

PILLAR 1 - ETHICS, INTEGRITY, GENDER AND OPEN SCIENCE

1) Ethics and Research Integrity

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Fully implemented | <p>Activities planned for the near future:</p> <p>The ethics committee has recently had a large number of projects to evaluate for ethical compliance. If this high volume of work continues, the University may need to consider increasing the size of the workforce. If necessary, we could also use the central Estonian ethics committee that will be established in the beginning of 2026.</p> <p>Determining whether every institute needs an ethics advisor is an issue. Historically, their presence has varied. During some periods they have been present at all institutions and during other periods in only a few. We need to create a clearer system that defines their responsibilities and establishes a more cooperative framework among ethics committees. For example, regular meetings between committees would allow them to share insights and standardise best practices.</p> | <p>The ethical principles guiding research activities are outlined in the Estonian Code of Conduct for Research Integrity, which Tallinn University has signed along with other partners. The University has made this document and other relevant materials publicly available on the website and promotes ethical conduct of research actively.</p> <p>In June 2025, the Organisation of Research, Development and Innovation Act (https://www.riigiteataja.ee/en/eli/ee/Riigikogu/act/511072_025001/consolidate; https://www.riigiteataja.ee/akt/TAIKS) was adopted (entered into force 1 October 2025), which also provides for the establishment of a national Research Ethics Committee. This will be a country-wide structure whose services can be used by universities, including Tallinn University, if needed. The exact timeline for the establishment of the committee has not yet been determined.</p> <p>Tallinn University has its own Ethics Committee, an independent expert body established on 6 November 2019. Its role is to evaluate data protection and ethical aspects of research conducted in Tallinn University and evaluate cases of disregard of academic practice in compliance with</p> |

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| | | <p>ethical principles. The Committee operates in accordance with the Personal Data Protection Act, Estonian and European research ethics codes (including ALLEA), and the Agreement of Good Academic Practice among Estonian universities.</p> <p>In addition to the Tallinn University's Ethics Committee, several institutes at Tallinn University have appointed voluntary ethics advisors. Their role is to assist in resolving ethical questions prior to formal submission to the Ethics Committee and to promote adherence to good research practices within their respective academic units.</p> <p>We also provide training on research integrity and ethics to our staff members and PhD students. For BA and MA level students the research ethics are integrated into the research methods courses and main responsibility for ethical conduct of research projects of the students lies with supervisors.</p> <p>New proposals:</p> <ul style="list-style-type: none"> - The goal is to improve collaboration between the University Ethics Committee and institutes ethical advisors by establishing a schedule of joint meetings. - Survey results indicate that 75% of Estonian-speaking respondents agree that the University provides sufficient support, compared to 50% of English-speaking respondents. While the low overall disagreement rate suggests a functional support system, the linguistic disparity highlights a need for targeted outreach and communication for international staff. We intend to conduct a review of existing English-language resources about research integrity and ethics and systematically expand materials to ensure greater clarity. |
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2) Freedom of Scientific Research

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Fully implemented | <p>Minor implementation impediments are related to the fact that a big part of our research is funded by the competition-based grants, which means that our researchers sometimes have to adjust their research interests to the areas that are predefined by the organisations providing project-based funding. However, each member of our research community is totally free to choose which grants to compete for and is responsible for not getting involved in projects that are in any way unethical or not in accord with their competences.</p> | <p>At Tallinn University, research and development activities are conducted in accordance with the Organisation of Research, Development and Innovation Act, the Agreement on Good Scientific Practice, and the European value framework. According to the Act, the autonomy of a research institution includes the right to choose research methods and decide on the use of results, unless restricted by law, regulations, or contracts.</p> <p>The Agreement on Good Scientific Practice outlines key scientific values and necessary limitations to be respected in research. Tallinn University bases its activities on the European value framework, evidenced by the signing of the Magna Charta Universitatum in 2009 by the Rector of the University and the signing of the renewed version of the Magna Charta in 2022. It is a foundational document shaping the University's principles and values.</p> <p>Accordingly, Tallinn University aims to develop and transmit knowledge while respecting academic freedom, fostering a community of dedicated scholars and learners, and achieving high academic quality through the integration of research and teaching. According to Tallinn University's Academic Charter, "academic freedom is the cornerstone of university values. Each member independently sets their academic goals and is responsible for their decisions and outcomes. The university respects</p> |

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| | | <p>students' rights to choose and change their field of study, select courses and assessment methods, and upholds scholars' freedom to pursue scientific interests and topics, safeguarding their academic independence." (https://www.tlu.ee/sites/default/files/TUKO/Dokumendid/TLU_HARTA_eng.pdf)</p> <p>New proposals</p> <p>Four respondents (1.5%) disagreed with the statement that the University does not restrict their freedom in conducting research, while 78% of all respondents fully agreed. No differences by gender emerged, nor were there differences based on whether the survey was answered in Estonian or English. Similarly, no significant differences were found across different job positions.</p> <p>As the survey results indicate no concerns regarding research freedom, no additional measures or interventions are currently planned in this matter.</p> |
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3) Open Science

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Minor implementation impediments are related to limited funds available for supporting open access publishing and lack of time and resources of project-based research teams to prepare research data (ensuring needed metadata) for open access.</p> <p>Currently, different advisory services operate separately, including data protection (legal aspects), security (IT and cybersecurity), ethical considerations, and advice on data management plans (research support). TLU needs structures for better coordination of advice provided to researchers.</p> | <p>Open Science support is organised through the Project Support Office and the Academic Library. The Academic Library is in charge of open access publication information and provides information and targeted seminars both on open access publishing as well as on data management plans.</p> <p>Advice on working with data in an open and responsible way is provided through the Project Support Office.</p> <p>Tallinn University's infrastructure uses Google services, in addition to Google Drive we have also the possibility of using OwnCloud which is tailored by sensitivity levels. TLU is part of the DataCite consortium managed by Tartu University and uses for data (and metadata) archiving purposes the DataDOI repository. The Academic Library's e-library ETERA also acts as a repository and offers the possibility of publishing conference theses with DOI.</p> <p>Tallinn University's Academic Library facilitates publishing in open access and hybrid journals via agreements with a range of publishers allowing researchers to publish without fees or with discount.</p> <p>The University provides some financial support for every member of the academic community for their research purposes including expenses related to open access publishing.</p> <p>New initiatives undertaken</p> |

