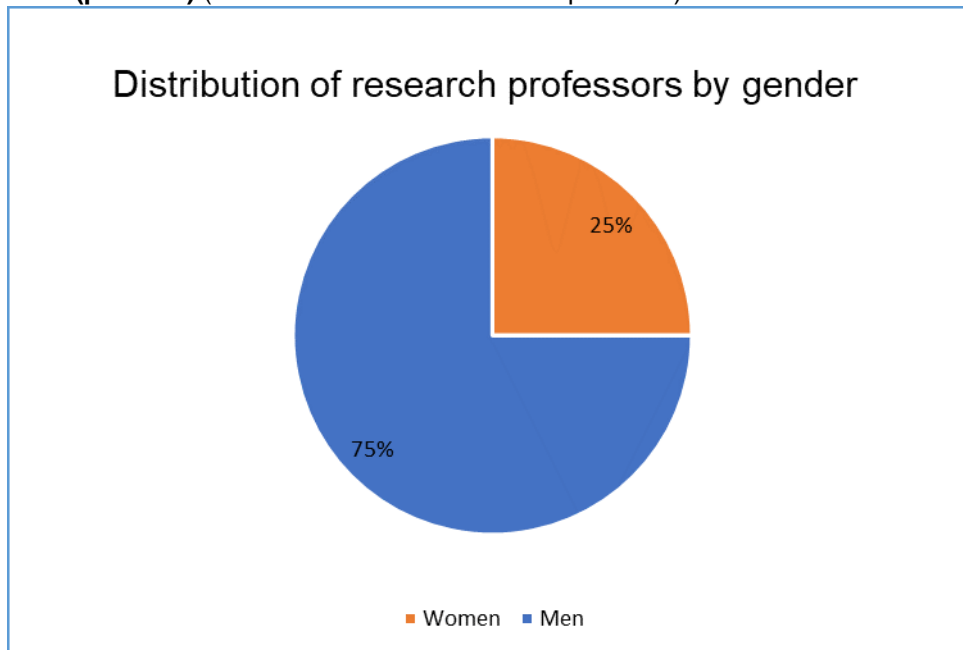
Figure 12. Distribution of teaching staff by gender in December 2020
(source: Human Resources Department)



1.1.3.2. Research Staff

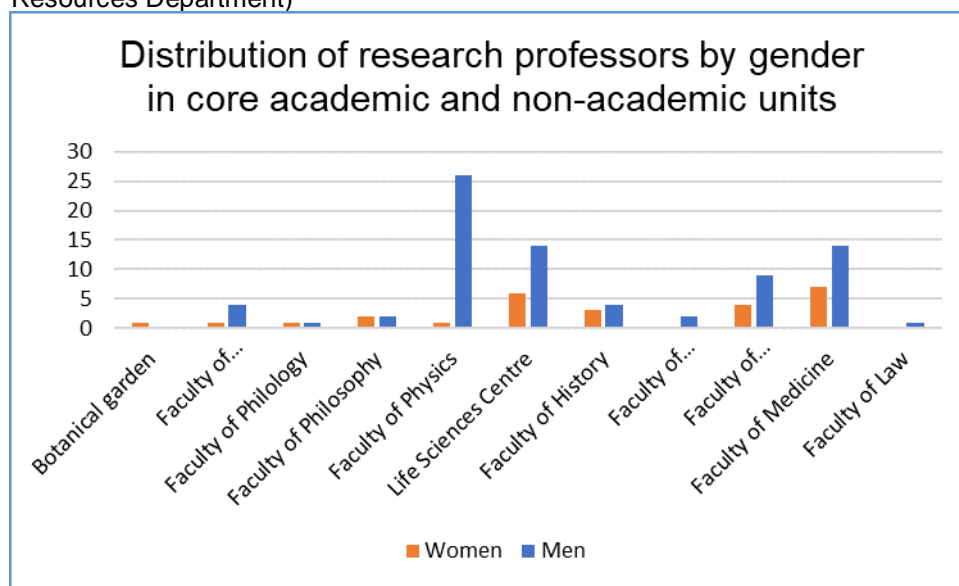
In December 2020, there were 103 research professors at VU – 77 (75 per cent) male research professors and 26 (25 per cent) female research professors (Fig. 13). Thus, the majority of both professors and research professors were men.

Figure 13. Distribution of research professors by gender in VU in December 2020 (per cent)
(source: Human Resources Department)



An even gender balance among research professors was observed in the Faculty of Philology, the Faculty of Philosophy and the Faculty of History. The starkest imbalance among research professors – with the number of men exceeding that of women by two-thirds – was determined in the Faculty of Physics, the Faculty of Economics and Business Administration, the Faculty of Mathematics and Informatics, the Faculty of Medicine and the Life Sciences Centre. The Faculty of Communication and the Faculty of Law each employed a single male researcher, and a single female researcher was working in the Botanical Garden, a core non-academic unit (Fig. 14).

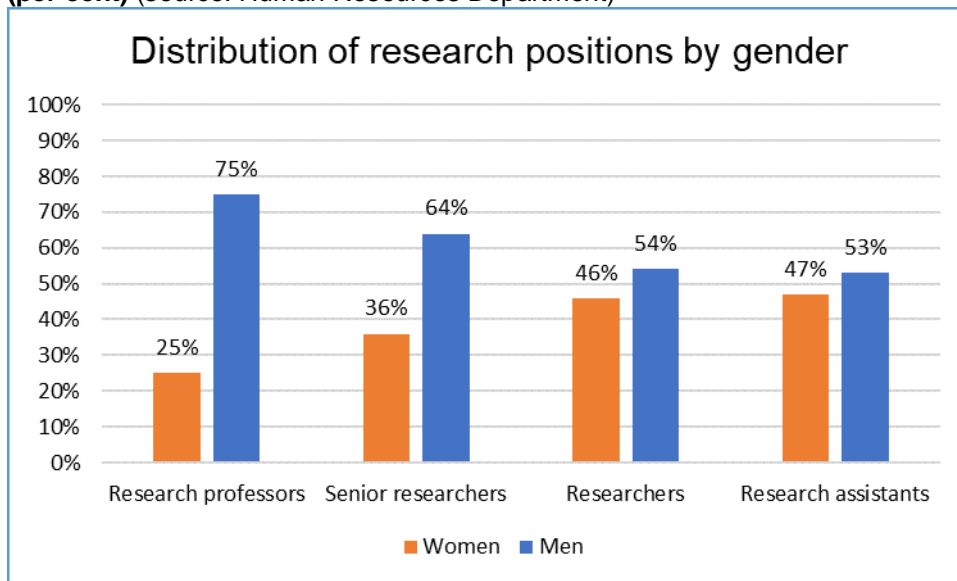
Figure 14. Distribution of research professors by gender in core academic and non-academic units in December 2020 (per cent) (source: Human Resources Department)



Note: the figure depicts only those departments that have research staff.

In the research staff group, a gender balance was detected among women and men research assistants (47 and 53 per cent, respectively) and researchers (46 and 54 per cent, respectively). The gender balance among senior researchers was already slightly (by 4 per cent) off, and the number of male research professors was exactly three times larger than that of women. The distribution of research positions among men and women differs depending on the core academic unit (Fig. 15).

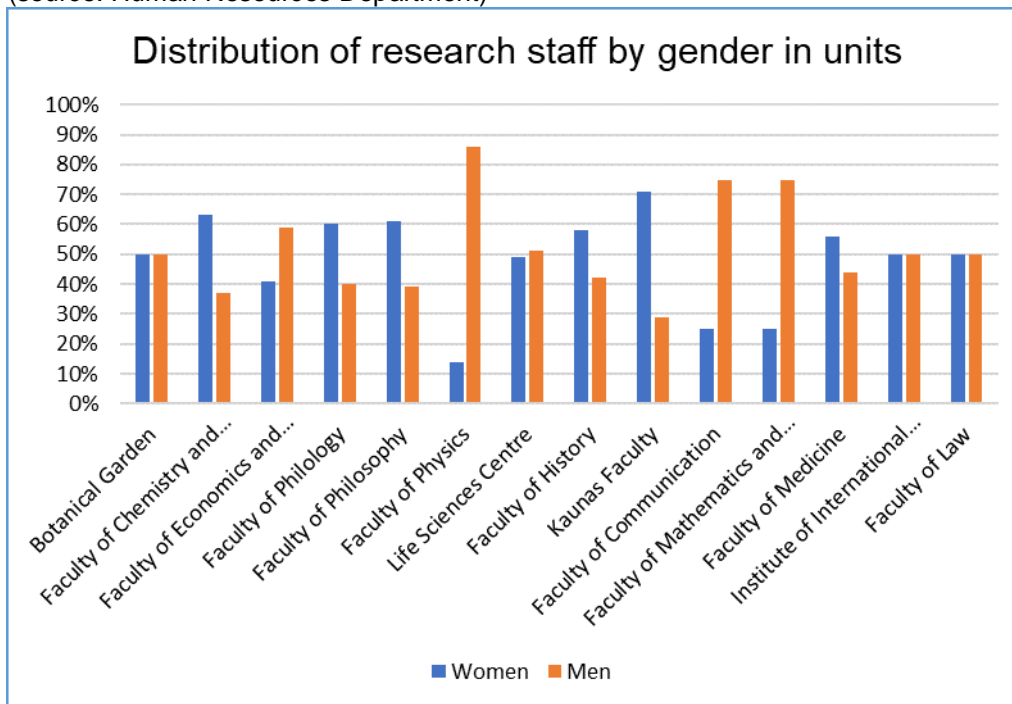
Figure 15. Distribution of research positions by gender in December 2020 (per cent) (source: Human Resources Department)



In December 2020, 732 researchers¹² worked at the University: women comprised 41 per cent and men covered 59 per cent. Almost an equal number of women and men held research positions in the Botanical Garden, the Faculty of Economics and Business Administration, the Faculty of Philology, the Faculty of History, the Faculty of Medicine, the Faculty of Law, the Life Sciences Centre and the Institute of International Relations and Political Science. There was a single female researcher and no male ones at the Business School. The Faculty of Communication as well as the Faculty of Mathematics and Informatics had exactly three times as many male researchers as women researchers. In the Faculty of Physics, the share of women researchers comprised 14 per cent and male researchers – 86 per cent. In contrast, the share of female researchers set at 71 per cent and that of men set at 29 per cent in the Kaunas Faculty (see Fig. 16).

¹² This figure also includes those individuals whose main employment contracts were concluded during the project (although a significant portion of them perform other functions at the University under additional agreements).

Figure 16 Distribution of researcher staff by gender in December 2020 (per cent)
 (source: Human Resources Department)



For the first time since 2020, the gender distribution of project managers in the core academic units was analysed. In total, there were 384 project managers: 133 (35 per cent) women and 251 (65 per cent) men. The number of projects in the units is very unevenly distributed; moreover, most of the projects cannot be compared with each other, except for, for example, the projects of the Research Council of Lithuania (LRC). Be that as it may, the data show the majority of project managers are men. Exceptions were found in the Faculty of Philology, the Faculty of Philosophy, the Kaunas Faculty and the Institute of International Relations and Political Science, where the majority of the project managers are women. A more detailed analysis requires comparing the male-to-female ratio in project management to the male-to-female ratio in the units and then calculating the percentage of all women/men responsible for project management in the unit.

1.1.4. Average Salary of Academic Staff by Gender

To evaluate the salaries of female and male academic employees of the year 2020, the data were evaluated in terms of the position held, the components of salary and the relative

proportions of the pay structure of employees holding different positions. The gap between the average salary¹³ of men and women is provided as a percentage.

The analysis of the average salary of women and men academic employees is performed for the second time. As the analysis of VU employees' salaries in 2018 was performed on the basis of a different methodology, there is no possibility to compare the data.

Gender Pay Gap by Academic Positions

In 2020, the average salary of male employees of the University was by 14 per cent¹⁴ higher than that of female employees¹⁵. More precisely, the average wage¹⁶ of male academic staff in 2020 amounted to EUR 2,475, while that of female academic staff set at EUR 2,169 (or EUR 306 less).

In 2020, the average salary in teaching positions differed by 2.7 per cent (i.e., the average salary of men was higher than that of women), while the average salary in research positions differed by 3.4 per cent (the average salary of men was also higher than that of women). The widest pay gap among individuals in teaching positions was found in the group of professors: the average salary of men was 7.2 per cent higher than that of women. The widest pay gap among individuals in research positions was found in the group of research assistants: the average salary of men was 8 per cent higher than of their female counterparts. In other teaching and research positions, the gap was less significant, as men earned by 0.4-4.4 per cent more than women, excluding associate professors. Female associate professors earned by 1.8 per cent more than their male counterparts (Table 1).

¹³ The average salary is calculated in the following way: the funds for salary payments (by position or of all the employees at the University) are divided by the conditional number of employees. The conditional number of employees is the number of employees working full month and full time.

¹⁴ According to Statistics Lithuania, the gender pay gap stood at 12% in Lithuania in 2019 (Statistics Lithuania, Official Statistics Portal <https://osp.stat.gov.lt/informaciniai-pranesimai?articleId=7721428>).

¹⁵ The average salaries of distinguished professors and partnership educators are also included in this analysis of the remuneration of academic staff.

¹⁶ In the analysis, the average earnings before taxes are presented (except for the employer's tax paid to Sodra which comprises up to 2 per cent and varies among employees with fixed-term and open-ended employment contracts).

Table 1. Gender pay gap (per cent) by position (all types of funds) in 2020
(source: Analysis and Planning Unit of the Department of Finance)

Position	Gap
Professor	7.2
Associate professor	-1.8
Assistant professor	1.4
Lecturer	1.6
Teaching assistant	1.6
Teaching staff	2.7
Research professor	2.5
Senior researcher	4.4
Researcher	0.4
Research assistant	8.0
Research staff	3.4

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

Pay Gap by Components of Salary

Pursuant to the Procedure for Work Remuneration of Vilnius University Employees (the hereinafter – Procedure), the salary of an academic employee is the sum¹⁷ of the employee's official salary, bonuses, premiums and hourly wages¹⁸.

Under the Procedure, the **official salary** of an academic employee is determined by multiplying the coefficient of a particular position by the basic monthly salary (hereinafter – BS). In the University, the BS equals to the salary of a professor. In 2020, the BS set at EUR 2,300 before taxes. Thus, at the University, all academic employees, both female and male, should receive equal remuneration for the same work.

In 2020, the official salary of VU male and female employees in teaching positions, including the hourly wage¹⁹ and holiday allowance, differed by 0.3 per cent (the average official salary received by men was higher than that of women). In terms of certain groups of

¹⁷ An employee does not necessarily receive all the components of salary. This depends on each individual case.

¹⁸ Under the Procedure, hourly wages may be paid to the academic staff of the following categories: academic employees who are hired for a specific job and do not have another employment contract of indefinite or fixed term with the University; academic employees directly involved in projects, outsourcing, non-formal education programmes or other short-term trainings; partnership professors and associate professors; invited and visiting lecturers or researchers, trainees.

¹⁹ In 2020, the minimum hourly wage rate was EUR 3.72. The Resolution No 669 of 3 July 2019 [of the Government of the Republic of Lithuania on Minimum Wage](#).

teaching positions, the pay gap between women and men ranged from 0 per cent to 1.3 per cent, and in all cases, men earned more than women, except for the position of associate professor, in which women earned by 1.8 per cent more than men. The average official salary of women and men in research positions varied by 0.2 per cent (the average salary received by men was higher than that of women). In terms of certain groups of research positions, the pay gap between women and men ranged from 0.1 per cent to 1 per cent (on average, men earned more than women). In this case, the position of researcher is an exception because women earned by 0.3 per cent more than men (Table 2).

