

APPROVED
by the Council of the Faculty of
Economics and Business Administration,
Vilnius University
Resolution No. _____ from 2021-XX-XX

Gender equality implementation plan

Faculty of Economics and Business Administration, VU

2021

The mission of the Faculty of Economics and Business Administration (hereinafter – Faculty), Vilnius University (hereinafter – University) is to unite professionals in Economics and Management in developing studies and science of international standard and contributing to innovation and entrepreneurship. To implement its mission, the Faculty strives to be open to its community with regard to gender, language, nationality, citizenship, social status, religion or views, sexual orientation, marital status, disability experiences. We have already majorly advanced in the development of gender equality and diversity in the studies and work environment, where all community members are ensured equal possibilities to realize their potential and achieve their goals; nonetheless, there is room for improvement. Women comprise half of the members of the Faculty Council; women occupy two out of four Dean’s Office positions; half of the academic departments are led by women. We aim to proceed even further and ensure that the principles of gender equality and the support in leadership and representation processes become an integral part of the Faculty’s organizational culture.

Previously, our aims were foremost supported through the convenient and modern infrastructure: Faculty’s location allows easy access by the public and personal transport; there is a network of bicycle paths. Vilnius also has an advanced transport connection with other cities for employees from other cities (i.e., Kaunas or Varėna) traveling to the workplace. The Faculty has an on-site parking lot, as well as a multi-story parking lot within a walking distance (Saulėtekio al. 3a). Parking permissions are issued to all employees and students, the number of parking spaces meets the existing demand.

Faculty’s workplaces and the environment are particularly favorable for the work-life balance: the University Health and Sports Center and various catering places are located nearby; the Faculty is equipped with a kitchen for heating home-brought meals; Faculty employees are offered an on-site gym and aerobics room with dressing rooms and shower, group sports activities are held. Nearby University

library's Scholar Communication and Information Center (SCIC) usually operates 24/7 and offers the possibility to use all library services, reading rooms, individual and group workrooms, copying rooms, etc. SCIC and the Joint Building of the Faculty offer child rooms for children of VU employees; however, the need to promote their functionality and visibility among employees is evident. Remote employees are provided essential equipment and assisted in arranging the workplace at home; a significant proportion of the VU services is accessible remotely. Furthermore, employees are provided a possibility to accommodate at University recreation centers, visit cultural objects free of charge, use VU psychological counseling services, VU Career Center consultations, and services.

Despite the efforts to ensure that all employees have adequate, safe, and healthy work conditions, work-life commitments remain somewhat a challenge. Child or elderly care can be identified as the main factors influencing career. Those commitments may be long-term and require significant efforts, which affects the scientific and other work outcomes due to the negative impact on productivity. For instance, at the Faculty, exclusively women choose parental leave: in 2019, six academic staff were at the parental leave, and none were men. It must be further emphasized that female PhD students return from parental leave less often than male PhD students. Although the Faculty does not possess comprehensive statistics or more extensive data regarding other family commitments, it is visible that Faculty's women are more likely to have children or elderly care commitments, which may lead to lower work outcomes and rejecting career perspectives.

The Labor Code of the Republic of Lithuania (hereinafter – Labor Code) obliges employers with an average number of fifty or more employees, to adopt and publish, in the ways that are accustomed at the workplace, the measures for the implementation of the principles for the supervision of the implementation and enforcement of the equal opportunities policies. Furthermore, Article 28 of the Labor Code obliges an employer to take measures to help an employee to fulfill their family obligations. The principle of respect for employees' family commitments is implemented through the cases established in the Labor Code regulating the right to remote work, part-time work, unpaid days off for family purposes, flexible and individual working hours, diversity of the employment contracts, the right of priority to select the time of annual leave, shifts, additional protection in the event of termination of the employment contract. The Labor Code specifically regulates the pregnancy leave, parental leave for employees with children up to a particular age, as well as other social guarantees for individuals with family commitments. Moreover, the Labor Code imposes employer's obligation to implement the principles of gender equality and non-discrimination on other grounds, such as applying equal selection criteria and conditions for

women and men, establishing equal work conditions for all employees, equal opportunities for qualification improvement, and professional development, paying equal salary to women and men occupying positions of the similar value.

The implementation of the aforementioned principles in the workplace has an influence on employee decisions related to the self-realization and career selection. Therefore, it is essential for the Faculty to be a gender-sensitive and conscious, and help community members fulfill their family commitments through proactive actions and particular measures.