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| | | <p>Regarding the statement 'I have sufficient knowledge of open access publishing options,' 19 respondents (7.1%) disagreed, while 67% of all participants either agreed or strongly agreed. No differences by gender were observed, nor were there any variations based on whether the survey was completed in Estonian or English.</p> <p>We have identified that improvements are necessary in our IT solutions and security infrastructure. As a result, we have restructured staffing in both the IT and Legal departments (in the beginning of 2026). New management is now in place, and there is a focus on the continuous improvement of existing systems, including data protection (legal aspects) and security (IT and cybersecurity).</p> <p>More training activities for researchers at earlier career stages could be considered.</p> |
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4) Gender Equality

| Implementation (we need to write whether fully implemented, almost but not fully implemented, partially implemented, insufficiently implemented) | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| almost but not fully implemented | <p>In line with the Charter's requirement to ensure equal treatment in remuneration and career progression, a moderate but persistent gender pay gap (approximately 4.6%) indicates that existing measures have not yet fully eliminated gender-based pay differences. Continued monitoring and enhanced transparency are therefore required.</p> <p>Regarding the Charter's emphasis on working conditions that enable equal opportunities, insufficient transparency and comparability of workload distribution represent a potential risk. Although formal flexibility is widely available and highly valued (M=4.4), lower assessments of workload reasonableness (M=3.4) and reported uneven distribution suggest that flexibility alone does not fully safeguard gender equality in practice.</p> <p>Consistent with the Charter's recognition of structural barriers, broader labour market gender segregation and culturally embedded gender roles continue to influence academic career pathways, leadership representation, and pay structures within the University, particularly in a context of high workloads and project-based employment.</p> <p>From an intersectional perspective, unequal access to information and support services for international staff constitutes an additional</p> | <p>Initiatives undertaken</p> <p>Tallinn University has adopted a systematic and strategic approach to promoting gender equality and equal treatment. The University's activities are grounded in national legislation and internal regulations and strategic documents, including the TLU Gender Equality and Equal Treatment Plan 2025-2027, which provides a comprehensive framework for advancing gender equality in recruitment, remuneration, work-life balance, leadership, organisational culture, and the integration of the gender dimension into research and teaching.</p> <p>TLU is committed to zero tolerance for unequal treatment, discrimination, and harassment. An Equal Treatment Commissioner has been appointed since May 2021 to promote gender equality and equal treatment, provide confidential advice, and ensure accessible reporting and handling of complaints</p> <p>TLU generally demonstrates gender representation in management bodies that broadly reflects the gender distribution of the workforce. However, differences</p> |

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| | <p>implementation gap. Lower satisfaction levels among English-speaking staff with regard to mental health support indicate that equality-related measures are not evenly accessible across staff groups.</p> <p>Finally, while the Charter calls for the systematic integration of gender equality across research, teaching, and institutional culture, the implementation of strategic commitments into everyday practices remains uneven, underlining the need for sustained capacity-building, leadership involvement, and cultural change.</p> | <p>remain between governance bodies. In its Gender Equality Plan, TLU has therefore set a goal to work towards ensuring gender-balanced candidate lists for elected positions, and to promote awareness of gender balance considerations in recruitment and decision-making processes.</p> <p>TLU actively advances gender equality through both institutional structures and academic content. In addition to long-standing research excellence in gender studies and equal treatment, supported by dedicated researchers and research groups, the University systematically integrates gender-sensitive perspectives into teacher training curricula and learning materials.</p> <p>To further strengthen this approach, TLU will launch a targeted training programme for academic staff to support the integration of gender equality and equal treatment principles into teaching and supervision practices.</p> <p>TLU's regulations explicitly account for periods of maternity/paternity leave and childcare leave when calculating career progression milestones, assessment periods, and eligibility for sabbatical leave. These measures aim to mitigate the impact of caregiving responsibilities on academic careers.</p> <p>At the same time, TLU has identified transparency in workload distribution as a key factor influencing work-life balance and gender equality. Based on this, new workload principles and a dedicated information system are being introduced.</p> |
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| | | <p>TLU continuously monitors the gender pay gap and is increasing the transparency of salary statistics.</p> <p>Gender-Based Violence and Sexual Harassment:</p> <ul style="list-style-type: none"> - "Speak Up" Culture: In 2025, TLU, together with Estonian <i>public</i> universities launched a campaign to promote a culture where staff and students feel empowered to intervene in situations of bullying and discrimination. - Annually in October, TLU conducts initiatives to raise student awareness about sexual and gender-based violence, including harassment, and inform them about available support and assistance <p>TLU has developed ATIS (Information System for Academic Activity) for more transparent and equal workload management and assessment. ATIS will be launched in February 2026.</p> <p>New proposals</p> <ul style="list-style-type: none"> - Continue systematic monitoring of the gender pay gap and further strengthen transparency in remuneration and career development practices. - Use workload accounting system data to identify and address potential gender-based and intersectional inequalities at an early stage. - Improve access to information and support services for international staff, including clearer and more consistent communication in English. - Strengthen gender-sensitive approaches in leadership development, recruitment, and promotion practices. |
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| | | - Further and more systematically integrate the gender dimension into research, teaching, and everyday organisational practices. |
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5) Embracing Diversity

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Almost but not fully implemented | <p>Employers and funding bodies should embrace researcher diversity, as diverse backgrounds bring unique insights to research initiatives. Such diversity also benefits research outcomes by ensuring they represent and contribute to the richness of a modern, diverse society. Survey results: The University values a diverse workforce - this statement was contested by 25 respondents (9%), while 76% of all respondents agreed; no differences by gender were observed.</p> <p>Gap: There is a lack of tools and guidance available to researchers and teaching staff to draw on when seeking to ensure that their research and teaching practices align with principles of inclusion and equal treatment. To address this, in the Gender Equality Plan TLU has committed to developing a training program to enhance awareness of inclusion and gender equality and to promote the integration of equal treatment principles into teaching practices.</p> <p>Impediment: resources available (mainly people and time) Tallinn University is proud of the number of international staff members, but we need to find ways to support them in learning the local Estonian language in more efficient ways. While many of our international meetings are also held in English, it is our duty to keep</p> | <p>TLU is committed to ensuring equal opportunities and a supportive, benevolent environment for all employees, researchers and students, irrespective of their gender, sexual orientation, nationality, ethnic origin, race, religion, beliefs, disability, age, pregnancy, parenthood, or marital status. This commitment is clearly stated in Universities Gender Equality Plan and extends to fostering a work and learning culture free from discrimination, with a zero-tolerance policy against unequal treatment and harassment.</p> <p>TLU's recruitment and selection processes are designed to be open, transparent, and merit-based. The University's regulations explicitly state that career breaks or non-linear, multi-faceted, or hybrid careers should not be viewed negatively during evaluation. This indicates an appreciation for diverse career paths. Work performance is assessed across three academic areas: teaching, research and development, and</p> |

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| | <p>supporting international staff in learning Estonian so that they can be better immersed into university life.</p> | <p>societal/institutional activities, allowing for a comprehensive view of a candidate's experience. TLU has developed a short training module, utilized at the start of each recruitment and selection process, to remind evaluators of unconscious biases and common cognitive errors that may affect decision-making.</p> <p>New proposal: TLU plans to implement annual training sessions to raise awareness of unconscious biases in recruitment and performance evaluation processes for all involved in decision-making.</p> |
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6) The Researcher