Table 2. Gender pay gap (per cent) by components of salary and position (all types of funds) in 2020
(source: Analysis and Planning Unit of the Finance Department)

Position	State budget assignments and own funds		Project funds	Total, gap (per cent)
	Official, hourly wage, holiday allowance	Bonus, premium	Work on projects	
Professor	0.0	27.2		7.2
Associate professor	-0.3	-8.9	105.0	-1.8
Assistant professor	0.0	2.9	24.2	1.4
Teaching assistant	1.2	11.5	-65.1	1.6
Lecturer	1.3	19.8	-2.9	1.6
Teaching staff	0.3	11.9	35.8	2.7
Research professor	0.1	68.3	-4.9	2.5
Senior researcher	0.3	21.2	6.4	4.4
Researcher	-0.3	69.3	-13.1	0.4
Research assistant	1.0	127.2	-4.0	8.0
Research staff	0.2	61.9	-3.6	3.4

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

At the University, **bonuses**²⁰ are awarded to academic employees for additional work. Under the Procedure in force, **premiums**²¹ are paid by the University to academic employees in three cases.

²⁰ For heading an academic unit without the rights of an academic structure (scientific thematic group, department, centre, etc.) – the monthly bonus cannot exceed 20 per cent of the BS;

- for heading a study programme and study programme group committee – the monthly bonus cannot exceed 15 per cent of the BS; for heading a doctoral committee or doctoral school – the monthly bonus cannot exceed 20 per cent of the BS;

- for the performance of non-academic duties – the monthly bonus cannot exceed 25 per cent of the BS;

- for teaching in a foreign language (except for teaching foreign language study subjects to non-foreign students) – the bonus is calculated on the basis of the hours of instruction but cannot exceed 50 per cent of the employee's official salary;

In 2020, the average bonuses and premiums received by male teaching staff were by 11.9 per cent higher than those received by women, and male research staff – by 61.9 per cent higher than those received by women (Table 2). The average bonuses and premiums received by male professors were by 27.2 per cent higher than the bonuses and premiums received by women. In all groups of teaching positions, the average amount of bonuses and premiums received by men was higher by 2.9-19.8 per cent than that of their female counterparts. Associate professors were found to be an exception because women associate professors received bonuses and premiums that were by 8.9 per cent bigger than those earned by men in the same positions.

Bonuses and premiums paid to men in research positions were in all cases higher than those received by women in the same positions. The gap ranged from 21.2 per cent up to 127.2 per cent, and it was indirectly related to the career stage of the position held, i.e., the widest gap between bonuses and premiums received by men and women – 127.2 per cent – was observed among research assistants. A more in-depth analysis is planned to identify the reasons behind the wide gap between the bonuses received by women and men.

The income received by male teaching staff²² from work on projects was by 35.8 per cent higher than the income of women in teaching positions. Considering research staff, women's income was by 3.6 per cent higher than men's. Male associate professors and assistant professors received higher income from projects than female associate professors

-
- for the implementation of projects and outsourced work, non-formal education programmes or other short-term trainings – bonuses are granted in relation to the estimate for a particular project or task;
 - when the teaching time exceeds the maximum standard teaching time norms – the bonus is calculated in relation to the excess teaching hours;
 - when the academic employee is a member of the collegial governing bodies of the University and participates in the activities of the collegial governing bodies of the University and committees, commissions and work groups formed by the Senate and the Rector – bonuses are calculated following the procedure established by the Rector.

²¹ For scientific achievements (the size of the premium is not limited, and it is awarded in accordance with the procedures approved by the councils of the University's academic units);

- for the achievements in the implementation of the University's strategic activity plan and the core academic unit's activity plan, taking into account the results of the achievement of the goals agreed during the annual (and intermediate) employee activity management interviews (the premium is awarded once a year and cannot be bigger than two official salaries of the rewarder);
- the annual Rector's premium for outstanding academic achievements and implementation of the University's strategic action plan (the premium is awarded once a year and usually does not exceed the size of one official salary of the academic employee).

²² It is not possible to estimate professors' income from work in projects, as only premiums and bonuses were paid, meaning the working hours were not known, and, therefore, the conditional number of employees could not be calculated.

and assistant professors – by 105 per cent and 24.2 per cent, respectively. However, female teaching assistants and lecturers earned more from their jobs on projects than men in the same positions – by 65.1 per cent and 2.9 per cent, respectively. Of those holding research positions, only male senior researchers earned by 6.4 per cent more than their female colleagues. Speaking of all other research positions, women earned more from their work on projects – from 4 per cent up to 13.1 per cent.

Relative Proportions of the Average Pay Structure in terms of Gender

The analysis of the structure of the average pay of male and female academic employees allows to examine the differences from the gender perspective.

More than two-thirds of the salary of employees in teaching positions is comprised of the official salary, hourly wage and holiday allowance (Table 3). This part of the pay of women in teaching positions is by 1.9 per cent larger than of that of men. Considering individual groups of teaching positions, the difference in the share the official salary comprises in the total pay of women and men ranges from 1.1 per cent to 3.7 per cent.

The share of bonuses and premiums in the total salary of men in teaching positions is bigger than that of women. Respectively, the share of bonuses in the salary of men is 2.2 per cent bigger than that of women, and the share of premiums – 1.1 per cent. On the contrary, the relative share of pay for work on projects in women's salaries is by 1.5 per cent bigger than that of men.

The share of income generated from premiums comprises 11.1 per cent in the full salary of male professors. Considering female professors, this indicator sets at 8.8 per cent. The relative share of bonuses and premiums in the total salary of female associate professors was higher than that of men, respectively by 0.4 per cent and 1.2 per cent. These data explain why female associate professors, in total, earn by 1.8 per cent more than male associate professors (Table 3). The relative share of pay from work on projects in the salaries of women is bigger than that of men, with different positions ranging from 0 to 4.9 per cent.

Unlike teaching staff, more than half of the average salary of research staff comes from working on projects. This is particularly evident in the group of research professors, where project work accounts for 62.4 per cent of the average salary of males and 64.2 per cent – of females. The relative share comprised of the official salary, hourly wage and holiday allowance among women is larger than that among men – 40.7 per cent and 36.1 per cent, respectively. All other salary components comprise a bigger share in the total salary of men if compared with the total salary of women: bonuses – 0.9 per cent, premiums – 3.2 per cent,

project work – 0.5 per cent. A possible explanation for the fact that the average salary of male research assistants is by 8 per cent higher than that of women in the same position is that their relative share of pay from project work is by 8.4 per cent bigger than that of women.

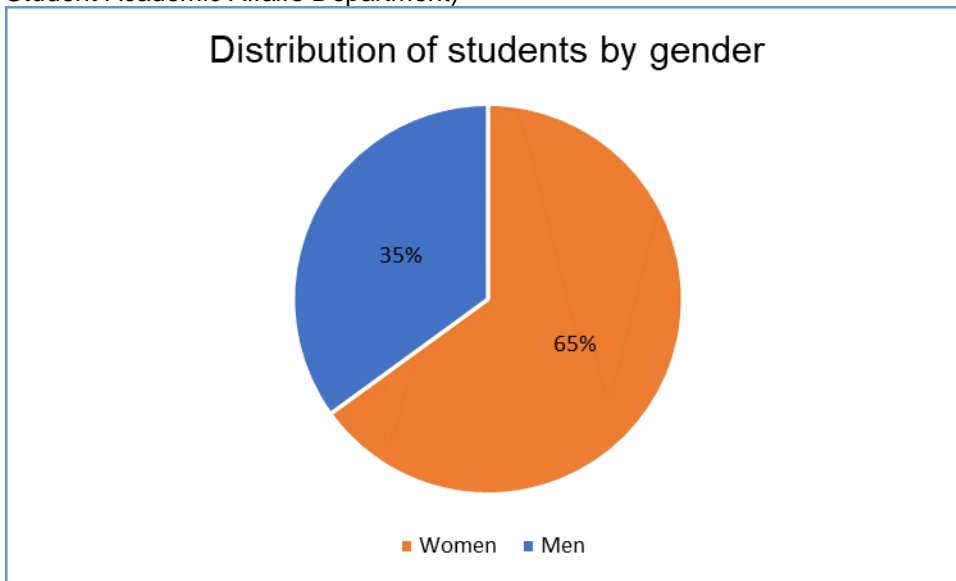
Table 3. Average pay structure of female and male academic staff (per cent) by position (source: Analysis and Planning Department of the Department of Finance)

	State budget assignments and own funds						Project funds	
	Official, hourly wage, holiday allowance		Bonus		Premium		Work on projects	
	Men	Women	Men	Women	Men	Women	Men	Women
Professor	67.7	71.4	20.2	17.6	11.1	8.8	1.0	2.2
Associate professor	78.4	76.8	14.7	15.1	6.0	7.2	1.0	1.0
Assistant professor	78.3	77.2	14.1	13.1	6.4	6.9	1.3	2.8
Teaching assistant	77.8	79.5	13.9	13.7	7.5	6.0	0.7	0.9
Lecturer	82.6	80.5	11.6	9.9	5.4	4.3	0.4	5.3
Teaching staff	74.7	76.6	16.3	14.1	8.0	6.9	0.9	2.4
Research professor	25.7	28.1	3.0	3.4	8.9	4.3	62.4	64.2
Senior researcher	46.7	42.7	5.2	3.3	9.7	8.0	38.5	46.0
Researcher	46.0	46.3	5.7	4.2	7.3	3.6	41.0	45.8
Research assistant	29.5	42.1	5.7	3.3	6.2	4.4	58.6	50.2
Research staff	36.1	40.7	4.5	3.6	8.4	5.2	51.0	50.5

1.1.5. Distribution of Students by Gender

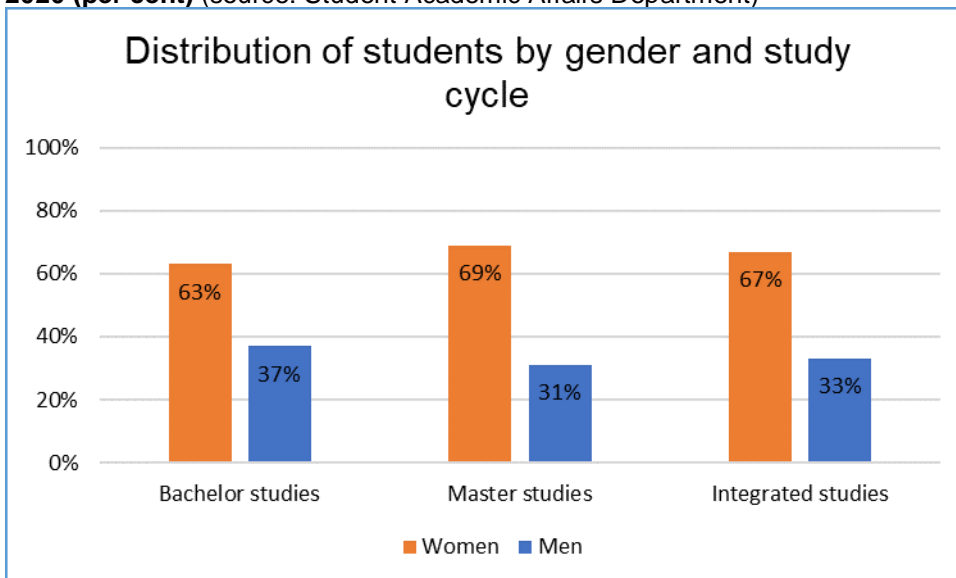
In October 2020, 19,178 students were enrolled in bachelor, master and integrated study programmes at the University. Of this number, 12,384 (65 per cent) students were female and 6,794 (35 per cent) were male (Fig. 23).

Figure 23. Distribution of students enrolled in bachelor, master and integrated study programmes by gender in October 2020 (per cent) (source: Student Academic Affairs Department)



Having considered individual study cycles, it was determined the share of women in the total student body was bigger than that of men: female students comprised 63 per cent of all students in bachelor study programmes, 69 per cent in master study programmes and 67 per cent in integrated study programmes (Fig. 24).

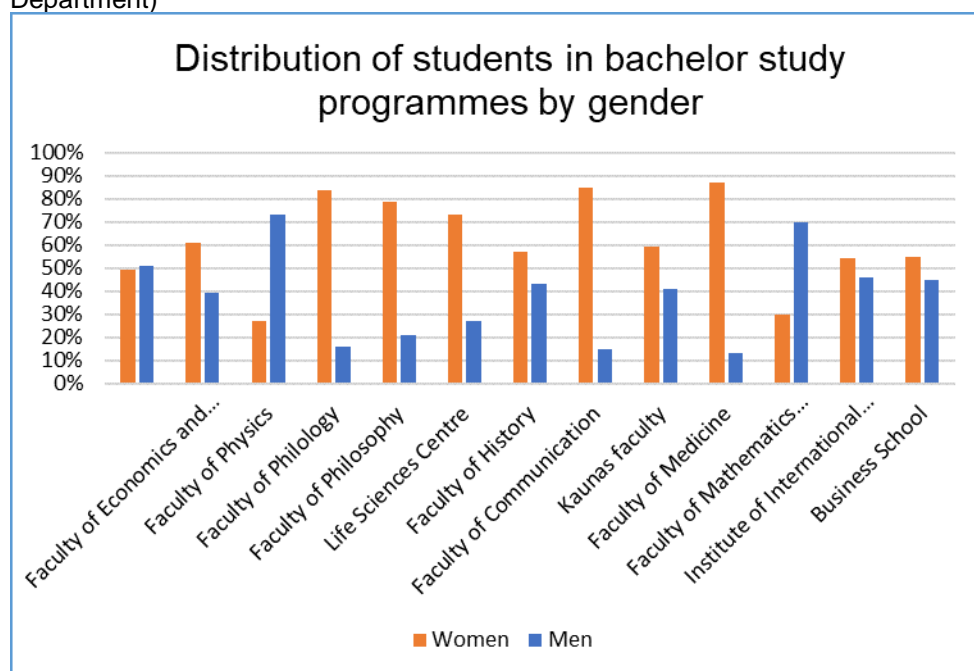
Figure 24. Distribution of students by gender and study cycle in October 2020 (per cent) (source: Student Academic Affairs Department)



In October 2020, an even gender balance among students in bachelor study programmes was observed in the Faculty of Chemistry and Geosciences, the Faculty of History, the Kaunas Faculty, the Institute of International Relations and Political Science and the Business School (Fig. 25). The gender balance was off by only 1 per cent in the Faculty of

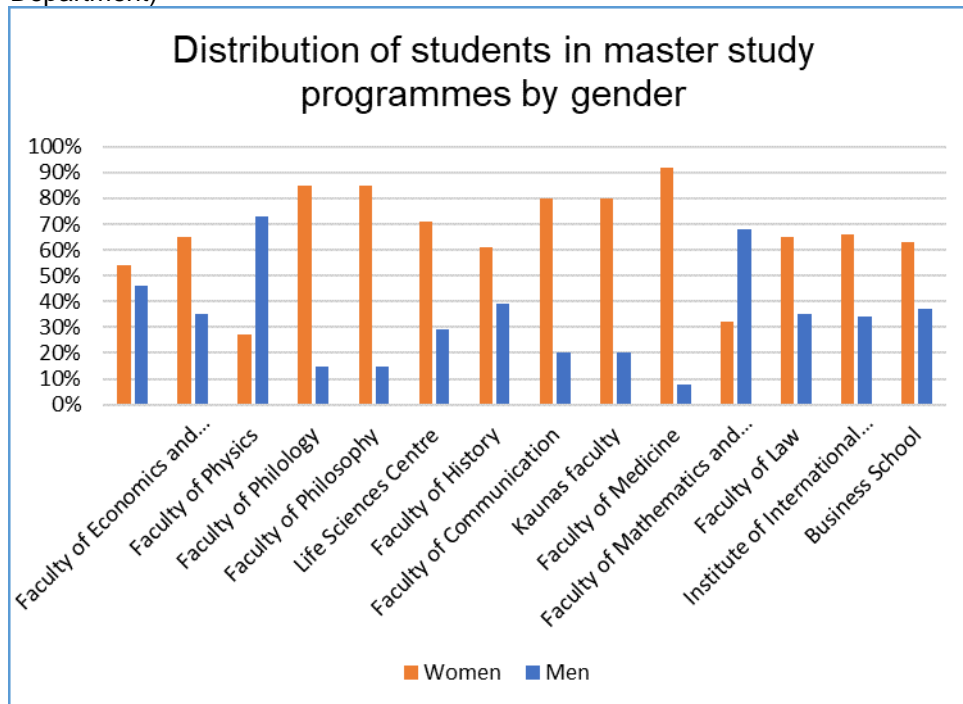
Economics and Business Administration (61 per cent of female students and 39 per cent of male students). In the other 7 core academic units, the distribution of students by gender was uneven as one or the other gender accounted for more than two-thirds of the student body. Female students comprised more than two-thirds of the student population in the following units: the Faculty of Philology, the Faculty of Philosophy, the Faculty of Communication, the Faculty of Medicine and the Life Sciences Centre. At the same time, male students made up the majority in the Faculty of Physics and the Faculty of Mathematics and Informatics.

