



**Vilnius
University**

MONITORING OF THE DIVERSITY AND EQUAL OPPORTUNITIES SITUATION AT VILNIUS UNIVERSITY IN 2025

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Abbreviations used in the Monitoring:

- ChGF – the Faculty of Chemistry and Geosciences
- EVAF – the Faculty of Economics and Business Administration
- FF – the Faculty of Physics
- FIF – the Faculty of Philology
- FsF – the Faculty of Philosophy
- GMC – the Life Sciences Center
- IF – the Faculty of History
- KF – the Faculty of Communication
- KI – the Confucius Institute
- KnF – Kaunas Faculty
- MF – the Faculty of Medicine
- MIF – the Faculty of Mathematics and Informatics
- ŠA – Šiauliai Academy
- TF – the Faculty of Law
- TSPMI – the Institute of International Relations and Political Science
- VM – Business School
- VU – Vilnius University

Introduction

The Monitoring of the Diversity and Equal Opportunities Situation at Vilnius University is carried out in accordance with the 'Vilnius University Diversity and Equal Opportunities Strategy 2020–2025', approved by Resolution of the Senate of Vilnius University No. SPN-6 of 18 February 2020. The strategy establishes the University's commitment to create a study and work environment that promotes individual, social, and cultural diversity and ensures equal opportunities for all members of the University community. It also sets out a systematic approach to ensuring equal opportunities in the areas of disability, gender equality, cultural diversity, and social status. The implementation of the strategy is carried out by the Community Well-Being Division and the University's academic and non-academic units within their respective competencies.

The implementation of the diversity and equal opportunities policy is based on the following objectives:

- facilitating dignified, high-quality study and work conditions at the University that meet the needs of people with disabilities
- ensuring gender equality in all areas of the University's activities, preparing and implementing gender equality plans for employees and students, and seeking gender balance in University governing bodies
- promoting cultural diversity and ensuring the equal inclusion of international students and employees in the University community
- seeking ways to enable people experiencing social exclusion due to financial or other social circumstances to pursue studies at universities
- developing measures that facilitate balancing study and/or work commitments with personal responsibilities (maternity, paternity, caring for relatives, etc.)
- developing anti-discrimination measures that help reduce both direct and indirect discrimination on all the grounds established by the laws of the Republic of Lithuania, fostering a culture of respect and diversity at the University

The Monitoring of the Diversity and Equal Opportunities Situation at Vilnius University is conducted periodically, and this is the fifth such report; previous ones covered the periods 2018–2019, 2020, 2022, and 2023–2024. The 2025 monitoring follows the previous structure, with analysis of changes and continuity. The monitoring applies the European Institute for Gender Equality (EIGE) concept of gender balance: a balanced ratio is defined as a proportion of 40–60% for either gender. Data on staff members is provided based on the main employment contract, as some staff members hold more than one position (e.g. academic and non-academic) and/or work at more than one unit. In some cases, the full-time equivalents (FTE) are also provided. A full-time equivalent is defined as the following equivalent of working time: a 36-hour working week for the teaching staff and a 40-hour working week for the research staff and non-academic staff (the 'Description of the Remuneration Procedure for Vilnius University Employees', 15 December 2021).

Making study and work accessible to people with disabilities

Students with disabilities. Vilnius University applies a broad definition of disability, which includes not only visible disabilities but also those that are not immediately apparent. To ensure accessibility, the University invests in environmental adaptations and provides adapted study opportunities, taking into account a person's disability or impairments. Students are given the opportunity to individualise their study process according to their individual needs, and, subject to faculty capacities, emotional and consultative support is provided. The individualisation of the study process is governed by the 'Description of the Procedure for the Individualisation of Studies at Vilnius University According to Individual Needs Arising from Disability'. This document sets out the responsibilities and procedures for implementing the individualisation of studies (the description is currently being updated). It also specifies measures to ensure the accessibility of studies and equal opportunities for students with disability-related individual needs. Studies are individualised for students who submit the relevant supporting documentation. The individualisation of the study process is applied not only to persons with an established level of participation of 45% or below (or the capacity for work that was applicable before 2024) but also to those who have a higher level, or without an established level of participation, but who provide documents evidencing their individual needs and challenges. In 2025, Vilnius University had 233 students with disabilities (169 women and 64 men). Compared to previous years, the number of students in this group has risen steadily in recent years: 188 in 2024, 159 in 2023, 155 in 2022, and 160 in 2021 (see Figure 1).

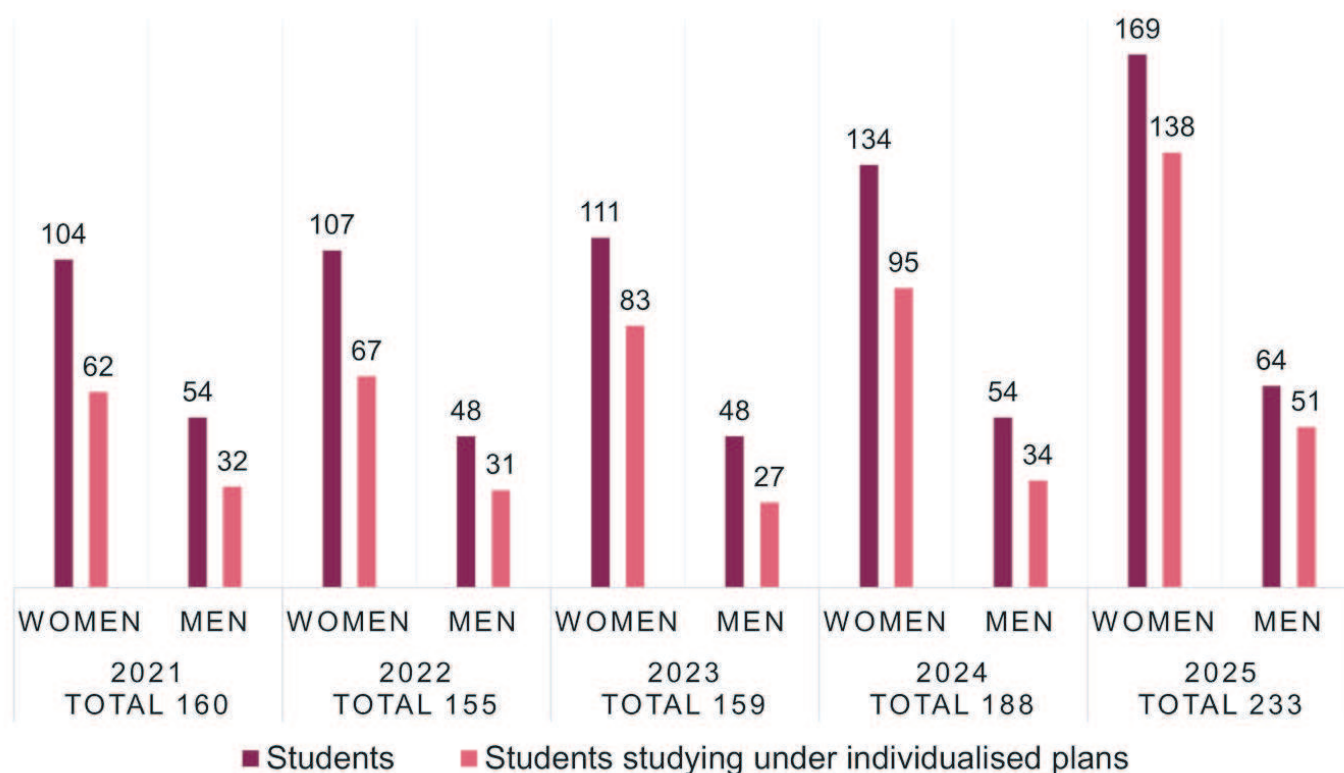


Figure 1. Number of VU students with disabilities and students studying under individualised plans (2020–2025) (source: Community Well-Being Division)

Students with disabilities represent 0.97% of the University's student population. This indicator has shown a steady increase: in 2021 and 2022, it stood at 0.7%, increasing to 0.8% in 2024. The increase is twofold: not only has the total number of students with disabilities grown, but so has the proportion of students who have opted for individualisation of studies. In 2025, 80% of students with disabilities were studying under individualised study plans (compared to 68% in 2024, 69% in 2023, 63% in 2022, and 59% in 2021). As in previous years, demand for study adaptations is higher in the autumn semester. In the autumn semester of 2025, 81 recommendations for individualisation were approved, compared to 27 in the spring semester. Compared to previous years, there has been an increase in the number of individualisation plans in both the autumn and spring semesters (see Table 1). The 'Description of the Procedure for the Individualisation of Studies at Vilnius University According to Individual Needs Arising from Disability' is currently being updated to take into account the increasing number of applicants, national trends, and feedback from students using the individualisation of studies.

Year	Spring semester	Autumn semester	Total per year
2025	27	81	108
2024	20	66	86
2023	15	40	55
2022	6	29	35
2021	16	38	54
2020	11	30	41

Table 1. Number of new and updated study individualisation plans according to individual needs by year and semester (2020–2025) (source: Community Well-Being Division)

The largest number of students with disabilities studied at the Faculties of Medicine, Philology, and Philosophy, as well as Šiauliai Academy. Meanwhile, the largest number of individualised study plans was approved at the Faculties of Medicine, Philosophy, and Philology. In recent years, the number of students requesting individualisation of their studies due to hyperactivity and attention deficit disorders, learning difficulties, or autism spectrum disorders has been increasing. The number of persons with attention deficit and hyperactivity disorders increased from four (in 2023) to 38 (in 2025). The growth in the number of those with a psychosocial disability has also been observed: from 16 (in 2023) to 30 (in 2025), as well as the number of those with learning difficulties: from two (in 2023) to 20 (in 2025). Some of these students are not formally classified as having an established level of participation and are therefore not eligible for the financial support available to those with a level of participation of 45% or lower. This trend reflects the growing need for comprehensive services, whether academic, psychological, or social, and the need to put in place support mechanisms for students with non-visible disabilities or psychosocial challenges. It is generally observed that the State guarantees financial support for students, but that this does not fully meet the needs of students with disabilities, as there is a lack of personalised and tailored services at the State level. Only

a fixed amount of financial support for students with disabilities is available, and only those with a work capacity of 45 per cent or lower are eligible. The right to access financial support is granted based on the level of a person's capacity for work, and the individual's needs in the study process are not taken into account. If a student's level of capacity for work is higher than 45% or they have learning difficulties and need additional services or tools, they are not eligible to apply for financial support.

Employees with disabilities. The data of the Human Resources Division shows that in December 2025, 42 employees (18 women and 24 men) with disabilities, who had disclosed this information voluntarily, were employed at the University. In 2024, there were 41 such employees (20 women and 21 men), and in 2022, there were 35 (20 women and 15 men). Employees disclose their disability if a special working environment needs to be created for them or if they are entitled to longer-term leave. Otherwise, the employer cannot request overly sensitive information unrelated to the employment relationship, and the employees are not obliged to inform the employer of their disability. Therefore, only a ballpark figure is available, which does not allow more specific conclusions to be drawn.

Training and consultations for the community. On 3 December 2025, the Community Well-Being Division held its traditional conference to commemorate the International Day of Persons with Disabilities and Human Rights Day. The conference topic was 'Beyond the Wall of Silence: the Challenges of Neurodiversity'. In 2025, 379 individual consultations were provided to support the inclusion of students with disabilities, individual needs, or learning difficulties. The need for this type of consultation is growing year on year: in 2024, 230 such consultations were provided. Various disability-related training sessions were also organised for members of the VU community (152 participants).

Adapting infrastructure for people with disabilities. In order to improve the accessibility of VU infrastructure for those with disabilities, in 2025, adaptation work was carried out in the Faculty of Mathematics and Informatics and in the psychologists' offices at Saulėtekio al. 4. The project to improve accessibility on the ground floor of the Faculty of Mathematics and Informatics included the installation of an outdoor lift for people with disabilities, automatic exterior doors, and exterior handrails. To improve access to the Grand Auditorium, an internal lift for people with disabilities was installed, and door thresholds were lowered. There is also an accessible toilet on the ground floor adapted for people with disabilities. During the renovation of the psychologists' offices at Saulėtekio al. 4, a metal ramp and an accessible toilet were installed. At the same time, the accessibility of other University premises is being improved: the tactile accessibility infrastructure is being expanded, and the environment is being further adapted for people with limited mobility.

To sum up, students with disabilities make up almost 1% of all students, which is quite a small share, but it has been increasing slightly every year. As the number of students with disabilities seeking support is growing, and the number of students studying under individualised plans is increasing, Vilnius University has continued its activities and commitment to improving the accessibility of studies. The infrastructure across the

University is being adapted, including the installation of lifts, ramps, tactile labelling, widened doorways, and accessible sanitary facilities. While various infrastructure adaptation projects are underway, heritage-protected buildings continue to present challenges. The accessibility of information systems is also important, and work is underway to implement recommendations made by experts during the institutional evaluation to improve accessibility for people with physical or psychosocial disabilities. It is therefore necessary to ensure that the VU website and the information systems related to study and research activities are accessible. The growing number of students with non-visible disabilities and psychosocial challenges increases the need for comprehensive support services for both students and teaching staff. Therefore, community training continues, with an increasing need for specialised rather than generic training.

Gender Equality

Gender equality is a situation in which women and men have equal rights and opportunities in education, employment, remuneration, and the reconciliation of work and family, and are able to access the same services and participate in decision-making. The University must ensure gender equality in two respects: as a higher education institution (under the Republic of Lithuania Law on Equal Treatment) and as an employer (under the Labour Code of the Republic of Lithuania). The responsibility to strive for gender equality is enshrined in the strategic documents of Vilnius University: the ‘Vilnius University Diversity and Equal Opportunities Strategy 2020–2025’ (and its implementation plans) and the ‘Vilnius University Gender Equality Plan 2021–2025’. Under this plan, Vilnius University has assumed the obligation to apply a methodical and comprehensive approach to the implementation of the principles of gender equality in such essential areas as: institutional governance and decision-making, human resource management (covering the reconciliation of professional and private life, and fighting discrimination and harassment), the inclusion of the gender dimension into scientific research activities, development, and academic education, as well as into the public communication of the institution and the organisational culture.

The distribution of employees by gender. As of 31 December 2025, 5,971 staff members were working at VU: 3,467 women (58%) and 2,504 men (42%) (see Table 2). Compared to previous years, the distribution of women and men at the University has not changed significantly: in 2018, women accounted for 56% of all employees; in 2020, 56%; in 2022, 60%; and in 2024, 59%. The total number of employees increased by 3.5% over the year, from 5,765 (2024) to 5,971 (2025). The total number of full-time equivalents (FTE) of positions occupied was 4,692.45, with 2,726.15 held by women (58%) and 1,966.3 by men (42%).

3,596 persons held an academic position (see Table 2). In 2025, the distribution of men and women remains in the 40–60% range, unchanged from last year. Women held 1,374.19 full-time equivalent positions (0.70 on average), and men held 1,185.02 FTE (0.73 on average). In non-academic positions, of the 2,375 staff, 1,496 were women (63%) (see Table 2). Compared to 2024 (64% women), the share of women in 2025 has fallen by 1% and shifted closer towards a gender balance. By number of full-time equivalent positions: women held 1,351.96 FTE (0.90 on average), while men held 781.28 FTE (0.89 on average).