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Fully implemented | <p>Impediments: Implementing a new career model including evaluation of academic achievement and a system for workload calculation can be facilitated by the IT-system which is still under development.</p> <p>Flexible career choices are promoted and supported by university regulations, but high demands on academic staff members and traditional practices steer their focus towards research and teaching. This means, that while activities with direct societal impact are valued, it is hard to fit them into the schedule.</p> | <p>The Estonian research landscape is highly volatile and dependent on project-based funding. To address this, the University has established a Research Fund that provides bridging funding to project teams. This means we can support project teams for up to two years, giving them time to secure new continued funding.</p> <p>At Tallinn University, the position of researcher is clearly defined in the academic career model (Annexes 9 and 10 to the Employment Relations Rules), which includes both research and teaching</p> |

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| | | <p>positions and the professor levels of the tenure system.</p> <p>The Employment Relations Rules (§ 7-8) define the main tasks of an academic staff member: creation of new knowledge through research and development, contribution to teaching and social activities. The career model allows for mobility between positions and levels, based on the performance of the employee and the results of the periodic performance review. This framework recognises the variety of career choices - from traditional research and teaching to knowledge transfer, societal and institutional contributions. At the same time, high standards and traditional practices mean that the focus is mainly on research and teaching, while activities with a societal impact may be more difficult to achieve in terms of time.</p> <p>TLU defines plagiarism as the use of other people's work and ideas without proper reference to the original work, thereby infringing the right of the first author(s) to the results of their own intellectual creation. It is important to recognise that intellectual creation is not expressed solely in textual form, but also through visual and audio material (such as drawings, images, music, etc.).</p> <p>TLU has developed ATIS (Information System for Academic Activity) for more transparent and equal workload management and assessment. ATIS was launched in February 2026.</p> <p>New proposals</p> |
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| | | <p>According to the survey, most participants expressed a positive sentiment regarding their work, with the majority selecting 'somewhat agree' in response to being able to do work they truly like.</p> <p>At present, the University is not planning any new initiatives.</p> |
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7) Free Circulation of Researchers

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Fully implemented | <p>We do not perceive any significant gaps or impediments in this area. While increased financial capacity for mobility is always desirable, the current framework is functional.</p> | <p>Initiatives undertaken</p> <p>Tallinn University attracts talent by highlighting its distinctive interdisciplinary approach to research and education. The institution promotes its employer brand by showcasing its modern facilities, innovative interdisciplinary programs, and its strategic location in a capital city renowned for its digital-first society.</p> <p>Tallinn University facilitates the free movement of its researchers through a combination of funding, programmes, and administrative support, but also leadership initiatives for engaging with new academic partners around the world. The University is an active participant in Erasmus+ and has signed numerous bilateral agreements, enabling research exchanges.</p> |

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| | | <p>Tallinn University offers a mobility grant, which provides researchers and doctoral students up to €2,500 per year to attend conferences.</p> <p>Additionally, the University assists both incoming and outgoing researchers with administrative processes, including visa and residence permit applications, and provides guidance on grants like the Marie Skłodowska-Curie Postdoctoral Fellowships. Tallinn University supports researcher mobility between academia and other sectors primarily through two key initiatives: ADAPTER and SEKMO. ADAPTER is a national platform connecting universities with companies, enabling researchers to collaborate on projects based on industry needs. The Cross-Sectoral Mobility Measure (SEKMO) is a grant programme from the Estonian Research Council that specifically funds the temporary movement of researchers between academic institutions and companies or public organisations, facilitating knowledge transfer and diversifying career opportunities.</p> <p>New proposals Regarding the survey statement 'I have sufficient opportunities for academic mobility to support my development,' the majority of respondents agreed. No significant differences were found based on the gender or native language of the respondents.</p> <p>At present, the University is not planning any new initiatives.</p> |
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8) Sustainability of Research

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Gap: there is a need for further mentorship and workshops on the possibilities of how to decrease the ecological footprint of research activities.</p> | <p>Tallinn University has joined the 'Green Academic Footprint' initiative, launched by the Network of Universities from the Capitals of Europe (UNICA). By doing so, the University has committed to integrating the principles of sustainable development into its daily operations. A sustainable university's activities include, among other things, the regular monitoring of the organisation's carbon footprint and ensuring it is accounted for in the daily actions of staff, students, and visitors alike.</p> <p>In recent years, we have implemented a sustainable real estate program focused on efficient space utilization, reduced energy consumption, and improved indoor climate. This initiative is supported by smart investments funded by the Ministry of Education and Research.</p> <p>Tallinn University's SustainERA project demonstrates its commitment to sustainable research. Funded by a €2.5 million grant from the European Commission's Horizon Europe programme, the project runs from 2025 to 2029. SustainERA's core mission is to establish a high-level, interdisciplinary research group at the University. Experts from psychology, education, and environmental sciences focus on</p> |

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| | | <p>understanding how people's attitudes and behaviours influence sustainability. By integrating these human-centric insights, the project aims to go beyond purely technological solutions and develop effective strategies for fostering a sustainable mindset. This holistic approach not only addresses pressing societal challenges but also actively builds a new generation of researchers committed to creating a sustainable future.</p> <p>New proposals Regarding the statement 'I strive to reduce the ecological footprint of my research activities,' approximately 63% of employees actively seek to minimise their footprint, while 28% remain neutral and only 9% do not prioritise this. No significant differences were observed based on gender, language, job position, or institute.</p> <p>At present, the University is not planning any new initiatives.</p> |
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PILLAR 2 – RESEARCHERS’ ASSESSMENT, RECRUITMENT AND PROGRESSION

9) Researchers’ Assessment

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Current situation</p> <p>At Tallinn University, the system for evaluating researchers is well developed in substance and mostly in line with Principle 9 of the European Charter for Researchers. The periodic performance reviews are carried out on a regular basis and are based on qualitative expert assessment, distinguishing between workload requirements and substantive criteria. The evaluation covers teaching activities, research and creative activities, as well as societal and institutional contributions, and recognises non-traditional outputs at the university-wide level. Feedback from the periodic performance review committees is standardised, and the obligation to provide justification is clearly defined.</p> | <p>Initiatives undertaken</p> <p>Further clarification of the principles for the evaluation of part-time staff. Amendments to the Employment Relations Rules are being prepared at Tallinn University, which will clarify the basis for the evaluation of part-time staff in the periodic performance review process to ensure a proportionate and fair evaluation regardless of the workload. The corresponding proposed amendments have been submitted to the Senate for approval.</p> <p>Development of a university-wide information system (ATIS) to support evaluation processes. The Information System for Academic Activity (ATIS) which is under development, will link workload calculation, development interviews and the periodic performance review. The workload calculation module is the first to be implemented. The system aims to increase the transparency, comparability and harmonised application of the evaluation processes across the University.</p> |