Figure 25. Distribution of students in bachelor study programmes by gender and unit in October 2020 (per cent) (source: Student Academic Affairs Department)



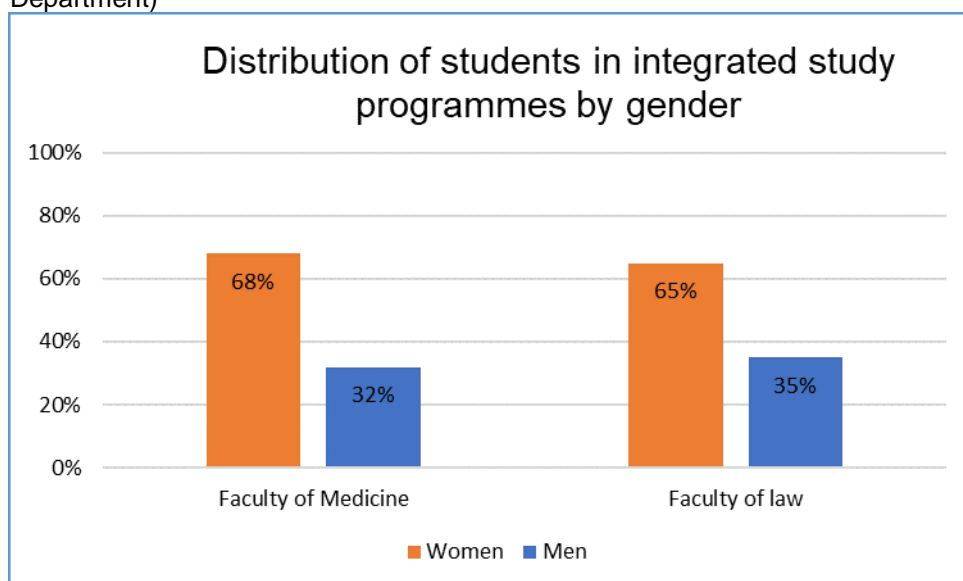
In October 2020, an even gender balance among students in master study programmes was observed only in the Faculty of Chemistry and Geosciences. In the remaining core academic units, the gender balance was off by 1-8 per cent. However, female students made up the majority in some units (in ascending order: the Faculty of History, the Business School, the Faculty of Economics and Business Administration, the Faculty of Law and the Institute of International Relations and Political Science), while male students made up the majority in some other units (the Faculty of Mathematics and Informatics). Male students comprised more than two-thirds of the student population in the Faculty of Physics; female students comprised more than two-thirds of the student body in the Faculty of Philology, the Faculty of Philosophy, the Kaunas Faculty, the Faculty of Communications, the Faculty of Medicine and the Life Sciences Centre (Fig. 26).

Figure 26. Distribution of students in master study programmes by gender and unit in October 2020 (per cent) (source: Student Academic Affairs Department)



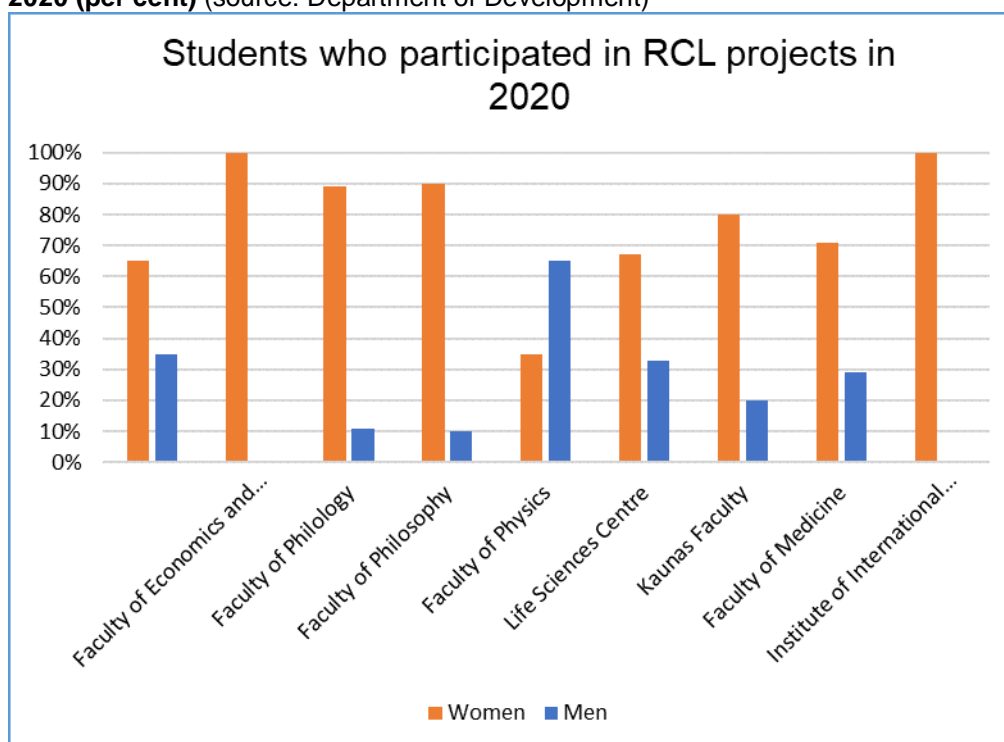
In the units carrying out integrated study programmes, gender disparities were observed: in the Faculty of Medicine and the Faculty of Law, the number of female students was twice the number of male students (68 per cent and 32 per cent, 65 per cent and 35 per cent, respectively) (Fig. 27).

Figure 27. Distribution of students in integrated study programmes by gender and unit in October 2020 (per cent) (source: Student Academic Affairs Department)



In 2020, 100 female students (67 per cent) and 50 male students (33 per cent) participated in projects funded by the Research Council of Lithuania (RCL). The involvement of female and male students in such projects was unequal in different academic units (Fig. 28). This means that the participation of female students in research projects was much more active in all units, except for the Faculty of Physics, where 35 per cent of women and 65 per cent of men comprised the total number of participants.

Figure 28. Students who participated in research projects of the RCL in 2020 (per cent) (source: Department of Development)



Note: this figure represents only those units that had students participating in the RCL scientific research projects.

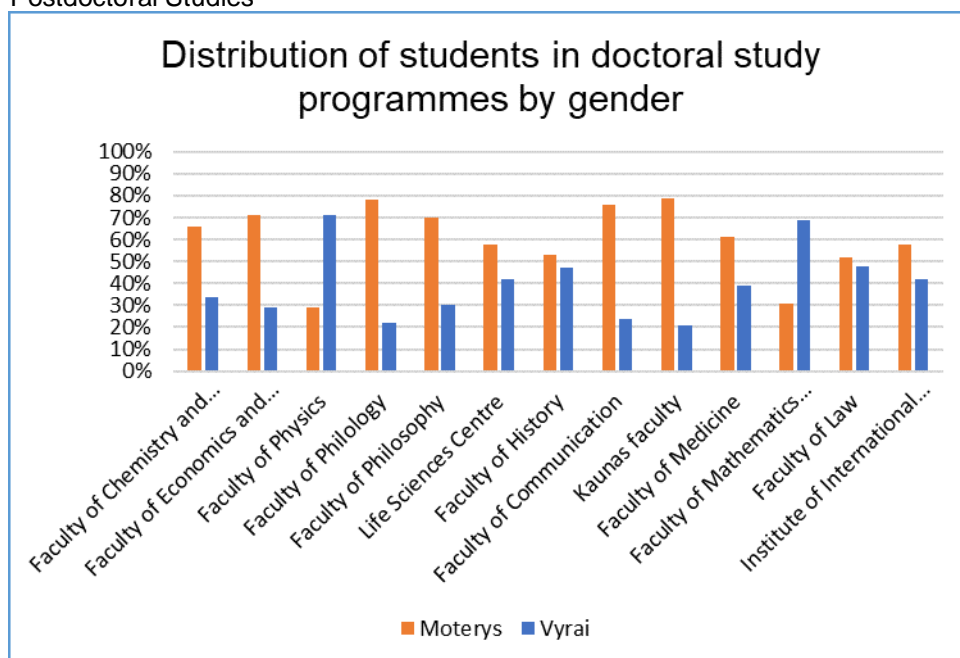
Doctoral (PhD) studies

In December 2020, 782 students were enrolled in doctoral study programmes offered at the University. Of this number, 453 (58 per cent) students were female and 329 (42 per cent) were male. The distribution of students by gender was balanced in the Life Sciences Centre, the Faculty of History, the Faculty of Law and the Institute of International Relations and Political Science. In the Faculty of Medicine and the Faculty of Chemistry and Geosciences, the gender balance limit was exceeded, meaning that slightly more women than men studied there (61 per cent of men and 66 per cent of women). In the Kaunas Faculty, the Faculty of Philology, the Faculty of Communication, the Faculty of Economics and Business Administration and the Faculty of Philosophy, women accounted for more than two-thirds of

all students (21 per cent, 22 per cent, 24 per cent, 29 per cent and 30 per cent of men, respectively). In the Faculty of Physics and the Faculty of Mathematics and Informatics, men accounted for more than two-thirds of all students (29 per cent and 31 per cent of women, respectively) (Fig. 29).

The higher the study cycle, the bigger the share of female students is observed in the following faculties: the Faculty of Chemistry and Geosciences (bachelor study programmes – 49 per cent, master study programmes – 54 per cent and doctoral study programmes – 66 per cent) and the Faculty of Economics and Business Administration (61 per cent, 65 per cent and 71 per cent, respectively). The population of female students in the Life Sciences Centre decreases from 73 per cent in bachelor to 58 per cent in master study programmes, while in the Faculty of Law – from 65 per cent to 52 per cent. The Faculty of Mathematics and Informatics and the Faculty of Physics maintain a stable contrast of more than two-thirds between female and male students in all three cycles of study. The same stable imbalance of two-thirds – only when the majority is comprised by women – remains in the Faculty of Philosophy, the Faculty of Philology, the Kaunas Faculty and the Faculty of Communication.

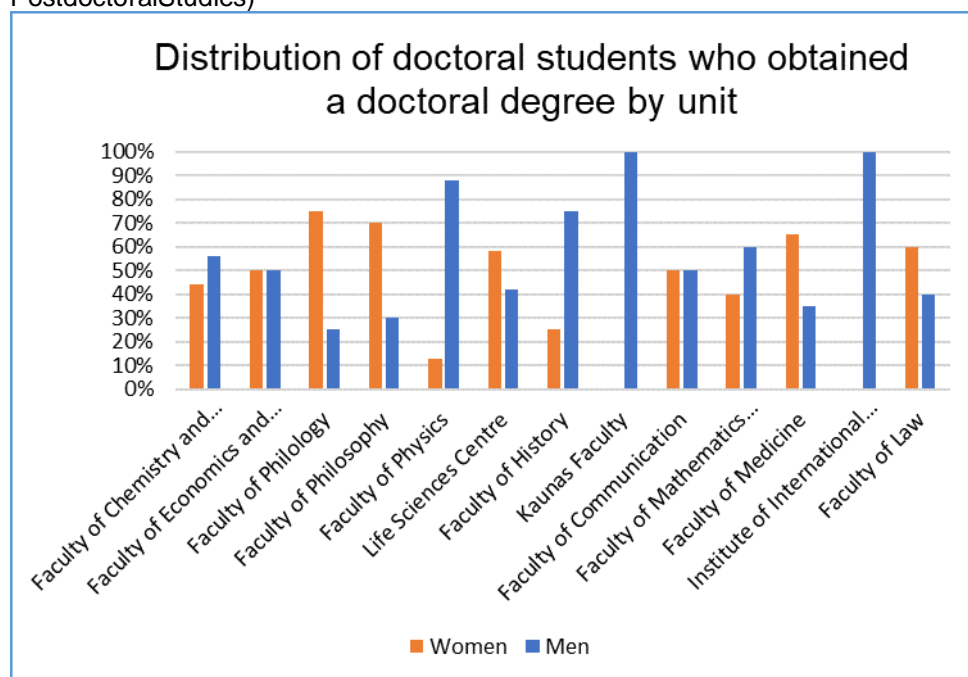
Figure 29. Distribution of students in doctoral study programmes by gender in December 2020 (per cent) (source: Office of Doctoral and Postdoctoral Studies)



According to the data of December 2020, 122 doctoral students were awarded a doctoral degree over the year. Of this number, 60 (49 per cent) awardees were female and 62 (51 per cent) were male. The distribution of doctorate holders by gender was determined to

be balanced in the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Faculty of Communication, the Faculty of Mathematics and Informatics, the Faculty of Law and the Life Sciences Centre. Gender imbalances were observed in the Faculty of Medicine, the Faculty of Philology and the Faculty of Philology: the number of women who obtained a doctoral degree was higher than that of men (65 per cent, 70 per cent and 75 per cent of women, respectively). In contrast, in the Faculty of History and the Faculty of Physics, the number of men awarded a doctoral degree was above that of women (75 per cent and 88 per cent of men, respectively). In the Kaunas Faculty and the Institute of International Relations and Political Science, only men became doctorate holders (Fig. 30).

Figure 30. Distribution of doctoral students who obtained a doctoral degree by gender and unit in 2020 (source: Office of Doctoral and Postdoctoral Studies)



When considering the distribution of students by gender and study cycle (bachelor, master, integrated and doctoral study programmes) in 2020, taking into account those individuals who obtained a doctoral degree in 2020, it is evident that the share of female students, growing from bachelor to master study cycle (from 63 per cent to 69 per cent) and shrinking from the doctoral study cycle (from 37 per cent to 31 per cent), reach gender balance at the doctoral level, i.e., women account for 58 per cent of the students and men account for 42 per cent. Among those who acquired a doctoral degree in 2020, the number of male doctorate holders

was higher than that of female doctorate holders (i.e., 51 per cent of men and 49 per cent of women, respectively) (Fig. 31).

Figure 31. Distribution of students by gender and study cycle in October 2020 (per cent) (source: Office of Doctoral and Postdoctoral Studies)

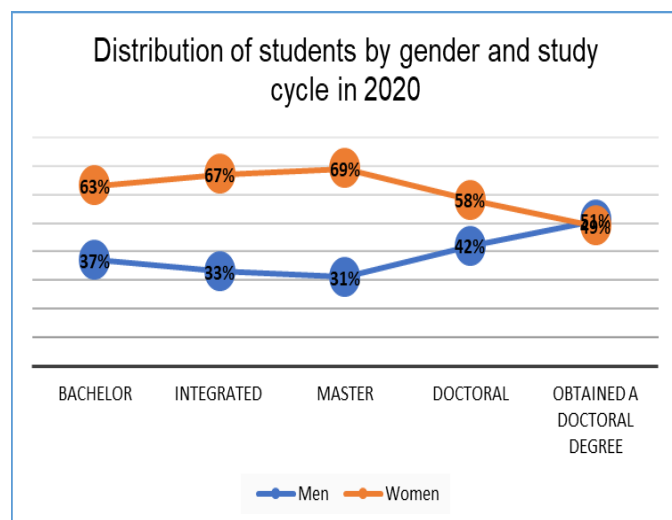
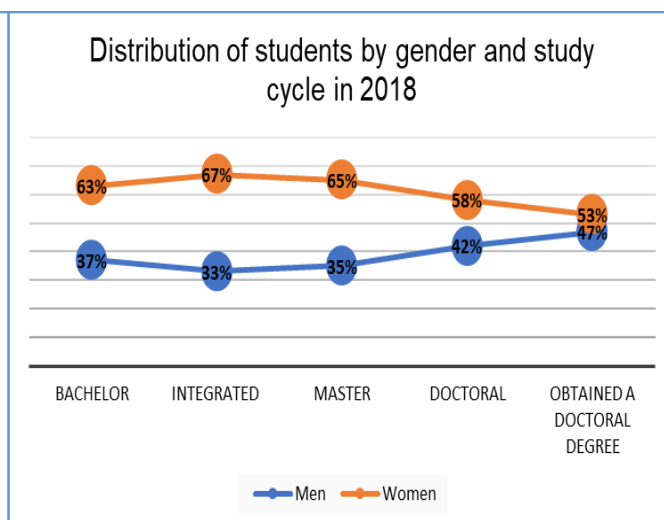


Figure 32. Distribution of students by gender and study cycle in October 2018 (per cent) (source: Office of Doctoral and Postdoctoral Studies, Student Academic Affairs Department)



The comparison of the distribution of students by gender and study cycle at the University in 2018 (Fig. 32) and 2020 demonstrates the change in the master's student population: the number of female students has increased from 65 per cent to 69 per cent. Respectively, the number of male students decreased from 35 per cent to 31 per cent. However, although the women-to-men ratio in doctoral studies remained the same as in 2018, among those who obtained a doctoral degree in 2018 there were more women (i.e., 53 per cent), while in 2020 there were more men (i.e., 51 per cent).

