



Estonian  
Academy of Arts

# GENDER EQUALITY PLAN 2022–2025

# Introduction

On the basis of the European Institute for Gender Equality [study](#), it can be argued that gender inequality is still prevalent in the research community, expressed in gender segregation of both research and scientific fields, career problems caused by gender, lack of gender equality in executive positions, gender bias in funding for research and only a formal, for-show gender equality, as well as gender prejudices in research, organisational culture and institutional processes. As a result, the European Commission has called on research institutions to implement institutional changes through gender equality plans. Gender equality is also one of the UN's sustainable development goals.

The Estonian Academy of Arts (hereinafter EKA) [Development Plan](#) for 2021–2025 sets a goal of developing EKA as an educational, work and creative environment that is inspiring to the EKA community and visitors and where people treat each other with respect, dignity and recognition.

In 2017, EKA joined the [Code of Conduct for Research Integrity](#), which is a guideline for all Estonian research institutes and the researchers they employ. A research institute that abides by the Code of Conduct for Research Integrity provides a safe workplace and equal treatment to all of its employees, with zero tolerance for any kind of bullying and harassment and establishes procedures for breaches of these norms.

2021 brought updates to the EKA [Code of Ethics](#), which articulates the attitudes and principles that are the basis for conduct by EKA members and visiting teaching staff and guidelines for handling ethics conflicts at EKA. A new heading was added to the website, providing [advice](#) about what action to take in an adverse situation and where to find help.