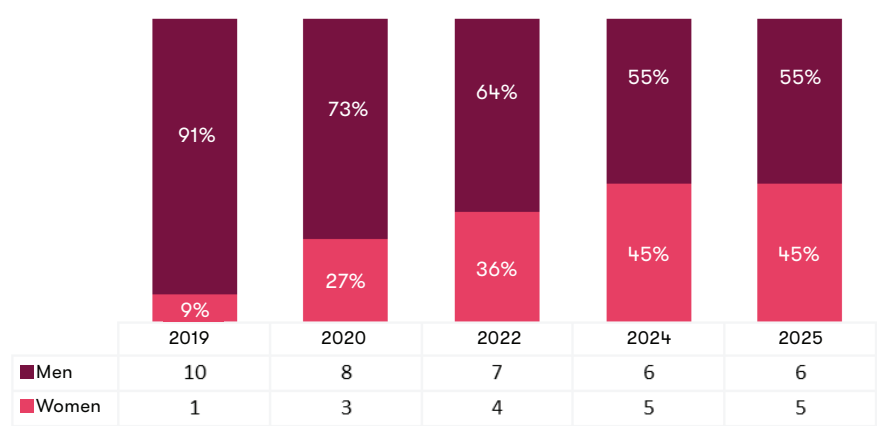
Employees under a main employment contract	Women	Men	Total
VU staff	3647 (58%)	2504 (42%)	5971
Academic staff	1971 (55%)	1625 (45%)	3596
Non-academic staff(-ai)	1496 (63%)	879 (37%)	2375
Užimami etatai	Women	Men	Total
VU staff	2726.15 (58%)	1966.30 (42%)	4692.45
Academic staff	1374.19 (54%)	1185.02 (46%)	2559.21
Non-academic staff(-ai)	1351.96 (63%)	781.28 (37%)	2133.24

Table 2. Distribution of Vilnius University staff (academic and non-academic) and their full-time equivalent positions by gender as of 31 December 2024 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The distribution of women and men on the University’s governing bodies. As of 31 December 2025, the distribution by gender on the governing bodies was as follows:

- The Council: five women (45%), six men (55%); a male chair and a female deputy chair. The gender balance has remained unchanged since 2024, when it was first achieved (see Figure 2).
- The Senate: 15 women (33%), 30 men (67%); a female chair and one male and one female deputy chairs. The share of women on the Senate has decreased from 40% to 33% – the lowest level since 2019 (see Figure 2).
- The Rector’s team consists of one woman (17%) and five men (83%). The proportion of women on the Rector’s team in 2025 has decreased from 33% to 17% compared to the previous period.

THE DISTRIBUTION OF WOMEN AND MEN ON THE VU COUNCIL



THE DISTRIBUTION OF WOMEN AND MEN ON THE VU SENATE

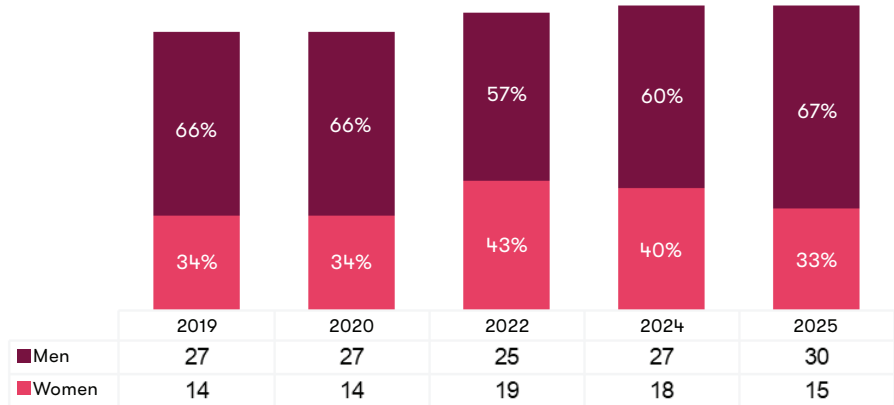


Figure 2. Distribution of women and men on the Council and Senate of Vilnius University in March 2019 and December 2020, 2022, 2024, and 2025 (source: data of the Central Electoral Commission, data provided by the Legislative Division)

As of 31 December 2025, the chairs of the councils of the core academic units were predominantly male: women chaired four of the 15 councils (FIF, FsF, KF, and MIF). Women made up a higher proportion of deputy chairs (9 out of 15 units). The gender balance in councils was achieved in six out of 15 units (the Life Sciences Center, the Faculty of History, the Faculty of Medicine, the Institute of International Relations and Political Science, the Faculty of Law, and the Business School). The remaining units showed an imbalance, with more than 60% of faculty council members being of one gender (see Figure 3).

THE DISTRIBUTION OF THE COUNCIL MEMBERS OF THE CORE ACADEMIC UNITS BY GENDER

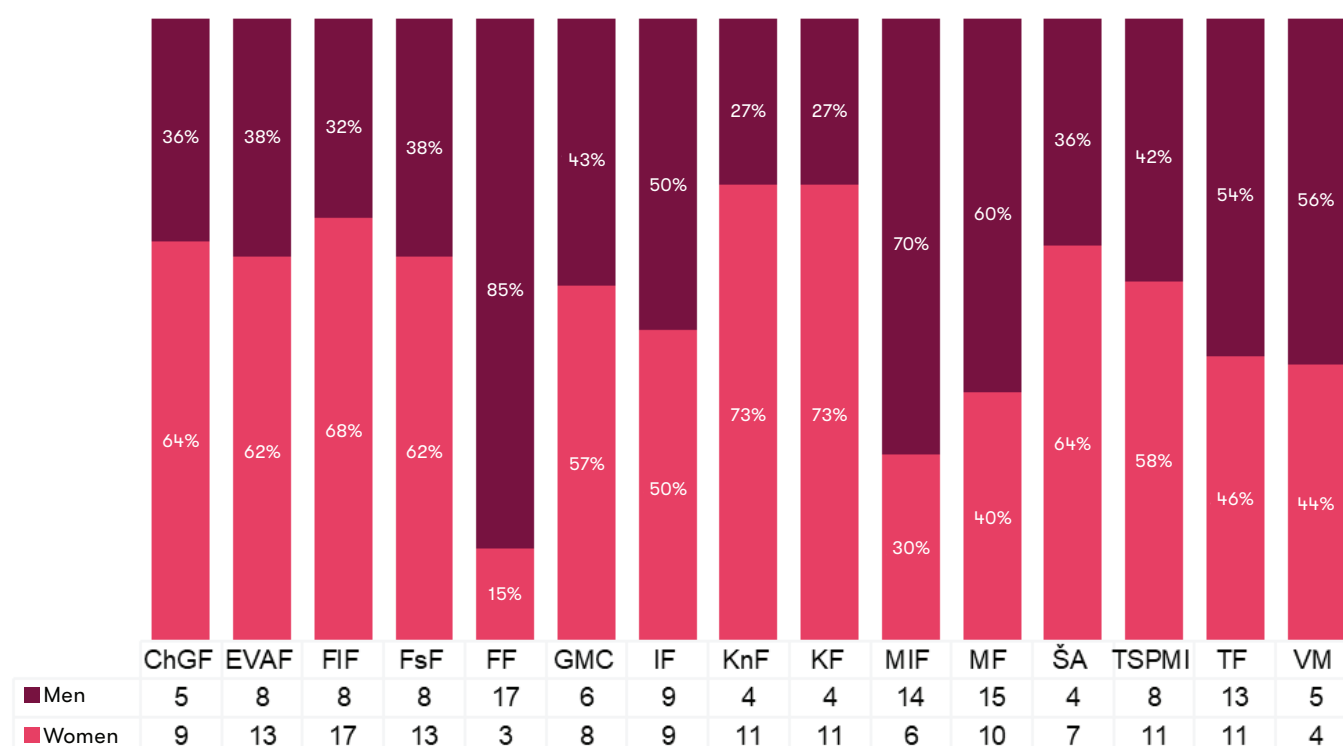


Figure 3. Distribution of the council members of the core academic units by gender as of 31 December 2025 (source: core academic units)

According to the data of 31 December 2025, more men than women headed core academic units – nine out of 15 units (60%) – male deans or directors (see Table 3). The distribution of both deans and directors and vice-deans and deputy directors shows that gender balance has been achieved (see Table 3).

	2019		2020		2022		2024		2025	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Deans and directors	4 (29%)	10 (71%)	6 (43%)	8 (57%)	7 (47%)	8 (53%)	6 (40%)	9 (60%)	6 (40%)	9 (60%)
Vice-deans and deputy directors	16 (55%)	13 (45%)	14 (48%)	15 (52%)	18 (53%)	16 (47%)	17 (47%)	19 (53%)	15 (43%)	20 (57%)

Table 3. Distribution of deans and directors, vice-deans, and deputy directors by gender in % in March 2019 and December 2020, 2022, 2024, and 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The distribution of heads of other units by gender. As of 31 December 2025 (see Figure 4 and Table 4), 17 women (49%) and 18 men (51%) headed branch academic units (institutes) – maintaining the gender balance. In the non-academic core units, six heads were women (46%) and seven were men (54%) – the gender balance was also maintained. There is a gender imbalance among heads in general university units.

THE DISTRIBUTION OF THE HEADS OF BRANCH ACADEMIC UNITS, CORE NON-ACADEMIC UNITS, AND GENERAL UNIVERSITY UNITS BY GENDER

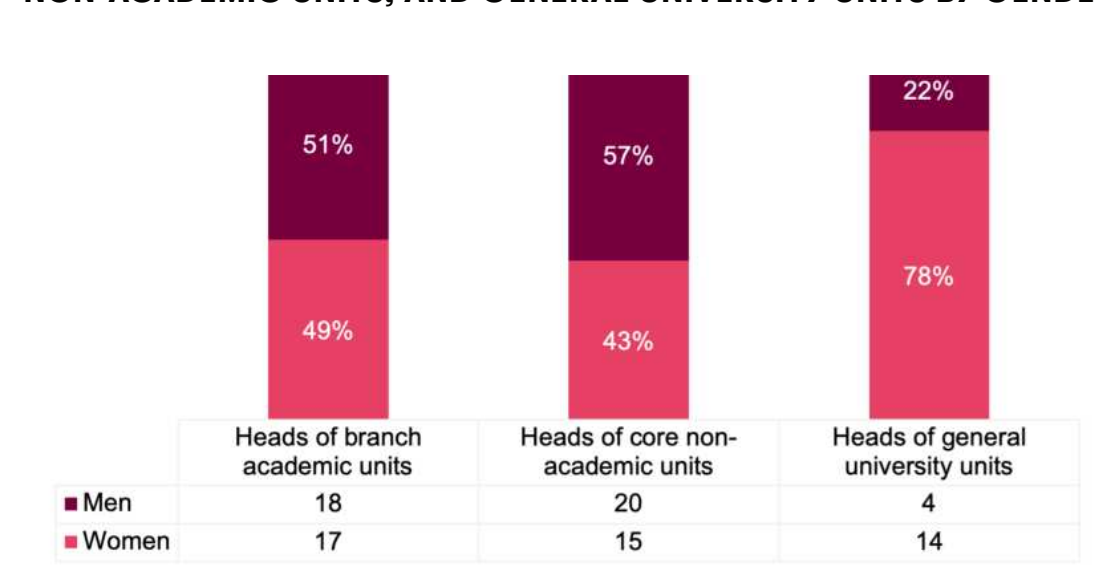


Figure 4. Distribution of the heads of branch academic units, core non-academic units, and general university units by gender as of 31 December 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

	2019		2020		2022		2024		2025	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Heads of branch academic units	13 (42%)	18 (58%)	13 (42%)	18 (58%)	17 (52%)	16 (48%)	17 (49%)	18 (51%)	17 (49%)	18 (51%)
Heads of core non-academic units	6 (46%)	7 (54%)	7 (54%)	6 (46%)	7 (54%)	6 (46%)	6 (46%)	7 (54%)	6 (46%)	7 (54%)
Heads of general university units	12 (71%)	5 (29%)	12 (71%)	5 (29%)	12 (75%)	4 (25%)	14 (82%)	3 (18%)	14 (78%)	4 (22%)

Table 4. Distribution of the heads of branch academic units, core non-academic units, and general university units by gender in March 2019 and December 2020, 2022, 2024, and 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The distribution of academic employees by gender – teaching staff.

As of 31 December 2025, women accounted for 58% and men for 42% of all teaching staff; the distribution by full-time equivalent positions was women 59% and men 41%. Gender balance in 2025 was recorded for four out of nine teaching positions (professors, associate professors, senior lecturers, lecturer practitioners) (see Table 5). In the position of professors, out of 319 professors, 147 (46%) were women and 172 (54%) were men; the distribution of full-time equivalent positions was 45% and 55%. The majority of partnership professors and partnership associate professors were men (see Table 5).

	Positions held		Full-time equivalent positions	
	Women	Men	Women	Men
Professors	147 (46%)	172 (54%)	116.81 (45%)	140.46 (55%)
Partnership Professors	8 (16%)	42 (84%)	3.16 (19%)	13.07 (81%)
Associate Professors	394 (59%)	2701 (41%)	318.82 (60%)	210.06 (40%)
Partnership Associate Professors	32 (37%)	55 (63%)	7.49 (33%)	15.41 (67%)
Assistant Professors	286 (63%)	167 (37%)	193.77 (63%)	115.56 (37%)
Teaching Assistants	124 (64%)	71 (36%)	61.98 (62%)	37.23 (38%)
Senior Lecturers	29 (55%)	24 (45%)	13.99 (50%)	113.83 (50%)
Lecturers	325 (66%)	168 (34%)	163.6 (68%)	75.79 (32%)
Lecturer Practitioners	190 (59%)	131 (41%)	39.55 (60%)	26.69 (40%)
Total:	1535 (58%)	1101 (42%)	919.17 (59%)	648.1 (41%)

Table 5. Distribution of teaching staff by gender as of 31 December 2025, taking into account the number of persons in primary job positions and the number of full-time equivalent positions (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The gender balance among professors at the unit level was recorded in six out of 15 units (the Faculty of Economics and Business Administration, the Faculty of Philosophy, the Life Sciences Center, the Faculty of Medicine, the Institute of International Relations and Political Science, and the Business School) (see Figure 5). Gender balance was observed both in terms of the number of persons in positions and the number of full-time equivalent positions. Compared with previous years, the number of units where the gender balance was achieved in the position of professor was highest in 2025 and 2024 (6 out of 15): in 2019, there were five such units, four in 2020, and five in 2022. At some of the other units, the number of professors of one gender comprised two-thirds or more of the total number of professors: female professors dominated at the Faculty of Philology and Kaunas Faculty, whereas male professors dominated at the Faculty of Communication and the Faculty of Law. At the Faculty of Physics, all 13 professors were men, whereas at the

Faculty of Mathematics and Informatics, there was only one female professor out of 11 professors in total. It should be noted that women in the position of professor occupied 0.25 full-time equivalent positions at the Faculty of Physics and 1.72 at the Faculty of Mathematics and Informatics, indicating that female professors may hold different primary positions.

THE DISTRIBUTION OF PROFESSORS BY GENDER IN CORE ACADEMIC UNITS

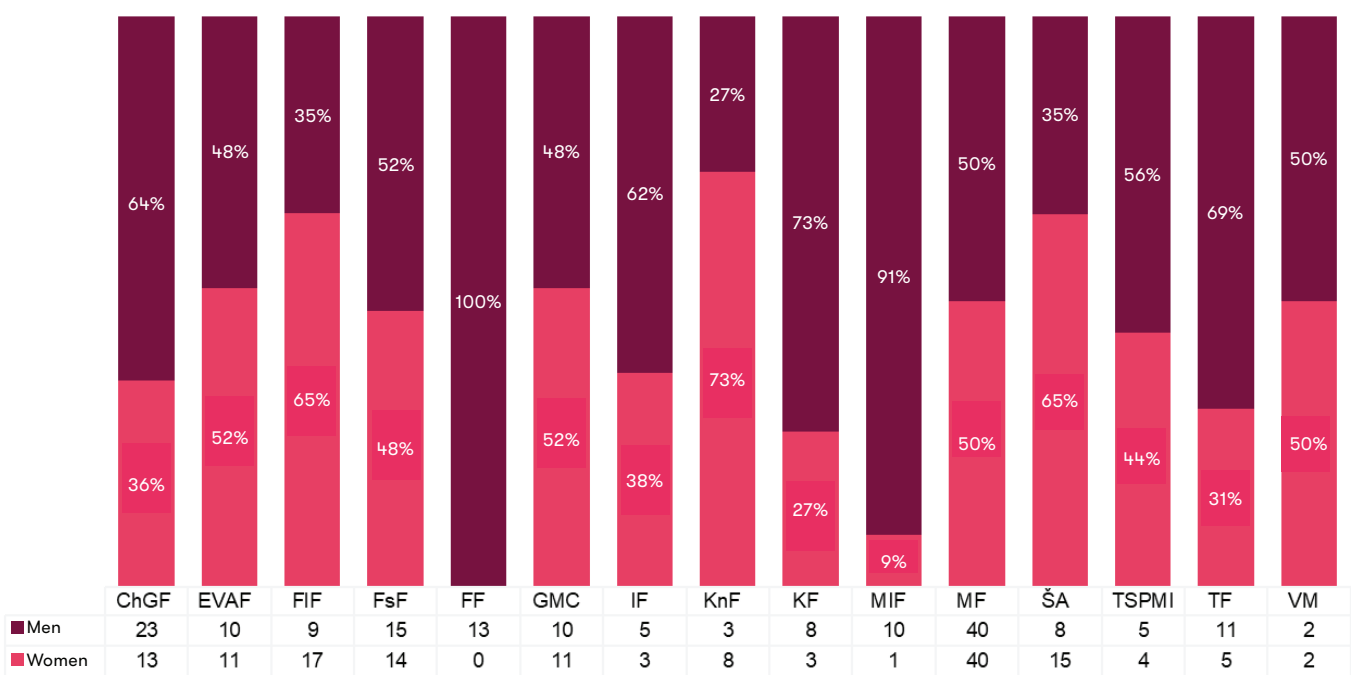


Figure 5. Distribution of professors by gender in core academic units as of 31 December 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The gender balance among teaching staff at a unit level was found in seven out of 15 core academic units – the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Life Sciences Center, the Faculty of Communication, the Institute of International Relations and Political Science, the Faculty of Law, and the Business School) (see Figure 6). Over two-thirds of the teaching staff in the Faculty of Philology, the Faculty of Philosophy, Kaunas Faculty, and Šiauliai Academy were women. Meanwhile, the number of male teaching staff in the Faculty of Physics and the Faculty of Mathematics and Informatics was more than twice as high. Compared with previous years, the gender balance among the teaching staff in 2020 was achieved in seven core academic units, with six in 2022 and seven in 2024.