1.1.6. Academic Career Trajectory by Gender in the University

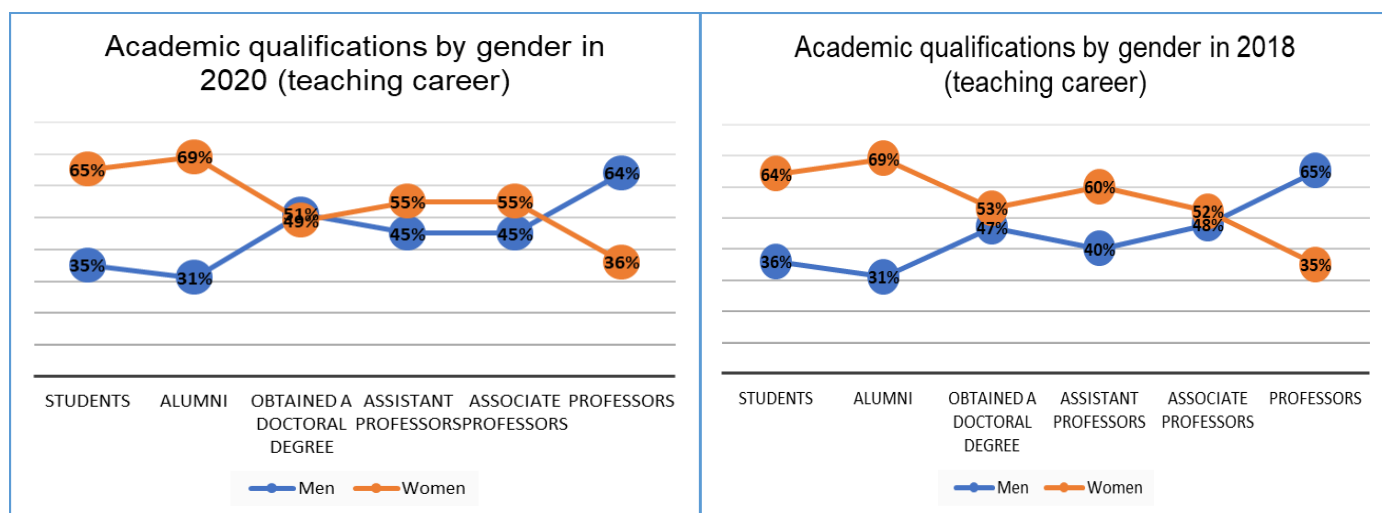
The concept of academic career trajectory²³ is often used when analysing gender equality in academic surroundings (Fig. 33 and Fig. 34). As mentioned before, the total student population of the University in the end of the year 2020 consisted of 64 per cent of women and 36 per cent of men. Regarding alumni, an even bigger gender disparity was

²³The number of students enrolled in bachelor, master, integrated and professional study programmes is based on the data of October 2020. The number of alumni is based on the data of July 2020 on graduates. The number of individuals who obtained a doctoral degree is based on the data of December 2020 on individuals who have obtained this degree over the calendar year. The number of assistant professors, associate professors, professors, researchers, senior researchers and research professors is based on the data of December 2020.

evident: 69 per cent female alumni and 31 per cent male alumni. However, the distribution of doctorate holders by gender gets more even and almost balanced: 49 per cent female and 51 per cent male doctorate holders. Considering higher academic positions, without getting outside of the bounds of gender balance, the number of female assistant professors and associate professors working at the University was higher than that of their male counterparts (55 per cent and 45 per cent, respectively). However, among professors, the number of men was twice as high as that of women (Fig. 33). These distributions show that the gender distribution is balanced in early career positions; however, an even gender balance remains a goal to be reached considering the highest career positions.

Figure 33. Distribution of academic (teaching) qualifications by gender in 2020 (per cent) (source: Academic Quality and Development Department, Office of Doctoral and Postdoctoral Studies and Human Resources Department)

Figure 34. Distribution of academic (teaching) qualifications by gender in 2018 (per cent) (source: Academic Quality and Development Department, Office of Doctoral and Postdoctoral Studies and Human Resources Department)



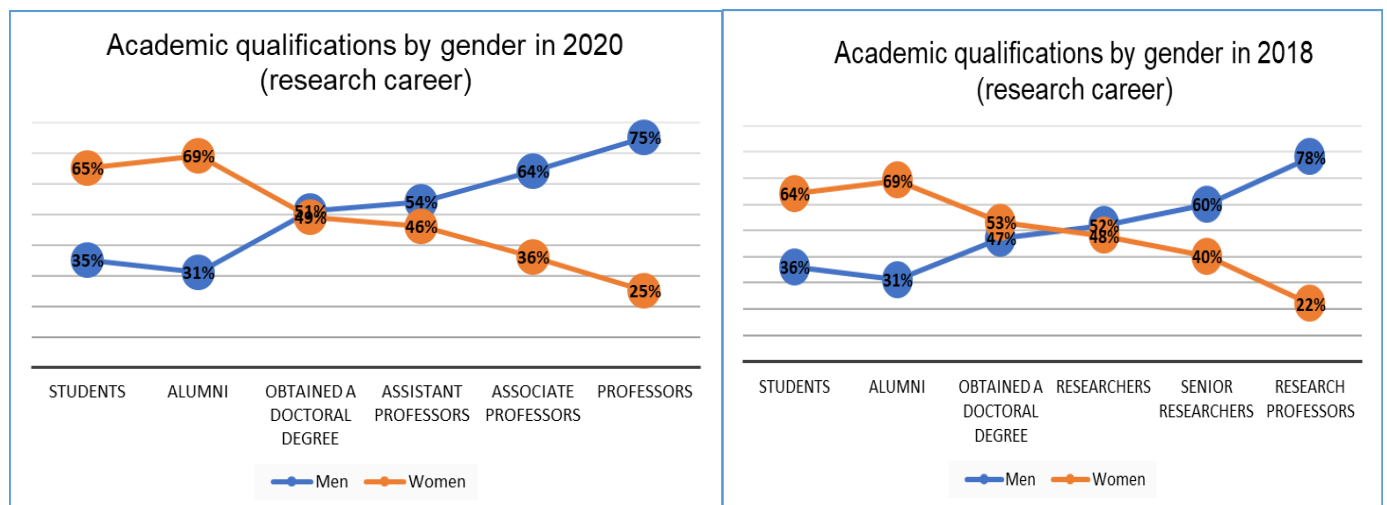
The comparison of the latter indicators in 2020 and 2018 (Fig. 33 and Fig. 34) shows several slight changes in the gender distribution. Firstly, there were more women (53 per cent) than men among those individuals who obtained a doctoral degree in 2018. The share of men who obtained a doctoral degree in 2020 (51 per cent) was bigger than that of women. Secondly, although the group of teaching assistants both in 2018 and 2020 was dominated by women, the gender gap has narrowed from 20 per cent to 10 per cent in the past few years (i.e., a 5 per cent decrease in the number of women, a 5 per cent increase in the number of men). Thirdly, women associate professors accounted for a larger share than men in both 2018 (52 per cent) and 2020 (55 per cent). Over the past two years, the share of women in this position has expanded, while the share of men has shrunk by 3 per cent. Finally, the

gender imbalance among professors has decreased by 1 per cent over the past few years and set at 28 per cent in 2020.

In 2020, the percentage distribution of women and men by academic qualifications in the context of research careers (Fig. 35) differs slightly from the indicators of teaching careers. That is, although in 2020 an even gender balance was observed both among those who obtained a doctoral degree (51/49 per cent) and researchers (46/54 per cent), the number of men exceeded that of women in these positions. Considering the distribution by gender of senior researchers at the end of 2020, the distribution was the same as that of professors – 64 per cent men and 36 per cent women. The gender imbalance among research professors was even starker – at 25 per cent of women and 75 per cent of men. Consequently, the gender gap among research professors was almost twice as large (50 per cent difference) as that among professors (28 per cent difference).

Figure 35. Distribution of academic (research) qualifications by gender in 2020 (per cent) (source: Academic Quality and Development Department, Office of Doctoral and Postdoctoral Studies and Human Resources Department)

Figure 36. Distribution of academic (research) qualifications by gender in 2018 (per cent) (source: Academic Quality and Development Department, Office of Doctoral and Postdoctoral Studies and Human Resources Department)



The distribution of academic (research) qualifications by gender in 2020 only slightly differs from the indicators of 2018. (Fig. 36). Although the distribution of researchers has not deviated from the gender balance in the past few years (46 per cent of women and 54 per cent of men), the gap between the relative shares of women and men in these positions has widened by 2 per cent. The difference between the relative shares of women and men in the category of senior researchers has increased by 4 per cent since 2018 (from 20 per cent in 2018 to 28 per cent in 2020.) However, considering research professors, this gap has narrowed by 3 per cent (i.e., from 56 per cent in 2018 to 50 per cent in 2020).

1.2. Disability

1.2.1. Employees with Disability

37 employees with a disability, who disclosed this information voluntarily, were employed at the University in the year 2020: 22 women and 15 men. Such employees account for 0.75 per cent of the University's staff. In 2018-2019, the indicator set at 0.5 per cent. Therefore, over the year, it rose by 0.25 percentage point. Supposedly, the number of staff members with a disability is higher, yet some of them choose not to disclose their disability for various reasons. During the recruitment process, employees are not obliged to divulge information on their disability, and the University, as an employer, has no legal basis for the accumulation of this information, unless members of the non-academic staff intend to take a longer holiday leave or use other guarantees set out in the Labour Code of the Republic of Lithuania.

Employees with disabilities may contact the Disability Affairs Coordinator to address individual needs related to the disability. In 2020, 2 employees with disabilities addressed the Disability Affairs Coordinator to get consultations on the benefits guaranteed to persons with disabilities under the Labour Code of the Republic of Lithuania. In these cases, the staff members were consulted by specialists of the Human Resources Department. No employee with a disability has contacted the Disability Affairs Coordinator in order to adjust working conditions in accordance to the individual needs arising from a disability.

1.2.2. Students with Disability

In January 2021, the University had 47 students with disabilities who were receiving financial support (35 women and 12 men) (Table 4). In order to receive financial support, students have to be of a 45 per cent and lower working capacity level. In addition, financial support may be granted only to those students who are studying in a higher education institution for the first time after their disability was diagnosed, i. e., students who have not completed their studies of a certain cycle. Students who have suspended their studies or who are on academic leave are not eligible for support.

Table 4. Students with disabilities in bachelor and master study programmes receiving financial support (source: Student Academic Affairs Department)

Unit	Total	Women		Men	
		n	%	n	%
Faculty of Chemistry and Geosciences	2	1	50	1	50
Faculty of Economics and Business Administration	2	1	50	1	50
Faculty of Philology	8	8	100	0	0
Faculty of Philosophy	10	6	60	4	40
Faculty of Physics	0	0	0	0	0
Life Sciences Centre	3	2	67	1	33
Faculty of History	4	4	100	0	0
Kaunas Faculty	1	1	100	0	0
Faculty of Communication	4	4	100	0	0
Faculty of Mathematics and Informatics	3	0	0	3	100
Faculty of Medicine	7	6	86	1	14
Institute of International Relations and Political Science	1	1	100	0	0
Faculty of Law	1	1	100	0	0
Business School	1	0	0	1	100
Total	47	35	74	12	26

The questionnaire for students with disabilities in the autumn semester 2020 was filled out by another 33 students (23 women and 10 men). In comparison, in the previous academic years, the number of newly completed questionnaires for students with disabilities was 24 (in 2018-2019) and 25 (in 2019-2020). In the autumn semester of 2020, 31 recommendations on study process adjustments to individual needs were drafted. Thus, the number of newly enrolled (or newly applying) students with disabilities remains stable each year, at around 30 students (Table 5).

Table 5. Questionnaires filled out by students with disabilities, recommendations on study process individualisation, plans for the adjustment of studies to individual needs arising from a disability by semester (source: Community Development Department)

Semester	2016A	2017S	2017A	2018S	2018A	2019S	2019A	2020S	2020A
Newly completed questionnaires	22	30	21	10	24	0	25	3	33
Recommendations ²⁴	7	14	17	24	31	19	45	41	31
Plans (active)	-	-	-	-	-	-	-	41	60

In the autumn semester of 2020, 57 students were eligible (had a working capacity level of 45 per cent) for financial support (33 women and 24 men), 14 of whom had suspended their studies or went on academic leave and 16 of whom also had approved study individualisation plans.

In order to raise the competencies of the community in the field of disability, trainings for the community on various topics are organised. Three remote seminars were organised in the autumn semester of 2020: on the topics of hearing impairment, autism spectrum disorders and psychosocial disability²⁵. Since 2017, on the occasion of International Day of Persons with Disabilities, a conference has been organised annually to analyse the topic of higher education and disability. In 2020, the theme of the conference was "[Higher Education and Disability: No Diploma without Services?](#)"

Study Process Adjustment to Individual Needs Arising from Disability

. Approved on 30 October 2019 by the order of the Pro-Rector for Studies, the **Procedure for Vilnius University Study Process Adjustment to Individual Needs Arising from Disability** (hereinafter – the Procedure) provides the appropriate steps to individualise the study process.

In the spring semester of 2020, in line with the Procedure, plans for the study process adjustment to the individual needs arising from a disability were approved for the first time.

The University considers a student or free listener to have a disability if he/she has long-term physical, mental, intellectual or sensory impairments that, in the light of various

²⁴ Until the autumn semester of 2020, recommendations used to be produced each semester and sent to the student's teachers at the request of the student. Because it was asked to confirm the request to send the recommendations each semester, a number of students "opted out": not everyone confirmed the request to send the recommendations each semester. As of the autumn semester of 2020, based on the Procedure for Vilnius University Study Process Adjustment to Individual Needs Arising from Disability, it was decided to produce the recommendations only once: for newly-enrolled (or applying) students or, if necessary, to tweak the study individualisation plans to meet the needs arising from a disability.

²⁵ In the spring semester of 2020, face-to-face training sessions were cancelled due to the COVID-19 pandemic.

obstacles, can hinder full and effective participation in studies or the community on an equal basis with others. Thus, disability is understood broadly in this context, and students with a disability include those who do not have their working capacity level determined but have various learning difficulties (such as dyslexia, dysgraphia and attention deficit disorder), a psychosocial disability or mental health issues. Therefore, the study process is individualised not only for students with a working capacity of 45 per cent or lower but also for students with a higher or undetermined level of working capacity.

In accordance to the Procedure approved in 2019, the Disability Affairs Coordinator, at the request of the student, prepares a recommendation on the individualisation of the study process and submits it to the core academic unit. The recommendation identifies the individual needs of the student arising from a disability and sets out specific ways to meet them. By making the recommendation, the Disability Affairs Coordinator acknowledges that he/she is familiar with the documents confirming the student's disability.