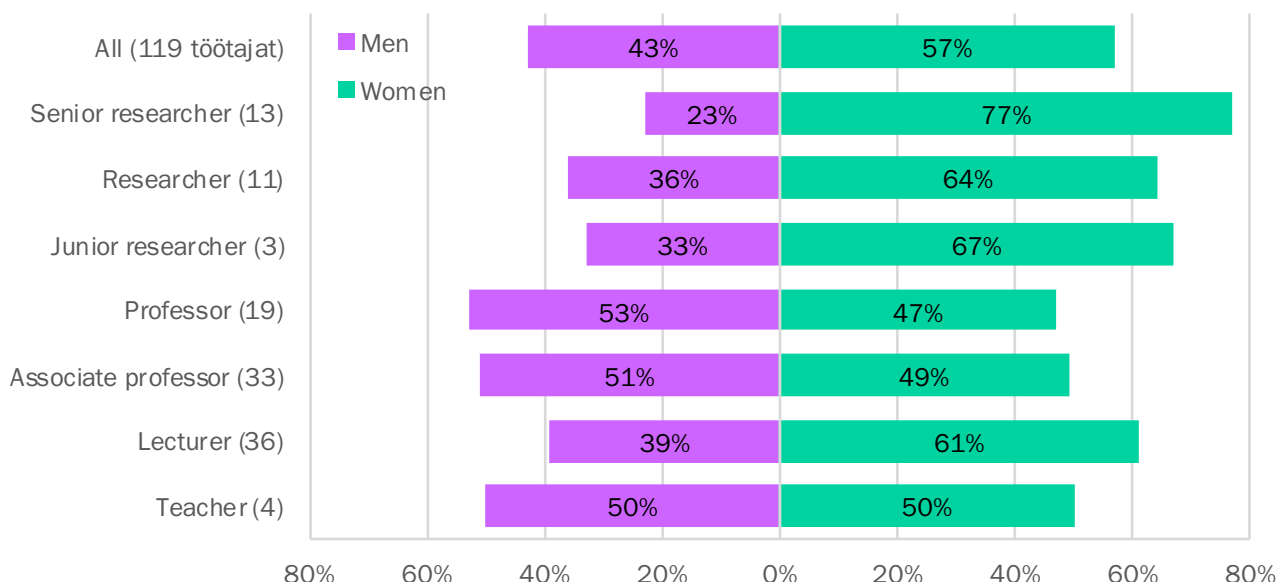
# The Gender Equality Plan

- **The purpose of the EKA Gender Equality Plan (hereinafter GEP) is to ensure equal opportunity, equal treatment and support for all EKA members and to promote gender equality at EKA and in Estonian society. EKA follows the principles of equal treatment in all its activities.**
- A broad-based working group was convened at EKA to draft the GEP. It included representatives from different fields and faculties, and academic and support staff alike. To assemble an overview of the topic of gender equality as it related to EKA, the group used statistical data, introduced to the working group in June 2022. At the same time, focus group interviews were conducted with academic and support staff as well as with the Head of Human Resources and vice rectors.
- The GEP will be in force from 2022 to 2025. It will be reviewed by 2024 at the latest.
- The EKA Rector's Office will monitor and evaluate GEP activities at least once a year. An analysis group will be created, consisting of leading specialists from the Research and Development Office, the Head of Human Resources, and the Head of Quality and Development. Each year, an overview of GEP implementation will be drafted for the Rector's Office and Senate, accompanied - if needed - by amendment proposals. Major activities related to gender equality will also be documented in the EKA annual report.

## Source data

As of late 2021, EKA employed 248 individuals, of whom 109 (44%) were academic staff. The percentage of women in academic positions was 57% (Figure 1). In line with the European Commission's recommendation, EKA defines gender balance as a situation where neither gender makes up less than 40% of the total.

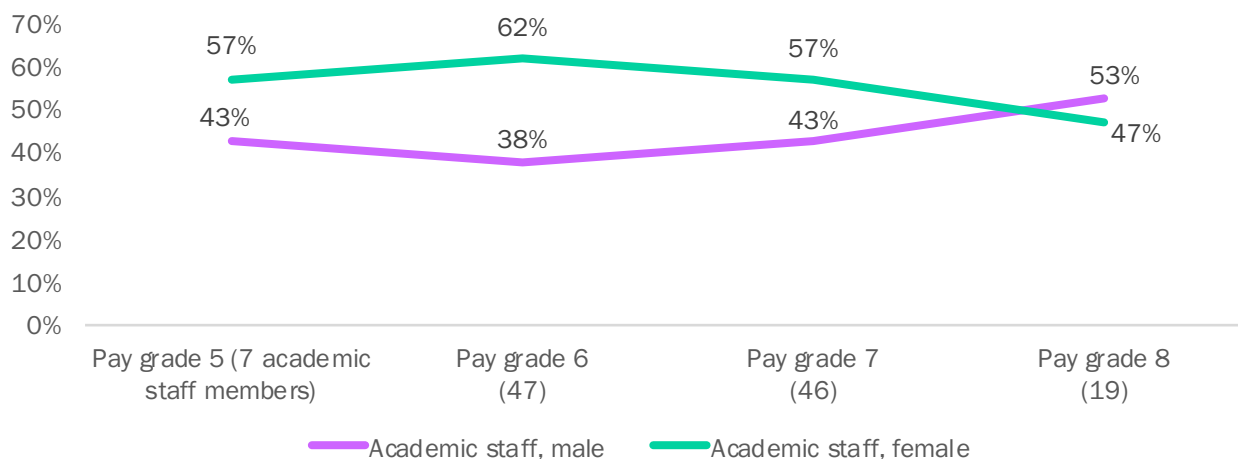
**Figure 1. Gender distribution of academic staff by position, 2021**



Gender balance is lowest among research staff at EKA – women fill 77% of the senior researcher positions. At other career levels, women make up about 65%. The result is to be expected considering that the research staff positions are largely in the Faculty of Art and Culture, where women occupy 76% of the academic positions; men, 24%.

Separate figures are also available for the career level of professor, where the gender distribution is balanced (53% men, 47% women). However, looking at gender distribution along the entire career trajectory (Figure 2), we see that the percentage of women at the researcher level is 62% but only 47% at the professor level.

**Figure 2. Gender distribution of academic staff by pay grade, 2021**



Comparing 2019 and 2021, no significant change has taken place in gender distribution in the positions. To some extent, the number of men in academic positions has increased.