The analysis of the Faculty's strategic documents revealed that gender equality objectives are not directly and explicitly formulated nor integrated into Faculty's strategic documents. Moreover, gender-neutral (insensitive) policies prevail. There are no documents related to the integration of the gender equality aspect into the activities and the study process at the Faculty. The Faculty strategy, action plan, and key performance indicator tables do not include gender aspects, favoring general numbers with no separation by gender and perceiving the Faculty community as homogenous. The gender-separated data is not collected or analyzed; therefore, it is difficult to evaluate whether measures established in the action plan reach women and men, satisfy their needs, social experiences, peculiarities, and opportunities.

In November 2020, we conducted an employee survey aimed at examining how employees evaluate various University performance aspects (psychosocial work factors) influencing employee well-being at work and general well-being. The results revealed that 9 percent of the University and 6 percent of the Faculty employees state that they faced gender-based discrimination/bullying/harassment in past months.

Since 2019, Vilnius University has been participating in the project "Supporting and Implementing Plans for Gender Equality in Academia (SPEAR)" under the Horizon 2020 "Science with and for Society (SwafS)" programme. The project aims to develop and implement gender equality plans at higher education institutions. A gender equality plan is perceived as the political instrument dedicated to stimulating cultural and institutional changes within an organization.

Moreover, VU Senate Resolution Nr. SPN-6 from the 18th of February, 2020, approved Vilnius University Diversity and Equal Opportunities Strategy 2020-2025, where gender equality (in line with Section 1 of the Strategic Objective II) is highlighted as one of the priority activity areas in the implementation of the Objective "Strive for gender equality in individual areas of science and studies at the University through implementing gender equality plans with respect to students and staff and through

pursuing gender balance in the University governing bodies“. It obliges University units to develop and implement unit-level gender equality plans.

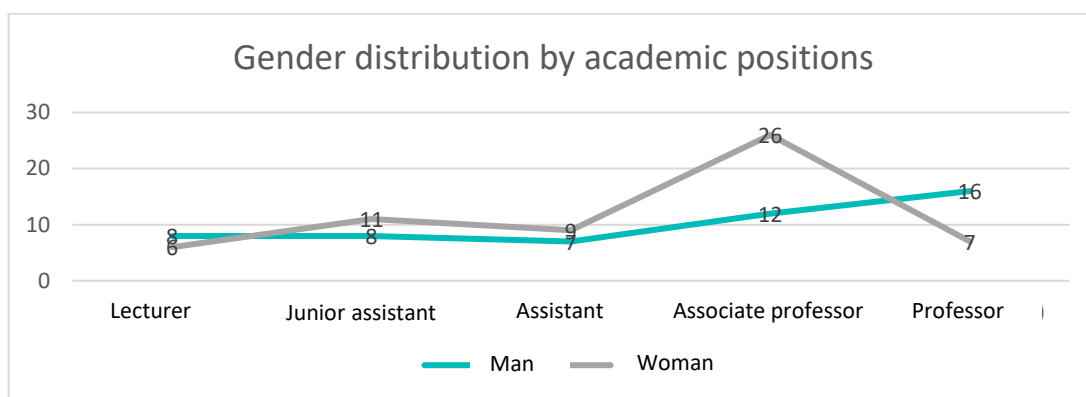
The activities of the SPEAR project are carried out in the Faculty of Economics and Business Administration. At the beginning of 2020, the analysis of the Faculty activity areas (governance, studies, work conditions, salaries, etc.) with regard to the gender aspect was performed. It laid the basis for the Faculty's Gender Equality Implementation Plan. The Plan is Faculty's commitment to the consistent and systematic pursuit for equal opportunities in study and work environments in five key areas:

- Human resources,
- Governance (decision-making level),
- Studies,
- Research,
- Institutional communication.