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| | <p>The results of the staff survey suggest that the system is generally perceived as respectful of variety: 79% of respondents agree that different activities are taken into account in the evaluation (M=4.06) and 64% agree that academic career breaks are taken into account (M=3.78). No differences emerged by gender, position or institute.</p> <p>The main shortcomings and impediments to implementation are as follows:</p> <p>Principles for responsible assessment (e.g. the DORA/CoARA and Leiden Principles) are not consolidated into a separate and explicit framework, nor systematically communicated. Although quantitative indicators are applied in a supporting role, the lack of explicitly articulated principles may lead to differing interpretations and uneven application across evaluation committees and units.</p> <p>Open Science practices, including data management based on the FAIR principles and the transparency of research, are indirectly reflected in documents on ethics and good research practice, but are not sufficiently visible in</p> | <p>New proposals</p> <p>Formulation and implementation of principles for responsible evaluation. There is a plan to formulate and implement clear principles of responsible assessment, emphasising the primacy of qualitative expert judgement and the supporting, context-sensitive role of quantitative indicators. These principles will be communicated through the evaluation guide, training of the periodic performance review committees and ATIS to increase transparency, harmonise implementation and improve perceived fairness, especially at earlier career stages (R1-R2).</p> <p>Improving the visibility of Open Science in the evaluation criteria. The plan is to make the value of Open Science practices clearer in the evaluation criteria, with a more prominent focus on open access publishing, data management based on FAIR principles, and transparency and responsible sharing of research results, taking into account sectoral and ethical differences.</p> <p>Continue the monitoring of multiple career pathways and applying it in the development of evaluation practices. Diverse career pathways, including international and intersectoral mobility and temporary career breaks, will continue to be monitored. Monitoring covers both actual career patterns and how these experiences are taken into account in evaluation, recruitment and development interview processes. The results are used</p> |
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| | <p>the language of the evaluation criteria. This diminishes the perceived value of these practices in the evaluation process and may discourage consistent implementation.</p> <p>Although the career model supports diverse career paths, the results of the staff survey show that only a minority of staff feel positively about the fairness of the revised periodic performance review system and evaluation criteria. This points to the need for better clarification, more uniform application and confidence-building, especially at earlier career stages.</p> <p>Activities with a societal impact, including research popularisation and knowledge transfer, are valued in the evaluation criteria, but their actual implementation competes with high workloads and traditional expectations. Staff assessments of support for research communication are uneven, indicating a need for more targeted development of the existing support.</p> <p>In addition, the university-wide information system to support evaluation is not yet fully implemented. The workload calculation, development</p> | <p>to adapt evaluation practices, supervision and staff development systems according to actual career behaviour.</p> <p>Purposeful development of research communication support.</p> <p>Based on the results of the staff survey, support measures for research communication and popularisation will be further developed. This includes counselling, training, and increasing the visibility of research. The aim is to increase the societal impact of research and to reinforce consistency with the evaluation criteria, which already value popularisation and knowledge transfer.</p> |
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| | interviews and the periodic performance review are not yet covered in a comprehensive and comparable way, which limits transparency and harmonisation of appraisal processes, although a solution is being developed. | |
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10) Recruitment

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Almost but not fully implemented | <p>Current situation</p> <p>At Tallinn University, academic positions are predominantly filled through open competition. Information for applicants (conditions, deadlines and a general description of the selection process) is generally available, and the results of the staff survey show that 80% of respondents consider the information to be accessible and clear (M = 4.15). The recruitment framework enables opportunities for diverse candidates and allows</p> | <p>Initiatives undertaken</p> <p>Specification of job profiles and expectations before the call for applications is launched. Before the vacancy is opened, the profile of the position, the duties, the distribution of workload, the competences required and career prospects are specified so that expectations are clear and comparable across units.</p> <p>Informing candidates early on about the logic and steps of the recruitment process. At the start of the competition, candidates are given a</p> |

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| | <p>consideration of both prior achievements and the candidate's potential.</p> <p>Candidates are assessed on the basis of the requirements of the specific position. If the candidate provides evidence of relevant activities (e.g. teaching, supervising, research or development), this will be assessed according to the job requirements; in the absence of evidence, the ability and potential to perform the duties will be assessed on the basis of other experience and activities. This approach is in line with the OTM-R principle, whereby non-linear careers are not treated as negative.</p> <p>An overall recruitment framework is therefore in place and, in principle, supports open, transparent and diverse recruitment.</p> <p>Main shortcomings</p> <p>Limited transparency on how career breaks and non-linear career approaches are handled</p> <p>While the recruitment in practice allows for the assessment of both previous performance and potential, the positive treatment of career breaks and non-linear and multi-track careers is not apparent in a clear and systematic way in recruitment communication. This can reduce the confidence of potential candidates to apply, especially at earlier career stages.</p> | <p>clear overview of the stages of the selection process, the timetable and the principles on how achievements, ability and potential will be assessed.</p> <p>More systematic and consistent availability of recruitment information in English.</p> <p>Ensuring that the information on the call (conditions, deadlines, description of the selection process and key expectations) is consistently available in English and presented in a standardised format.</p> <p>New proposals</p> <ul style="list-style-type: none"> - Strengthen the positive treatment of career breaks and non-linear and multi-track career paths in recruitment communication to improve compliance with OTM-R principles and widen access to diverse candidates. - Improve the availability and clarity of recruitment information for earlier career stages (R1-R2) and for international candidates to increase the perceived transparency and equity of the recruitment process. - Clearly link the communication on the recruitment and selection process to the evaluation logic used in the periodic performance review process, based on the same quality-based criteria and assessment areas (Annex 10 to the Employment Relations Rules), without creating a separate new assessment framework. <p>As a result, the recruitment process will</p> |
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| | <p>Uneven perception of the clarity of the recruitment process among different target groups</p> <p>Based on the staff survey and past feedback, respondents at earlier career stages (R1-R2) and English-speaking respondents are more modest in their assessment of the clarity and the breadth of the recruitment process. This suggests that the principles and expectations of recruitment are not equally understood and accessible to all target groups.</p> <p>Insufficient transparency of the assessment logic from the candidate's point of view</p> <p>The logic and principles underlying the recruitment process are not communicated to candidates in a sufficiently clear manner. Although the University uses a well-established quality-based assessment framework for the periodic performance review, its connection to the recruitment process is not clearly apparent to the candidate at the recruitment stage. This can make it more difficult to prepare application documents in a purposeful way and can reduce the transparency and predictability of the recruitment process.</p> | <p>become more transparent and predictable for candidates and will support a smooth transition from recruitment to the evaluation and development systems.</p> |
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11) Selection