THE DISTRIBUTION OF TEACHING STAFF BY GENDER IN CORE ACADEMIC UNITS

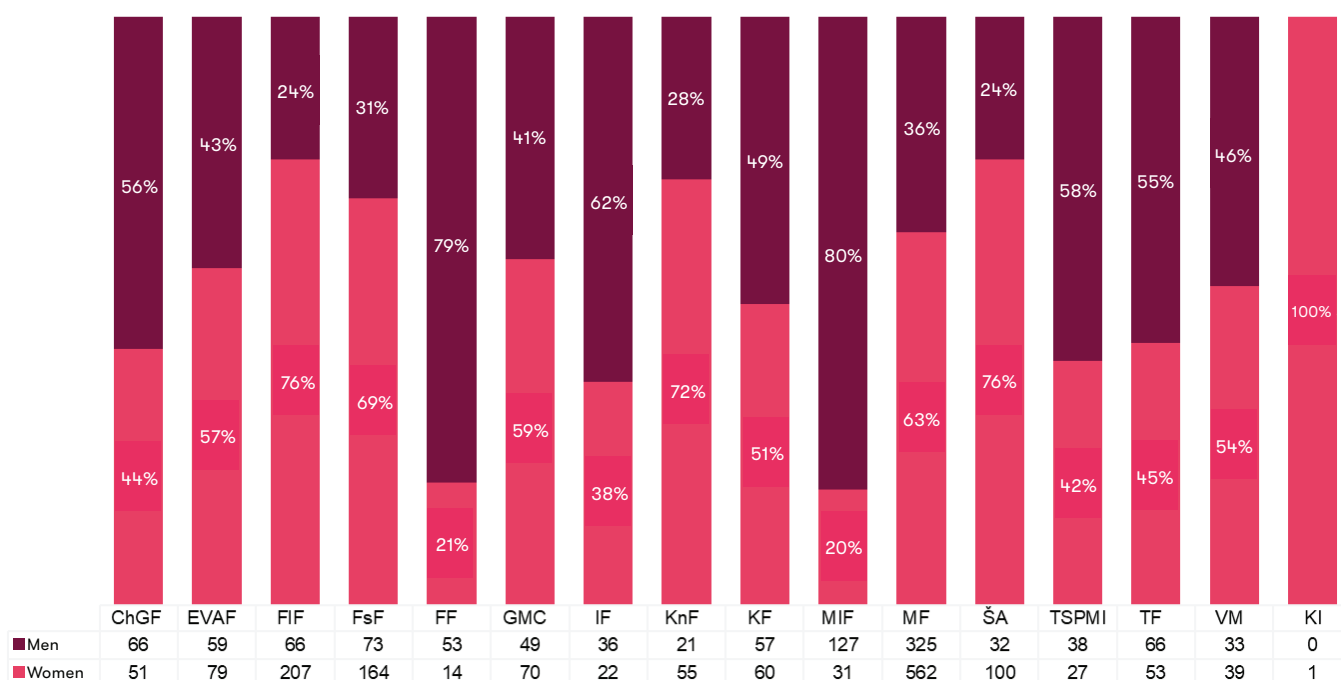


Figure 6. Distribution of teaching staff by gender in core academic units as of 31 December 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The distribution of academic staff by gender – research staff. As of 31 December 2025, the University employed 960 researchers: 436 women and 524 men. These figures show that the gender balance was achieved (see Figure 7 and Table 6). Compared to 2024, the gender balance improved with the share of women increasing by 1%.

THE DISTRIBUTION OF RESEARCH STAFF BY GENDER

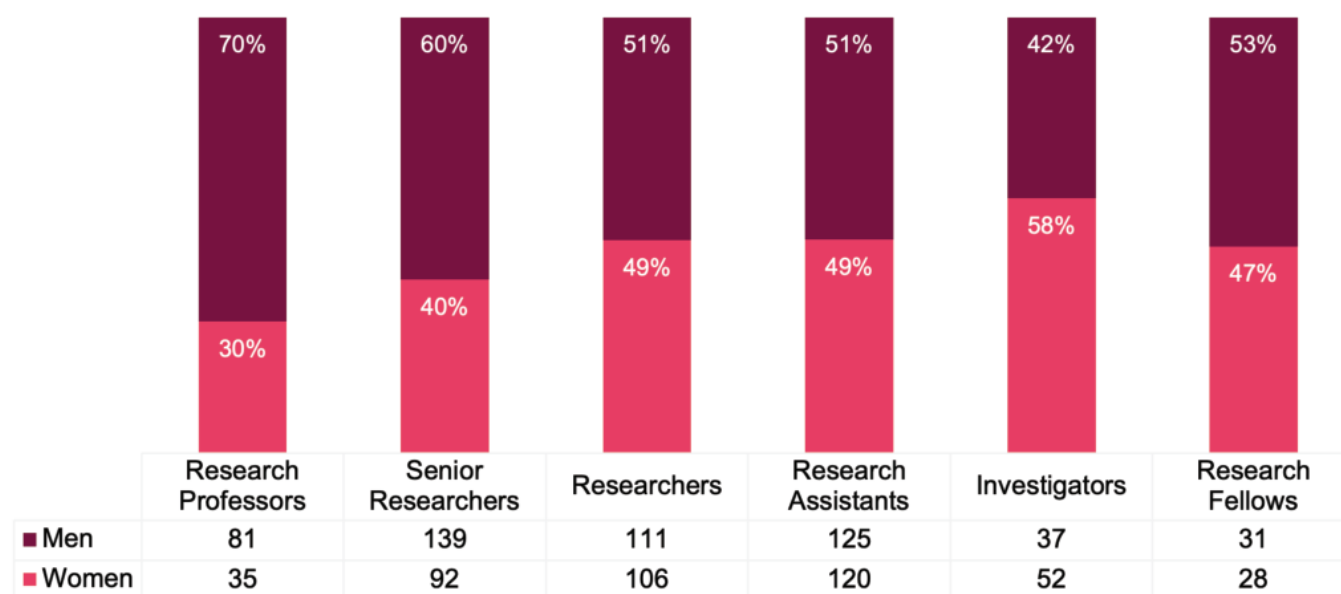


Figure 7. Distribution of research staff by gender as of 31 December 2025, taking into account the number of persons in primary job positions (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

Research staff at CAUs								
Women					Men			
Persons			Full-time equivalent positions		Persons		Full-time equivalent positions	
BS	2	0.5%	2.25	0.5%	2	0.4%	3	0.6%
CA	0	0.0%	0.57	0.1%	0	0.0%	0	0.0%
ChGF	24	5.5%	25.22	5.5%	11	2.1%	16.76	3.1%
EVAF	14	3.2%	17.23	3.8%	17	3.2%	16.82	3.1%
FF	34	7.8%	32.24	7.1%	144	27.5%	153.09	28.5%
FIF	10	2.3%	15.03	3.3%	3	0.6%	7.12	1.3%
FsF	29	6.7%	52.67	11.6%	21	4.0%	21.21	4.0%
GMC	170	39.0%	162.92	35.8%	177	33.8%	172.52	32.1%
IF	21	4.8%	21.93	4.8%	8	1.5%	10.96	2.0%
KF	4	0.9%	4.33	1.0%	3	0.6%	2.7	0.5%
KnF	10	2.3%	13.25	2.9%	8	1.5%	8.64	1.6%
MF	81	18.6%	64.39	14.2%	60	11.5%	44.06	8.2%
MIF	15	3.4%	17.38	3.8%	55	10.5%	54.72	10.2%
ŠA	7	1.6%	9.43	2.1%	0	0.0%	2.93	0.5%
TF	8	1.8%	7.21	1.6%	3	0.6%	4.36	0.8%
TSPMI	7	1.6%	6.05	1.3%	5	1.0%	11.19	2.1%
VM	0	0.0%	1.17	0.3%	7	1.3%	6.84	1.3%
VUB	0	0.0%	1.75	0.4%	0	0.0%	0	0.0%
Total:	436	100%	455.02	100%	524	100%	536.92	100%

Table 6. Distribution of research staff by core academic and non-academic units and gender, taking into account the number of persons in primary job positions and the number of full-time equivalent positions as of 31 December 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The gender balance has been achieved in all positions except research professors, where male predominance was observed (30% women and 70% men). However, there is a trend towards a gender balance compared to 2019, 2020, and 2022, with a 3% increase in favour of men since 2024 (see Table 7). The distribution of all research staff and, separately, of research professors in the units by gender is shown in Figures 1 and 2 in the Annex.

	2019		2020		2022		2024		2025	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Research Professors	21%	79%	25%	75%	28%	72%	33%	67%	30%	70%
Senior Researchers	39%	61%	36%	64%	41%	59%	40%	60%	40%	60%
Researchers	50%	50%	46%	54%	52%	48%	48%	52%	49%	51%
Research Assistants	48%	52%	47%	53%	55%	45%	50%	50%	49%	51%
Investigators	-	-	-	-	-	-	60%	40%	58%	42%
Research Fellows	-	-	-	-	-	-	56%	44%	47%	53%

Table 7. Distribution of research staff by gender in March 2019 and December 2020, 2022, 2024, and 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

The distribution of staff by age. Just like in the previous years, the largest share of academic staff, 30%, consists of employees aged 35–44 (see Table 8). As in previous years, employees in the youngest category (17–24) constitute the smallest share of academic staff. In 2025, the share of such staff was only 0.3%. Compared to 2024, the distribution of academic staff by age has not changed significantly: an increase of 2% was observed in the 55–64 age group, whereas a 1% decrease was observed in the 25–34 age group (see Table 8).

Academic staff, %						Non-academic staff, %				
Age	2019	2020	2022	2024	2025	2019	2020	2022	2024	2025
17–24	0.03	1	1	0.3	0.3	8	13	8	12	11
25–34	20	22	21	21	20	20	17	18	16	17
35–44	30	29	30	30	30	9	18	20	20	19
45–54	24	25	26	27	27	18	17	20	18	19
55–64	18	18	16	15	17	25	25	23	22	22
≥65	8	6	6	7	7	10	10	11	12	12

Table 8. Distribution of academic and non-academic staff by age in 2019, 2020, 2022, 2024, and 2025 (source: Human Resources Management System ŽIVIS, data provided by the Human Resources Division)

Considering the distribution of women and men across age groups (see Figure 8), gender balance was observed in each age group.

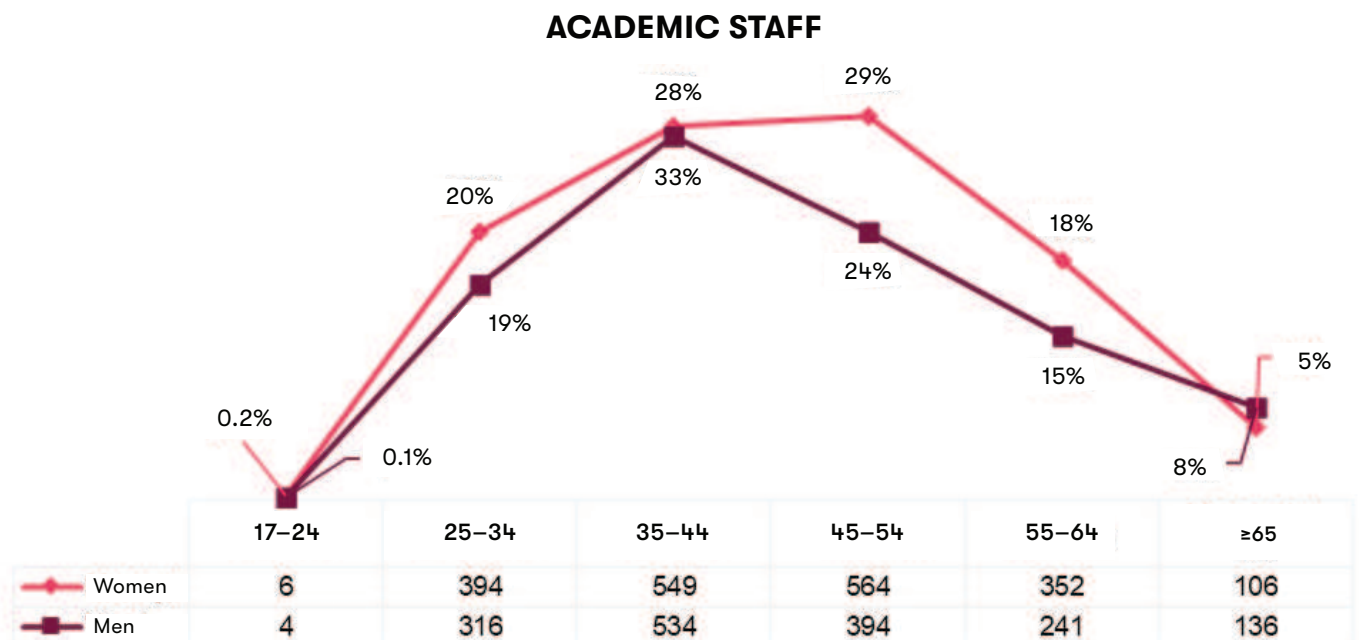


Figure 8. Distribution of male and female academic staff in different age categories as of 31 December 2025 (source: Human Resources Management System ŽIVIS, data provided by the Human Resources Division)

The largest share of non-academic staff (22%) consists of 55–64-year-olds, whereas 17–24-year-olds account for the smallest share (11%) (see Figure 9).