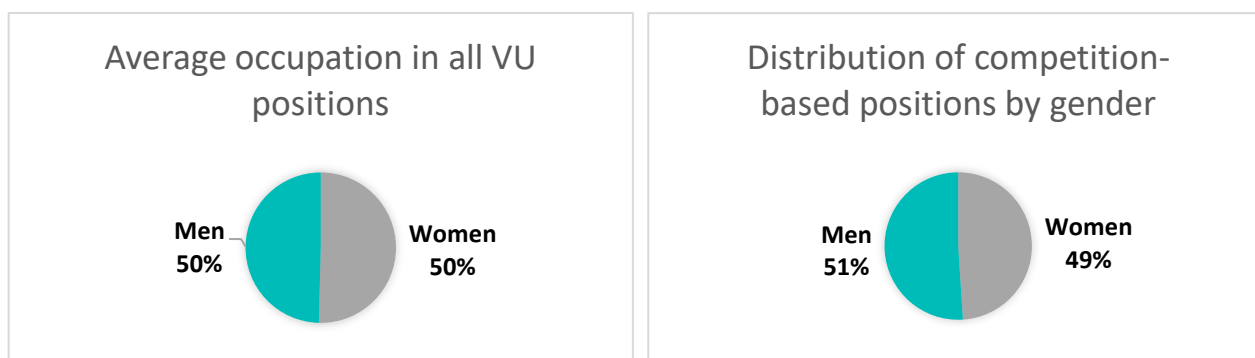
Despite Faculty's dominating openness, diversity, and discussion culture, participation in the project allows institutionalizing the norms and values of gender equality and ensuring their sustainability in the long-term perspective. During the project, the Faculty will seek to establish formal policy and responsibility areas in the implementation of the gender equality principles among staff and students, ensure gender representation balance in Faculty's governance, establish favorable professional development and career conditions regardless of gender, marital status or family commitments. Furthermore, Faculty will strive for gender equality to become a sustainable and consistent part of the Faculty's policy and the processes ensuring it will be improved regardless of the changing terms of the Faculty's top management or the duration of the project.

Human resource area (October 2019)

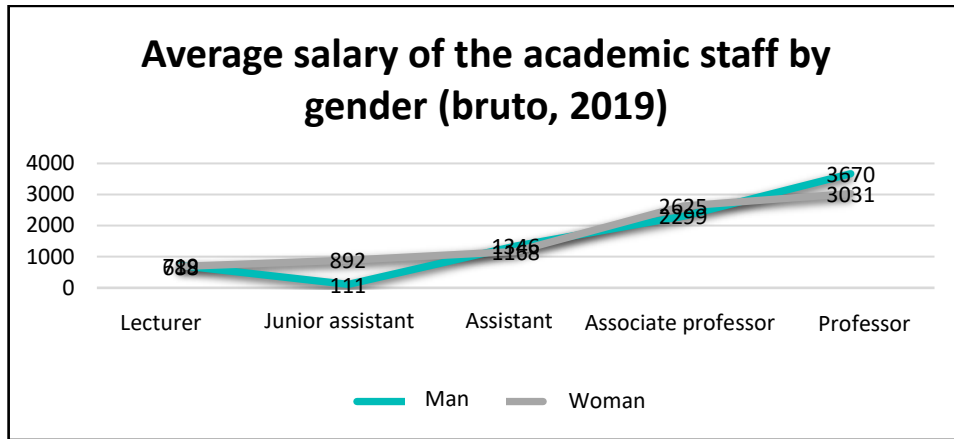
Section 1: Distribution of women and men by position (hierarchy). In general, the number of academic staff in the Faculty (both full-time and part-time) is balanced by gender: the number of women and men is somewhat equal (women comprise 54 percent). However, in the analysis of academic staff distribution by gender and position, a significant imbalance at the top level is evident (see Table below). The number of women occupying the associate professor position is close to twice higher than men; yet, the imbalance turns over in the professor position: the number of women professors is more than twice lower than men (the data is headcount).



Section 2: Distribution of women and men by full-time positions (security, opportunities). An average occupation in all VU positions is somewhat similar between genders: women on average occupy 0,63, men occupy 0,62 of the full-time position. The competition-based positions or indefinite employment contracts are occupied by 49 academic employees (24 women and 25 men). It comprises 45% of all academic staff (the remaining 55% are employed under the short-term fixed-duration employment contracts (vulnerable and “unsafe”) for two-year, one-year, or even shorter periods.



