

Translated from Estonian into English

Approved by Rector's Directive No 1-8/8 of 31 January 2022

GENDER EQUALITY PLAN OF ESTONIAN UNIVERSITY OF LIFE SCIENCES

Introduction

Gender Equality Plan of Estonian University of Life Sciences (hereinafter: the University) shall define the activities for reducing gender inequality. The objective of the action plan is to support the implementation of the basic values of the University and to ensure equal working environment for staff members. All the University staff members shall contribute to gender equality promotion by following the principles of Gender Equality Plan while performing their duties.

1. Gender equality in the University in 2010–2021

1.1. Data collection and monitoring

The analysis of gender equality is based on the report of the employee job satisfaction survey conducted at the University in 2020 and the data from the University personnel database Microsoft Dynamics AX, where the individual's gender is indicated in the personal identification code. The University does not collect data on staff member personal gender identification preferences. The disclosure of the data shall comply with the requirements of General Data Protection Regulation (GDPR, applicable since 25 May 2018). Gender Equality Plan is available on the University website in Estonian and English. Gender Equality data and Plan shall be updated annually.

Gender equality measures are established in national regulations and reflected in the Rector's Directive „[Processing proposals and complaints in Estonian University of Life Sciences](#)“ and the Senate Regulation „[Code of Conduct for Academic Integrity and Principles of Academic Ethics in Estonian University of Life Sciences](#)“.

1.2. Gender balance in the University in 2010–2021

During the last ten years, the number of the University academic staff has increased by 4% (Figure 1), with the proportion of women increasing by 20.8%. The proportion of women among academic staff has increased by 5.8%. In 2010, the proportion of women in the University staff was 43.6% and the proportion of men was 56.4%. In 2020, there proportion was almost equal: 50.6% of women and 49.4% of men. Some academic staff members work part-time. The number of academic staff members in full-time equivalent is smaller, but the trend remains similar.

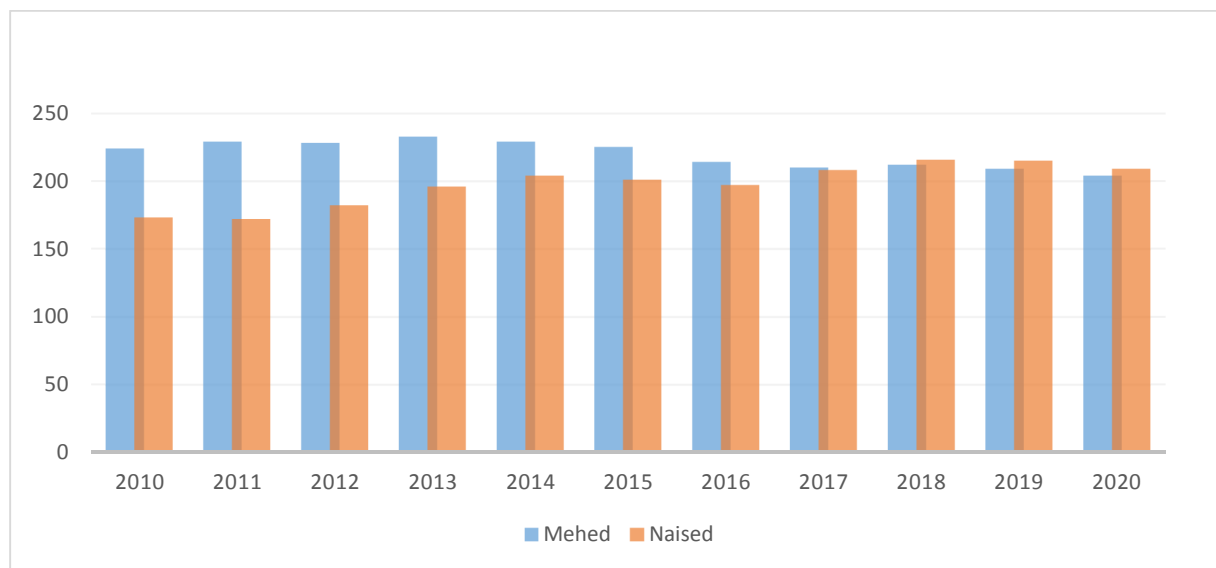


Figure 1. Number of academic staff members in Estonian University of Life Sciences in 2010–2020

Employee satisfaction with work and family life compatibility has increased over the years. Employee job satisfaction survey conducted at the University in 2020 revealed that women's and men's satisfaction with work and family life balance is almost equal (Figure 2).