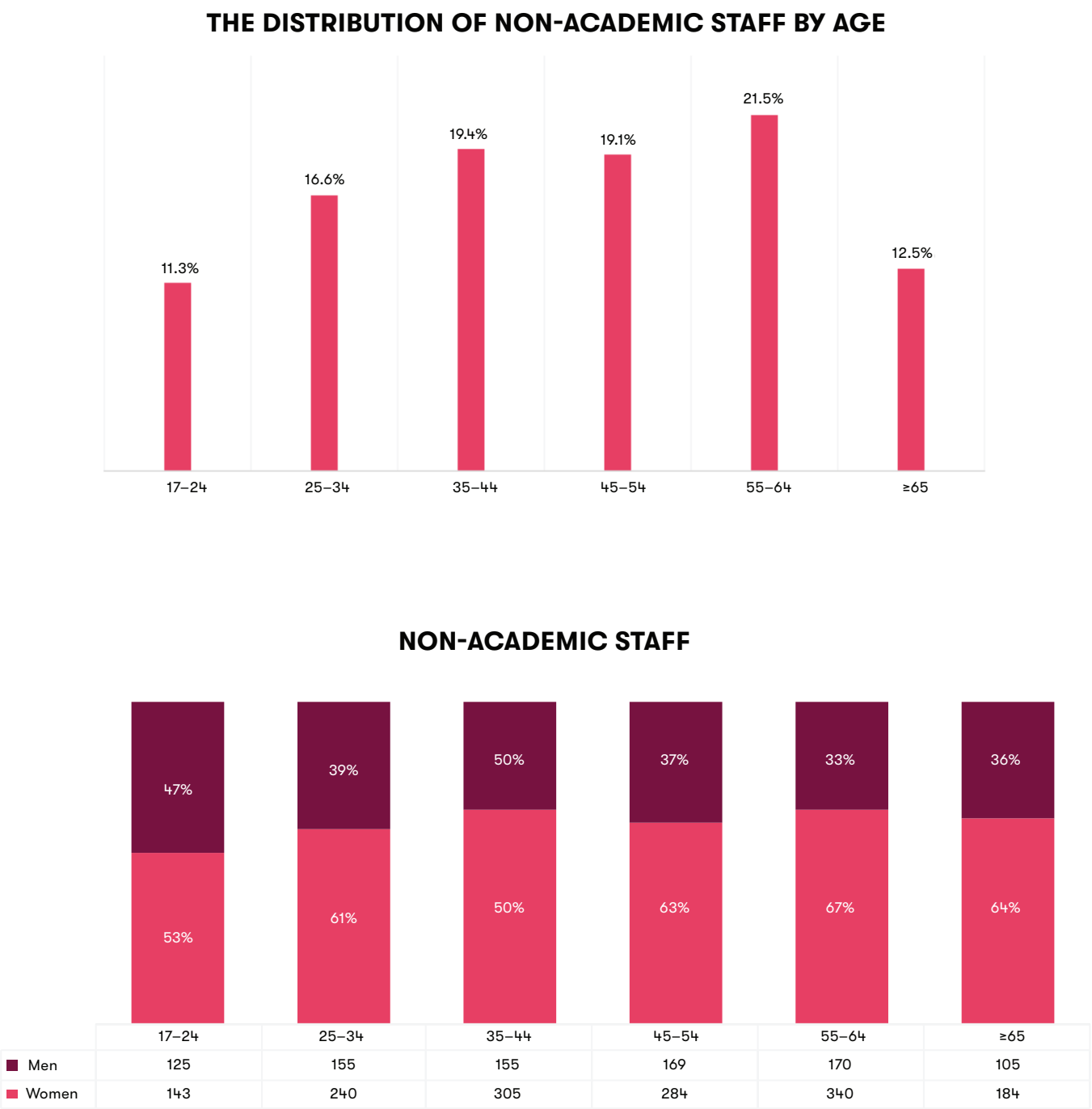


Figure 9. Distribution of non-academic staff by age and gender as of 31 December 2025 (source: Human Resources Management System ŽIVIS, data provided by the Human Resources Division)

The distribution of non-academic staff by age has not changed significantly compared to the 2024 data. In general, non-academic employees are relatively evenly distributed across age groups: the shares of the youngest and oldest employee groups are 11% and 12% of all non-academic staff, respectively, whereas the shares of the other four age categories range from 17% to 22%. Considering the distribution of non-academic staff by age and gender, the curve for male non-academic staff remains relatively flat, whereas the distribution of women is slightly more varied (see Figure 10).

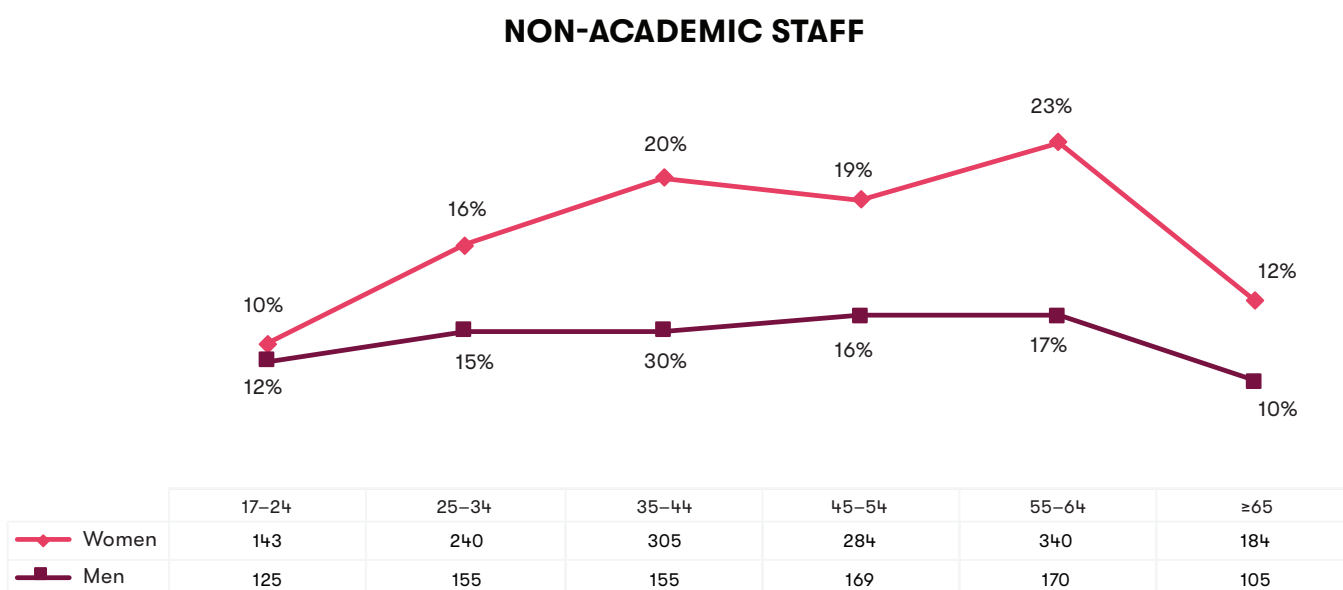


Figure 10. Distribution of male and female non-academic staff in different age categories as of 31 December 2025 (source: Human Resources Management System ŽIVIS, data provided by the Human Resources Division)

Gender pay gap. In 2025, compared to 2024, the average remuneration of academic staff at VU (including wage supplements, allowances, and bonuses) increased from EUR 3,416 to EUR 3,833 for women (12%) and from EUR 3,695 to EUR 4,148 for men (13%). The average remuneration of female non-academic staff increased by 12% from EUR 2,406 to EUR 2,684, while that of male staff increased by 15% from EUR 2,477 to EUR 2,847 (see Figure 11 and Table 1 in the Annex).

AVERAGE REMUNERATION OF WOMEN AND MEN IN ACADEMIC AND NON-ACADEMIC POSITIONS AT VU, INCLUDING WAGE SUPPLEMENTS, ALLOWANCES, AND BONUSES

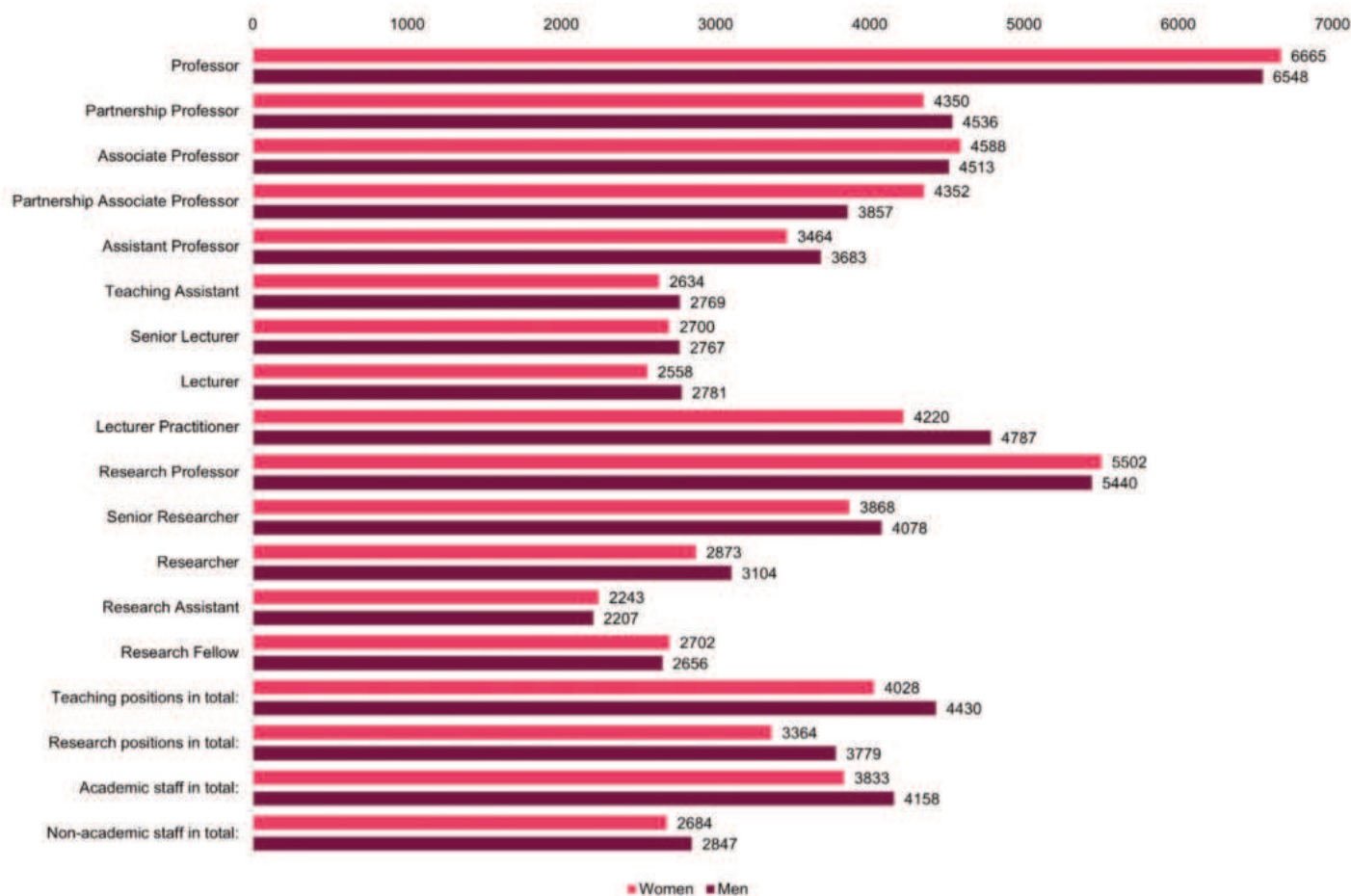


Figure 11. Average remuneration of women and men in academic and non-academic positions at VU, including wage supplements, allowances, and bonuses in 2025 (in EUR) (source: Human Resources Management System ŽIVIS, data submitted by the Finance Department)

Both academic and non-academic male staff, on average, earned more than women. The remuneration gap in 2025 is significantly wider than in previous years. In 2025, the remuneration gap for academic staff was 8.5% (increased from 8.2% in 2024, 3.1% in 2022, and 3% in 2020) while for teaching staff, the gap was 10% (increased from 8.3% in 2024, 1.8% in 2022, and 2.7% in 2020); for research staff, the gap was 12.3% (decreased from 13.3% in 2024, but increased from 4.7% in 2022 and 3.4% in 2020). The gap for non-academic staff increased to 6.1%, compared to 2.9% in 2024, but remained below the 2022 level of 7.7% in 2022 (see Figure 12 and Table 2 in the Annex). The largest part of the remuneration was comprised of official salary/hourly wage and holiday pay. Project funds accounted for a significant part of research staff remuneration. The data on remuneration composition is presented in Table 3 of the Annex.

GENDER PAY GAP IN ACADEMIC AND NON-ACADEMIC POSITIONS AT VU



Figure 12. Gender pay gap in academic and non-academic positions at VU in 2025 (%) (source: Human Resources Management System ŽIVIS, data submitted by the Finance Department)¹

Based on the data of 31 December 2025, Vilnius University had a total of 2,174² valid project work contracts and supplementary employment agreements, comprising 684.65 full-time equivalent positions. A total of 1,107 employment contracts were concluded with women (51%) and 1,067 with men (49%); most of these were concluded with academic staff – 731 women (34%) and 797 men (37%) – while among non-academic staff, 376 contracts were concluded with women (17%) and 270 men (12%).

Distribution of studying persons by gender. As of 1 October 2025, the gender distribution of the general population of Lithuanian students (Lithuanian nationals) was 57% women and 43% men. Meanwhile, the distribution of international students by gender was different – 40% women and 60% men (41% and 59% in 2024, 47% and 53% in 2022). Thus, the number of international male students has increased. As of 1 October 2025, there were 23,373 students at VU: 14,320 women (62%) and 8,759 men (38%). The overall gender balance has not been achieved, but in Bachelor and Master studies, there was a shift towards gender balance, compared to 2022. The largest gender imbalance is observed among Professional (Pedagogy) students (82% female and 18% male) (see Figure 13).

¹ The negative sign means that women in those positions earned more than men on average, and the positive sign means that men earned more than women

² Please note that this is not equivalent to the number of staff. The number of staff working on projects is lower because staff can work on several projects.

THE DISTRIBUTION OF STUDYING PERSONS BY GENDER IN DIFFERENT CYCLES

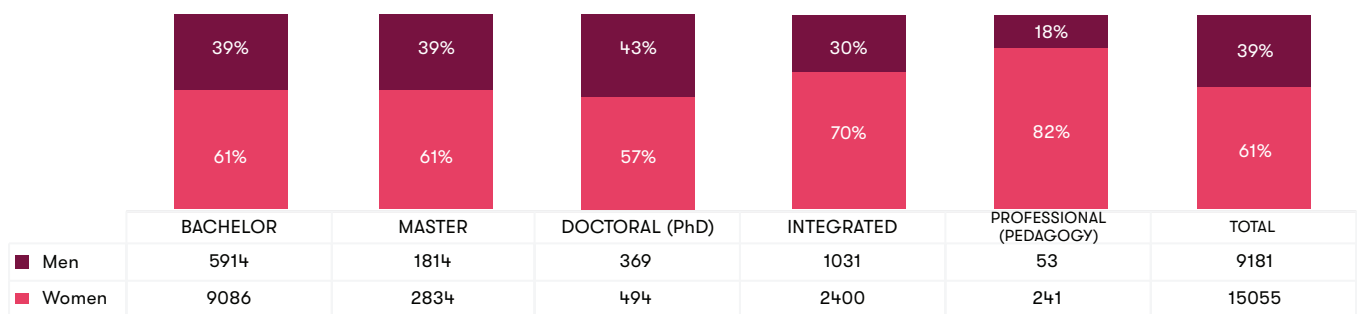


Figure 13. Distribution of studying persons by gender in different cycles (data submitted by the Study Administration Division and the Doctoral Studies Division)

Just like in 2022 and 2024, the gender balance in core academic units in Bachelor study cycle in 2025 was observed in six out of 15 units: the Faculty of Chemistry and Geosciences, the Faculty of Economics and Business Administration, the Faculty of History, Kaunas Faculty, the Institute of International Relations and Political Science, and the Business School. The largest gender imbalance was observed in the Faculty of Philology, the Faculty of Philosophy, the Faculty of Communication, and the Faculty of Medicine, where women accounted for more than 80% of the studying persons. A male majority was observed in Bachelor studies at the Faculty of Physics and the Faculty of Mathematics and Informatics (71% and 69%, respectively) (Figure 14).