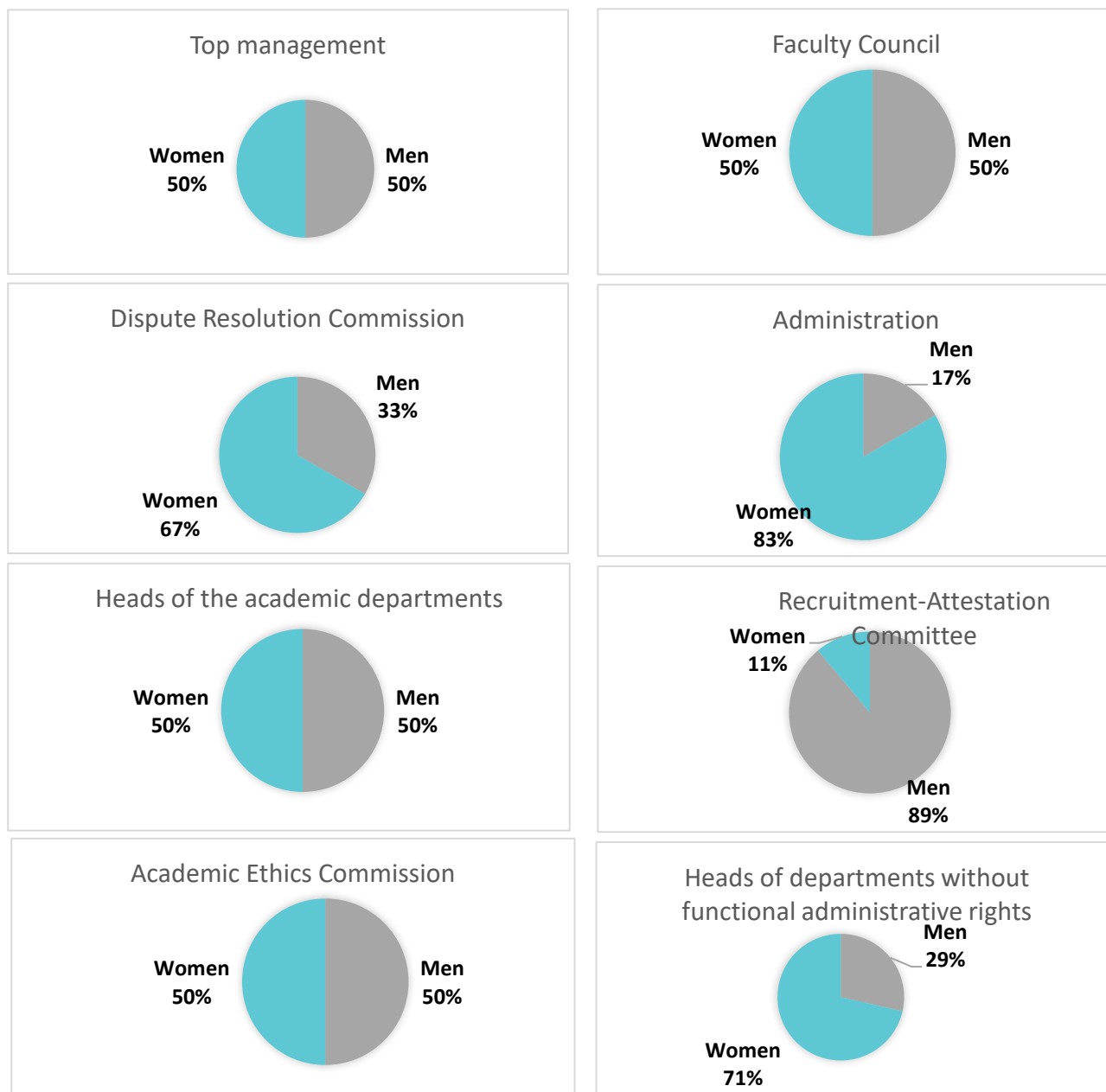
Section 3: Pay gap between women and men. In the calculation of the average salary of all academic staff, the following pattern was identified: the average pay gap between women and men in 2019 was 6% in favor of the latter. The average salary (bruto) of men was 2134 Eur, women – 2008 Eur (126 Eur gap). The analysis of the average pay gap between women and men by academic position has shown that men earned higher salaries in all cases except associate professor. The most significant salary imbalance has been identified in junior assistant and professor positions: men junior assistants earned 24,5% more than women; men professors earned 21% more than women professors.



Governance (decision-making level)

Women and men are distributed somewhat equally between the Faculty's top management positions. Furthermore, gender balance is maintained in the collegial governance bodies, between Heads of departments and centers (5 women and five men). Nonetheless, a significant gender imbalance is evident in the Recruitment-Attestation Committee, where out of nine members, one is a woman, and eight are men. Moreover, a substantial gender imbalance in the Faculty administration has been found.