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Almost but not fully implemented | <p>Current situation</p> <p>At Tallinn University, candidates for academic positions are selected by committees, which include, among others, external experts and a student representative. Academic positions are filled through open competition, promotion following the periodic performance review, appointment, or the engagement of visiting staff, with evaluation carried out in accordance with the competences of the council of the unit or the academic committee. The selection processes will use a variety of assessment methods, including document analysis, interviews and public lectures, and additional methods where appropriate (e.g. portfolios or online interviews). Giving feedback to candidates is common practice. According to the staff survey, 85% of respondents consider that they know how to avoid bias in the assessment process.</p> <p>Shortcomings and impediments to implementation</p> <p>Despite the existence of an effective selection framework, the practice of selecting academics is not</p> | <p>Initiatives undertaken</p> <p>Refining and harmonising assessment methods in selection processes. Academic posts are filled using a wide range of assessment methods, including document analysis, interviews, public lectures and additional methods where appropriate. Work is underway to further clarify the use, role and implementation of assessment methods, including a clearer definition of the purpose and considerations of different methods and support for their more consistent application across units. This is done in order to improve the comparability of candidates and the quality of assessment.</p> <p>New proposals</p> <p>Further development of the principles for the composition of committees from a diversity perspective. Further develop the principles for the composition of selection panels by recommending that gender, sectoral and geographical diversity be taken into</p> |

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| | <p>yet fully in line with Principle 11 of the European Charter for Researchers, which emphasises qualitative, holistic and non-biased decision-making. The diversity of selection committees in terms of gender, sectoral and geographical representation is not explicitly framed at all selection levels, which may result in differences in the committee composition and the diversity of perspectives across units.</p> <p>Systematic training of assessors on subconscious bias, impartiality and responsible decision-making is not expected or harmonised, which limits the development of a consistent assessment culture. Nor is consistent application of the assessment logic used in recruitment and the periodic performance review explicitly framed in the decisions.</p> <p>The principles for taking into account diverse academic contributions in selection decisions are not uniformly defined. The effect of creativity, interdisciplinarity, innovation, mobility experience and non-traditional research and creative outputs on the outcome is not unambiguously clear. This may lead to differences in the way they are taken into account across committees and units and may lead to preference for linear career models.</p> <p>Although providing feedback to candidates is common practice, the provision of structured written feedback to all candidates is not a normative requirement, which limits transparency and the</p> | <p>account to support balanced decision-making that avoids bias.</p> <p>Standardised consideration of diverse academic contributions in selection decisions. Normalise the consideration of creativity, interdisciplinarity, innovation, mobility experience and non-traditional research and creative outputs in selection decisions and their justification, in order to support a holistic assessment of candidates and to avoid favouring linear careers.</p> <p>Establishing a structured written feedback requirement. Introduce a requirement for structured written feedback for all candidates to increase transparency, fairness and compliance with the Charter principle of informing candidates.</p> |
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| | systematic communication to candidates of the grounds for selection decisions. | |
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12) Career Progression

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Almost but not fully implemented | <p>Current situation The career model of Tallinn University defines clear academic career paths, including for tenure system professors and lecturers, and sets out job requirements and evaluation criteria. Career progression happens mainly through a positive decision at the periodic performance review, which evaluates teaching, research and development (including creative activities), and social and institutional contributions. At certain levels, the periodic performance review guide explicitly sets out expectations for collaboration, networking, sharing experiences and mentoring.</p> <p>Movement on a career ladder is through the periodic performance review without an open competition. In addition, a range of alternative progression opportunities have been created, including positions arising from grants and targeted funding, temporary mobility between positions, visiting roles, and management career paths with guarantees for a return to academic work. The calculation of working time off is governed by the Employment Relations Rules.</p> | <p>Initiatives undertaken</p> <p>The development of the academic governance structure to improve the culture of development interviews and management.</p> <p>The development of a new academic governance structure is underway. The regulatory framework is in place but will be implemented starting from 1 January 2027. The aim of the new structure is to more clearly define the roles and responsibilities of academic leaders and to ensure sufficient workload allocation for the fulfilment of leadership roles, in order to improve people management and support the consistent and meaningful conduct of development interviews as a natural part of organisational culture.</p> |

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| | <p>Development interviews take place regularly and are designed to support career planning and the periodic performance review. According to the survey of academic staff, 65% of respondents consider their career prospects at the university to be clear (M=3.84), but clarity is lower at earlier career stages and among the English-speaking staff. Career and development support is generally rated as moderate (M≈3.0-3.1).</p> <p>Shortcomings and impediments to implementation</p> <p>The value of international and intersectoral mobility is more clearly defined in the evaluation framework at the professorial level, but the role of mobility in career planning and progression is not clearly and consistently framed at earlier career stages. This limits the potential of mobility experience to support early career development.</p> <p>The principles of career breaks and equality are regulated, but are not sufficiently visible in the evaluation logic and career communication at all the levels. This can lead to uneven implementation and reduce the staff's confidence in the fairness and supportiveness of the system.</p> <p>The career model focuses predominantly on academic progression along traditional pathways. Alternative career paths, such as knowledge transfer, applied science, research administration or other roles supporting academia, are not structured or visibly positioned in a sufficiently clear way in the model, which limits their perceived legitimacy as career choices.</p> <p>Career guidance is mainly provided through development interviews, but there is no clearly identifiable and apparent systemic support for career guidance. The survey shows that career opportunities are not sufficiently clear, especially for English-speaking staff and in certain units, which points to a lack of communication and guidance.</p> | <p>Support for development interviews in the ATIS information system At the same time, the university-wide ATIS information system is being developed, where a separate development interview module will be built. The module will consolidate up-to-date and relevant information and will support structuring development interviews in a meaningful way. It enables consistent mapping of academic and career-related topics and facilitates a more consistent implementation of development interviews across the University.</p> <p>New proposals</p> <p>A more apparent integration of diverse career paths and mobility into evaluation and career practices. International, intersectoral and interdisciplinary mobility and the variety of career choices shall be more consistently regarded as intrinsic parts of academic careers and potential assets at all career stages.</p> <p>Enhancing the role of development interviews in career guidance. Development interviews will be used more systematically to support career planning and progression, and the development of a distinct career guidance support service is considered in cooperation with the Personnel Office and Research Administration.</p> <p>Systematic analysis of the causes of career-related dissatisfaction and the development of targeted</p> |
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| | | <p>measures. Based on the feedback from staff, shortcomings in career support will be analysed and targeted measures will be developed, including better structured and accessible information and guidance materials, including in English.</p> |
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PILLAR 3 – WORKING CONDITIONS AND PRACTICES

13) Working Conditions, Funding and Salaries

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Almost but not fully implemented | <p>A regulatory framework has been established for working conditions and the well-being of employees (the Employment Relations Rules, the workload calculation basis, the Remuneration Regulation, the occupational health and safety regulations, etc.).</p> <p>Flexible working hours and locations, part-time work and sabbatical leave are available; career breaks and part-time work are taken into account in the periodic performance review. The results of the staff survey</p> | <p>Initiatives undertaken</p> <p>A project management support is under development. Also the relevant training is being piloted in 2025/2026.</p> <p>New proposals:</p> <ul style="list-style-type: none"> - The practices of flexible working arrangements should be made more consistent |