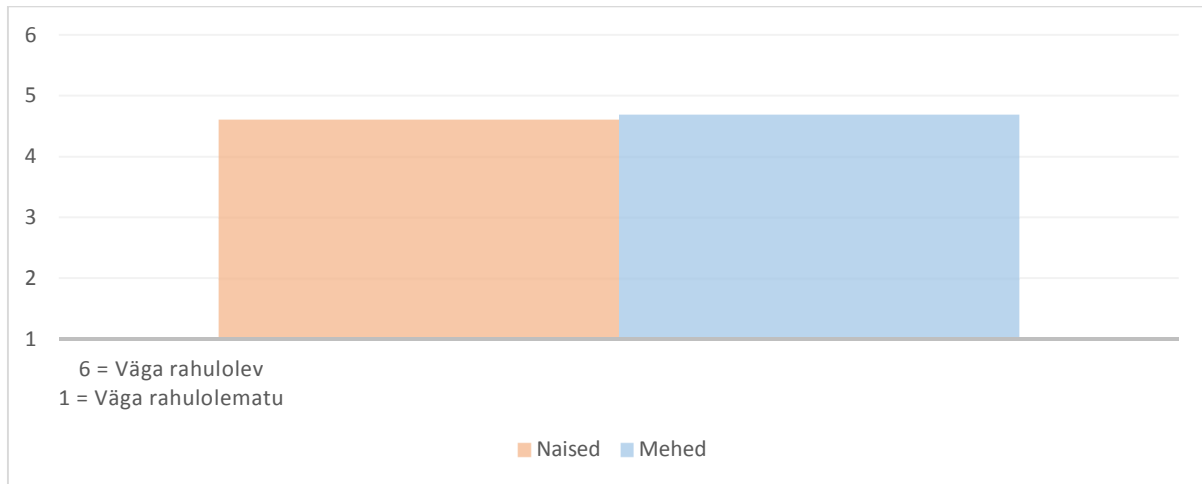


Figure 2. Women's and men's satisfaction with work and family life balance in 2020

Employee satisfaction with career opportunities has increased. However, according to the employee job satisfaction survey, women's satisfaction with career opportunities was 5% lower than men's (Figure 3). Employee satisfaction with work and family life balance and career opportunities could be higher.

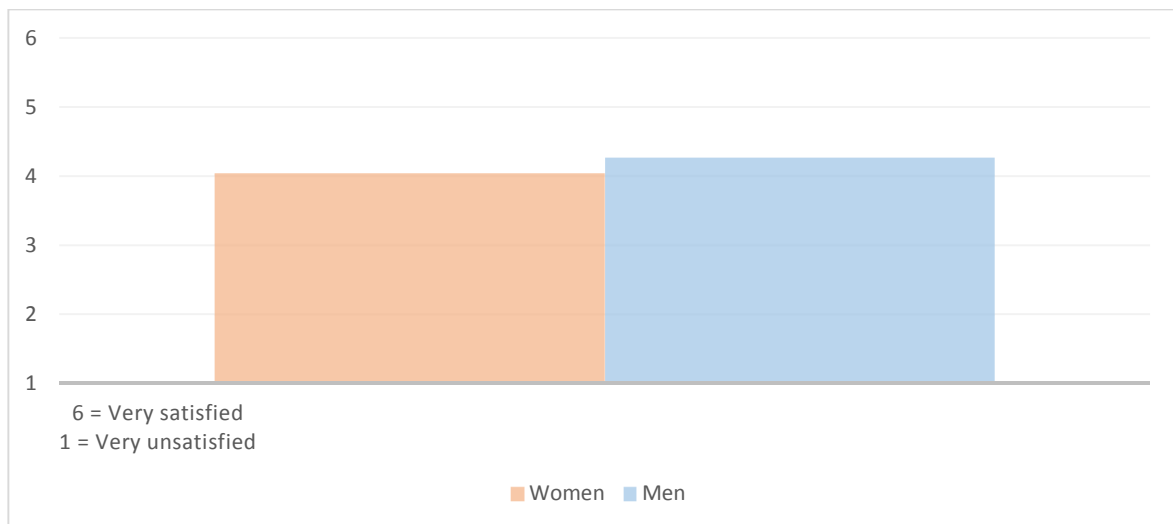


Figure 3. Women's and men's satisfaction with career opportunities in 2020

Academic staff members recruitment principles are described in the University Senate Regulation „[Academic Staff Positions in Estonian University of Life Sciences](#)“. Adherence to recruitment principles shall ensure recruitment transparency and consistent quality.

In 2021, there were three women, which is 42.9% in the seven-member University Council; seven women, which is 36.8% in the 19-member Senate; and two women, which is 66.7% in the three-member executive management (Figure 4).