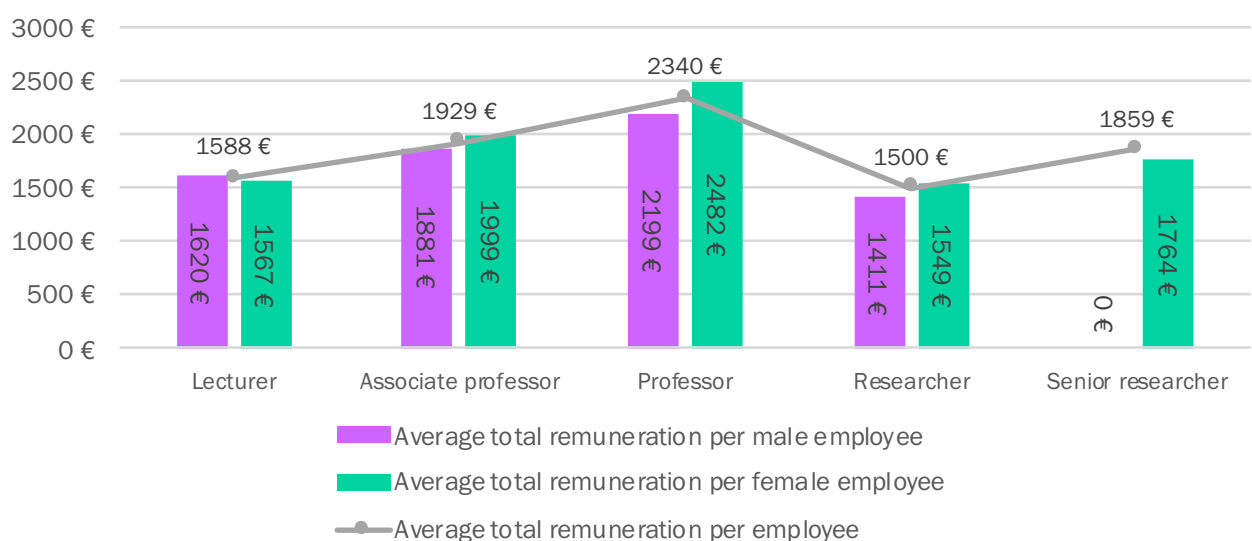
## Gender distribution by field

Analysing the gender distribution of positions by field, we see that there are no major differences between academic staff at EKA in general, as opposed to those in the humanities and art field: women account for 59% of humanities and art positions, men, 41%. This can be attributed to the fact that 84% of academic staff positions are in this field.

The gender distribution in the technology field is 41% women and 59% men. That distribution has remained stable over the last three years. There are five professor positions in this field, 80% of whom are occupied by men, 20% by women. On the other hand, the gender distribution in the lecturer position is closer to 40:60: 57% women and 43% men.

Disparity in earnings at academic staff career levels is generally within 10% (Figure 3). Only at the professor level is the disparity 13% in favour of the women.

**Figure 3. Comparison of average levels of total remuneration of academic staff, 2021**



## Gender distribution by pay grade

Looking at the gender distribution of positions by pay grade for academic positions, distribution is in the acceptable range of 40-60% (Table 1).

At pay grade 6 (lecturers, researchers), the share of women is 62%. Considering that women fill 57% of all academic positions, the distribution tends to be in line with the overall gender distribution among academic staff.

Gender distribution for support staff (Table 1) by position and pay grade is not in balance: women fill 69% of all positions. The figure is in the same range for all pay grades other than pay grades 2, 3 and 5.

The share of women in pay grade 2 is 82%, stemming from the fact that most employees in this pay grade are cleaning staff, all of whom are women. Men account for 63% of the positions in pay grade 3, which includes technicians and craftsmen, most of whom are men. In pay grade 5, women make up 92% of all positions. This position includes support staff specialists (study specialists and coordinators).