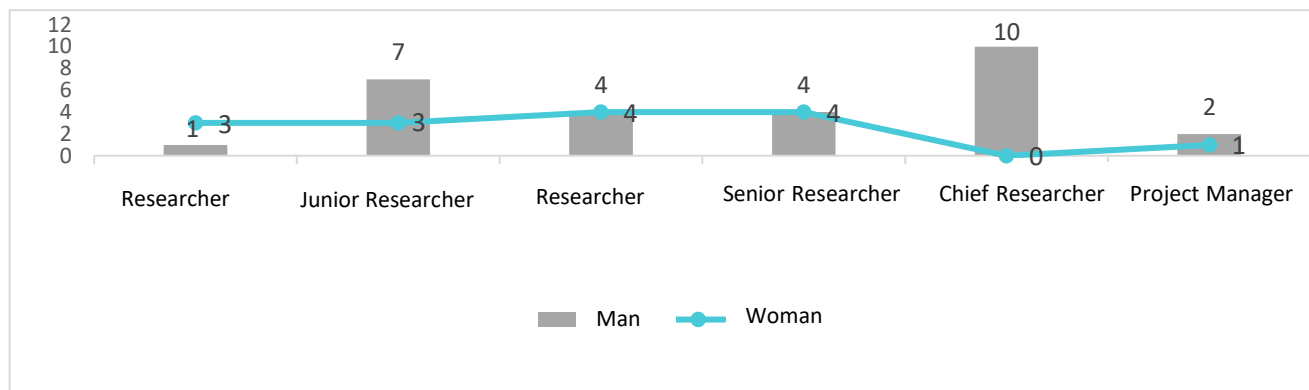
Gender distribution (visual):



Studies and research

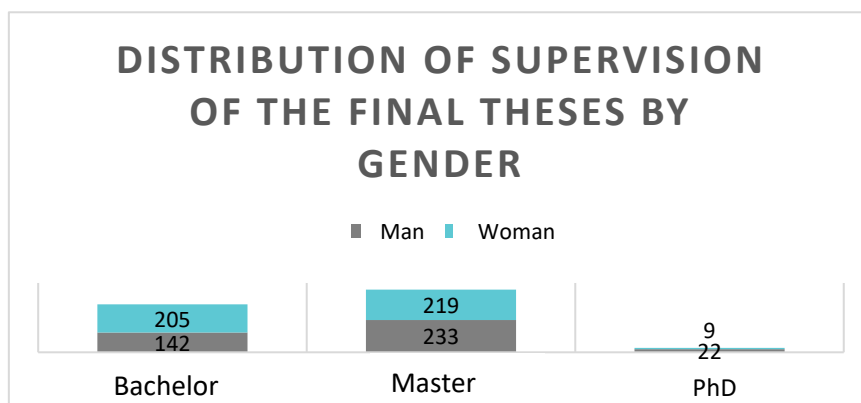
Section 1: Distribution of women and men by participation in research/study/other projects. Section 1: Distribution of women and men by participation in research/study/other projects. According to the data from December 2019, there were 43 project-based research positions at the Faculty, out of which 15 were occupied by women and 23 by men; some individuals occupied more than one

research position. Project officer positions are occupied by two men and one woman. The most substantial imbalance has been identified in the leading researcher position: 10 men and one woman.



Section 2: Women and men participation in training researchers: (post-)doctorate (supervision, committees), final theses (supervision, committees), other (i.e., LRC-funded internships/research). Presently, the Faculty operates five bachelor study programme committees, led by two women and three men; 12 master study programme committees, led by five women and seven men. Economics PhD Committee comprises 15 members, of which six are women, and nine are men. The committee is chaired by a man. Management PhD Committee contains 13 members, of which seven are women, and six are men. The committee is chaired by a woman.

The analysis of the distribution of supervision of the final theses by gender discloses the imbalance between PhD supervisors: only nine supervisors of PhD students out of 31 (29%) are women. The distribution of supervisors by gender in other study cycles is somewhat balanced.



Faculty of Economics and Business Administration Gender Equality Implementation Plan 2020-2021

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Human resource area

Objective – to create conditions for pursuing a (successful) career regardless of gender.