The members of decision-making bodies generally work in higher positions, which is why gender imbalance in the positions (Figure 5) is also transferred to decision-making bodies.

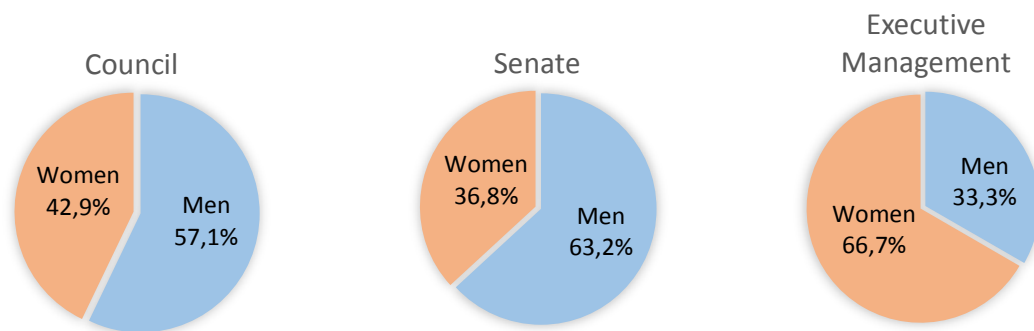


Figure 4. Gender distribution at management level of Estonian University of Life Sciences in 2021

In 2020, the number of men and women among academic staff was almost equal, but there were differences in the positions held. There are significantly fewer women than men in higher positions, especially in the positions of professors (Figure 5). Docents are included in the category of senior lecturers in the diagram. At the end of 2020, the sample of associate professors, junior researchers and teachers was too small for reliable statistics.

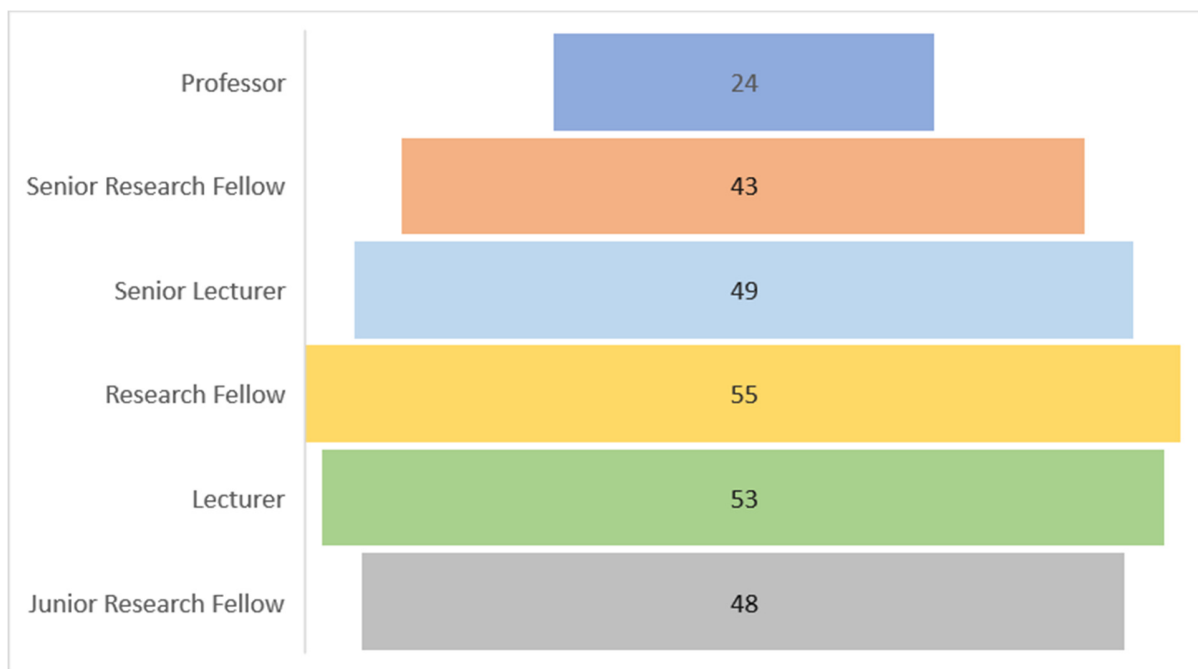


Figure 5. Proportion of women in the University academic positions in 2020, %

An important indicator when comparing the salaries of male and female staff is the gender pay gap - the difference between the average gross hourly wages and salaries of male staff members and the average gross hourly wages and salaries of female staff members (Urmann *et al.*, 2020). In Figure 6, the pay gap is calculated on the basis of the average monthly basic salary. According to the salary data of 2020, the gender pay gap in the highest position, the one of a professor (R4), constitutes 25% in favour of men. The salaries of female senior researchers R3 (9%), senior lecturers R3 (3%) and lecturers without PhD R1 (7%) were slightly higher than those of male colleagues. The gender pay gap in the position of researchers R2 (7%) and lecturers with PhD R2 (16%) is in favour of men. According to the employee job satisfaction survey of 2020, 4% more men than women consider their salary to be fair. At the end of 2020, the sample of associate professors, junior researchers and teachers was too small for reliable statistics.