THE DISTRIBUTION OF STUDYING PERSONS BY GENDER IN THE BACHELOR STUDY CYCLE

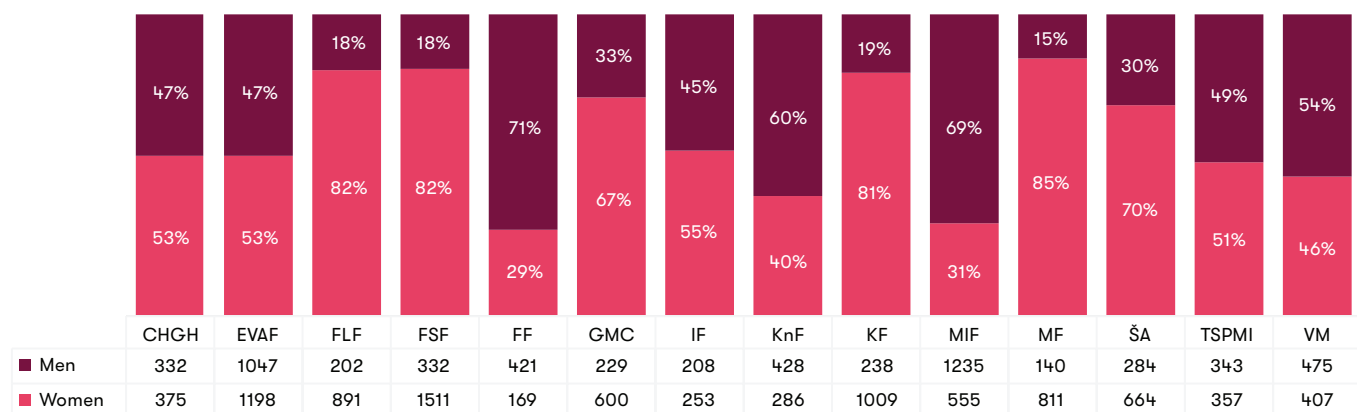


Figure 14. Distribution of studying persons by gender in the Bachelor study cycle (data submitted by the Study Administration Division)

Based on the data for 2025, among those studying in Master study cycle, the gender balance was observed in five core academic units: the Faculty of Chemistry and Geosciences, the Faculty of History, the Faculty of Law, the Institute of International Relations and Political Science, and the Business School (Figure 15). Over 80% of those

who studied for their Master’s degree at the Faculty of Philosophy and the Faculty of Medicine were women; over 70% at the Faculty of Philology, the Faculty of Communication, the Life Sciences Center, and Šiauliai Academy. As in the case of Bachelor studies, more men pursued Master’s degrees at the Faculty of Physics and the Faculty of Mathematics and Informatics (74% and 77%, respectively). Compared to 2024, the share of women at the Faculty of Physics has increased from 21% to 26%, while the share of men at Šiauliai Academy has increased from 17% to 24%.

THE DISTRIBUTION OF STUDYING PERSONS BY GENDER IN THE MASTER STUDY CYCLE

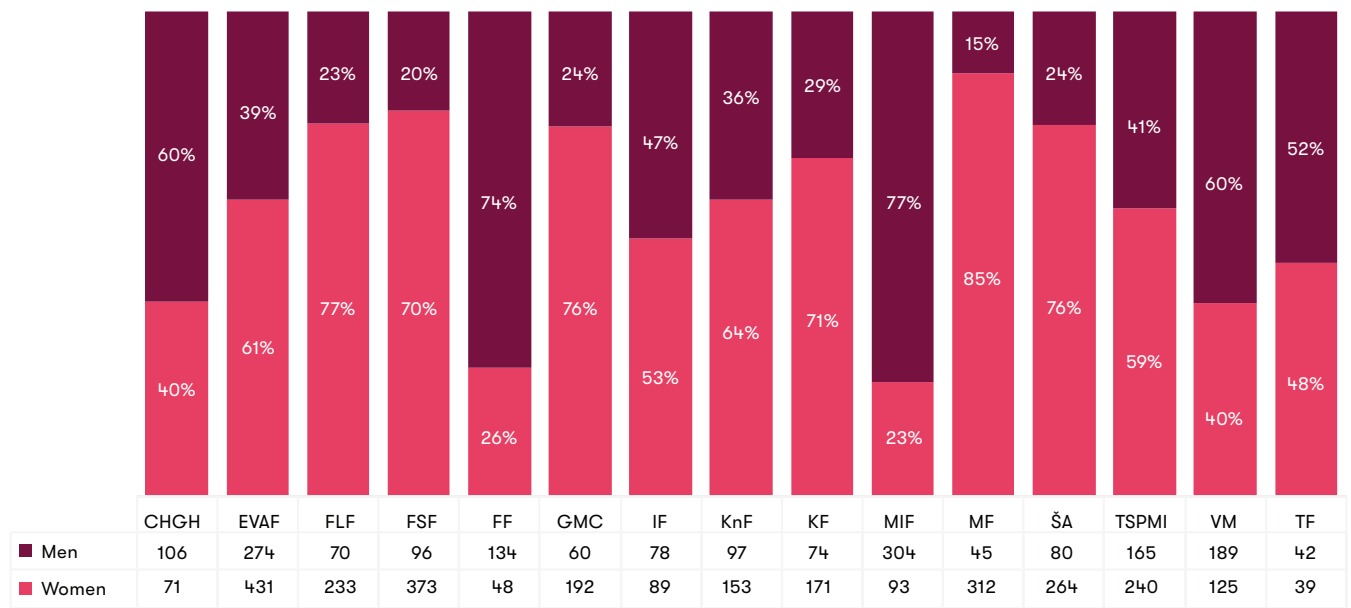


Figure 15. Distribution of studying persons by gender in the Master study cycle (data submitted by the Study Administration Division)

Doctoral (PhD) studies. Based on data as of 31 December 2025, there was gender balance in Doctoral (PhD) studies at the University: the total number of Doctoral (PhD) students was 863, of whom 494 were women (57.2%) and 369 were men (42.8%) (see Figure 13). The gender balance among Doctoral (PhD) students was also observed throughout the whole period of monitoring (2019, 2020, 2022, and 2024). When looking at the gender distribution in Doctoral studies among the core academic units, the balance was observed at only five units: at the Faculty of Chemistry and Geosciences, the Life Sciences Center, the Faculty of Communication, the Institute of International Relations and Political Science, and the Faculty of Law. The gender distribution at the Faculty of Medicine deviates by only 2.7% from the balance. Meanwhile, at other units, the overrepresentation of one gender was more evident: over 70% of Doctoral (PhD) students at the Faculty of Philology, the Faculty of History, Kaunas Faculty, and Šiauliai Academy were female. Just like in other study cycles, there were more men at the Faculty of Physics and the Faculty of Mathematics and Informatics – 69% and 70% of Doctoral (PhD) students, respectively (see Figure 16).

THE DISTRIBUTION OF STUDYING PERSONS IN DOCTORAL STUDIES BY GENDER

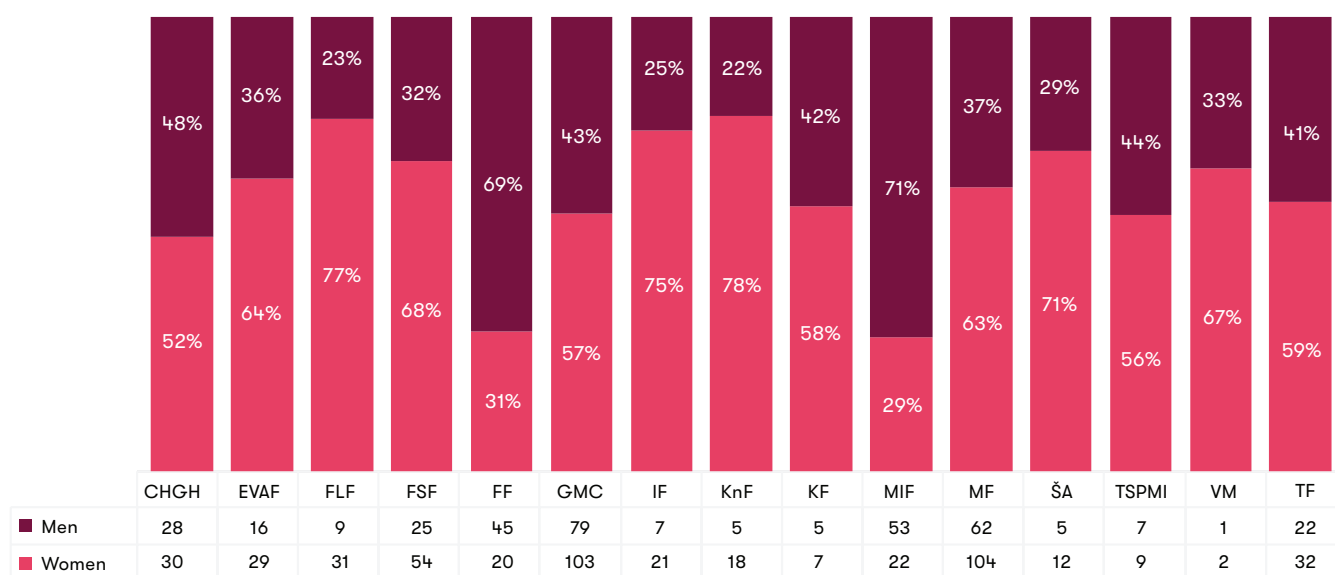


Figure 16. Distribution of studying persons in Doctoral studies by gender as of 31 December 2025 (data submitted by the Doctoral and Postdoctoral Studies Division)

As of 31 December 2025, 163 Doctoral (PhD) students were on academic leave of absence: 103 women and 60 men. The majority of Doctoral (PhD) students took academic leave for health issues – 61 Doctoral (PhD) students (36 women and 25 men), whereas 58 Doctoral (PhD) students (35 women and 23 men) were on an academic leave of absence due to personal reasons, and 44 Doctoral students (32 women and 12 men) – due to child care. From 1 January 2025 to 31 December 2025, 130 students completed Doctoral (PhD) studies: 79 women (61%) and 51 men (39%). 125 students obtained a PhD: 73 women (58%) and 52 men (42%). This gender balance is evident throughout the whole monitoring period. (see Table 9).

	2018	2020	2022	2024	2025
Women	53	49	55	59	58
Men	47	51	45	41	42

Table 9. Distribution of students who obtained a PhD in 2018, 2020, 2022, 2024, and 2025 by gender in % (data submitted by the Doctoral and Postdoctoral Studies Office)

During 2025, 27 students terminated their Doctoral (PhD) studies. Of the students who discontinued their studies, 15 were female Doctoral (PhD) students: six for personal reasons, eight during academic leave of absence due to health issues, and one due to unsatisfactory certification results. No female students discontinued their studies during childcare leave. Out of 12 men who withdrew from their Doctoral (PhD) studies, four terminated their studies for personal reasons, five during their academic leave of absence due to health issues and one due to childcare, while two terminated their studies due to unsatisfactory certification results.

The trajectory of careers in teaching and research. Data on teaching careers show that the ‘scissors effect’ was almost flat in 2025: women were more numerous among studying persons and in most teaching positions, except for the top one – professors (see Figure 17).

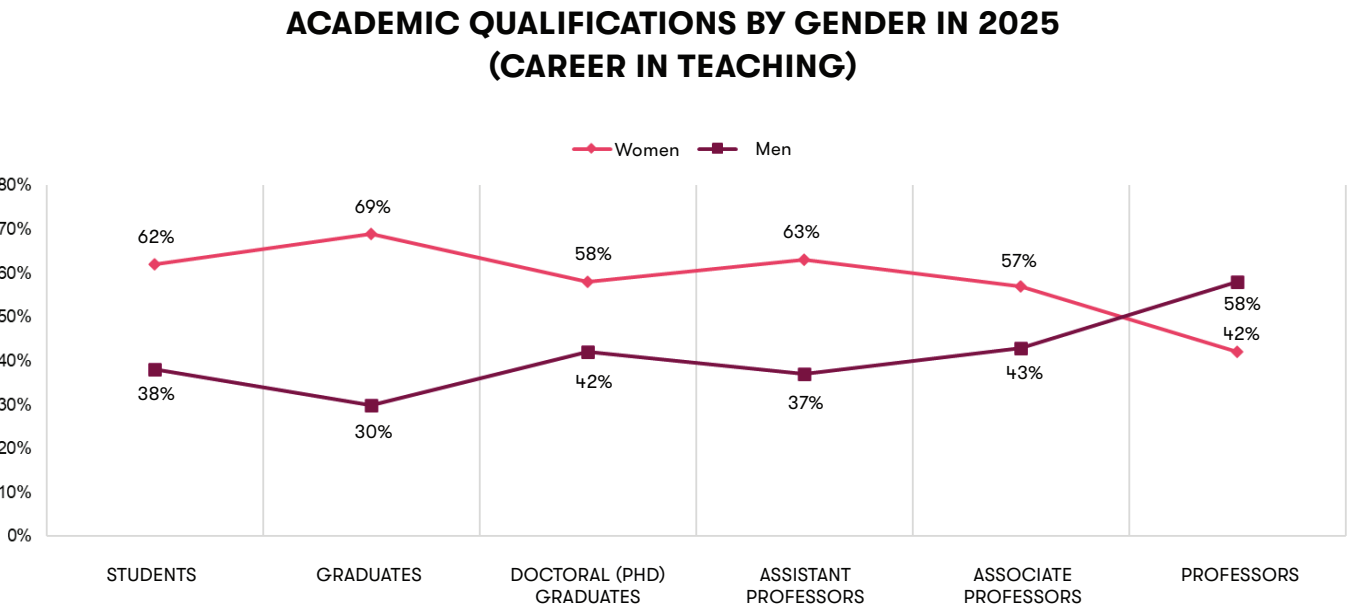


Figure 17. Academic qualifications by gender in 2025 (career in teaching) (source: Study Information System, data submitted by the Study Administration Division; the Human Resources Division, the Doctoral and Postdoctoral Studies Office)

Meanwhile, the ‘scissors effect’ in research careers shows a more pronounced imbalance: more women than men are studying, yet more men occupy research positions (see Figure 18). The same trends were observed previously in 2018, 2020, 2022, and 2024. However, the comparison of the figures over the entire monitoring period showed that the point at which the curves intersect was previously observed in the ‘Doctoral (PhD) graduate’ career stage, but since 2022, this has shifted towards the ‘researcher’ stage. Comparison with 2022 and 2024 data showed that the situation in certain groups is slowly moving towards greater gender balance (the share of female students and graduates has decreased by 1% while the share of female research professors has increased by 5%). However, in other groups the gap is widening (the share of female Doctoral graduates increased by 4%, the share of male researchers increased by 4%, and the share of male senior researchers increased by 1%).

ACADEMIC QUALIFICATIONS BY GENDER IN 2025 (RESEARCH CAREERS)

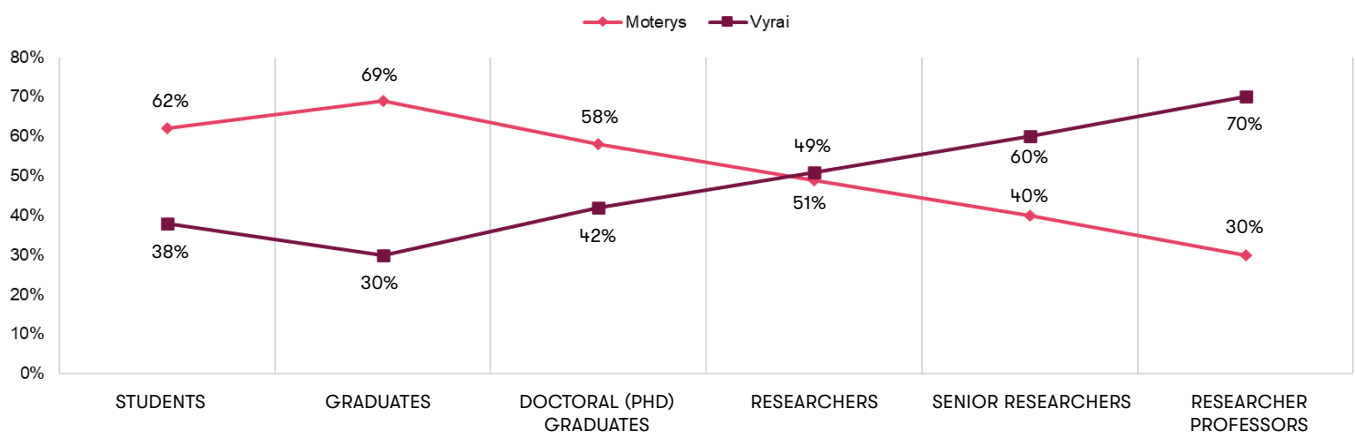


Figure 18. Academic qualifications by gender in 2025 (research careers) (source: the Study Information System, data submitted by the Study Administration Division; Human Resources Division, Doctoral and Postdoctoral Studies Office)

To sum up, the data shows that Vilnius University maintains a relatively stable gender balance among its staff. Women constituted a larger share of non-academic staff. Gender balance was observed in the majority of teaching and research positions, but among professors and senior researchers, one gender clearly predominates. Among students, gender imbalance persists: women dominate across all study cycles except for Doctoral (PhD) studies. In certain faculties, the imbalance is particularly pronounced, with students of one gender constituting more than two-thirds of the community. Despite the steps already taken, the data analysis should be further systematised to ensure the regular, systematic collection and analysis of data on the situation of women and men at the University level and its units in order to monitor progress and assess the impact of the measures applied, as well as to strategically plan new initiatives. It is important to create an open and inclusive understanding of gender equality in the VU community, demonstrating the concrete benefits that gender equality may bring to the institution for students, academic and non-academic staff, and managers, and with regard to different topics, such as work-life balance or organisational culture, measures to prevent and address gender-based harassment. To promote gender equality, the organisation has strengthened the cooperation of gender equality coordinators, and there is now a fairly strong network of coordinators in the core academic units.