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Outcomes, milestones
1.	Development of recommendations for equal opportunities and promotion of the tolerant approach to gender equality.	<p>1.1. Develop recommendations for equal opportunities development for FEBA top management.</p> <p>1.2. Educate the FEBA community on the topic.</p>	Human	<p>Head of the CAU CAU administration Heads of departments</p>	<p>1.1. Recommendations developed by the 1st of September.</p> <p>1.2. The number of educating messages on the topic of gender equality implementation, no less than once annually, beginning from May 2021.</p> <p>1.2. Reminder regarding the trust line contacts on the FEBA webpage once per semester: feedback@evaf.vu.lt or pasitikejimas@cr.vu.lt</p>
2.	Monitoring of salaries, additional pays, and bonuses	<p>2.1. Present the analysis of salaries, additional pays, and bonuses in the annual report to reveal accomplishments in the area of ensuring equal opportunities.</p> <p>2.2. Present recommendations on ensuring equal salary opportunities with regard to gender (in the distribution of bonuses, additional pays, the composition of</p>	Human	<p>Faculty's Human Resource Specialist Faculty's Head of Human Resources</p>	<p>2.1. The analysis of salaries, additional pays, and bonuses by January 2022.</p> <p>2.2. Recommendations developed and submitted to the Head of CAU by September 2021.</p>

		commissions and committees) to the Head of the CAU annually.			
3.	Formalization of the return from long-term leave (i.e., parental leave, academic leave)	3.1. Develop a process of informing the staff that takes a long-term leave (regarding retaining the workplace, functions, workload, e-mail, possibilities to use additional benefits) and prepare a communication template.	Human	Studies Coordinator Faculty Head of Human Resources	3.1. Improved integration process, including the specifics of those returning from the long-term leave, by September 2021. 3.2. Faster adaptation measures developed (career consultation, etc.) by September 2021.

4.	Development of conditions for balancing work responsibilities with family or other responsibilities.	<p>4.1. Develop flexible work conditions:</p> <p>a) arrange interviews with employees intensively combining work and family responsibilities and identify what work conditions could help increase their productivity;</p> <p>b) create a summary of potential measures and their application instructions or procedures.</p> <p>4.2. Develop measures for balancing work and family responsibilities (when and how days off are provided, additional pays, other benefits, etc.).</p>	Human	Faculty's Head of Human Resources	<p>4.1. Interview arranged and unit-level document, defining the possibilities to apply flexible work conditions prepared by June 2021.</p> <p>4.2. Memo created and published on the Intranet and evaf.vu.lt, disseminated to employees at least twice annually, by October 2021.</p>
5.	Creation of flexible opportunities for development and growth.	5.1. Prepare the list of research qualification development possibilities for the academic staff (i.e., virtual placements, conferences, etc.).	Human	Faculty Head of Human Resources Vice-Dean for Research Vice-Dean for Studies	Employees informed regarding the research placement possibilities no less than once annually, in May.

Governance (decision-making level) area

Objective – to strive for the balance in governance structures (in 40/60 limits).

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Success factors, milestones
1.	Integration of gender equality aspect in the FEBA governance regulations	Revise all regulations and principles of the establishment of governance structures, committees, and commissions, and incorporate gender aspect (align the gender aspect formulation with the VU Legislation Division as the quotas cannot be applied).	Human	All units (dependent upon responsibility area)	Recommendations for the FEBA governance structures developed by December 2021.
2.	Integration of gender equality aspect in the Faculty action plan	Oblige functional units to calculate and submit annual action plans and performance indicators evaluating the impact on gender equality.	Human	Head of the CAU	Outcomes reflecting gender equality are analyzed in the activity report by February 2022.
3.	Appointing a coordinator, responsible person, or functions of gender equality plan implementation.	Appoint this function by Order of the Head of CAU to a responsible specialist no later than May 2021.	Human, financial	Head of the CAU	The responsible employee appointed by June.

Studies area

Objective – to strengthen the awareness of the importance of ensuring gender equality; to ensure equal opportunities.