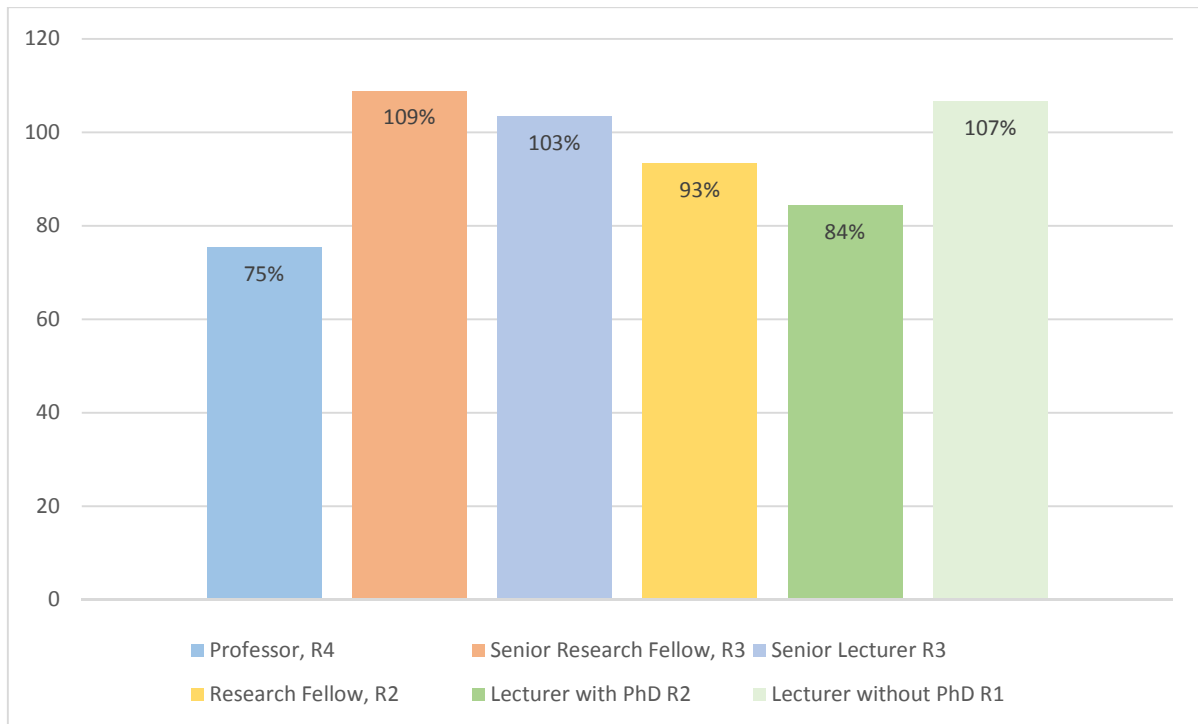


Figure 6. Comparison of average basic salary (%) by position in 2020; men = 100%

2. Objectives and activities in 2022–2024

2.1. Work and private life balance and organisational culture

Objectives	Activity	Responsible implementer
1. Balanced work and private life	Enabling flexible working hours according to the nature of the work	Heads of structural units
2. Smooth integration of a staff member into working life after absence	<p>Continuous professional contact with the absent staff member:</p> <ul style="list-style-type: none"> - regular information about structural unit work - invitations to structural unit events - access to communication channels (e-mail, intranet, document management system, library, etc.) - staff member contact data on the website - opportunity to participate in academic activities and research <p>Supporting a staff member returning to work: coordinating work duties and planning for professional development</p>	Heads of structural units
3. Gender balance in the University	Providing administrative resources	Executive management, Personnel Department, Department of Marketing and Communication, heads of structural units
	Providing gender-disaggregated personnel statistics	
	Preparing and updating guidelines	
	Integration of gender dimension into communication (courses and training, guidelines, intraweb, etc.)	
	Pay gap decrease	
4. Gender-neutral communication	Equal media coverage of female and male academic staff members	Department of Marketing and Communication
5. Minimal gender pay gap	Identifying and decreasing the causes of gender pay gap	Executive management, Personnel Department, heads of structural units
	Improving the remuneration system based on staff member qualifications and performance	

