

Gender equality action plan 2025/2027

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université
PARIS-SACLAY



PREAMBLE

Context and background

Since 2020, public employers have been required to draw up and implement a multi-year action plan relating to gender equality at work (cf. *Accord relatif à l'égalité professionnelle entre les femmes et les hommes dans la fonction publique du 30 novembre 2018* (agreement on gender equality at work in the civil service of 30 November 2018) and *Loi de transformation de la fonction publique du 6 août 2019* (law on the transformation of the civil service of 6 August 2019)).

Université Paris-Saclay (employer scope) had therefore defined an action plan in 2021, for the period 2021-2024. This first action plan covered a number of areas: governance and communication, work-life balance, equal access to jobs and responsibilities, assessment and prevention of pay gaps, and preventing and addressing gender-based acts of violence and sexist behaviour.

In the first area (Governance and communication), the 2021 plan achieved actions such as formalising the institutional governance of the gender equality policy, promoting communication to ensure that all staff were aware of their rights, and contributed to educating and raising awareness of the subject among all staff (via exhibitions, conferences/debates, for example). In the second area (Work-life balance), initiatives were deployed to provide breastfeeding rooms, for example, or offer support with childcare. In the third area (Equal access to jobs and responsibilities), the 2021 plan led the university to carry out gender-based assessments of all human resources management processes, such as recruitment and restructuring. These assessments showed that these policies had been rolled out with gender equality in mind. In the fourth area (Assessment and prevention of pay gaps), analysis of the *rapport social unique* (single social report) was stepped up in order to improve the assessment of pay gaps. Finally, in the fifth area (Preventing and addressing gender-based acts of violence and sexist behaviour), the 2021 plan led to the completion of a survey on sexual and gender-based violence (2022), the creation and deployment of an e-learning module on sexual and gender-based violence (aimed at all staff and the entire student population), and the strengthening of the counselling and report unit.

A desire to strengthen our equality policy

All these factors demonstrate Université Paris-Saclay's commitment. However, a number of factors have prompted us to strengthen the university's policy on gender equality in this new 2025-2027 plan.

Firstly, analysis of the *rapport social unique* (single social report, RSU) has enabled us to identify certain inequalities, including the following, in particular:

- Access to positions as professors within the university: in 2022, women accounted for 43% of lecturers and only 34% of university professors (see p.12 of the RSU). This average percentage masks significant disparities between disciplines, in line with national statistics. For example, of the 32 professors in mathematics, there is 1 woman, whereas women account for 44% of professors in Law, Economics and Management (see p. 14 of the RSU).
- Access to category A for administrative staff (library staff, engineers, technical, health and social staff, BIATSS): by 2022, women accounted for 67% of category C staff, compared to 63% of category A staff (see p. 19 of the RSU).
- Pay gaps for category A BIATSS staff (see p. 39 of the RSU).

We therefore wanted to include measures to better understand or address these inequalities in the 2025 plan.

Secondly, progress on gender equality, largely thanks to the 2021 plan, has enabled us to better identify certain issues that are not yet being sufficiently addressed, such as the persistence of late meeting times, or meetings during school holidays and/or on Wednesdays, period poverty, gender bias in recruitment, potential gender inequalities in the assumption of responsibilities, or the difficulties in meeting the costs of external procedures (lawyer's fees, for example) for some victims of sexual and gender-based violence.

Two areas of major structural progress

Compared with the 2021 plan, the 2025-2027 plan includes major structural progress in two areas.

Firstly, unlike the 2021 plan, which focused primarily on staff (with the exception of preventing and handling sexual and gender-based violence), this plan also includes the student population. Although the aforementioned legal texts do not oblige educational institutions to include measures aimed at the student population in their equality plan, we believed that the university's responsibility did not stop with staff, but included students, in terms of their access to various fields of study, their training on equality-related subjects, their professional integration, and of course their physical and psychological safety.

Secondly, the creation of a network of Equality officers across the wider university community over the past few years has enabled us to identify issues that are common to all our institutions. For this reason, and even though the legal obligation only applies to the employer sector (in the sense that it applies to each public employer, and each employer must therefore have its own plan), Université Paris-Saclay wished to go beyond this obligation by also including measures across the wider university community in its plan.

LEGEND



Measure applicable to the employer scope



Measure applicable to the wider university community

Construction methodology for the plan

The plan was drawn up by a working group comprising: a staff representative (specialised training on health, security and working conditions - F3FCT, and the social committee for the administration of the institution - CSAE), a HR manager, the Equality-Diversity project manager, the vice-president for Human Resources, and an equality officer from one of the constituent faculties and institutes (who became vice-president for Equality, Diversity, and Inclusion in July). It was therefore co-constructed over the course of three working meetings.

Bilateral exchanges have also taken place with various departments: student life and equal opportunities, human resources (monitoring, recruitment, educational institutes, etc.), student health and occupational medicine, sports, international relations, etc., to ensure elements relating to their fields of action were included.

Once drafted, following the meetings of the working group and these bilateral exchanges, the plan was discussed with the other vice-presidents concerned (in particular, university life, monitoring, students and quality of working life).

It was then presented to the CSAE for their information on 5 November 2024 and approved by the CSAE on 26 November 2024, then by the Governing Board on 17 December 2024.

It is structured around the same five areas as the previous plan (in line with the themes requested by the Ministry):

- Strengthening the institutional governance of the equality policy
- Promoting work-life balance
- Ensuring equal access for men and women to studies and employment
- Assessing, preventing and addressing gender pay gaps
- Preventing and addressing moral or gender-based discrimination, acts of violence and harassment, and sexist behaviour.