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| | <p>confirm that the flexibility in work organisation is perceived as a strength: staff rate their work organisation as flexible (M = 4.4) and consider flexible working hours and locations to be very important (60% and 54% of respondents, respectively, consider them extremely important).</p> <p>Occupational health and safety services and mental health support (training, psychological counselling) is available; sickness benefits are paid on more favourable terms and from 2025, health and sports compensation is available. According to the staff survey, 77% of respondents is of the opinion that their employer pays attention to occupational health and safety (M=4.06), indicating a generally positive assessment of the employer's role in creating a safe working environment. The adequacy of mental health support is rated positively by 69% of the respondents to the staff survey (M=3.87).</p> <p>The University has established the position of the commissioner for equal treatment and a conflict mediation system is being developed. TLU has implemented the Plan for Gender Equality and Equal Treatment 2025–2027.</p> <p>A system of reward and incentive schemes has been implemented, as well as internal university measures to reduce the instability of research funding.</p> <p>A research infrastructure has been developed and support staff is available. The results of the staff survey show moderate satisfaction with the physical working environment (M=3.5) and the availability of</p> | <p>and managers should be supported in more consistent implementation of flexible work organisation.</p> <ul style="list-style-type: none"> - New principles for the calculation of academic staff workload and the supporting information system (ATIS) should be implemented university-wide. - Access to mental health services and occupational health information for international workers should be improved. - Mental health support should be integrated with management practices and managers should be trained in the fields of workload management and early intervention. The visibility of the conflict resolution system and collecting feedback on its use should be improved. - The availability and quality of research support and support staff should be mapped by unit and a minimum standard should be established based on which services and staff will be developed further. The communication and transparency of remuneration decisions should be improved and remuneration practices should be harmonised. |
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| | <p>work equipment (M=3.7).</p> <p>The main shortcomings are:</p> <p>Inconsistent implementation of flexible working arrangements</p> <p>Although flexible working hours and locations are available, their actual use depends on the individual units. There is no systematic monitoring and no common implementation logic to ensure equal treatment in this matter.</p> <p>Lack of transparency and uneven distribution of workload</p> <p>Agreements on workload are not sufficiently comparable or transparent. The staff's assessment of the sensibility of the workload is moderate (M=3.4), and previous feedback suggests an uneven distribution.</p> <p>Mental health support less accessible for international workers</p> <p>English-speaking respondents have a lower rating of mental health support (M=3.51) compared to Estonian-speaking respondents (M=3.93), indicating problems with access to information and services.</p> <p>Limited visibility of conflict and complaint resolution systems</p> <p>Existing mechanisms (e.g. the equal treatment commissioner, conflict mediation) are not sufficiently</p> | |
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| | <p>visible and understood by all employees, which may reduce their use and preventive effect.</p> <p>Inconsistency in the quality of research support and competence of the support staff</p> <p>The availability and quality of support structures varies from unit to unit. Project-based approach creates instability and there are no university-wide quality standards for support positions.</p> <p>Pay attractiveness and perceived fairness gaps</p> <p>Although the principles of pay formation are rather clear (M=3.5), satisfaction with pay is lower (M=3.1), indicating that the level and/or practice does not match employees' expectations.</p> | |
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14) Stability of Employment

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Current situation</p> <p>A structured academic career model has been developed at Tallinn University, which covers different positions and career paths and links career progression to the periodic performance review and development interviews. The tenure system for professors and the career path for lecturers offer clearly defined transition rules and greater job stability at higher academic levels. At the early stages of the career, employment is supported by the position of a junior research fellow, which provides the doctoral students with a paid contract, clear job responsibilities and social guarantees throughout their doctoral studies.</p> <p>In addition, institutional measures have been established through the University's Research Fund to mitigate the risks associated with interruptions in research funding, including bridging funding and individual-based support to ensure the continuation of employment contracts. According to the academic staff survey, employment stability at the University is rated as moderately positive (M=3.4), with perceived stability clearly linked to the type of contract.</p> | <p>Initiatives undertaken</p> <p>There are institutional mechanisms in place to support employment stability, including a structured career model, the position of a junior research fellow and tenure and lecturer career paths. In addition, bridging funding and personalised support measures are implemented to mitigate interruptions in research funding. These mechanisms are in place and in use, but their impact on the predictability of employment at the early career stages (R1-R2) is limited.</p> <p>New proposals</p> <p>Improve career guidance and mentoring at the early career stages (R1-R2).</p> <p>A system of career mentoring and structured career counselling should be established to help early-career researchers plan their careers realistically, understand the academic career opportunities at TLU, the role of mobility (including postdoctoral research outside the University) and alternative career paths. Not all PhD students / junior researchers can and should continue at the University (only 50% maybe). This</p> |

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| | <p>Shortcomings and impediments to implementation</p> <p>Uncertainty of employment and limited predictability of transitions at the early career stages (R1-R2). At the early stages of a career (R1-R2), employment relationships are predominantly fixed-term and linked to the duration of doctoral studies or project funding, which increases the risk of discontinuity, especially at the end of doctoral studies and in the interim periods between projects. Unlike the career path of a lecturer, the career path of a researcher does not have a coherent framework for transitions to subsequent stages, and further career continuity depends to a large extent on project funding and mobility expectations (e.g. postdoctoral research), which means that employment predictability at the beginning of a career is not sufficiently guaranteed.</p> <p>The strong impact of project-based funding on the duration of employment. The positions of research fellow and research track associate professor are often linked to project-based funding, so a break in employment can also occur if scientific performance is high but new funding is not overlapping or is not promptly available. Although the University has mechanisms in place for bridging funding (for project teams for up to two years) and individual-based support, these may not systematically cover all situations or ensure continuity of employment across all career stages.</p> | <p>would also help reduce subjective uncertainty in the case of fixed-term contracts and support the Charter's call for clearer career prospects.</p> <p>Improve measures for ensuring the continuity of funding and communicate them more systematically. Further develop and increase the visibility of the internal university bridging funding and individual-based support measures to reduce the risks of employment disruption due to funding interruptions, to support the transition of successful researchers between funding cycles and to maintain continuity of employment in institutionally justified cases.</p> |
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15) Contractual and Legal Obligations