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Success factors, milestones
1.	Monitoring of gender equality aspect in study programmes.	Perform the analysis of teaching staff distribution by gender, propose solutions on better gender balance (target indicator: 40/60) to the Study Programme Committees.	Human	Study quality specialist	Measures for maintaining/improving teaching staff gender balance proposed by September 2021.
2.	Monitoring of student evaluation of the study quality by gender.	2.1. Arrange student feedback by gender and monitor differences in the results by gender. 2.2. Perform preventive monitoring of student assessments highlighting the aspect of gender discrimination. 2.3. Develop recommendations (in Lithuanian and English) for teaching staff on integrating the gender aspect in teaching.	Human	Vice-Dean for Studies Study quality specialist	Measures to support the maintenance of similar assessments with consideration of the gender aspect proposed; memo for teaching staff renewed and sent out together with the survey results, by September 2021.
3.	Periodical student surveys and discussions regarding equal opportunities.	3.1. Perform a survey on gender equality, sexual harassment, bullying, and discrimination, identify issues, carefully monitor emails in feedback@evaf.vu.lt and encourage students to share their emotions. 3.2. Initiate student discussions on gender equality and equal opportunities in studies/career.	Human, Survey platforms (i.e. MS Forms)	Vice-Dean for Studies FEBA Student Representation Chair	3.1. Survey conducted, data analyzed, and conclusions submitted to the Head of CAU by November 2021. 3.2. A discussion on the survey results held by December 2021.

4.	Creating favorable conditions for students returning from long-term leaves (i.e. parental leave) and combining studies with family matters.	<p>4.1. Improve the process and template of informing students leaving for long-term leaves regarding return to studies, retaining e-mail, postponing assignments, possibilities to use VU services, integration measures for returning students, etc.).</p> <p>4.2. Apply integration process for returning students, invite them to personal consultation.</p>	Human	Vice-Dean for Studies Human Resources Division	<p>4.1. Improved integration process acknowledging the specifics of those returning from long-term leave, by September 2021.</p> <p>4.2. Faster adaptation measures developed (career consultations and other) by September 2021.</p>
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Research area

Objective – to strengthen the awareness of the importance of ensuring gender equality; to ensure equal opportunities.

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Success factors, milestones
1.	Integration of the gender dimension indicator in research.	1.1. Perform the evaluation of scientific units by gender aspect. 1.2. Perform the evaluation of PhD students by gender aspect.	Human, financial (salary for seminar speaker)	Vice-Dean for Research	The evaluation performed and results published.
2.	Ensuring conditions for smooth return from long-term leaves (i.e., parental leave) for PhD students	3.1. Develop the process of informing those leaving for long-term leaves regarding return to studies, retaining e-mail, postponing attestations, possibilities to use additional benefits, participating in seminars, integration measures for returning PhD students, etc.). 3.2. Apply integration process for returning PhD students, invite them to personal consultation.	Human	Vice-Dean for Research Human Resources Division	2.1. Improved integration process acknowledging the specifics of those returning from long-term leave, by September 2021. 2.2. Faster adaptation measures developed (career consultations and other) by September 2021.

Institutional communication area

Objective – to strengthen the awareness, sensitivity to gender differences.

No.	Measure	Implementation			
		Procedures, dates	Resources used	Responsible person(s)	Success factors, milestones
1.	Integrating gender equality plan communication activities into the Faculty communication plan.	Integrate the gender equality aspect into communication.	Human	Head of CAU, Head of Marketing and Communication, Head of Human Resources	Increasing number of communication messages integrating male and female genders, consistently.
2.	Integrating the gender aspect into the FEBA advertising campaigns.	2.1. Revise the marketing measures plan by including the gender aspect in advertising study campaigns (target: 40/60). 2.2. Strive for gender-neutral language in communication messages, at the same time using pronouns “she” and “he”.	Human	Head of CAU, Head of Marketing and Communication	Revised marketing messages, annual report with gender aspect submitted, by March 2022.
3.	Strengthening the image and communication of women in science.	3.1. Develop plans with consideration of the gender balance 40/60 between researchers and lecturers participating in the publicity campaigns. 3.2. Publish stories/interviews dedicated to women researcher career at the FEBA.	Human	Head of Marketing and Communication	Two articles/interviews in at least three communication channels, by December 2021.

General provisions

The Plan developed and agreed with the Faculty administration is approved by the Council. Acknowledging the changing situation and the results of the implementation of measures, the Plan can be revised once annually. Revisions of the Plan are approved by the Council; the Plan is further implemented upon the need and relevance.

The responsibility for the implementation of this Plan is upon the Dean and appointed person responsible for the development, implementation, and monitoring measures stipulated in the Gender Equality Plan.

A person responsible for gender equality submits reports to the Dean of the Faculty. The Dean includes results in the area of gender equality into the Faculty annual report, presents to the community, and submits for approval of the Council.