**Table 1. Gender distribution of academic staff by pay grade, 2021**

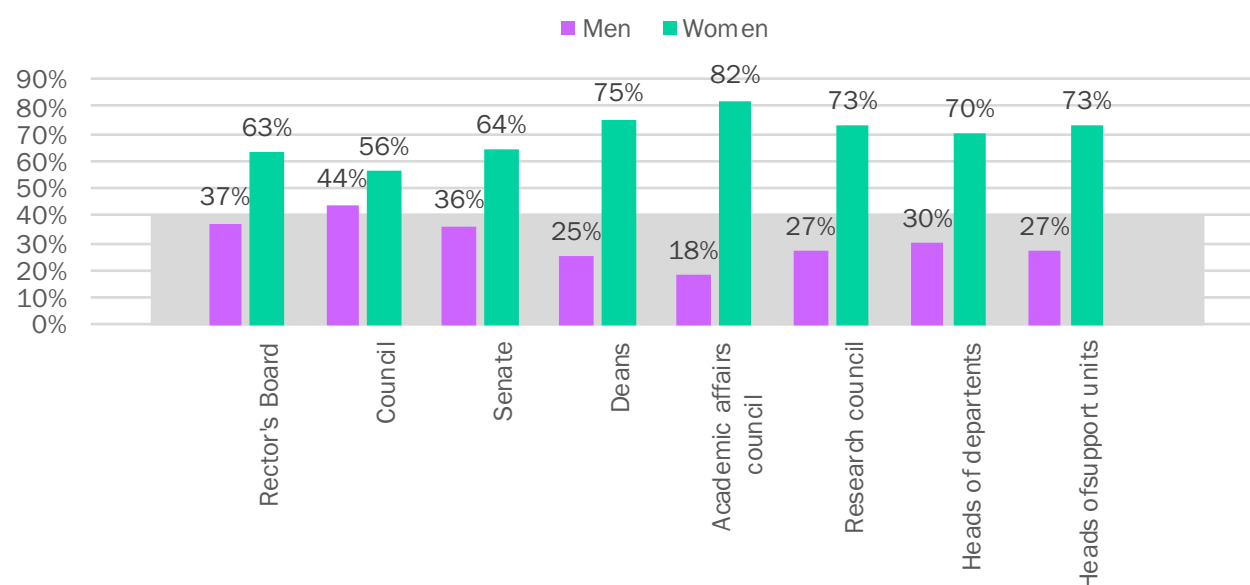
| PAY GRADE    | Academic staff |           |            |                        | Support staff |           |            |                        | All employees |            |            |                        |
|--------------|----------------|-----------|------------|------------------------|---------------|-----------|------------|------------------------|---------------|------------|------------|------------------------|
|              | Women          | Men       | Total      | Percent- age of women% | Women         | Men       | Total      | Percent- age of women% | Women         | Men        | Total      | Percent- age of women% |
| 1            |                |           | –          |                        | 1             | 3         | 4          | 25%                    | 1             | 3          | 4          | 25%                    |
| 2            |                |           | –          |                        | 9             | 2         | 11         | 82%                    | 9             | 2          | 11         | 82%                    |
| 3            |                |           | –          |                        | 9             | 16        | 25         | 36%                    | 9             | 16         | 25         | 36%                    |
| 4            |                |           | –          |                        | 17            | 10        | 27         | 63%                    | 17            | 10         | 27         | 63%                    |
| 5            | 4              | 3         | 7          | 57%                    | 33            | 3         | 36         | 92%                    | 37            | 6          | 43         | 86%                    |
| 6            | 29             | 18        | 47         | 62%                    | 16            | 5         | 21         | 76%                    | 45            | 23         | 68         | 66%                    |
| 7            | 26             | 20        | 46         | 57%                    | 7             | 4         | 11         | 64%                    | 33            | 24         | 57         | 58%                    |
| 8            | 9              | 10        | 19         | 47%                    | 7             | 3         | 10         | 70%                    | 16            | 13         | 29         | 55%                    |
| 9            |                |           | –          |                        | 8             | 3         | 11         | 73%                    | 8             | 3          | 11         | 73%                    |
| <b>Total</b> | <b>68</b>      | <b>51</b> | <b>119</b> | <b>57%</b>             | <b>107</b>    | <b>49</b> | <b>156</b> | <b>67%</b>             | <b>175</b>    | <b>100</b> | <b>275</b> | <b>64%</b>             |

## Gender distribution in decision-making bodies

Women occupy 64% of all EKA positions, and in general, EKA decision-making bodies (Figure 4) are also tilted toward women. The gender distribution in the Senate and Rector's Board is the same as in staff positions: the Senate is 64% female and the Rector's Board, 63%. The Council is 56% female, the Academic Affairs Council is 82% female and the Research Council is 73%.