On the recommendation of the Disability Affairs Coordinator, the core academic units prepare and approve the study individualisation plan. The study individualisation plan is prepared taking into account the recommended study process adjustment methods and the specifics of a study programme and unit. It indicates specific ways of individualisation in relation to the area of the study process (study environment; lectures or other contact classes; assessment of learning achievements and other aspects of studies). For information, the approved study individualisation plan is handed over to the employees directly involved in the adjustment of the study process to individual needs.

To compare, the Disability Affairs Coordinator produced 41 recommendations in 2017-2018 and 50 recommendations in 2018-2019, while there were 60 active plans for the study process adjustment to individual needs arising from a disability in the end of the autumn semester of 2020 (42 women and 18 men). In the spring semester of 2020, 41 plans of the kind (27 women and 15 men) were active. Notably, the new Procedure for the study process adjustment to individual needs allowed to reduce the number of students with disabilities "opting out" in between semesters.

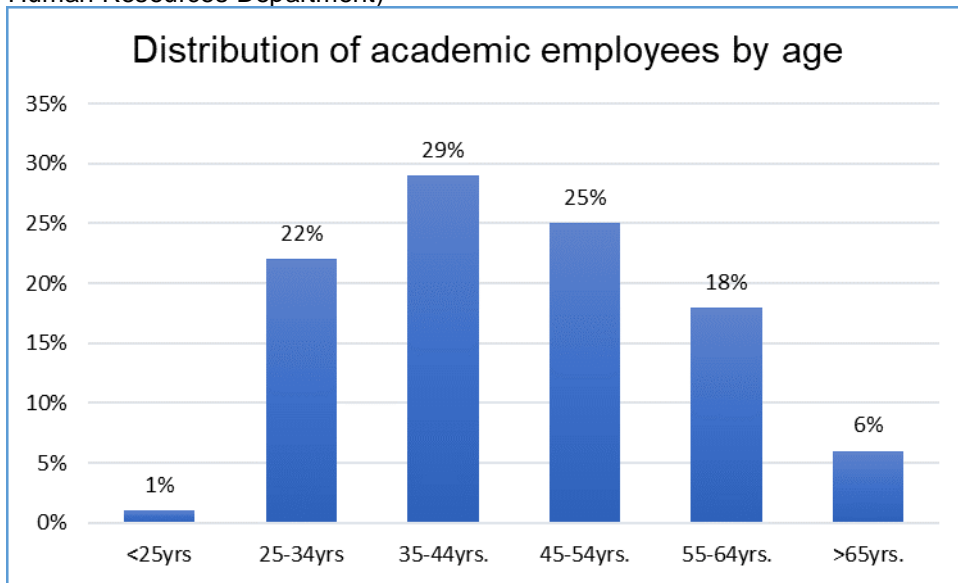
1.3. Age

1.3.1. Age of Employees

Having analysed the statistical data on the age of academic staff (Fig. 37), it was revealed that the largest share of employees were 35-44 years old (29 per cent of all academic employees). The number of academic employees under 25 years of age was small

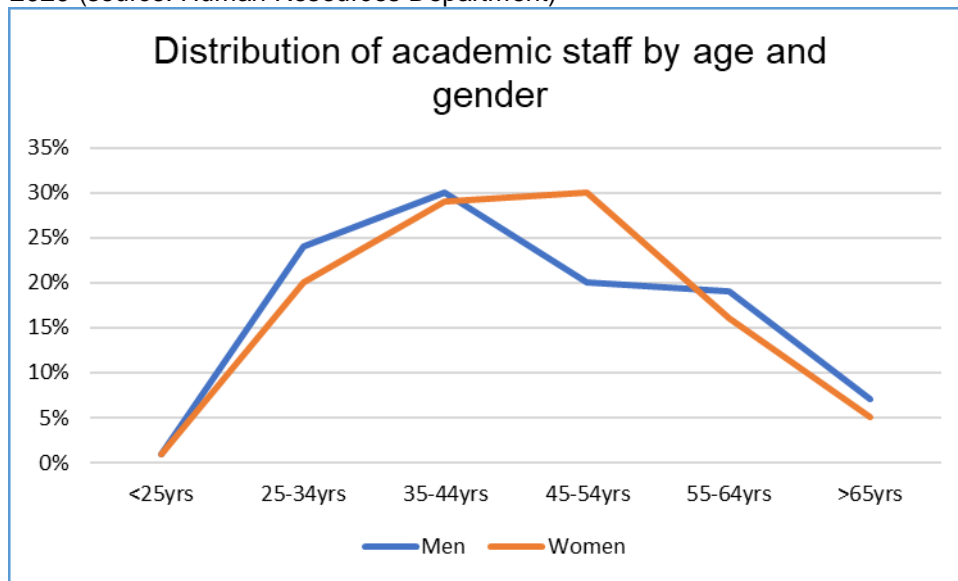
(only 20 in the whole University) because academic work requires an individual to hold at least a master's degree. Higher academic positions (starting from the assistant professor position) require an individual to hold at least a doctoral degree. The lowest number of employees (6 per cent) landed in the category of 65 years and older. According to the data of 31 December 2020, the youngest academic employee was 23 years old and the oldest – 79 years old.

Figure 37. Distribution of academic staff by age in December 2020 (source: Human Resources Department)



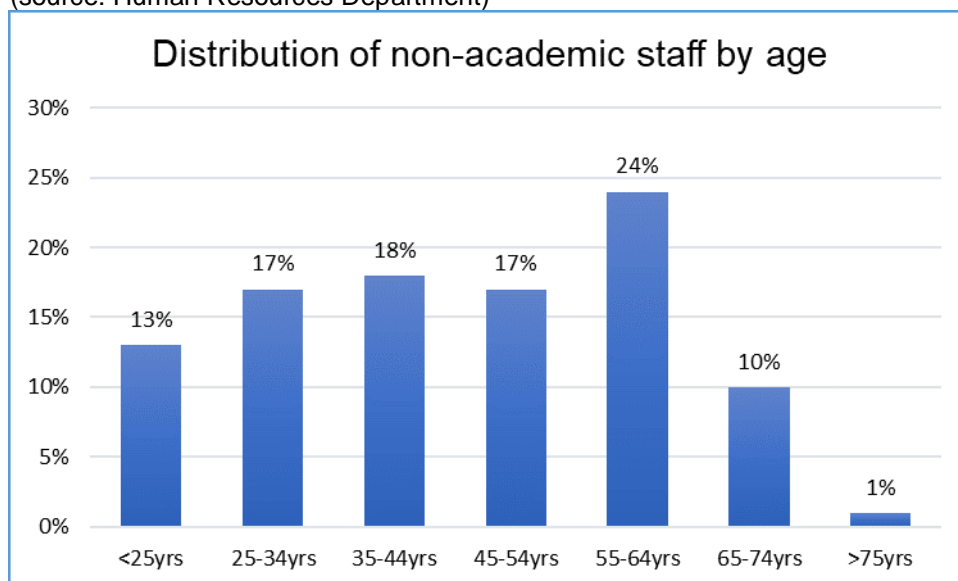
Analysing the distribution of academic staff by age and gender (Fig. 38), it can be noted that the age curve of both women and men was very similar: the difference between employees in the same age group was up to 4 per cent. The age group of 45-54 years can be considered an exception because this age group had by 10 per cent more women than men. Regarding other age groups, the difference decreases to 3 per cent and eventually becomes almost balanced.

Figure 38. Distribution of academic staff by age and gender in December 2020 (source: Human Resources Department)



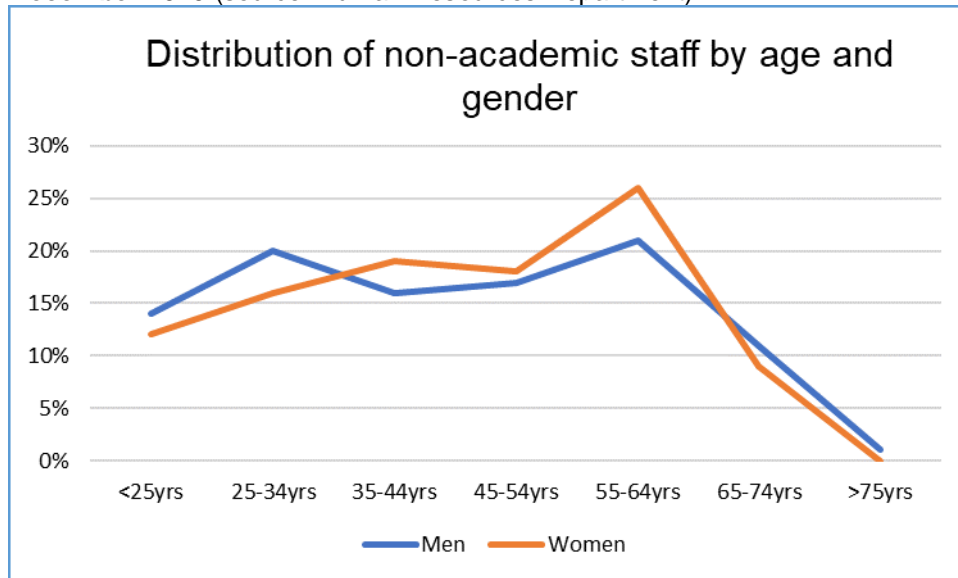
Having analysed the statistical data on the age of non-academic staff (Fig. 39), it was revealed that the largest share of employees landed in the category of 55-64-years-olds (24 per cent) and the lowest – 65 years of age and older (11 per cent). The group of employees older than 55 years of age accounted for 35 per cent of the University’s non-academic staff. Thus, one-third of the non-academic staff has reached pre-retirement or retirement age. According to the data of 31 December 2020, the youngest non-academic employee was 19 years old and the oldest – 83 years old.

Figure 39. Distribution of non-academic staff by age in December 2020 (source: Human Resources Department)



Analysing the curve of the distribution of non-academic staff by age and gender (Fig. 40), a more even distribution is evident, i. e., the women-to-men ratio in different age groups varies from 1 to 5 per cent.

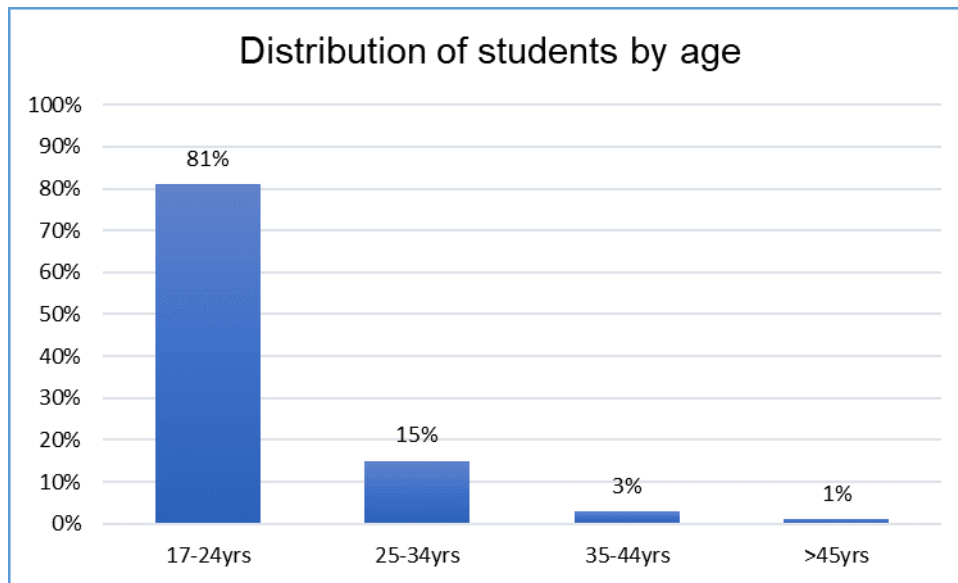
Figure 40. Distribution of non-academic staff by age and gender in December 2020 (source: Human Resources Department)



1.3.2. Age of Students

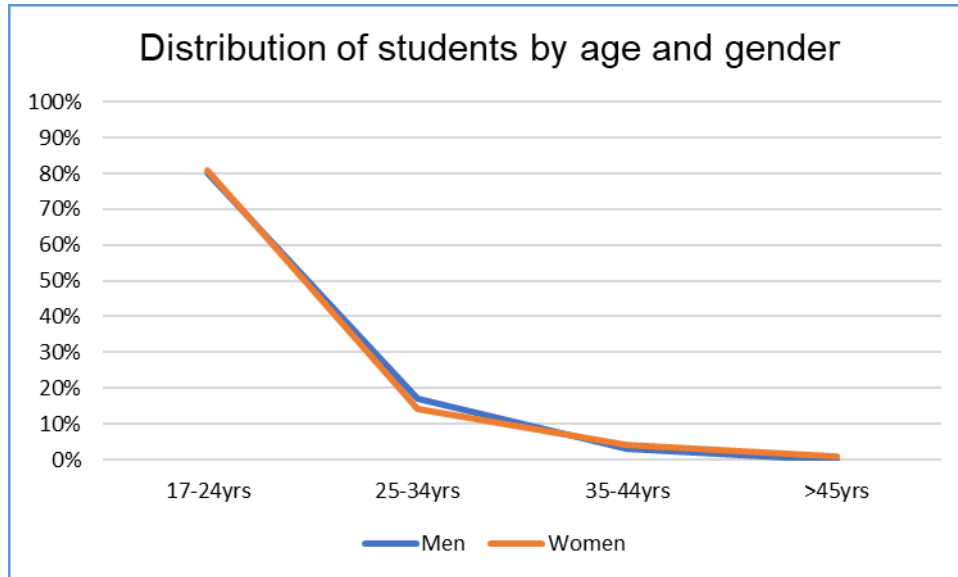
In October 2020, the University had students aged 17-64. The majority of the students (81 per cent) fall in the 17-24 age category. The analysis of the data by age categories reveals the following student distribution: 15 per cent of the students aged 25-34, 3 per cent – 35-44, 1 per cent – 44-54. This means that students older than 35 years of age comprise 4 per cent of the University’s student population (Fig. 41). The youngest student recorded was 17 years old and the oldest – 64 years old.

Figure 41. Distribution of students by age category in October 2020
(source: Student Academic Affairs Department)



The curve of the distribution of students by age and gender was almost identical, except for the 25-34 years age category, where the gap set at 3 per cent (Fig. 42).

Figure 42. Distribution of students by age and gender in October 2020
(source: Student Academic Affairs Department)



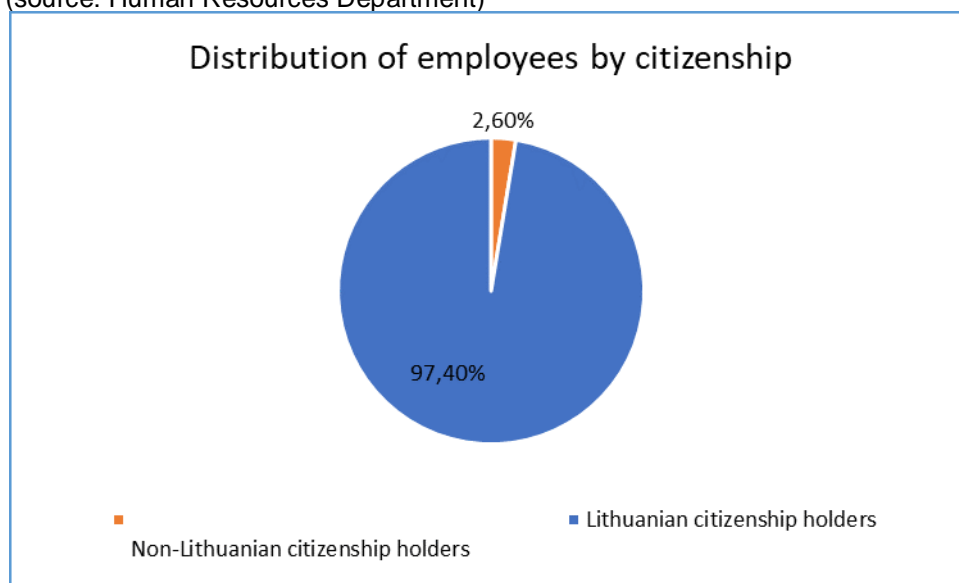
1.4. Citizenship

1.4.1. Foreign Staff

According to the data of December 2020 presented by the Human Resources Department, 132 foreign individuals were working at the University (2.6 per cent of the staff), i.e., 36 (27 per cent) women and 96 (73 per cent) men, and holding 35 different citizenships

(Fig. 43). The majority of the employees held the following citizenships: Italian (18), the US (14), Russian (12) and Spanish (11). Since 2019, the number of foreign employees has increased by 19. The number of academic employees set at 112 (29 women and 83 men) and non-academic – 20 employees (7 women and 13 men). The highest number of foreign employees was determined in the Faculty of Philology (43), the Faculty of Medicine (16) and the Faculty of Economics and Business Administration (12).