International students and staff.

International staff. The number of international staff at Vilnius University is growing steadily. According to the December 2025 data from the Human Resources Division, 277 international employees were working at the University, representing 5% of all University staff (5,971 employees in total). Compared to 2020, the number of international employees has more than doubled. In 2025, there were slightly more men (160) than women (117), but the total number of women has been steadily increasing (from 37 in 2020 to 117 in 2025) (see Figure 19). There is a significant gender disproportion between academic and non-academic staff. In 2025, there were 32 women and three men among non-academic staff, and among academic staff, there were nearly twice as many men as women (85 women and 157 men).

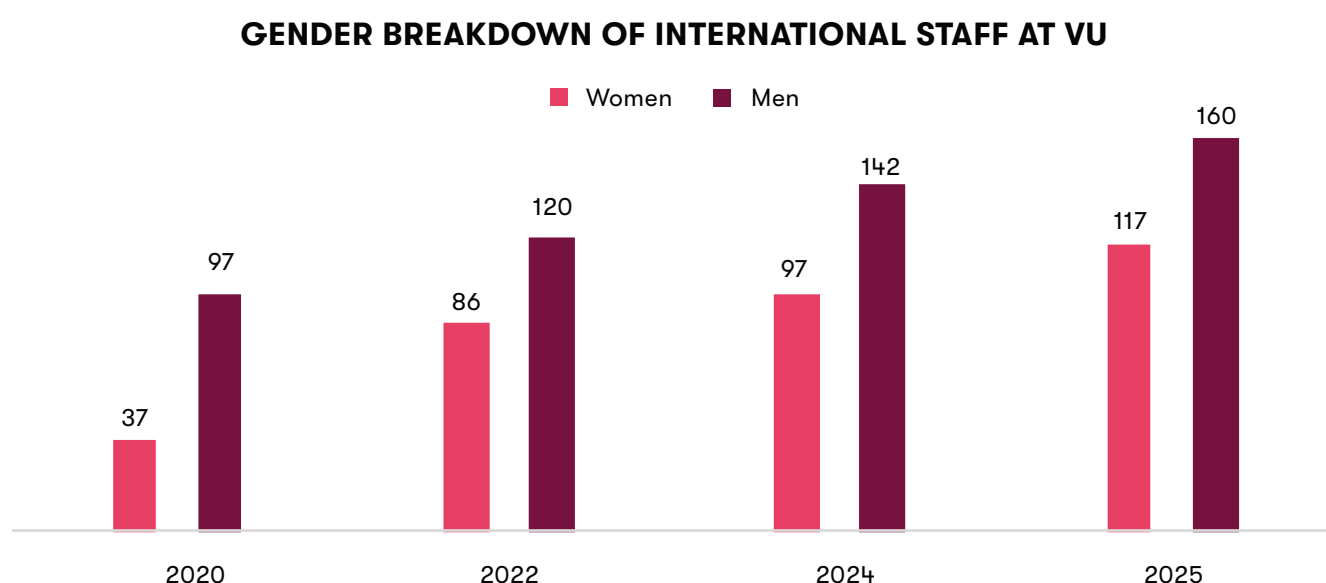


Figure 19. Gender breakdown of international staff at VU (data provided by the Human Resources Division)

International students. According to the Study Administration Division's data, in October 2025, 2,753 international students were enrolled in Bachelor, Master, and integrated full-time study programmes at VU. The share of international students has consistently increased: from 6.6% of all students at the University in 2020, to 8.4% in 2022, 11% in 2024, and 11.92% in 2025. On 1 October 2025, students representing 100 different nationalities studied at the University (data collected by nationality, not by country of departure). The largest number of students came from Ukraine (458 students), Germany, the Islamic Republic of Pakistan, Bangladesh, India, Azerbaijan, and other countries (see Table 10). Across the core academic units, the largest number of international students in 2025 were in: the Faculty of Medicine (666), the Faculty of Economics and Business Administration (484), the Business School (371), Kaunas Faculty (270), the Institute of International Relations and Political Science (249), and Šiauliai Academy (213).

Country	2024	2025
Ukraine	458 (16.6%)	478 (24.3%)
Germany	392 (14.2%)	376 (19.1%)
The Islamic Republic of Pakistan	211 (7.7%)	233 (11.8%)
Bangladesh	189 (6.9%)	251 (12.8%)
India	153 (5.6%)	175 (8.9%)
Azerbaijan	103 (3.7%)	113 (5.7%)
Belarus	86 (3.1%)	75 (3.8%)
Nigeria	66 (2.4%)	61 (3.1%)
Turkey	58 (2.1%)	80 (4.1%)
Finland	51 (1.9%)	58 (2.9%)

Table 10. International students at VU (2025) (number of students and percentage of total international students) (by nationality rather than departure country) (data provided by the Study Administration Division)

According to the International Relations Office's data, in the academic year 2024/2025, 754 exchange students came to the University under the Erasmus+ programme and bilateral agreements: 428 women and 326 men (compared to 715 arrivals in 2024, and 780 in 2022). In 2024/2025, a similar number of students arrived in both the autumn and spring semesters. To compare, 498 students came in the autumn semester and 217 in the spring semester of the academic year 2023/2024. The list of countries with the highest number of incoming students has remained unchanged. Most of the students came from France (102), Italy (92), Germany (81), Spain (70), and Turkey (46). By study cycle, the majority came for Bachelor (576), Master (162), and Doctoral (13) studies.

The International Relations Office conducts an annual survey of exchange students. In 2024/2025, 196 students completed the survey (compared to 145 in 2023/2024). To the question 'Have you experienced discrimination at Vilnius University in the last 12 months?', 95.4% answered negatively (compared to 88% in 2023/2024 and 92% in 2021/2022), and 4.6% reported that they had experienced discrimination (compared to 12% in 2023/2024 and 8% in 2021/2022), primarily linked to nationality or language. In previous surveys, situations related to language, gender, and nationality were the most frequently mentioned. The decrease in discrimination may have been due to the introduction of additional measures: Lithuanian language courses, an integration week for exchange and full-time students, and the development of information materials for international

students. It has increased the accessibility and quantity of services available to international students. For example, as the number of foreign-speaking students increases, the VU Health and Sport Center has been expanding the availability of its services in Lithuanian and English. Organised events and activities are available in both Lithuanian and English. Information on services is provided through social media, the website, common areas, and other platforms. In meetings with Erasmus and other international students (in September and January), students are invited to participate in activities, their questions are answered, and connections are established. The University Culture Centre's arts groups are open to all students of the University, regardless of their origin or study programme. The involvement of international students in artistic activities in 2025 has been consistently strengthened by creating an open and welcoming environment for the international community. Information about the opportunities to participate in the Culture Centre's activities in English is presented during the orientation week and is published regularly throughout the academic year (at kultura.vu.lt/en). The University's Improv Studio offers classes in English. The 'Improv Games 2025', an improvisation symposium held in the spring, brought together participants for performances and discussions with international speakers on the use of improvisation in theatre and the learning process. The Tango Studio's classes are exclusively in English. Storytelling evenings and workshops in English are also very popular. The University also organises Lithuanian language courses for international students in all three cities – Vilnius, Kaunas, and Šiauliai – to help international students acquire basic Lithuanian language skills and integrate more smoothly into the academic and local community. Lithuanian language courses were organised at several faculties. In 2025, 615 people took part in courses organised by the Centre for Foreign Languages at the Faculty of Philology. In Šiauliai Academy, 44 people registered and 29 successfully completed the course, while in Kaunas Faculty, 34 students registered for and successfully completed the course. Overall, the majority of female students continue to report a positive study experience in Lithuania.

To sum up, Vilnius University consistently strengthens its internationality by increasing the share of international staff and students. The University employs a growing number of international experts, and although their number is still not very high, it is growing. Gender balance among international employees is also improving. The number of international students is also increasing, with the majority studying at the Faculty of Medicine, the Faculty of Economics and Business Administration, and the Business School. Most exchange students report positive study experiences. However, regular surveys continue to identify instances of discrimination, mainly due to linguistic and cultural differences, although such cases are decreasing. The University actively provides services to international students, including sports, health, and cultural activities in English, as well as encourages engagement in community life by offering the opportunity to learn the Lithuanian language. It is noted that student engagement and motivation increase when Lithuanian students also participate in activities, thereby strengthening intercultural cooperation and community spirit.

Work–life balance

Family responsibilities. Vilnius University aims to create an environment that helps employees balance work and personal life. Family responsibilities (e.g. childcare, caring for relatives) are among the most important components of work–life balance. Although the Labour Code of the Republic of Lithuania does not define exactly what constitutes family responsibilities, the University’s practice is to recognise them as a significant part of an employee’s life, and to take measures to accommodate the employee’s needs as far as possible. The data shows that women are far more likely to take **parental leave: end of 2022: 81 women and 1 man; end of 2024: 62 women and 13 men; end of 2025: 54 women and 5 men.** Although women still account for the large majority, the number of men taking such leave increased until 2024.

Financial support for employees. Financial support may be granted to employees of Vilnius University in the following circumstances: upon the birth of a child, the death of an employee (the benefit is paid to the employee’s relatives), the death of an employee’s family member, an employee’s loss of accommodation or property due to fire, flood, etc., as well as in the case of a difficult financial situation or the deterioration an employee’s or their family member’s health, to compensate an employee for the costs of the treatment of a serious illness (including injuries, surgeries). The support is granted in accordance with **the Description of the Procedure for Granting Additional Benefits at Vilnius University**, which details the application process and assessment criteria. The period from 2020 to 2024 saw an increase in the demand for support and in the number of approved applications, followed by a decline in 2025: from **162 (in 2020) to 222 (in 2024)** down to **161 (in 2025)**. The total amount of benefits increased from **EUR 75,020 (in 2020) to EUR 127,260 (in 2024)** and decreased in **2025 to EUR 93,040** (see **Table 11**). In 2025, **94 women** applied for support amounting to EUR 54,640, compared to **67 men** who received EUR 38,400, indicating that women applied for support more frequently than men. In previous years, the total amounts of benefits for women were also higher (EUR 45,000 in 2020, EUR 59,520 in 2022, and EUR 81,600 in 2024) than for men (EUR 42,360 in 2020, EUR 30,020 in 2022, and EUR 45,660 in 2024). As in previous years, a large proportion of the benefits were granted due to the death of an employee or their family member and the birth of a child. However, the number of benefits granted for these reasons declined overall between 2023 and 2025. Between 2024 and 2025 alone, the number of benefits granted due to the death of a family member decreased from 128 to 94, and those granted due to the birth of a child decreased from 75 to 56. Benefit amounts typically range from **EUR 420 to EUR 1,500**. Decisions are taken by the Benefit Granting Commission, which is composed of representatives from the Legal Division, Human Resources Division, Community Well-Being Division, Finance Department, and International Relations Office, and are then submitted to the Chancellor.

	2020	2022	2024	2025
Total amount of benefits (EUR)	75 020	89 540	127 260	93 040
Benefits paid to women (EUR)	45 000	59 520	81 600	54 640
Benefits paid to men (EUR)	42 360	30 020	45 660	38 400
Number of approved requests	162	175	222	161

Table 11. Data on financial support, 2020–2024 (source: Human Resources Management System ŽIVIS, data provided by the Human Resources Division)

Supplemental health insurance. Since **10 October 2024**, VU staff meeting the established criteria have been granted access to **supplemental health insurance** coverage. Employees may select the most appropriate insurance package by filling in a dedicated form. The main eligibility criteria are: at least six months of employment at VU; a workload of at least 0.5 FTE; no special leave exceeding six months; and employment not based solely on project activities (those working exclusively on project work are not eligible for coverage). In 2025, **3,960 employees** took up the insurance, representing **66%** of the total number of VU staff – an increase of 6 percentage points compared to the previous year. In 2024, around **3,300 employees**, i.e. almost **60%** of the total number of VU staff, registered for the insurance. In 2025, 2,470 women (62% of total take-up and 71% of all employed women) and 1,490 men (38% of total take-up and 60% of all employed men) took up the insurance. Supplemental health insurance has become a popular and valued initiative contributing to the well-being and health of employees.

Children's summer camps. In 2025, almost 200 children attended summer camps organised by the University. The Health and Sport Center ran a sports-oriented summer camp for children aged 7–11. The camp took place in two shifts and was attended by **50 children**. This initiative helps parents to balance work and their children's activities, while promoting active lifestyles and socialising among children. The Faculty of Physics organised a summer camp from 30 June to 4 July 2025, attended by 50 pupils (grades 8–11). 'STEAM – Svajok, Tyrinėk, Eksperimentuok, Atrask, Modeliuok' ('STEAM - Dream, Explore, Experiment, Discover, Model') was attended by 47 children over three shifts. At Kaunas Faculty, 24 children (aged 7–12) participated in the 'Unikalus protas' ('Unique Mind') summer camp.

Children's playrooms. The University creates a friendly environment for staff and students who balance work or studies with parenthood. One of these efforts is the creation of children's playrooms and spaces adapted for parents in the University units. The University's Scholarly Communication and Information Centre has a dedicated reading room for parents who come to work with young children. This space has ten workplaces, including three double individual work cabins, and one shared children's play area stocked with children's books; children may also bring their own toys. Parents can work while keeping their children in sight and looking after them. In 2021, the children's playroom was installed in the Connecting Premises in Saulėtekis, but it remained largely unused for some

time. The 2024 survey (84 respondents) identified a need for workstations in the room, access to childcare assistance, a registration system, and opportunities to share childcare duties with colleagues. Taking into account the needs and drawing on the experience of other institutions, at the end of 2024, the playroom was renovated: it now has **two workstations**, new toys, and the spaces are divided according to the age of the children. At the end of summer 2025, the children's playroom was opened for regular use. Hourly childcare services are being considered for the children's playroom in Saulėtekis.

Staff professional development abroad. VU teaching and administrative staff have the opportunity to take part in Erasmus+ mobility activities (study visits, work monitoring, and shadowing). According to data from the International Relations Office, in the academic year **2024/2025**, the mobility opportunity was taken up by: **212 teaching staff members**³, representing a 33% increase in 2024/2025 compared to **160 teaching staff members** in 2023/2024; and **290 staff members**³ – a 1% decrease in 2024/2025 compared to **293 staff members** in 2023/2024. Such participation demonstrates that members of the University community are constantly striving to improve their qualifications and expand professional opportunities abroad, which has a positive impact on both their personal careers and the University's international prestige.

Psychological counselling for the VU community. On 1 August 2023, the Community Well-Being Division was established at Vilnius University by merging the former Community Development Division of the Central Administration and the Counselling and Training Centre at the Faculty of Philosophy. The Community Well-Being Division continues to provide psychological support services to the entire University community, including staff members. In **2025**, 7,021 psychological support services were provided (6,147 individual counselling sessions, 763 crisis counselling sessions, and 111 group counselling sessions). In addition, 48 training sessions were organised for staff (including seminars for doctoral students). By comparison, in 2024, 4,029 psychological support services were provided: 3,707 individual counselling sessions, 301 crisis counselling sessions, and 21 group counselling sessions. The increasing number of services provided reflects the University community's growing need for psychological support.