Executive positions are mainly held by women (three of four deans): among heads of academic offices, women make up 70%, and for heads of support units, 73%.

**Figure 4. Gender distribution of members and executives of decision-making bodies, 2022**



# Main objectives for 2022–2025

1. **Increase awareness of gender equality among EKA members.**
2. **Promote an organisational culture at EKA that supports gender equality.**
3. **Increase the awareness of workplace bullying and gender and sexual harassment and devote attention to prevention and resolution of dispute issues.**

# Activities

## 1. Increase awareness of gender equality among EKA members.

EKA promotes awareness about equal treatment and equal opportunity, gender identity and gender self-determination and shapes gender equality attitudes both among staff and students, integrating diversity and gender awareness topics into educational and research activity.

Focus group interviews showed that EKA staff generally see their work as gender-neutral and that they feel there is no gender discrimination at EKA. But some female staff members do perceive generalisations made along gender stereotypes in day-to-day conversations. For example, respondents in focus group interviews said that the support staff specialists (92% female) are informally called the “girls”. In students’ feedback to subjects (in spring and autumn 2021), it is mentioned male teaching staff who have expressed degrading stereotypical positions.

| Actions for achieving the goal                                                                                                                                                                                                                 | Leader and person in charge                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| We will organise training courses, one-day information events and seminars on gender equality (including gender identity and gender self-determination).                                                                                       | Head of Human Resources, leading specialist from the Research and Development Office and Head of Quality and Development. |
| We will organise a seminar and exchange of experience for academic staff on the topic of how to integrate gender issues into curricula and research activity.                                                                                  | Vice Rector of Academic Affairs                                                                                           |
| Increase students’ awareness of gender-based sexual harassment and gender equality.                                                                                                                                                            | Student Council and teaching staff                                                                                        |
| We will support the consideration of gender aspects in research and creative activity.                                                                                                                                                         | Vice Rector of Academic Affairs and deans                                                                                 |
| We recognise the role of the leader in valuing gender equality, offering support in the form of training and counselling, if needed; in the Code of Conduct for Leadership, we also address the role of the leader in valuing gender equality. | Rector’s Board, heads of units and Head of Human Resources                                                                |

### Performance indicators

- Training courses and other events have been organised to raise awareness of gender equality.
- Gender equality is addressed in the Code of Conduct for Leadership.

## 2. Promote an organisational culture at EKA that supports gender equality.

EKA's objective is to attain the optimum gender balance in all fields of education and research, at all career levels and in all decision-making bodies.

Greater gender awareness and gender equality among EKA members (i.e. in decision-making bodies and committees, the leadership, academic and support staff and the student body) and recognition of undetected prejudices will help to avoid unequal treatment and discrimination.

All must be ensured equal opportunity in the employee recruitment process and along the career paths. EKA's recruitment policy is to value diversity in all positions. It is important for EKA that more than one candidate applies for each position in academic hiring rounds. The EKA career model must be equitable for all and any career hiatuses are also taken into account in employee evaluation.

As of 2022, the gender pay gap between staff members at the same career level is not more than 10%. For EKA, this is a value we want to preserve. For the position of professor, the difference in total remuneration favours women by 12.8%, because there are more women in executive positions than there are men.

Work-life balance is important for staff. Flexible work formats and scheduling that respects personal life is also a beneficial for EKA, because it increases employee loyalty and productivity and reduces stress; employee turnover also decreases and the employer's reputation improves.

Traditionally, the need to reconcile work and private life has affected women more than men and can have an impact on women's careers. In addition, the responsibility for the care of family members come into play – this too usually falls upon women. For that reason, many employees need support for successfully fulfilling their role at work and in private life.

Focus group interviewees said they value flexible working arrangements, although in many cases it means having to work outside regular working hours and an increased workload. They also mentioned the concern that leaders often are unaware of how heavy the workload on an employee is.