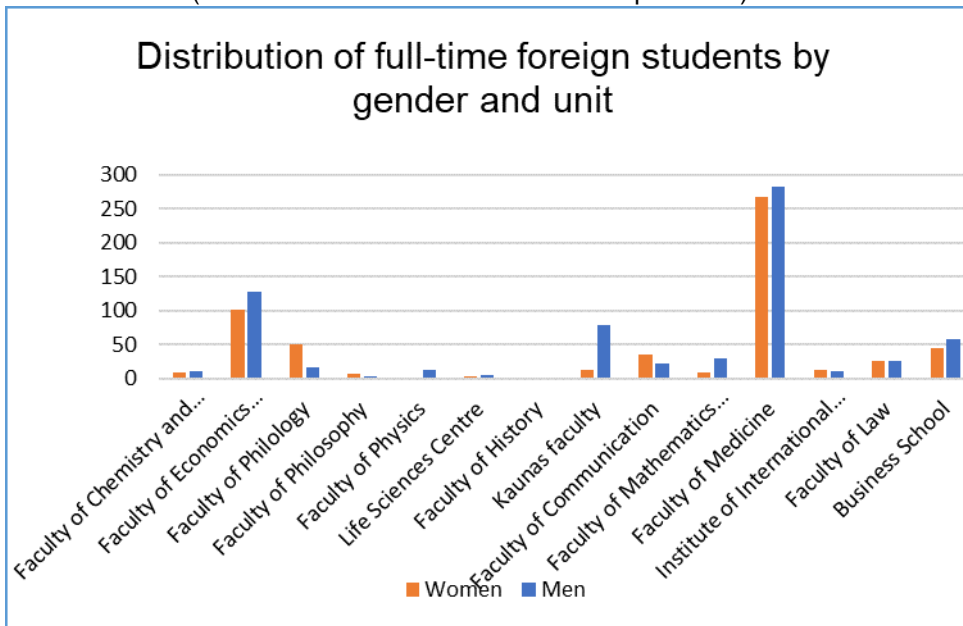
Figure 43. Distribution of employees by citizenship in December 2020
(source: Human Resources Department)



1.4.2. Foreign students

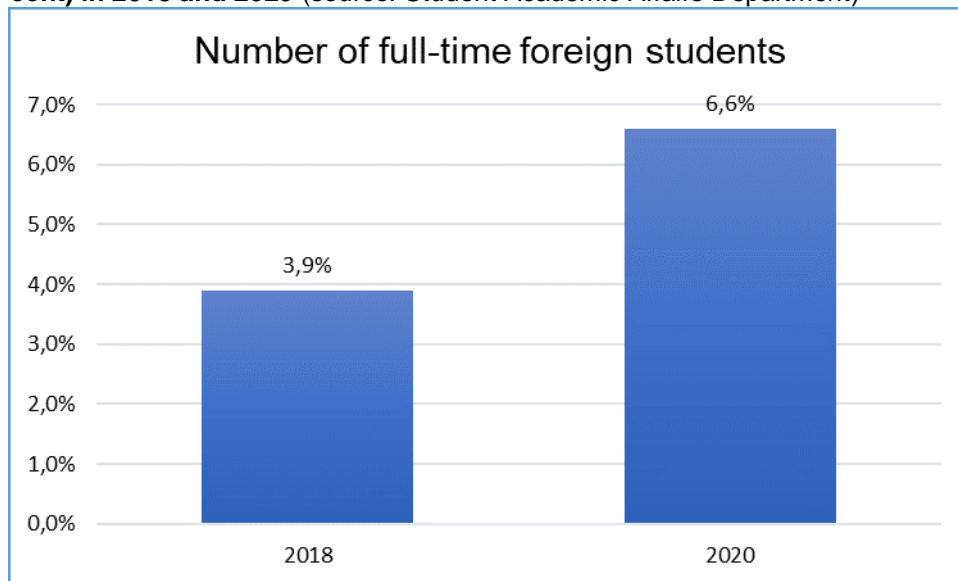
According to the data of October 2020 provided by the Student Academic Affairs Department, 1,262 foreign students holding a non-Lithuanian citizenship were enrolled in bachelor, master and integrated study programmes taught at the University, comprising 6.6 per cent of the total student population. Of this number, 580 (46 per cent) students were female and 682 (54 per cent) were male (see Fig. 45). This means the student distribution was not out of bounds in terms of gender balance. Nevertheless, the share of male foreign students who studied full-time was bigger than that of their female counterparts by 8 per cent. In contrast, in terms of the total student population at the University, 65 per cent of the student population was female and 35 per cent – male.

Figure 44. Distribution of full-time foreign students by gender and unit in October 2020 (source: Student Academic Affairs Department)



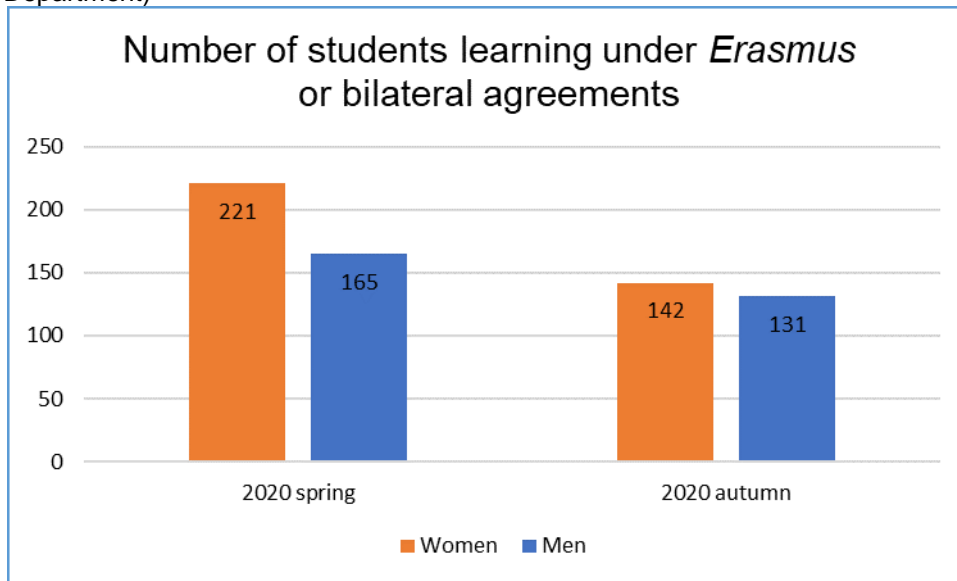
According to the data of October 2020, full-time students of 83 citizenships were studying at the University. The majority of the foreign students held the following citizenships: German (349), Belarusian (112), Nigerian (69), Ukrainian (60), Russian (59), Chinese (48), Azerbaijani (46), Indian (41), Finnish (41) and Israeli (34). The citizenships of full-time students represent all continents; therefore, there was a great deal of cultural diversity although the number of foreign students was not large. However, compared with the data of 2018, the number of full-time students from abroad has increased from 3.9 per cent up to 6.6 per cent over two years (Fig. 46). This number is likely to grow with each passing year as one of the goals of the University is to become more international in all respects. Thus, it is needed to get prepared accordingly to meet the needs of a changing community, arising from cultural diversity.

Figure 45. Comparison of the number of full-time foreign students (per cent) in 2018 and 2020 (source: Student Academic Affairs Department)



According to the data of 2020 provided by the International Relations Department, 386 students were studying at the University under *Erasmus* or bilateral agreements in the spring semester. The number of such students set at 273 in the autumn semester. Thus, such students, respectively, represented 1.4 per cent of the overall student population (Fig. 46). In terms of gender, an even balance among students was observed both in the autumn and spring semester: 57 per cent of women and 43 per cent of men in the spring semester and 52 per cent of women and 48 per cent of men in the autumn semester. Due to the COVID-19 pandemic, the number of students learning under *Erasmus* and bilateral agreements dipped. Students from 45 different countries arrived at the University, the majority of whom were from France, Italy, Spain, Germany and Turkey.

Figure 46. Number of students learning under *Erasmus* and bilateral agreements in 2020 by gender and semester (source: International Relations Department)



In the autumn semester of 2020, a survey of exchange students about their study experience at the University was conducted. 64 respondents (55 per cent female and 45 per cent male) participated in the survey. 4 positive responses (out of 64) to the question “Have you experienced discrimination in the University during the duration of your studies?” were received.

6 responses to the open-ended question on the broader description of the discrimination situation were received: over negative statements by teachers about the country of origin, which was from the post-Soviet bloc and not a member of the European Union; over harassment by a foreign student of Italian and Spanish-speaking students; over ethnic origin; over teachers lecturing in Lithuanian even when there were students who did not speak the language in the auditorium.

1.5. Sexual Orientation

Mainly, the University LGBT+ Group deals with the topic of anti-discrimination on the grounds of sexual orientation in the University. The group was established in the end of 2018. This association brings the University’s LGBT+ students, employees and alumni together. It is also involved in educational activities on LGBT+ issues and in uniting and strengthening this community.

Matters related to sexual orientation only become relevant in the University if people face discrimination based on sexual orientation in the context of studies or work. Otherwise, this is private information. According to the data of 2020 of the University’s Trust Line, only

one complaint regarding disrespectful speech towards homosexual persons was received. In the community (employee) survey of 2020, 2 per cent of female and 2 per cent of male employees indicated they had experienced discrimination and (or) bullying on the basis of sexual orientation. However, the low number of complaints received by the Trust Line or the low number of responses in the survey related to the experienced discrimination / bullying does not necessarily indicate the absence of discriminatory attitudes. Perhaps, little is known about this possibility, or a lack of sensitivity, bravery and willingness to talk about these issues exists in the University.

1.6. Religion and Faith

First of all, it should be noted that a detailed study of religious or faith practices and the related needs of community members has not been conducted in VU, and such data are not collected. However, this aspect is of high significance, especially when it comes to meeting the needs of incoming staff and students.

According to VU Chaplain and other members of the University's Pastoral Team or clergymen serving at VU Church of St. Johns, the majority of the members of the community traditionally identify as non-practising followers of the Catholic faith, and there are also followers of other Christian denominations or followers of other religions.

The Catholic pastoral care at VU has deep roots and is closely related to the Jesuit past and tradition of the University: up until now, Jesuits have been working in the field of pastoral care of the University, ensuring comprehensive religious and spiritual service in the Church of St. Johns. The position of Chaplain of VU has also been established. Thus, it would be possible to distinguish two main levels at which the pastoral care is carried out at the University: 1) pastoral care activities at the Church of St. Johns for the University community and wider public of the city, 2) specific pastoral care activities for the University community supervised by the Chaplain and the Pastoral Team of VU.

The activities offered by the Chaplain of VU and the Pastoral Team, which has recently been established on a voluntary basis, cover specific spiritual needs of the University community. In 2020, the community of VU was offered various pastoral care activities and events: the Holy Scripture study group for students, VU Magis Club, Book Club, Magis Mass for students on Fridays, Mass for staff on Wednesdays, Advent evenings, All Souls' Day, Father's Day, Mother's Day commemorations and other special events. On 22 October 2020, the Forum on Interreligious Dialogue "COVID-19: A Challenge or an Opportunity? What do the Three Abrahamic Religions Think?" was organised.

In addition to the events mentioned, the personal spiritual conversation, counselling and support service should be singled out, through which the Chaplain and the trained team members make a concrete contribution to the spiritual, emotional and psychological well-being of the University community members. The Chaplain and the Pastoral Team base their activities on a set and continuously updated goals, mission and vision: *open and modern academic pastoral care, addressing everyone's spiritual needs, promoting integral personality development, 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 VU community and the assumption of social responsibility by the public.* The most important plans for the future are to establish a multifunctional pastoral care centre open to various religious traditions and a space for spirituality in Saulétékis.

The growing international dimension of VU makes it possible to assume that there are followers of various non-Christian religions among the students or teachers arriving from other countries. It is also known that some members of the community do not identify themselves with any particular religion although they do participate in general 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 VU community, as well as to avoid any discrimination in terms of different faiths or religious practices.

1.7. Beliefs and Convictions

Diverse beliefs and convictions have always existed in the University. The Statute of the University notes that “in executing its mission, the University shall [...] foster the freedom of thought, variety of opinions, openness to world ideas and innovations, the values of collegiality, mutual respect, trust and academic ethics.” The University’s Code of Academic Ethics declares that members of the community are guaranteed academic freedom and “aims to protect members of the community from restrictions, possible pressure and influence, as well as to foster the traditions of the atmosphere of critical thinking and open discussions.” By the same token, it is explained what the responsible use of this academic freedom means. The following acts are determined to be incompatible with the responsible use of academic freedom: disrespect expressed towards opinions of other members of the community, restriction of the right of members of the community to voice and defend their opinion in decisions of the University, restriction of the right to respond to criticism or accusations, etc. Thus, while the University is laying a solid foundation for academic freedom and its

expression, in the community (employee) survey of 2020, 9 per cent of employees noted that they had experienced discrimination on the grounds of beliefs and convictions (this ground for discrimination was also mentioned in the community (employee) survey of 2018) (see page 47-50).

Regarding this basis of discrimination, educational activities are important at the University, underscoring that the diversity of beliefs and convictions is possible as long as there is no “conduct which occurs with the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, humiliating or offensive environment” (the Law on Equal Treatment of the Republic of Lithuania). Yet another significant factor is the collective commitment of community members to practice a respectful culture of communication, cooperation, expression of constructive criticism or reaction to it.

1.8. Social Status

1.8.1. Support to Employees

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

In accordance to the Procedure for Granting Additional Benefits of Vilnius University, approved by the Rector on 1 July 2018 (updated on 1 February 2019), the University's employees receive additional benefits in case of emergency (in the event of death of the employee's family member, in the event of the employee's loss of accommodation and property due to flood and fire, in a difficult financial situation or to compensate the employee for the costs of treating a serious illness (including injuries, surgeries) of the University employee or his/her family member). In addition, benefits for every child born to employees have been enacted.

According to the data of the Human Resources Department, in the year 2020, 52 University's employees (25 women and 27 men) applied for the additional benefits to parents for each child born. The size of the one-off payment is EUR 320. In 2020, the total value of such additional benefits granted was EUR 17,920. 7 individuals (4 women and 3 men) lodged a request to receive benefits due to a difficult financial situation and a compensation for the costs of treating a serious illness of the University employee or his/her family member. In these cases, the size of the one-off payment is determined on a case-by-case basis. In 2020, the overall amount spent on these payments was EUR 7,700.

1.8.2. Social Support to Students

The University grants one-off social grants to students in bachelor, master, doctoral and integrated study programmes in the event of death of family members, natural or other disasters, illness or other similar cases. The size of the one-off social grant is 2-12 times the basic social benefit (BSB) (in 2020, the BSB amounted to EUR 39), meaning its value ranges from EUR 80 to EUR 460. According to the Student Academic Affairs Department, such grants were awarded to 162 students (112 women and 50 men) in 2020, totalling to EUR 48,087.