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Current situation</p> <p>Tallinn University has a comprehensive and well-functioning legal and institutional framework in place to meet its contractual and legal obligations, covering employment law, data protection (GDPR), intellectual property, confidentiality, ancillary activities, the use of assets and resources, and funders' contractual requirements. The relevant principles are derived from national legislation and are specified in the University's internal rules and guidance materials available to employees.</p> <p>The results of the academic staff survey confirm that awareness of copyright and intellectual property principles is generally good (M=4.03; 77% of respondents consider themselves aware). This suggests that the existing regulatory framework is working and that employees generally feel secure in fulfilling their legal and contractual obligations.</p> <p>Shortcomings and impediments to implementation</p> <p>At the same time, it is an area where institutional practice can be in a constant state of evolution. While the survey results do not reveal any major</p> | <p>New proposals:</p> <ul style="list-style-type: none"> ● Centralise contractual and legal obligations on the internal website (including in English) Consolidate contractual and legal obligations in one place on the intranet with practical examples (GDPR, IP, ancillary activities, use of assets and resources, project obligations). The link to the information on the intranet can be shared in various guidance materials, during onboarding, etc. Increases legal clarity and supports consistent application of rules in day-to-day work. ● A more systematic approach to introducing contractual and legal obligations during onboarding for academic staff Complement the onboarding process for academic staff with a brief and practical overview of contractual and legal obligations, building on existing guidelines. |

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| | <p>problem areas, there is room for further improvement in the structuring, accessibility and practical usability of information, especially for new and international staff. Further clarity and structure would help to support consistent and proactive lawful conduct and reduce potential risks of error, even in situations where employees are already acting in good faith.</p> | <p>This will ensure that the necessary information is available early and to all, without introducing additional mandatory training.</p> |
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16) Dissemination and Exploitation of Results

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Current situation</p> <p>The principles of dissemination and use of research results are generally established at Tallinn University and are based on national legislation as well as the University's internal rules. The University supports Open Science principles, including open access publishing and the use of FAIR data. The terms and conditions of project funding (e.g. ETAg, EU programmes) guide researchers to make research results publicly available and integrate open access and data management requirements into everyday</p> | <p>New proposals:</p> <p>Improving the visibility and understanding of support mechanisms for the dissemination and use of research results.</p> <p>Consolidate existing information, guidance and contacts related to the dissemination and use of research results into a clearly structured view on the TLU's internal website, including in English, to improve the visibility and usability of the support. The focus will be on communicating existing solutions</p> |

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| | <p>research practice. The exploitation of research results also includes protecting intellectual property and knowledge transfer in cooperation with businesses, the public sector and the third sector.</p> <p>The results of the survey of academic staff show that researchers attach deem the dissemination of research to the public important (M=3.8), and 81% of respondents think this activity is valued by their colleagues. The support provided by the University in transferring research results to society and the economy is rated as moderately positive (M=3.52). At the same time, the relatively high proportion of neutral responses suggests that support and clarity are not equally visible to all researchers.</p> <p>Shortcomings and impediments to implementation</p> <p>Fragmentation of information and processes related to the dissemination and use of research results.</p> <p>While rules and support mechanisms for Open Science, data management, intellectual property and knowledge transfer exist, they are not always easily accessible to researchers in a consolidated and easy-to-find way. This reduces researchers' awareness of the support available and makes it more difficult to use consistently.</p> <p>Inconsistent practical application of FAIR data and data management principles.</p> <p>Principles and infrastructure solutions are in place, but their use and application are not uniformly understood across all research disciplines, which</p> | <p>(open access, FAIR data, knowledge transfer, APC support, intellectual property) better, rather than creating new rules or support structures. This will boost researchers' confidence and awareness and support a more coherent implementation of the principles of Open Science and the European Charter for Researchers.</p> |
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| | <p>limits their systematic application in everyday research.</p> <p>Uneven visibility of knowledge transfer and science communication support. Although services and contacts to facilitate the transfer of research results and communication with the public are provided, researchers perceive their availability and coverage to be uneven across units. This reduces the use of existing support and the systematic application of research results in society and the economy.</p> <p>Limited predictability of the availability of open access publishing fees (APCs). APC support mechanisms exist, but the conditions for their use, the timing of their implementation and the availability of funding are not always sufficiently clear to researchers and cannot always be planned in advance. This may limit the planning of open dissemination of research results, especially in project-based research.</p> | |
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PILLAR 4 - RESEARCH CAREERS AND TALENT DEVELOPMENT

17) Valuing Diverse Research Careers

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Current situation</p> <p>Tallinn University recognises diverse research careers and supports staff development both within academic career paths (including tenure, lecturer and researcher paths) and beyond academic careers, including through knowledge transfer, management, networking and international mobility. The career model provides a structural framework for different development paths, and the staff development principles emphasise the importance of self-development, supervision and mentoring.</p> <p>Staff development is supported by development interviews, mentoring and targeted development activities, which also allow for discussion of career choices and development needs. The value of different careers in research is thus institutionally recognised and practices exist, but their role in the systematic development of researchers' careers needs greater clarity and visibility.</p> <p>Shortcomings and impediments to implementation</p> | <p>New proposals</p> <p>A clearer articulation of the role of mobility and interdisciplinarity in the career system. To articulate more clearly at the university-wide level that international, intersectoral and cross-disciplinary mobility, as well as interdisciplinary cooperation, are valued and recognised components of the career system and of researchers' professional development. This supports non-linear careers and reduces the perceived risk of making mobility choices.</p> <p>Better linking of staff development and career guidance to career planning. Strengthen the role of staff development, mentoring and career counselling in shaping career plans, by providing targeted support to development interviewers and mentors who give career counselling. This will increase the continuity and availability of career support for researchers across the University.</p> |

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| | <p>Lack of coherence between the staff development and career development systems. Although staff development, mentoring and counselling activities support the professional development of staff, their link with awareness of diverse careers and career planning is not clearly framed across the University as a whole. As a result, the treatment of career choices depends heavily on the practices of individual units and immediate superiors, which can lead to uneven support and different perceptions of possible development paths.</p> <p>Insufficient visibility of mobility and interdisciplinarity in the career system. International, intersectoral and cross-disciplinary mobility, as well as interdisciplinary cooperation, are substantively supported and practised at Tallinn University; however, their role within the career system and evaluation logic is not articulated in a sufficiently clear way at the University level. This can reduce workers' confidence in making non-linear or mobility-related career choices, as it is not always clear to what extent and how these experiences are taken into account in professional development and career assessment.</p> | |
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18) Career Development and Advice