To sum up, Vilnius University aims to create an environment in which employees can successfully balance their professional and personal lives, paying particular attention to family responsibilities, such as childcare. The University, in accordance with the principles of equal opportunities, takes the individual situations of employees into account, providing flexible working arrangements and opportunities to work remotely. Moreover, the University provides financial support to employees in difficult life situations: illness or the loss of a family member. It also organises summer camps for children and other activities to encourage children's interest in science. To ensure the professional development of staff, the University provides opportunities to participate in the Erasmus+ programme. Psychological services and support are provided for students and staff. Training sessions for students and staff on mental health, burnout, stress, self-confidence, and support in the case of a psychological crisis are continuously held. Moreover, group sessions aimed at

³ This figure is approximate because precise data on whether staff members are academic or non-academic is not recorded, as many hold multiple positions.

developing students' self-awareness and communication skills, as well as fostering a sense of community are held. Some of the training sessions were conducted in English in order to engage exchange students and those on international programmes. The steady increase in the number of individual and crisis counselling sessions indicates growing awareness and the visibility of the available support. These initiatives demonstrate the efforts of Vilnius University to create a working environment that is inclusive, flexible, and supportive of the well-being of staff and students.

Studies regardless of social circumstances

Vilnius University consistently implements its social mission to ensure access to higher education regardless of students’ socio-economic status. Since 2019, the University has implemented special scholarship initiatives to reduce social barriers to studying. In response to the financial challenges students face at the beginning of their studies, the University awards the 450th Anniversary Scholarships each year to promote equal opportunities and support students from socially vulnerable groups. In 2025, 212 people (158 women and 54 men) were awarded the scholarship (compared to 179 women and 74 men in 2024) (see Figure 20).

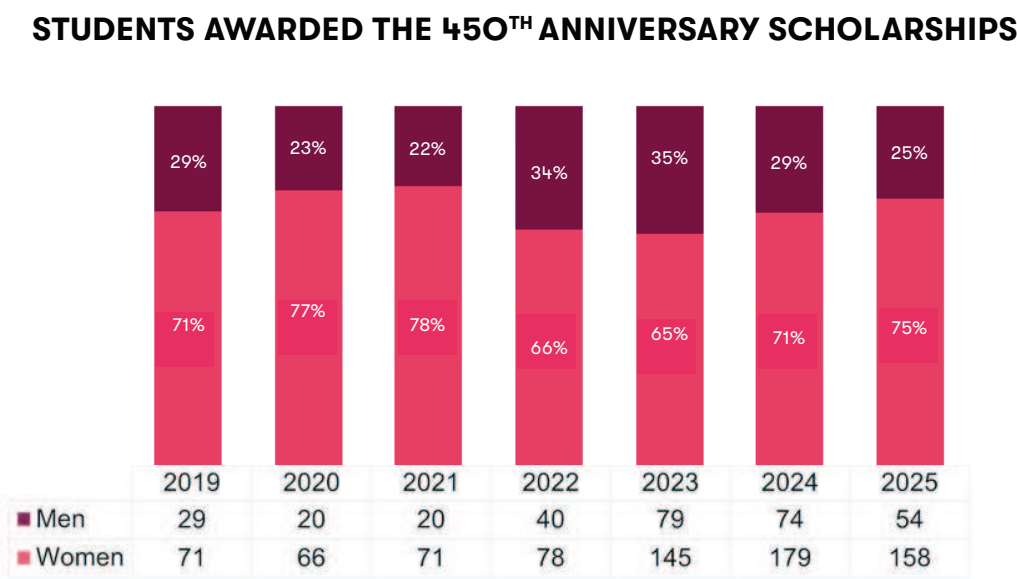


Figure 20. VU 450TH Anniversary Scholarships granted to VU students by gender (persons) (source: Study Administration Division)

In addition, students facing financial and other challenges may apply for social, community support, or Grand Duchy of Lithuania scholarships. To help students concentrate on their studies and achieve better academic results, VU offers a social scholarship for currently enrolled first or second cycle, integrated, and professional (pedagogy) students facing financial difficulties. This scholarship was awarded to 177 individuals (111 women and 66 men) in 2025. In 2024, it was awarded to 108 students (69 women, 39 men). Students facing unexpected life challenges are also eligible for the University’s community support scholarship. It can be granted in cases such as loss of relatives, natural disasters, sudden deterioration of socio-economic status, or other unforeseen circumstances. According to the Study Administration Division’s data, 79 people (52 women and 27 men) were awarded this scholarship in 2025. In 2024, it was awarded to 75 students (49 women, 26 men) and in 2023, to 47 students (29 women,

18 men). Scholarships are also available for Ukrainian citizens studying at Vilnius University who were affected by the war. In 2025, the scholarship was awarded to 47 (25 women, 22 men) of the most talented students from Ukraine (Ukrainian citizens). In 2024, 25 Ukrainian citizens (10 men and 15 women) were awarded this scholarship.

To sum up, both the updated scholarship regulations establishing support for students experiencing socio-economic challenges and the parallel growing number of scholarships awarded demonstrate the consistent implementation of Vilnius University's commitment. These initiatives aim to encourage members of the community belonging to socially vulnerable groups to pursue academic success by eliminating primary socio-economic barriers during their studies.

Prevention of discrimination, harassment, and psychological violence

Vilnius University seeks to provide a safe, inclusive, and respectful academic environment where no forms of discrimination, harassment, or violence, including sexual harassment and violence, are tolerated. In 2023, the ‘Policy on the Prevention of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution at Vilnius University’ was adopted, along with the ‘Description of the Procedure for the Investigation of Discrimination, Harassment, Sexual Harassment, Violence and Persecution Cases at Vilnius University’. These documents define the forms of misconduct, establish the principles of support and consultations, and the procedures for handling such cases. The Pro-Rector for Organisation Development and Community Affairs of the University coordinates the implementation of the Prevention Policy, and the Community Well-Being Division ensures the operation of the Trust Line. In 2023, the Commission for the Prevention and Investigation of Cases of Discrimination, Harassment, Sexual Harassment, Violence and Persecution (hereinafter the ‘Commission’) was also established, and staff members responsible for the prevention of discrimination have been appointed at all core academic units. The Prevention Policy provides for two possible avenues of assistance: consultative, where individuals can contact the Trust Line, the head of the unit, or the staff member responsible for prevention at the Unit to discuss possible solutions to the problem; and formal, where a formal report is submitted to the Commission, which investigates the situation and provides conclusions and recommendations to those responsible. Information about the support system and contacts is published on the University's website, as well as on the websites of the core academic units, the intranet, and the document management system.

Since 2018, the University has operated a Trust Line through which community members can report discrimination, harassment, or other inappropriate behaviour on the basis of gender, age, disability, sexual orientation, ethnicity, or other grounds (see Table 12). In 2025, 21 enquiries were received, 18 consultations were provided, and 8 reports were submitted to the Commission, all of which were investigated. In 2025, the number of referrals increased by 23% from 17 in 2024, while in 2023, the Trust Line received only 8 enquiries and 4 official reports. The most common reports were about potential discrimination or harassment. The growth in enquiries may be a sign of growing community awareness and trust in the University’s support mechanisms.

Year	2018	2019	2020	2021	2022	2023	2024	2025
Number of enquiries	2	9	7	19	6	8	17	21
Number of reports	N/A	N/A	N/A	N/A	N/A	4	8	8

Table 12. Number of enquiries and reports to the Trust Line (source: Community Well-Being Division)

Presentations and training sessions for students and staff were organised in 2025 to raise community awareness and the ability to recognise misconduct. Eleven training sessions/seminars and 11 other initiatives were conducted to educate the University community about equal opportunities.

To sum up, Vilnius University does not tolerate any form of harassment, discrimination, or violence and is committed to fostering a safe, inclusive, and respectful community. The Trust Line, which has been in place since 2018, provides a means to report discrimination or misconduct. In 2023, in order to establish support mechanisms at the University, the Policy on the Prevention of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution was adopted, along with the Description of the Procedure for the Investigation of Discrimination, Harassment, Sexual Harassment, Violence and Persecution Cases. To strengthen safeguarding mechanisms, the counselling and support system was set up, responsible staff were appointed in each Unit, and the Commission for the Prevention and Investigation of Cases of Discrimination, Harassment, Sexual Harassment, Violence and Persecution was established. To ensure the implementation of the Policy, the University conducted training sessions and organised informational presentations for students, staff, and management. The availability of support was also publicised in the internal system and on the internet. The increase in both reports and consultations may reflect the community's growing trust in the existing support mechanisms and a greater willingness to address problems.

Other areas of ensuring equal opportunities

International cooperation in the field of equal opportunities. The Arqus University Alliance aims to ensure that cooperation in the areas of studies, research, and social partnership is sustainable and long-term. The Alliance coordinates the policies and actions of its member universities by creating common structures and mechanisms for cooperation. In 2022, Arqus II was launched, continuing and further developing the activities of the first phase; inclusion and diversity are among the main topics. In cooperation with the Arqus Alliance universities and the Scholars At Risk network, a screening and discussion of the film *Refugee Girls* was organised on 23 September 2025 to raise awareness of the importance of integrating refugee students into higher education institutions. The event was attended by 53 participants. In August 2024, the ‘Lyčių lygybės planų stebėsenos ir vertinimo metodika’ (LTERA) (‘Methodology for Monitoring and Assessment of Gender Equality Plans’) project funded by the Next Generation EU was launched. The aim of the project is to prepare guidelines for monitoring and assessment of the gender equality plan at VU, in synergy with the implementation of the ERA agenda (gender equality in science through institutional changes), the Ljubljana Declaration, and UN Sustainable Development Goals 5 and 10, thereby contributing to the development and institutionalisation of gender equality infrastructure through the implementation of EU gender equality and equal opportunities policies at the national level. In 2025, three panel discussions were organised as part of the LTERA project in order to achieve its objectives. The guidelines are scheduled to be developed during the next project phase.

Equality and diversity in communication. Equality and diversity in communication are important priorities for Vilnius University to promote an inclusive and conscious community. In 2025, to increase staff and students’ awareness of equal opportunities, diversity, mental health, and other relevant issues, the Communication and Marketing Division of the University prepared thematic articles, which were published not only on the University’s news website but also on media portals and social networks. Articles featured issues on mental health, discrimination against women, visible and non-visible disabilities, and other topics. A total of 67 social media posts were published: 29 on Facebook, 17 on LinkedIn, and 21 on Instagram. 18 articles were published on the VU News website, and 15 posts on the VU’s intranet in 2025.

Sexual orientation and gender identity. Vilnius University Students’ Representation continues to lead initiatives raising awareness of sexual orientation and gender identity issues at the University by actively developing the ‘Be etikečių’ (‘No Labels’) programme while closely cooperating with the LGBT+ community. Vilnius University is a diverse community in which students, staff, clients, and partners interact with people from a wide range of backgrounds. Understanding the diversity of gender identities is becoming an increasingly important part of professional competency, especially in areas working directly with people and their needs. To this end, a lecture titled ‘Bendravimas su translyčiais žmonėmis: nuo stereotipų atpažinimo prie įtraukios kalbos vartojimo’ (‘Communicating with Transgender People: From Recognising Stereotypes to the Use of

Inclusive Language’) was organised for the assigned staff members responsible for consulting members of their unit’s community on issues of discrimination, harassment, sexual harassment, violence, stalking, persecution, and other related issues. For the following year (2026), three separate lectures are planned for students, staff, and teaching staff titled ‘Lyties tapatumo įvairovė akademinėje aplinkoje: ką svarbu žinoti’ (‘Diversity of Gender Identity in the Academic Environment: What is Important to Know’).

Religion, faith, beliefs, convictions and views. No detailed study on religious or faith practices and the related needs of community members has been conducted at Vilnius University. It can be assumed that the majority of the VU community would identify as non-practising Catholics, and that there are also adherents of other Christian denominations and followers of other religions. The University Chaplain provides pastoral care in two distinct areas: first, aimed at the broader public and the city at large, fostering the tradition of ecumenical collaboration; and second, directed at the University community, where the Chaplain and the pastoral team oversee activities for community members. In 2025, events held included Mass for students and staff, an Advent evening, an early Advent Rorate Mass, an All Souls’ Day Mass, May devotional services, and celebrations of Mother’s Day and Father’s Day. The pastoral team has also organised social campaigns for people experiencing social exclusion. Pastoral care at Vilnius University is primarily carried out through St Johns’ Church, where Jesuits and academic pastoral care volunteers work together to provide comprehensive religious and spiritual services. In 2025, a Multi-Faith Room was equipped and opened to visitors at Saulėtekio al. 9, Vilnius. This space is open to all members of the Vilnius University community and has been accessible without restrictions since September – no data is collected on its use.

Summary and recommendations

The trends observed show that ensuring equal opportunities is becoming an increasingly important part of Vilnius University's activities. Growing community needs (e.g. accessibility, well-being, integration, prevention) are expanding the University's responsibilities.

Making studies and work accessible to people with disabilities. Vilnius University continued its activities and commitment to improving the accessibility of studies. Data shows that the number of students applying for study individualisation is on the rise. A recurring trend has been observed that students with non-visible disabilities (psychosocial disabilities, learning difficulties, long-term disorders) apply for study individualisation most frequently. The University's physical infrastructure is continually being adapted to improve accessibility within the work and study environment. The adaptation of infrastructure remains a challenge in some locations due to the heritage status of the buildings, but a range of solutions is being explored. The growing number of students with non-visible disabilities and psychosocial challenges increases the need for comprehensive support services for both students and teaching staff. In particular, the current system does not provide opportunities to apply for financial support for needs arising from these challenges. It is therefore important to develop and provide comprehensive services that address academic, psychological well-being, and social issues for both students and University staff. There is a need to strengthen the availability and quality of psychological support services for students, with particular attention to people with disabilities. There is also a need to continue educating community members about disability and individual needs, apply the principles of Universal Design for Learning, raise awareness of the possibilities of study adaptations, and provide individual consultations to teaching staff on the learning of students with disabilities of all kinds. The growing number of students with diverse disability-related needs calls for a revision of teaching staff training, moving towards more specialised training while further strengthening teaching competencies.

Gender equality. Vilnius University consistently monitors gender distribution among employees and students at the decision-making and remuneration levels to identify potential structural inequalities. In 2025, the trends from previous years persisted across most areas. In general, gender balance was observed among the staff (58% women and 42% men); it was also reflected among the academic staff (55% women and 45% men), although women constituted a larger share of non-academic staff members. It is important to note that there has been a positive change in management, top academic positions, and decision-making, but gender balance is not ensured across the board. Consideration should be given to whether targeted measures to ensure gender balance in top academic positions, such as mentorship or quotas, would be appropriate. As in previous years, female students accounted for a larger share of students in Bachelor, Master, and integrated study programmes, while gender balance was observed among Doctoral (PhD) students. Taking this data into account, it has been observed that, although it is becoming less pronounced, the scissor effect in academic careers remains evident: women were more strongly represented at the beginning of teaching and research

careers, while men were more prevalent in the highest academic positions. The system for gender equality data analysis needs to be further strengthened to ensure regular and consistent data collection at both the University and unit levels, which is currently lacking. This is essential for properly assessing the effectiveness of the measures taken. A network of gender equality coordinators operates at the University, and initiatives dedicated to gender equality are conducted: mentorship events, lectures, discussions, and international projects. It is essential to consistently raise awareness of the importance of gender equality across all areas of the University: among students, academic and administrative staff, and management, by organising training sessions, seminars, discussions, and other events. These events should be linked to specific aspects of daily life, such as work-life balance, strengthening organisational culture, and ensuring a safe environment. With an established network of gender equality coordinators, the aim is to implement the desired initiatives across different University units through mutual cooperation.

International students and staff. The University continues to strengthen its internationalisation initiatives, with the number of international staff and students increasing each year. Although the number of international staff remains relatively low, it is growing, and the gender balance among international staff is improving. However, a more detailed analysis is recommended to identify the causes of gender imbalance and develop an action plan to increase gender balance. To improve the inclusion of the international community, it is recommended that mentorship opportunities be expanded by involving more English-speaking mentors to support the integration of international students and staff. It is also important to ensure that Lithuanian language courses are accessible to international students and offered at times convenient for them. Events should be tailored to the needs of international community members by organising joint activities that bring together Lithuanian and international participants. It is important to organise intercultural events where people from abroad can present their culture and traditions, promoting intercultural understanding and social integration. The University community's intercultural competency needs to be enhanced, and annual training opportunities should be provided.