Commemorative grants to mark the University's 450th anniversary were awarded in the summer of 2020 (the continuation of the idea of the commemorative grants to mark the University's 440th anniversary). They were aimed at enhancing the access to university-level studies and helping students, admitted to the first cycle and integrated study programmes and coming from vulnerable social groups, to adapt to the new environment. The size of the grant in 2020 was the following: EUR 200 paid every month throughout the first year of studies (from September to June inclusive). Such grants were awarded to 87 students (67 women and 20 men).

On 10 December 2020 by the Order No. R-498 of the Pro-Rector for Studies of VU, the Grand Duchy of Lithuania Scholarship was established. This is a nominal scholarship offered to citizens of the Republic of Belarus admitted to study programmes at VU. In 2020, the size of the scholarship was the following: EUR 200 paid every month throughout the first year of studies (from September to June inclusive). Such scholarships were awarded to 22 individuals (13 female students and 9 male students).

In the autumn semester of 2020, VU Community Development Department, together with VU Students' Representation (SR), launched a volunteering project designed to provide assistance to students with disabilities. Volunteer students signed volunteering contracts and provided assistance to students with disabilities. Although in the past (2017-2019) there were attempts to fill the gap in the services for students with the help of volunteers, such assistance was not sustainable. Volunteering agreements allowed volunteering to be formalised and provided the preconditions for long-term support and motivational measures. Assistance was provided taking individual needs into account, mostly in the form of note-taking assistance for students with hearing impairments. It has to be noted that the lack of note-taking assistance

that was most relevant because such services are not available in Lithuania²⁶. A total of 10 volunteers volunteered, helping 7 students with disabilities. 8 volunteers extended their volunteering contracts in the spring semester as well. This assistance was positively assessed by students with disabilities. Consequently, it is hoped that the project can be developed in the future too.

Thus, only statistical information on social support provided to students is known. The conducted social assistance helps attract people from different social groups, thus increasing access to higher education.

1.9. Family Status

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

Flexible Work Schedule Arrangements

Pursuant to Article 138 of the Labour Code, the University's "employees raising a disabled child under 18 years of age or 2 children under 12 years of age shall be granted an additional rest day per month (or have their weekly working time shortened by 2 hours), and employees raising 3 or more children under 12 years of age shall be entitled to 2 additional rest days per month (or have their weekly working time shortened by 4 hours accordingly), paying them their average remuneration. At the request of an employee who works shifts of more than 8 working hours, this additional rest period may be aggregated every 3 months." These flexible work schedule arrangements, under the Labour Code, are the most relevant for the non-academic staff.

In 2020, due to the COVID-19 pandemic and the declared quarantine, a provision for remote work was set for the University's academic and non-academic staff. During the quarantine period, only those employees whose work functions could not be performed

²⁶ The note-taking service is especially crucial for students with hearing impairments because during lectures, following a sign language translator or reading the teacher's lips, the students are not able to take notes. For this reason, in order to be able to adequately get ready for assessments, it is important for such students to get hold of the notes. In the practice of foreign universities, such a service is often contracted by universities: hourly wages or scholarships are paid to students who take notes. For example, Lund University (Sweden) employs note-takers (for more information, click the link: <https://www.lunduniversity.lu.se/current-students/academic-matters-and-support/working-study-support-mentor-or-note-taker/information-study-support-mentors-and-note-takers>), Boston University (USA) pays the note-takers a scholarship of USD 130 per semester (for more information, click the link: <https://www.bu.edu/disability/accommodations/procedures/specific/notetaker-service>), Karl-Franzens-Universität Graz (Austria) pays the note-takers an hourly wage (for more information, click the link: <https://integriert-studieren.uni-graz.at/de/angebot/assistenz-im-studium/>).

remotely were required to be present at the workplace. In this respect, the pandemic period has helped expand remote work practices and policies.

Children Playrooms

The Library's Scholarly Communication and Information Centre has a workroom for parents with children. The room contains 10 places of work, 3 of which are double cabins for individual work and 1 is a common child play area. The room is equipped with 3 chairs for children as well as with toys and books. More than 400 publications and games for children are available. In 2020, this workroom was visited by 62 users (to compare, the number of users of this room set at 182 in 2018). The decline in the number of users was due to the quarantine and limited access.

Under the initiative of the University's Trade Union, the first children playroom in the University was established in Saulėtekis in 2019. The organisation activities of the children playroom were in the development stage, and it is expected to increase its functionality in the future.

II. ACTIVITIES IN THE AREA OF EQUAL OPPORTUNITIES IN THE UNIVERSITY

2.1. Equal Opportunities Coordination

The Pro-Rector for Organisational Development and Community Affairs is responsible for ensuring the equal opportunities policy in the University. The Community Development Department is responsible for the implementation of the measures of the said policy. The Community Development Department has the following functions:

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

The Community Development Department has the following work positions in the area of equality and diversity: the Disability Affairs Coordinator (one employee, 1.0 full-time equivalent, founded in 2016) and the Equal Opportunities Coordinator (two employees, 0.5 full-time equivalent each, 1.0 full-time equivalent in total, founded in April 2019).

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

The Equal Opportunities Coordinator is responsible for developing anti-discrimination policies and practices at the University, monitoring and analysing the equality of opportunity in the context of studies and work, advising prospective and current students and employees on equality and diversity issues as well as organising and coordinating investigations into discrimination cases. In addition, the Equal Opportunities Coordinator may, within his/her

competence, initiate and coordinate changes to secure equal opportunities and increase diversity, represent individuals from the different discriminated groups within the University's community, etc.

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

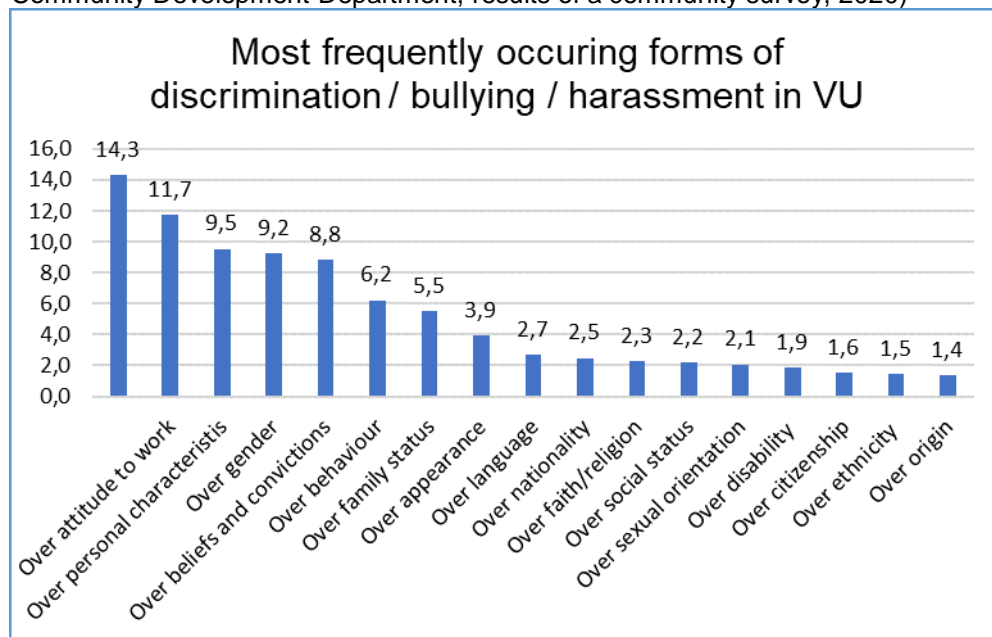
2.2. Community (Employee) Survey

In October-November 2020, a community (employee) survey was conducted, attracting as many as 964 respondents. When asked to identify their gender, 563 employees identified as women, 339 – as men, while 7 employees responded “other” and 55 – “I do not want to answer”. It can be assumed that the respondents chose the answer “other” and “I do not want to answer” for two main reasons: they did not belong to either gender and (or) did not want to be identified. More than two-thirds of the respondents – 704 individuals – were persons from core academic units, 166 – core non-academic units and 94 – general units of the University.

This is the second community (employee) survey to ask about discrimination experienced (answering this question was not obligatory). 296 responses were received to the question “Have you experienced discrimination / bullying / harassment, etc. at VU?": 30.4 per cent women and 29.6 per cent men of the total number of respondents. These respondents encountered one or more types of discrimination / bullying / harassment²⁷. Among the most frequently mentioned grounds for discrimination was age (14.3 per cent of the employees), gender (9.2 per cent), beliefs and convictions (8.8 per cent) and family status (6 per cent) (Fig. 47). All other grounds of discrimination scored up to 3 per cent.

²⁷ In this monitoring report of the situation of diversity and equal opportunities, only those grounds of discrimination that are protected by law are discussed: gender, race, nationality, citizenship, language, origin, social status, religion, beliefs or convictions, age, sexual orientation, disability, ethnicity, religion (Law on Equal Treatment of the Republic of Lithuania). Thus, aspects such as "attitude to work", "personal characteristics" and "appearance" were not left out of this study.

Figure 47. Most frequently occurring forms of discrimination / bullying / harassment in VU (per cent) (source: Strategic Planning Department, Community Development Department, results of a community survey, 2020)



In contrast, in the community (employee) survey of 2018, 548 respondents participated, answering the question about experienced discrimination in the past 12 months as follows: on the basis of age - 22.1 per cent, on the basis of gender - 15.2 per cent, on the basis of beliefs - 14.9 per cent. Consequently, age, gender and beliefs and convictions remain the most prevalent forms of discrimination in the community survey of 2020, but there is a dip in the percentage of discrimination / bullying / harassment.

Speaking of the most frequently mentioned grounds for discrimination by gender in the community survey of 2020, the following can be argued: 15.6 per cent of women and 12.1 per cent of men experienced discrimination / bullying / harassment over their age, over gender – 13.1 per cent of women and 2.4 per cent of men, over beliefs and convictions – 8.7 per cent of women and 8.6 per cent of men and over family status – 6 per cent of women and 3.2 per cent of men (Fig. 48 and Fig. 49). These results show that women were significantly more likely to experience discrimination / bullying / harassment than men on the basis of gender.

Figure 48. Most frequently occurring forms of discrimination / bullying / harassment in VU (women), per cent (source: Strategic Planning Department, Community Development Department, results of a community survey, 2020)

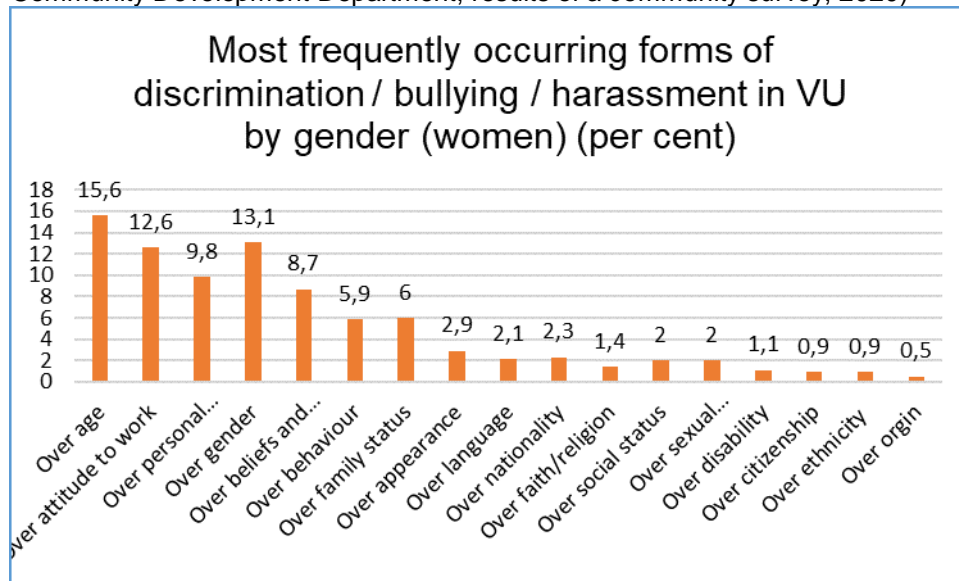
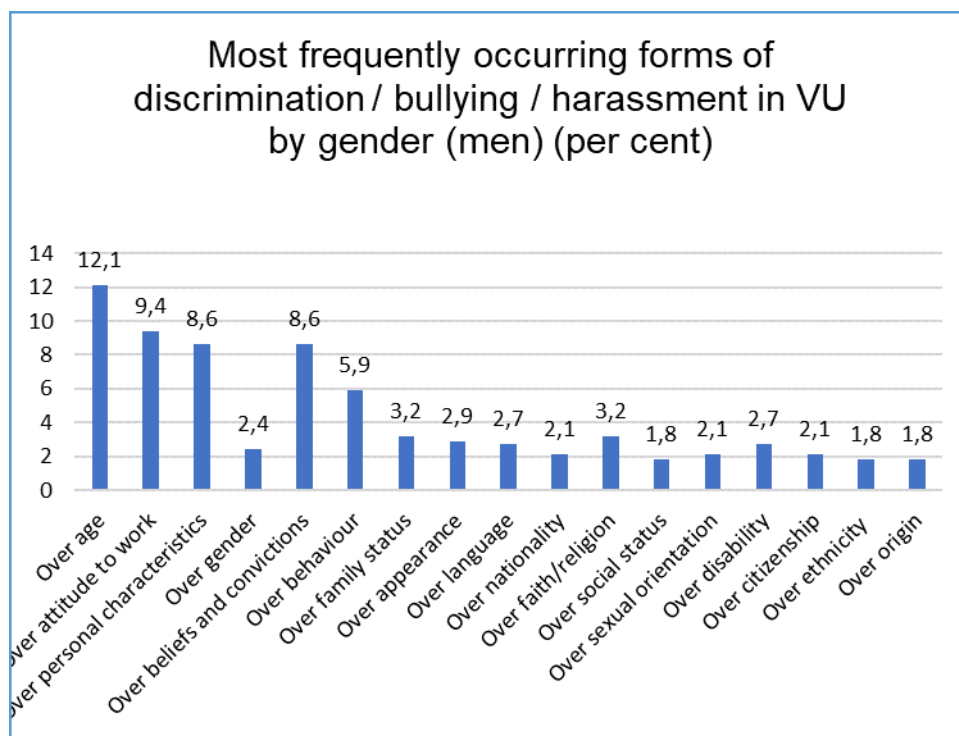


Figure 49. Most frequently occurring forms of discrimination / bullying / harassment in VU (men), per cent (source: Strategic Planning Department, Community Development Department, results of a community survey, 2020)



The open-ended question “Name up to three things you would like to change at VU” generated 58 responses related to discrimination and ensuring equal opportunities at the University. Based on the responses to the open-ended questions, the following issues were

mentioned: hierarchical structure, nepotism, mobbing, disrespectful behaviour, separately – issues of age and gender. Each of these issues will be discussed in more detail.

The responses reveal that in some of the University's units and administration departments a hierarchical structure, as well as a hierarchical approach to employees, was felt: "relations between direct managers and employees based on humiliation and jealousy, an approach that 'some are more equal than others'", "senior management's demonstration of supremacy (especially in terms of women), declaration of high principles and values but their poor application in reality." Another problem identified in the responses to the open-ended questions is nepotism, which still exists in some departments.

Employees shared their experiences of mobbing executed by high-level managers and expressed a wish it would be eliminated: "it would be great not to have any heads of unit who raise their value by humiliating and mocking others." Many respondents spoke of the need to ensure a higher culture of communication and to show respect for each other. The responses reveal that the demonstration of disrespect is felt both vertically and horizontally, among both academic and non-academic staff.

Employees want a culture of communication among colleagues that shows respect and mutual understanding, regardless of a position held or a degree, and eliminates mobbing against employees. The employees believe they "should not be shouted at or mocked", should receive "humane treatment" and "cultivate not only mental but also emotional intelligence."

Issues of age and gender discrimination were singled out. The responses suggest that the "classic" problem regarding age remains intact: younger workers feel underestimated by their older colleagues and older ones want more respect from younger colleagues. The idea was also expressed that colleagues of retirement age could work only in teaching and research positions, and transfer management positions to younger colleagues in order to achieve a positive acceleration of change. With regard to gender discrimination, the following issues were mentioned: a clear, transparent system of remuneration and incentives, equal pay for both genders, the need for a work-life balance policy at the University and the expectation of a change in attitudes towards women scientists.