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| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Current situation Tallinn University has established a number of mechanisms to support career development and guidance. The University has a clear and structured academic career model, linked to the periodic performance review and annual development interviews, which provides a framework for career planning at different career stages. The staff development policy emphasises self-development and offers staff a wide range of opportunities for personal development, including training, language learning, use of sabbatical leave and mobility allowances.</p> <p>The results of the academic staff survey confirm that the University offers considerable opportunities for development: staff are generally satisfied with the opportunities for self-development and tend to rate the experience of working outside the University as career-enhancing. This suggests that variety in a career is valued as a matter of principle and that measures are in place to support development. At the same time, career development and guidance does not yet constitute a comprehensive, clearly visible and university-wide consistent system, which covers all career stages and career choices, including non-academic pathways, in equal measure. The following shortcomings shed light on why some staff remain neutral in their assessment of the extent to which the University values careers outside academia and the consistency of development support.</p> <p>Shortcomings and impediments to implementation</p> | <p>New proposals</p> <p>Develop university-wide career guidance in a clearer way. Develop or coordinate a visible university-wide career guidance support service that provides systematic assistance to academic staff in developing individual career plans, both academic and non-academic, and reduces existing fragmentation.</p> <p>Intentionally link mentoring and development interviews to career guidance. Develop mentoring and regular development interviews into university-wide processes that support career guidance that consistently processes different career options, including international and intersectoral mobility.</p> <p>Improve the competences of managers and supervisors in career guidance. Provide targeted support and training for managers and supervisors to develop career guidance and development feedback skills, in order to harmonise the quality of development interviews and increase the impact of existing mechanisms.</p> |
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| | <p>Fragmentation and limited visibility of career guidance. Although career-related discussions take place in development interviews and through supervision and management, there is no university-wide, clearly defined and visible career guidance tool for all academic staff. The support, to a large extent, depends on the individual unit, the role of the immediate superior or supervisor, and project-based opportunities, which makes the availability and quality of career guidance uneven.</p> <p>Lack of systematic mentoring. Mentoring at TLU mainly takes the form of individual initiatives and practices, in particular when it comes to supporting junior researchers and doctoral students. There is no university-wide framework that purposefully links mentoring to the different career phases and consistently supports non-academic and intersectoral career choices.</p> <p>Weak integration of mobility and non-sectoral career choices in career planning. Although workers perceive international and intersectoral mobility as beneficial to their careers, these experiences are not systematically linked to individual career planning and development interviews. As a result, it is not always clear to staff how mobility and non-academic experience are taken into account in career development and evaluation.</p> <p>Uneven preparedness of managers and supervisors for giving career guidance. The quality of development interviews and career feedback depends to a large extent on the competence of the manager or</p> | |
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| | supervisor. Career guidance and feedback skills are not uniformly developed in the University, limiting the real impact of existing processes on career planning. | |
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19) Continuous Professional Development

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| Almost but not fully implemented | <p>Current situation</p> <p>Tallinn University has established a comprehensive framework to support continuous professional development of academic staff. All academic staff have access to a wide range of continuing education opportunities, including professional, digital, methodology, leadership and project management training, as well as general skills development. The provision of training is centralised through an online training portal, which enhances access to information and participation. The Employment Relations Rules and the principles of staff development link professional development to development interviews. Also, the periodic performance review process includes the evaluation of skills development. Further support</p> | <p>New proposals</p> <p>Linking personal development plans more systematically to development interviews and the periodic performance review. A more consistent linking of training needs to individual development plans is proposed, in order to increase targeted development activities and their alignment with career objectives.</p> <p>Gathering information on international development opportunities and increasing visibility. A clearer structuring and consolidation of existing international programmes and mobility opportunities on the internal website would support a more informed planning process and the development of international</p> |

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| | <p>for development is provided through sabbatical leave, international mobility programmes, and the Tallinn University Research Fund, which enables professional development also during interruptions of project-based funding. According to the survey of academic staff, satisfaction with opportunities for self-development is generally high (M=3.8).</p> <p>Shortcomings and impediments to implementation</p> <p>Individual development planning is not sufficiently systematic across the University. Although training opportunities are extensive, they are not always linked to a clearly formulated and regularly updated personal development plan directly connected to career and periodic performance review objectives. This reduces the purposefulness of development activities and makes it more difficult to assess their impact.</p> <p>Monitoring and analysis of participation in training is not comprehensive enough. Although data on participation in training is available, there is a lack of systematic university-wide analysis of participation patterns, equal access and target groups, which limits strategic staff development.</p> <p>International development opportunities are not uniformly and clearly visible to staff. Opportunities for development through external partners, networks and mobility programmes exist, but information about them is scattered and does not always support informed and early planning.</p> <p>The provision of longer-term and consistent</p> | <p>competences.</p> <p>The gradual development of longer-term and multi-stage development programmes. Multi-modal development programmes, for example to support management or research careers, would allow for a deeper and more consistent development of competences in line with the expectations set out in the European Charter for Researchers.</p> |
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| | <p>development programmes is limited. The majority of development opportunities are short format and there are few multi-stage and in-depth development programmes, which can limit the continuity of professional development at certain career stages. This is also reflected in staff's assessment of the purposefulness and consistency of development support (M=3.0).</p> | |
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20) Supervision and Mentoring

| Implementation | Gap/implementation impediments | Initiatives undertaken/new proposals |
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| <p>Almost but not fully implemented</p> | <p>Current situation</p> <p>At Tallinn University, supervision is an integral and regulated part of academic work. Supervision of doctoral, master's and bachelor's theses is clearly defined in the study organisation documents, including qualification requirements for supervisors and limits on the number of persons under supervision. Supervision is included in the Annexes to the Employment Relations Rules and the periodic performance review guide, and is evaluated as part of both teaching and research and development on different career paths, including tenure, research</p> | <p>New proposals:</p> <p>Create a university-wide framework for supervision and mentoring. A university-wide framework linking academic supervision, peer mentoring and role-based support at different career stages could be established to ensure more consistent and transparent practice across the University.</p> <p>Establish a consistent pathway for the development of supervision skills. A development pathway of basic and advanced training could be created, focusing on feedback,</p> |

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| | <p>and lecturing. The staff development policy emphasises the role of experienced staff in supporting new staff, junior researchers and doctoral students and in sharing knowledge and experience. In practice, supervision often takes place at multiple levels, involving co-supervisors and members of the research group, which supports interdisciplinary development and networking. Informal mentoring and peer support is common practice in many units. The survey of academic staff confirms the overall strength of supervision and the high self-esteem of supervisors in terms of their competence and the supportiveness of their colleagues.</p> <p>Shortcomings and impediments to implementation</p> <p>There is no university-wide framework for mentoring. Mentoring is predominantly informal and unit-based, and does not consistently cover all career phases or role changes, resulting in uneven access to and impact of support.</p> <p>The development of supervision skills is not systematic. There is a lack of a university-wide and consistent training pathway for supervisors, including for complex supervision situations, for ensuring the well-being of persons under supervision and for supporting international supervised persons and teams.</p> | <p>complex supervision situations and mentoring international trainees and teams.</p> <p>Increase the visibility and recognition of peer mentoring. Link peer mentoring more explicitly to evaluation and staff development practices to strengthen a collaborative and supportive academic work culture.</p> |
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| | <p>The visibility and recognition of peer mentoring is uneven.</p> <p>The implementation and recognition of peer mentoring depends to a large extent on the management practice of the individual unit and is not visible enough for comparison purposes or systematically recognised at the University level.</p> | |
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