2.2. Gender equality in management positions and decision-making bodies

Objectives	Activity	Responsible implementer
1. Gender balance in management positions	Supporting the transition of a staff member of an under-represented gender to a management position in case of equal candidates	Heads of structural units, Personnel
	Providing leadership training to potential leaders, including training on gender equality	Department, Open University
2. Gender balance in decision-making bodies	Increasing the proportion of staff members of the under-represented gender in - Council - Senate - institute councils	Heads of structural units, Personnel department
	Informing academic staff members of the under-represented gender about the opportunities and perspectives to apply for positions in decision-making bodies	

2.3. Gender equality in recruitment and career development

Objectives	Activity	Responsible implementer
1. Gender balance in academic positions	Taking into account gender equality factor in recruitment	Heads of structural units, Personnel department
	Achieving gender balance in staff members evaluation committees	
	Informing members of staff evaluation committees about the presence of gender dimension and the existing unacknowledged gender prejudice	
	In case of equal qualifications, preferring a representative of the under-represented gender in recruiting.	
	Ensuring transparency of recruitment process and selection criteria	
2. Equal career opportunities for all academic staff members	Informing about the opportunities and perspectives of academic staff of the under-represented gender to apply for higher positions for an unspecified term	Heads of structural units
	Preferring the under-represented gender when allocating resources required in academic work	

2.4. Gender balance in teaching and research

Objectives	Activity	Responsible implementer
1. Gender balance in professor positions	Compiling gender statistics on academic positions by institute	Directors of institutes, heads of chairs, Personnel Department
	Informing the representatives of the under-represented gender about the possibilities and perspectives of applying for academic positions in institutes	
2. Equal career opportunities for all academic staff members irrespective of gender	Informing the representatives of the under-represented gender of academic staff with necessary qualifications about career opportunities and perspectives	Personnel Department, Department of Research and Development, heads of chairs, Department of Academic Affairs
	Enabling external mobility	
3. Gender balance in popularising science in the media	Organising communication courses and training for academic staff members of the under-represented gender	Department of Communication and Marketing, Department of Research and Development
	Observing gender balance when preparing news feeds, human-interest stories, etc.	
	Observing gender balance for performers at public events	
4. Gender balance among academic staff in teaching/ studies	Identifying and decreasing the causes of gender inequality	Heads of chairs, Department of Academic Affairs, Personnel Department

2.5. Prevention of discrimination based on gender

Objectives	Activity	Responsible implementer
1. Discrimination free university	Raising staff members awareness through information and improving organisational culture	Executive management, Personnel Department, heads of structural units
	Organising professional training for managers at all levels	
	Preparing and updating documentation	

2.6. Indicators to assess Gender Equality Plan results

- 2.6.1. Applying for academic positions
 - 2.6.1.1. proportion of women and men among candidates,
 - 2.6.1.2. proportion of women and men among those with whom employment contract for unspecified period was signed.
- 2.6.2. Promotion of academic staff
 - 2.6.2.1. proportion of women and men among applicants for promotion
 - 2.6.2.2. proportion of women and men among those promoted.
- 2.6.3. Gender balance of academic staff in recruitment and evaluation committees and decision-making bodies
 - 2.6.3.1. proportion of women and men in recruitment and assessment committees
 - 2.6.3.2. proportion of women and men among heads of recruitment and assessment committees
 - 2.6.3.3. proportion of women and men in decision-making bodies.
- 2.6.4. Academic staff
 - 2.6.4.1. proportion of women and men among academic staff in
 - 2.6.4.1.1. institutes,
 - 2.6.4.1.2. chairs,
 - 2.6.4.1.3. by position
 - 2.6.4.1.4. among those with whom employment contracts for specified and unspecified periods were signed
 - 2.6.4.2. Average workload of women and men
- 2.6.5. Average salary of male and female academic staff as basic and total salaries of full-time equivalents in
 - 2.6.5.1. institutes,
 - 2.6.5.2. chairs,
 - 2.6.5.3. by position.

References

Urmann, H., Lees, K., Remmik, M., Tubelt, E., Roos, L., Vilson, M., Puur, S. M., Aksen, M., Espenberg, S. (2020). Soolise võrdõiguslikkuse hetkeolukord ja parandamise viisid Eesti teaduses. Tartu: University of Tartu Centre for Applied Social Sciences CASS.