The responses also show a lack of support for equal opportunities issues: "*end the promotion of genderism and non-academic relations among students (VU SR, LGBT + Group); it has nothing to do with science*", "*a superficial approach to values (family, definition of gender, expression of religion); I do not agree with the endless propagation of 'identity politics'.*"

2. 3. VU Trust Line

The Trust Line was established in the University in the spring of 2018 to address sexual harassment prevention issues and to enable affected community members (or witnesses) – both employees and students – to report such incidents, ensuring complete confidentiality. A dedicated team of professional psychologists, lawyers and equal opportunities specialists has been set up to investigate cases and provide assistance.

Over time, community members began addressing the Trust Line in relation to other questions as well. In this way, the target group of individuals addressing it expanded. At the moment, one can address the Trust Line if one has experienced or witnessed sexual harassment, discrimination based on gender, age, disability, sexual orientation, ethnicity or other discriminatory grounds. In 2020, 9 applications were submitted to the University's Trust Line: 2 were submitted by employees (1 man and 1 woman) and 7 were lodged by students (5 women and 2 men).

The University also conducts educational activities to improve the recognition of inappropriate behaviour and understanding of how to deal with harassment. Information on the Trust Line and prevention of sexual harassment is available on the University's website²⁸, Intranet, and the Student Life Guide. Prior to the start of the COVID-19 pandemic, two interactive training sessions titled "Recognition and Prevention of Sexual Harassment" took place. One session was organised for employees, and the other – for students. To ensure university-wide prevention of sexual harassment, distance learning course "Recognition and Prevention of Sexual Harassment" was developed in 2020 and is recommended for the entire community.

2.4. The University's Activities in the Area of Gender Equality: [SPEAR](#)

As of 1 January 2019, the University is participating in the "Supporting and Implementing Plans for Gender Equality in Academia and Research" (SPEAR) project funded by the EU Horizon 2020 Science with and for Society (SwafS) programme. SPEAR focuses on the development and implementation of gender equality plans in European universities for real structural change in this field. The development of gender equality plans is carried out in accordance with the European Institute for Gender Equality's (EIGE) toolkit GEAR.

²⁸ Having analysed the University website's account "Sexual Harassment and Discrimination", it was found that 25-34-year-olds and 18-24-year-olds – more often women (64 per cent) – were more likely to search for information in this account, and they tend to spend more time there. Hence, it can be assumed that the information is more relevant to them there than to men. Such visits are usually linked with the beginning and end of the semester.

In 2020, the SPEAR project was being carried out in 10 VU units where it was decided to implement gender equality plans for 2021–2022: the Faculty of Economics and Business Administration, the Faculty of Philosophy, the Faculty of Physics, the Faculty of History, the Kaunas Faculty, the Faculty of Communication, the Life Sciences Centre, the Institute of International Relations and Political Science, the Business School and the Library. In 2020, based on the available data and other information, the situation in the units was analysed, and the development of gender equality plans that addressed the units' needs was started.

2.5. ARQUS Action Line “Widening Access, Inclusion and Diversity”

The ARQUS European University Alliance, which brings together the universities of Bergen, Granada, Graz, Leipzig, Lyon (University Jean Monnet, University Lyon I and University Lyon III), Padua and Vilnius, is an initiative for sharing the best practices of the seven institutions in teaching, research, information and civic missions. The main objectives of ARQUS “Widening Access, Inclusion and Diversity” are: to increase inclusion (accessibility and diversity) in universities, to improve understanding of the local and regional environment, different forms of inequality, underrepresented groups, diversity and inclusion; to promote inclusive policies at the regional and national level. There are 13 different impacts in this group of activities, some of which are discussed below.

Preventive early career education

Implementing ARQUS activities, VU seeks to contribute to the preventative early career education. This type of activity demonstrates VU's leadership in ensuring equality for individuals, with the aim of helping students with different special needs to make informed career choices, including the opportunities to study in higher education institutions. This initiative promotes close cooperation between general education institutions, higher education institutions and the labour market. The career guidance models developed by VU together with ARQUS partners are related to social and emotional capabilities, skills promoting students' self-efficacy, which are necessary for successful orientation in the constantly changing and technology-rich labour market. VU also contributes to the preventative early career education in order to develop the knowledge of primary school students about professional activities, to contribute to the strengthening of individual choice and self-determination skills. As childhood and adolescence are a crucial formative period in career

development, it is recognised that in this age of development it is important to start promoting positive career development trajectories.

In 2020, a preventive early career education programme, which is to be realised by universities, was launched. As children identify from an early age with the profiles of professions they see in their immediate environment, the aim of the programme is to reveal various examples of human activity. It is important to mention that this programme does not aim at encouraging children to choose their career path. On the contrary, this activity is considered a process that encourages children to see and consider various models of social activities and professions and not to limit students' opportunities for future aspirations. Yet another significant aspect is that this programme is aimed at students with special educational needs. For this reason, such an early and focused demonstration of career opportunities will lead to more sustainable projections of these students' future.

Getting Young Women to Participate in STEAM

Women to STEAM²⁹ is one of the themes of the project, in which experts from different countries share their best long-term practices and existing models. Several partners have already set up initiatives to address the low number of young women involved in STEAM disciplines.

At the end of the project, by offering educational events and materials, especially for future teachers in primary and secondary schools, ARQUS alliance members will be aware of gender policy and its wide application. They will also be encouraged to actively take part in regional, national and European campaigns with leading female scientists and engineers, such as International Day of Women and Girls in Science (11 February).

The promotion at educational institutions adopts different formats according to the universities of the groups. Despite their differences, all ARQUS universities actions regarding these issues are oriented both to primary and secondary school students. For example, VU offered a variety of activities, such as camps, school visits, inviting children to experience laboratory work (Young Chemist's Laboratory), other activities (allowing girls to access their digital and entrepreneurial potential) and more.

All the universities carry out gender mainstreaming activities for higher education institutions but in different formats: conferences, fairs/open house events, laboratory visits, competitions, exhibitions, lectures, events for children, school visits, intensive programmes (5-

²⁹ STEAM is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points.

day summer camp), courses, etc. Despite the diversity of approaches and creativity, those working in the field of equality do not take into account the different needs of stakeholders when it comes to developing measures to inform women about STEAM.

Support Networks for Inclusion

The subactivity "Support Networks for Inclusion" was launched in November 2020. The aim of this activity is to create support networks to ensure the involvement of students from vulnerable social groups at different levels and to guarantee inclusion quality. On the basis of this subactivity, a tool will be developed in 2021 to gather information on the services available in the ARQUS consortium, focus on networks of internal and external actors of different universities that help ensure the high quality of support services.

Inclusive Peer Tutoring and Staff Development for the Diverse and Inclusive Classroom

The purpose of the subactivity "Inclusive Peer Tutoring" is to provide guidelines for peers, namely students, on how to contribute to the provision of counselling and support services to other students from vulnerable groups, depending on the context of each university. In some ARQUS alliance universities, these are first-generation³⁰ students, while in others, they are students with disabilities, foreigners, refugees, etc. In this way, it is sought to include students with recent experience of studying and (or) being a member of a particular vulnerable group. The subactivity "Staff Development for the Diverse and Inclusive Classroom" is set up to develop and test guidelines for teachers on how to work with a diverse audience at a university. This means how to take into account the different needs of students arising from a disability, cultural diversity, gender, age, religion, sexual orientation, etc. The year 2020 was dedicated to the analysis of the situation in these two areas in the context of different universities.

³⁰ "First generation" student means that the student is the first in his/her family to enrol to a higher education institution and to strive to obtain a higher education diploma.

CONCLUSIONS

1. Gender. Compared with the period of 2018-2019, the changes in the field of gender equality are small. In 2020, women accounted for an average of about one-third of all members of the University's governing bodies. True, in 2020, the newly elected Council had 3 women (compared with only 1 in 2019) and a female Chair. The gender balance was even among the heads of the core academic units, branch academic units and core non-academic units, but women held a higher number of management positions than men in the general units of the University in 2020.

In all teaching and research positions in both 2019 and 2020, the distribution of women and men was in line with or slightly off the gender balance, but the starkest differences were observed among women and men holding the highest positions, namely, professors and research professors: the percentage share of men increased significantly, to 64 per cent male professors and 75 per cent male research professors. Indeed, the gap in the category of research professors has narrowed by 3 per cent, meaning that the share of male research professors set at 78 per cent in 2018.

The average salary of male academic staff in 2020 was by 14 per cent higher than that of female academic staff. In all teaching and research positions, men earned more than women, except for the group of associate professors. On average, women in these positions earned by 1.8 per cent more than men in the same position.

The distribution of students by gender in both 2018 and 2020 shows the same fact that, according to the initial distribution of students by gender, the number of female students starting their studies is by two-thirds higher than the number of their male counterparts. The distribution of those individuals who have obtained a doctoral degree by gender is equal to the ratio of 49 per cent of women and 51 per cent of men.

2. Disability. Compared with the data of 2018-2019, an increase in the number of employees who voluntarily disclose their disability to the University was detected in 2020: from 25 to 37 (22 women and 15 men). The share their account in the total employee population increased accordingly: from 0.5 per cent to 0.75 per cent. It should be noted, however, that employees rarely require to get their individual needs arising from a disability met.

Notably, the number of students receiving financial support (with a determined level of working capacity of 45 per cent or lower) has decreased. In 2018-2019 this number

amounted to 75 such students, and in 2020 only 47 students received financial support (57 students with the appropriate level of working capacity recorded³¹). This is in line with the general trend of the past decade regarding the number of students with disabilities in Lithuanian universities.

For the first time in the spring semester of 2020, plans for adjustment to the study process to meet individual needs arising from a disability were approved for students with disabilities. The process helped reduce the number of students with disabilities, for whom such plans are implemented, "opting-out" in between semesters, and the new procedure helped ensure the continuity of the individualisation of studies and more effective management of the process.

In the autumn semester of 2020, a volunteering project was launched together with VU SR, the aim of which is to provide assistance to students with disabilities. Although in the past (2017-2019) there were attempts to fill in the gaps in services for students with volunteer work, such assistance was not sustainable. Volunteering contracts allowed volunteering to be formalised and provided the preconditions for long-term support and motivational measures. Assistance is provided taking into account individual needs, usually in the form of note-taking assistance for students with a hearing or other disability. In the autumn semester of 2020, 10 volunteers volunteered; assistance was provided to 7 students with disabilities.

3. Age. Up until now, there were no focused efforts on age issues in the aspect of equal opportunities and diversity in the University. In 2020, the age distribution of academic staff ensures opportunities for staff turnover. The situation is different among non-academic staff: in 2018 the share of 35-44-year-old non-academic employees was only 9 per cent, but in 2020 this indicator set at 18 per cent, which reveals a slight change in the positive direction. However, the age distribution of staff reveals that one-third of the University's non-academic employees are of pre-retirement or retirement age. For this reason, staff turnover is not sufficiently ensured.

The distribution of students by age group in both 2018 and 2020 showed that more than two-thirds of the University's students are 17-24 years old. This age group comprised 75 per cent of the student population in 2018 and 81 per cent in 2020.

³¹ 10 students were not eligible for financial support due to a suspension of studies or other reasons.

4. Citizenship. The University records data only on the citizenship of students and employees but not on ethnicity, nationality, origin, race or language. Issues of ethnicity, nationality, origin and race become relevant in the University only in the light of discrimination on these grounds. Otherwise, this remains to be private personal information. Evidently, although the University strives for internationality, it still remains a fairly Lithuanian university. In the period of 2018-2020, the share of employees with a non-Lithuanian citizenship has increased from 2.3 per cent to 2.6 per cent. The growth in the number of full-time students was more significant: from 3.9 per cent in 2018 to 6.6 per cent in 2020.

5. Religion and faith. A detailed study of religious or faith practices and the related needs of community members has not been conducted in VU, and such data are not collected. In the University up until now, the needs of Christian Catholics were mainly addressed, and pastoral care activities were developed. There is little information about community members of other religions or faiths, but the growing number of employees and students from abroad suggests that there are individuals who follow various non-Christian religions or do not identify themselves with any particular religion at all. One of the factors opening up the interreligious dialogue is the Forum on Interreligious Dialogue “COVID-19: A Challenge or an Opportunity? What do the Three Abrahamic Religions Think?” organised in 2020.

6. Sexual orientation. In the University, all the matters related to sexual orientation become relevant only if discrimination based on it occurs in the context of studies or work. Otherwise, this remains to be private information. The University LGBT+ Group deals with the topic of anti-discrimination on the grounds of sexual orientation in the University. It is also involved in educational activities on LGBT+ issues and in uniting and strengthening this community. The Group was established in the end of 2018. This association brings the University’s LGBT+ students, employees and alumni together.

7. Social status. The University continues to provide benefits to employees in the event of illness, emergency or the birth of a child. Students are granted: one-off social grants in the event of death of the student's family member, natural or other disaster, illness or other similar case; commemorative grants to mark the University’s 450th anniversary; nominal

Grand Duchy of Lithuania Scholarships for citizens of the Republic of Belarus admitted to study at study programmes taught at VU.

Until now, support in terms of social status has been limited to providing financial support, but in the future, there may be a greater range of services and (or) mentoring offered for students. It would be also useful to monitor the students receiving the commemorative grants to mark the University's 450th anniversary, as well as how many of them continue to study and what there are the reasons for dropping out.

8. Family status. As a result of the COVID-19 pandemic, the University's employees spent a considerable share of their time working in a remote manner (in March-June of the spring semester and from November of the autumn semester until the end of the spring semester of 2021). For this reason, the work-life balance was peculiar. Ensuring and maintaining measures to balance private life and work (such as flexible work schedule arrangements, children playrooms on the University's campuses) will once again become very relevant when studies and work are carried out face-to-face rather than remotely.

9. Beliefs and convictions. Although there is a diversity of beliefs and convictions at the University, which is enshrined in the Statute and guaranteed as a human freedom, discrimination on the basis of beliefs and convictions was mentioned in both community (student and employee) surveys. For this reason, it is worth considering initiating measures aimed at fostering diversity of community beliefs and convictions, such as the organisation of seminars and discussions on academic ethics as well as on the development of a dignified study and work environment.

10. Activities in the area of equal opportunities in the University.

- **Equal opportunities coordination.** The University has a coordination structure in the field of equal opportunities, which allows to ensure the sustainability of activities in this field. The Pro-Rector for Organisational Development and Community Affairs is responsible for ensuring equal opportunities at the University, and the Community Development Department (Disability Affairs Coordinator and Equal Opportunities Coordinator) is responsible for realising equal opportunities.
- **Community (employee) survey.** In both 2018 and 2020, age, gender and beliefs and convictions remain the most significant forms of bullying / discrimination / harassment.

Although the number of employees experiencing it is small, it is worth considering this and developing tools to promote a more respectful communication culture at the University.

- **Trust Line.** Since 2018, the number of appeals to the Trust Line of the University remained unchanged – up to 10 cases – but the range of issues inquired about expanded. The Trust Line was addressed by individuals who had experienced or witness sexual harassment, discrimination based on gender, age, disability, sexual orientation, ethnicity or other discriminatory grounds.
- **The University’s activities in the area of gender equality: SPEAR.** In 2020, work was carried out in cooperation with 10 VU units, in which it was decided to draft and implement gender equality plans for the period of 2021-2022. In parallel, the development of a common VU gender equality plan was launched. Gender equality plans will comprehensively address the following issues: measures to ensure work-life balance, gender balance among decision-makers, ensuring gender equality in recruitment and career development, gender mainstreaming in teaching and research and measures to prevent sexual harassment.
- **ARQUS Action Line “Widening Access, Inclusion and Diversity”.** Participating in ARQUS activities, the University develops the field of diversity and equal opportunities: attracting students with special educational needs, providing early career guidance, attracting young women to STEAM disciplines, forming support networks for inclusion, inclusive peer tutoring, training teachers to work with a diverse classroom, etc.