One of EKA's goals is to track the gender balance on executive and decision-making bodies, which is currently lowest in the Academic Affairs and Research Council. The diversity of decision-making bodies, including gender diversity, is the basis for making decisions that consider the interests of different social groups.

| Actions for achieving the goal                                                                                                                                                                                                                         | Leader and person in charge                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| We value a strong and diverse competition for filling vacant positions.                                                                                                                                                                                | Heads of units and Head of Human Resources |
| In case of equally qualified candidates both in recruitment of staff and student admissions, preference is given to the underrepresented gender.                                                                                                       | Heads of committees                        |
| The leaders make sure that the gender proportion of academic staff starting out on the academic career ladder stays the same at higher levels of the career track and promote candidates from underrepresented genders for positions at higher levels. | Deans and Head of Human Resources          |

| Actions for achieving the goal                                                                                                                                                                                                                                                                                                                                                                                                                                    | Leader and person in charge                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| In communication, we avoid wording and use of images, etc., that perpetuate gender stereotypes.                                                                                                                                                                                                                                                                                                                                                                   | Head of Communications                                                                                                    |
| <p>We keep an eye on the gender equality situation and provide a regular overview.</p> <p>(1) We gather and analyse gender salary statistics and if there is a gender pay gap, we analyse the reasons and solutions.</p> <p>(2) To better recognise and support the need for gender balance, we prepare statistical overviews regarding members of executive and decision-making bodies, assessment committees related to elections, evaluation and teaching.</p> | Head of Human Resources, leading specialist from the Research and Development Office and Head of Quality and Development. |
| We recognise that both the manager and employee have a role in balancing the employee workload. We monitor its impact through the employee satisfaction survey.                                                                                                                                                                                                                                                                                                   | Heads of units and Head of Human Resources                                                                                |
| To ensure work-life balance, we offer flexible working arrangements, part-time and remote working.                                                                                                                                                                                                                                                                                                                                                                | Heads of units and Head of Human Resources                                                                                |
| We support employees who have been away for a longer period in returning to the work environment.                                                                                                                                                                                                                                                                                                                                                                 | Heads of units and Head of Human Resources                                                                                |
| If possible, we give priority in lecture scheduling to academic staff who are parents of young children or caring for family members.                                                                                                                                                                                                                                                                                                                             | Heads of curriculum and academic affairs specialists                                                                      |
| Among academic staff members, we encourage men to take on more leadership roles.                                                                                                                                                                                                                                                                                                                                                                                  | Rector's Board                                                                                                            |

#### Performance indicators

- Competition for vacant positions has increased.
- Each year, gender equality statistics are published and updated on the website.
- Questions that evaluate perceptions of workload have been added to the employee satisfaction survey.
- The percentage of men among heads of units and members of decision-making bodies has increased.

### 3. Increase EKA members' awareness of workplace bullying and gender and sexual harassment and to devote attention to prevention and resolution of dispute issues.

EKA's accession to the Code of Conduct for Research Integrity and the update to the Code of Ethics in 2021 has supported the creation of a safe work and educational environment. To a greater extent, it will be necessary to perform outreach and prevention on the topic of equal treatment (including gender violence and harassment), thereby influencing the organisational culture and values and to integrate gender equality into this discussion.

In order to prevent risks from materialising, we will focus above all on the topics of gender violence and harassment (including bullying in the workplace). To prevent bullying, we will support employee awareness of coping methods, conflict resolution skills among those in charge, and the readiness of EKA as an organisation to intervene in bullying instances.

| Actions for achieving the goal                                                                                                                                                                                                                                                               | Leader and person in charge                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| We will review and improve discrimination and unequal treatment guidelines on the website and intranet and make them more accessible and visible.                                                                                                                                            | Leading specialist from the Research and Development Office, Head of Human Resources, and Head of Quality and Development.    |
| We will ensure a transparent system for lodging complaints to an independent and impartial trustee and the impartial and thorough processing of complaints; through workshops we will promote the counselling competence of process participants in resolving problems of unequal treatment. | Leading specialist from the Research and Development Office, Head of Human Resources, and the Head of Quality and Development |
| To better support students, we will examine their awareness of gender-based and sexual harassment and determine the need for intervention.                                                                                                                                                   | Student Council and Head of Quality and Development                                                                           |

#### Performance indicators

- Guidelines on the website and a system for lodging complaints have been updated.
- The advisory competence of the staff handling cases has increased.
- The need for intervention is determined by the Graduate survey.