Work-life balance. The University aims to ensure a healthy work-life balance for staff members by providing flexibility and support measures that help them reconcile professional and personal commitments. The University follows the principles of equal opportunities, takes into account individual situations of staff members, and aims to ensure, when necessary, flexible work schedules and remote work. To promote the engagement of fathers in childcare, it is recommended that non-transferable child care leave be actively promoted through internal communication, highlighting its benefits for families and gender equality. The possibility of providing additional support or specific services for single parents and families raising children with disabilities should also be assessed. To provide greater flexibility for employees raising children, it is recommended that a pilot hourly childcare service be introduced at the children's playroom in Saulėtekis, with its effectiveness evaluated after six months. After the evaluation of the trial period, the possibility of establishing children's playrooms in other locations of the University should be considered.

Studies regardless of social circumstances. Vilnius University provides various forms of financial support for socially vulnerable groups: the 450th Anniversary Scholarships for entrants, social scholarships, community support scholarships, and other scholarships. In 2023, updated Regulations expanded support opportunities for the most gifted students facing financial challenges. It is important to continue raising awareness of financial aid among pupils (i.e. prospective students) and current students who are just starting their studies, so that financial challenges are not a barrier when planning their future and choosing the path of higher education. Another important thing is to consider expanding the number of student job opportunities at the University, with work schedules aligned with lectures. Also essential is the integration of academic and social support, as financial support alone is not always effective.

Human, technological, and organisational resources determine the scale of interventions and the assessment of their impact; some measures have not been implemented consistently or at the same pace across units.

Prevention of discrimination, harassment, and psychological violence. Vilnius University maintains a clear position of zero tolerance towards any form of discrimination, sexual harassment, violence, or persecution, with the aim of creating a safe and inclusive academic environment which is based on mutual respect. Trust Line, which has been in operation since 2018, provides community members with the opportunity to anonymously report inappropriate behaviour and receive consultations. The approval of the 'Policy on the Prevention of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution at Vilnius University' and the 'Description of the Procedure for the Investigation of Discrimination, Harassment, Sexual Harassment, Violence and Persecution Cases at Vilnius University' marked an important step forward. These documents define forms of inappropriate behaviour, establish clear procedures for support and reporting investigations, and create the Commission for Investigation of Cases of Discrimination, Harassment, Sexual Harassment, Violence, and Persecution. Responsible employees were also appointed within each core academic unit. The VU support system operates through two channels: consultations and the submission of official reports to the Commission. Each year, presentations and training sessions are organised for students, staff, and management. The growing number of Trust Line consultations and reports demonstrates increasing trust in the system and greater awareness of the service. It is recommended to update and simplify procedures for reporting, providing support, investigating, and preventing discrimination, harassment, sexual harassment, violence, and persecution. However, it is important not only to analyse the reported cases systematically, but also to analyse their causes, which is essential for ensuring data-driven prevention and understanding community trends. There is still a need to further increase awareness and accessibility of this support system within the University community by ensuring that all staff members participate in training on the prevention of workplace violence and harassment, as required by the Order of the Chief State Labour Inspector of the Republic of Lithuania. To achieve a lasting impact, it is necessary to consistently develop the ability of staff and students to recognise and call out misconduct, and to develop training materials for the community that can be updated as needed.

Annexes

Remuneration indicators by gender

Table 1. Average remuneration by source of income of women and men in academic and non-academic positions at VU in 2025 (EUR) (source: Human Resources Management System ŽIVIS, data provided by the Finance Department)

	Appropriations from the State budget and own funds				Project funds			
	Official salary, hourly wage, holiday pay		Allowances, wage supplements, bonuses		Project work		Total:	
Teaching positions	Men	Women	Men	Women	Men	Women	Men	Women
Professor (with the status of Distinguished Professor)	7,739		883				8,794	
Professor	4,974	4,395	2,128	2,221			6,548	6,665
Partnership Professor	3,724	3,944	807	406			4,536	4,350
Associate Professor	3,368	3,394	1,129	1,156			4,513	4,588
Partnership Associate Professor	3,469	3,970	388	360			3,857	4,352
Assistant Professor	2,720	2,699	958	745			3,683	3,464
Teaching Assistant	2,179	2,178	565	445			2,769	2,634
Senior Lecturer	2,381	2,427	384	270			2,767	2,700
Lecturer	2,273	2,208	508	341		3,392	2,781	2,558
Lecturer Practitioner	4,351	3,933	433	267			4,787	4,220
Teaching positions in total:	3,270	3,050	1,143	954			4,430	4,028
Research positions								
Research Professor (with the status of Distinguished Professor)	8,501		1,586				10,087	
Research Professor	4,121	4,143	1,066	1,085	5,759	5,754	5,440	5,502
Senior Researcher	3,270	3,226	717	501	4,308	4,167	4,078	3,868
Researcher	2,600	2,590	386	197	3,459	3,083	3,104	2,873
Research Assistant	2,051	2,055	348	409	2,081	2,089	2,207	2,243
Research Fellow	3,048	2,816	75	156	2,611	2,681	2,656	2,702
Research positions in total:	3,211	2,906	664	442	3,645	3,384	3,779	3,364
Academic staff in total:	3,252	3,023	1,001	858	3,706	3,523	4,158	3,833
Non-academic staff in total:	2,530	2,364	366	339	2,399	2,391	2,847	2,684

Table 2. Gender pay gap in academic and non-academic positions at VU in 2025 (%) (source: Human Resources Management System, data submitted by the Finance Department)

	Appropriations from the State budget and own funds		Project funds	
	Official salary hourly wage, holiday pay	Allowances, wage supplements, bonuses	Project work	
Total:				
Academic staff				
Teaching positions				
Professor (with the status of Distinguished Professor)				
Professor	-0.5	-4.2		-1.8
Partnership Professor	-5.6	98.8		4.3
Associate Professor	-0.8	-2.3		-1.6
Partnership Associate Professor	-12.6	7.8		-11.4
Assistant Professor	0.8	28.6		6.3
Teaching Assistant	0	27		5.1
Senior Lecturer	-1.9	42.2		2.5
Lecturer	2.9	49		8.7
Lecturer Practitioner	10.6	62.2		13.4
Teaching positions in total:	7.2	19.8		10
Research positions				
Research Professor (with the status of Distinguished Professor)				
Research Professor	-0.5	-1.8	0.1	-1.1
Senior Researcher	1.4	43.1	3.4	5.4
Researcher	0.4	95.9	12.2	8
Research Assistant	-0.2	-14.9	-0.4	-1.6
Research Fellow	8.2	-51.9	-2.6	-1.7
Research positions in total:	10.5	50.2	7.7	12.3
Academic staff in total:	7.6	16.7	5.2	8.5
Non-academic staff (without a piecework wage)	7	8	0.3	6.1

The negative sign means that women in those positions earned more than men on average, and the positive means that men earned more than women.

Table 3. Composition of the remuneration of women and men in academic and non-academic positions at VU in 2025 (in %) (source: Human Resources Management System ŽIVIS, data submitted by the Finance Department)

	Appropriations from the State budget and own funds						Project funds	
	Official salary, hourly wage, holiday pay		Allowances, wage supplements		Bonuses		Project work	
Academic staff	Men	Women	Men	Women	Men	Women	Men	Women
Teaching positions								
Professor (with the status of Distinguished Professor)	88		3.5		6.5		2	
Professor	66.7	65.9	20	21.4	12.5	11.9	0.8	0.8
Partnership Professor	82.1	90.7	11.6	3.7	6.2	5.6	0.1	0
Associate Professor	74.5	73.8	16.4	16.5	8.6	8.6	0.5	1.1
Partnership Associate Professor	89.9	91	6.1	7	4	1.2	0	0.8
Assistant Professor	73.8	77.6	18.3	14.6	7.7	6.7	0.2	1.1
Teaching Assistant	78.7	82.7	11.1	9.5	9.3	7.4	0.9	0.4
Senior Lecturer	86.1	89.8	8.8	4.9	5.1	5.1	0	0.2
Lecturer	81.4	85.3	14.8	10.2	3.4	2.9	0.4	1.6
Lecturer Practitioner	90.8	93.2	5.7	3.1	3.4	3.2	0.1	0.5
Teaching positions in total:	73.7	75.3	16.8	15.6	9	8	0.5	1.1
Research positions								
Research Professor (with the status of Distinguished Professor)	84.3		4.8		10.9		0	
Research Professor	42.3	36	4.6	3.8	6.3	5.6	46.8	54.6
Senior Researcher	57.6	56.8	5	3.7	7.6	5.1	29.8	34.4
Researcher	62.7	63.9	4.1	2.7	5.3	2.2	27.9	31.2
Research Assistant	36.6	37.6	2.1	2.4	4.1	5.1	57.2	54.9
Research Fellow	10.2	7.5	0	0.4	0.3	0.1	89.5	92
Research positions in total:	49.7	47.4	4.1	3.1	6.1	4.2	40.1	45.3
Academic staff in total:	64.5	68.2	12	12.4	7.9	7	15.6	12.4
Non-academic staff:	80.1	82.7	4.2	4	7.4	7.8	8.3	5.5

Figure 1. Distribution of research staff by gender in core academic units on 31 December 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)

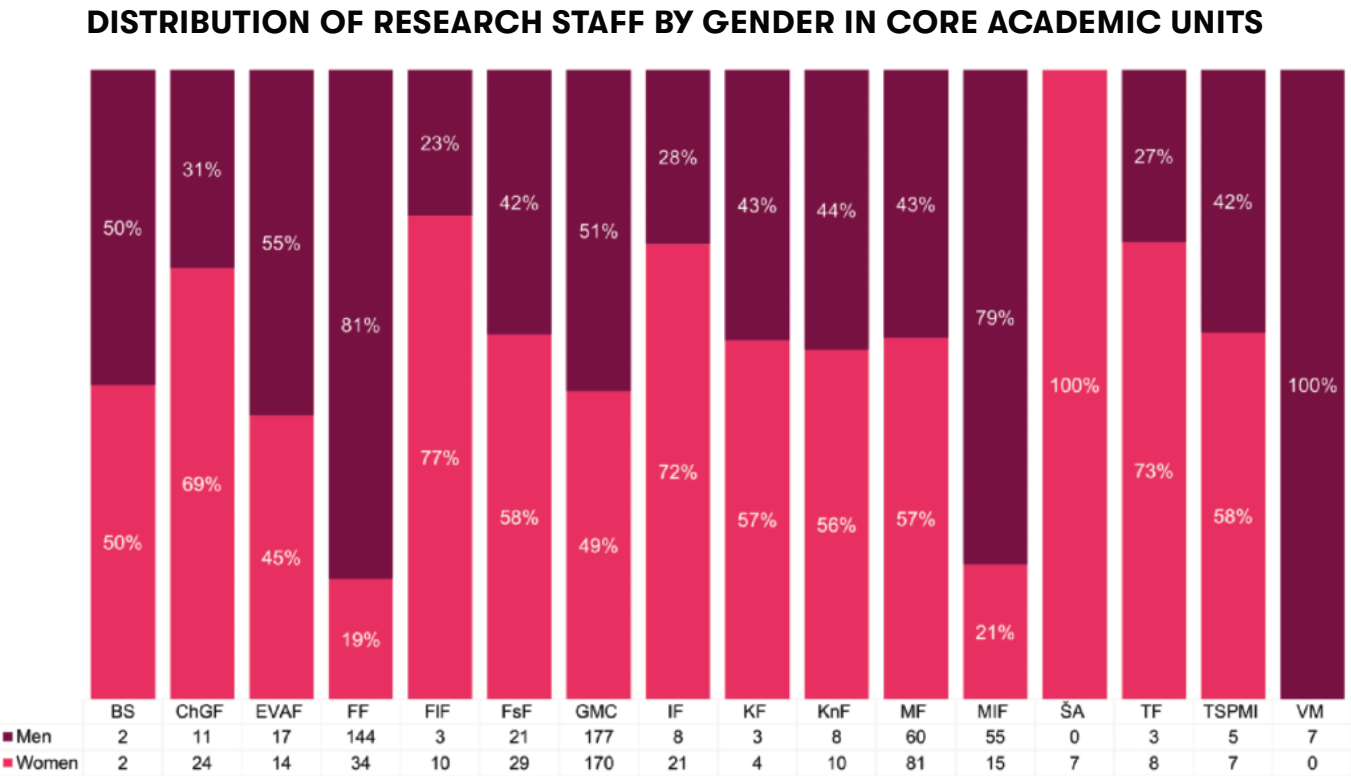
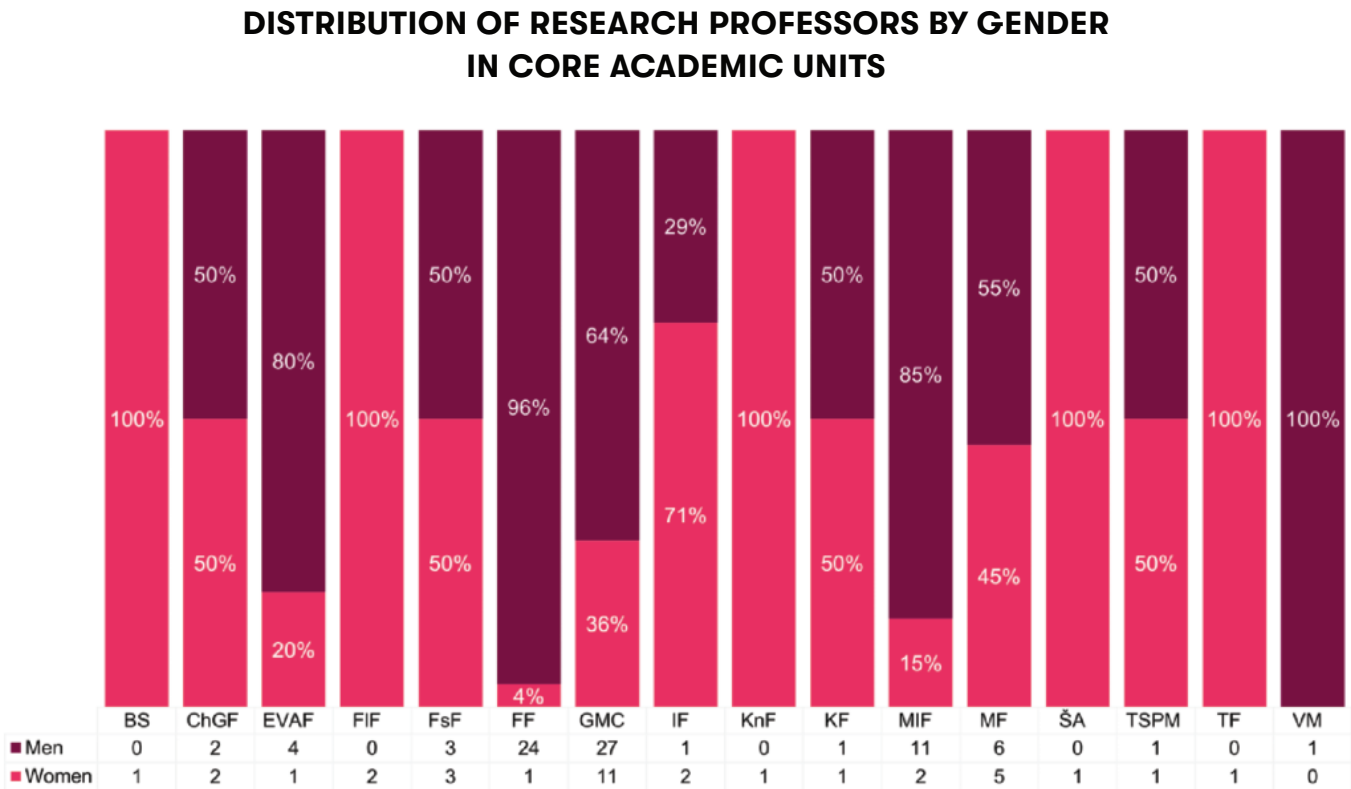


Figure 2. Distribution of research professors by gender in core academic units on 31 December 2025 (source: Human Resources Management System ŽIVIS, data submitted by the Human Resources Division)





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