Each area covers several themes. Within each theme, actions are distinguished according to whether they fall within the employer sector or the wider university community. A monitoring table, also presented to the CSAE, has been drawn up with multi-year objectives, indicators, deliverables, the players involved and budgetary components. It will serve as a benchmark for the effective implementation of measures.

The university would like to thank all those who contributed to the development of this plan, in particular staff representatives and the various departments involved, who provided relevant insights into the various subjects.

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1. STRENGTHENING the institutional governance of the equality policy

1.1 Managing the equality policy

- **Setting up a steering committee to monitor deployment of the Equality Action Plan (PAE), with an annual review and revision process**

A steering committee (see preamble for composition) has been set up with the objective of developing the new 2025-27 plan.

The committee met three times to:

- Evaluate the previous plan and assess the extent to which the various measures had been implemented
- Gain an overview of the obstacles and levers to achieving the plan
- Propose new measures adapted to the needs of the university community (in particular, involving the student population who were not included in the previous plan).

The steering committee will meet twice a year (at the end of March and the end of September) to review progress on the new plan, and to make proposals in the event of any difficulties or constraints.

- **Communicating regularly about the action plan and its progress**

An educational document presenting the plan will be produced with the support of the marketing and communication department, so that the university community can be made aware and take ownership of the institution's workplace equality policy. The same process will apply for the review of the plan after one, two and three years. This document will be shared via the website, as well as to constituent faculties and institutes, departments and central services. The plan will also be presented orally at meetings of constituent faculties and institutes and departments, where staff will be able to discuss their views and ideas, with the aim of ensuring that the entire university community can take ownership of the plan and its associated themes.

- **Developing external and internal funding dedicated to the equality policy**

In contrast to the previous plan, the costs of the various measures in this new plan have been calculated so that we can present a budget for implementing the plan's actions. Internal funding will be sought and funds will be raised via external calls for proposals – as with the previous plan – in particular those from the directorate-general for higher education and professional integration (DGSIP) and the directorate general for research and innovation (DGRI) (Professional Equality Fund, Plan to combat sexual and gender-based violence) or the regional Prefecture (period poverty), with the possibility of raising funds in the wider university community if necessary. Local players such as the Paris-Saclay urban community and the Versailles CROUS are also major financial partners. The mobilisation of private partners is another option to consider for the coming years (particularly within the framework of sponsorship programmes).

- **Organising events, particularly during awareness-raising weeks on equality and the fight against sexual and gender-based violence**

To spread a common culture of equality and the fight against sexual and gender-based violence (SGBV), a minimum of two awareness-raising campaigns per year will be organised to reach the wider university community, which will be co-constructed with the equality officers of associate institutions, schools and constituent faculties and institutes. This will involve a joint communication campaign, with a flagship theme and a poster referring to a web page listing the various initiatives, locations and times of events for each

institution. These initiatives will be aimed at both students and staff. We will be collaborating with student associations beforehand, and we will also be promoting the projects implemented by students as part of these campaigns.

- **Improving the visibility of the Equality, Diversity, and Inclusion policy on a wider scale**

A large number of measures, programmes, initiatives and projects relating to equality, diversity and inclusion are implemented outside the scope of the Equality and Diversity Mission (via the constituent faculties and institutes or central services, as well as within associate institutions and schools), but they are not promoted because the information has not been centralised. As a first step, an inventory of the various actions existing within Université Paris-Saclay on this subject will be compiled and published on a structured and comprehensive web page. In addition, a biannual newsletter will be distributed both internally and externally to promote and share information about the university's Equality, Diversity, and Inclusion policy.

1.2 Continuing to develop the inclusive communication policy

Since 2021, there has been a guide to inclusive communication (in both long and short versions) which is widely distributed within our university community, and in other higher education and research (ESR) institutions that request our services. The marketing and communication department has been made fully aware of these issues, and applies these best practices wherever possible. The university is committed to continuing to distribute its guides and best practices so that they are used and implemented on a daily basis.

See page: <https://www.universite-paris-saclay.fr/luniversite/diversite-egalite-inclusion-handicap/communication-egalitaire>

1.3 A long-term commitment to the university's equality policy

- **Developing and sharing best practices**

There are various networks in place to develop and share best practices. Within the wider university community, an equality working group meets every two months to discuss the latest developments at each institution, and to develop joint actions, respond collectively to calls for proposals, etc. This working group will be extended to include the Equality/SGBV officers who will be newly appointed during 2025.

The EUGLOH European University is a useful vehicle for strengthening links and exchanging best practices between European partners in these areas. One of the working groups covers equality and inclusion issues.

- **Creating a toolbox for self-training on equality**

The university will provide staff with a toolbox to carry out self-training on equality.

The inclusive communication guide is an initial tool for learning how to implement an inclusive writing practice. In addition, there are various tools already available on the MENTOR and LinkedIn Learning platforms. The university will provide information to staff (via the intranet page, internet, HR newsletter, etc.), along with a proactive policy on the part of management to encourage their teams to educate themselves on these issues.

The courses listed are as follows:

→ **MENTOR** (inter-ministerial e-learning platform):

- "Towards gender equality" (1 hour) <https://mentor.gouv.fr/local/catalog/pages/training.php?trainingid=74>
- "Diversity and the fight against discrimination" (1 hour 50 min) <https://mentor.gouv.fr/local/catalog/pages/training.php?trainingid=305>

- "Understanding and preventing discrimination" (1 hour 30 min) <https://mentor.gouv.fr/local/catalog/pages/training.php?trainingid=133>
- "Combating sexual and gender-based harassment" (15 min) <https://mentor.gouv.fr/local/catalog/pages/training.php?trainingid=47>
- "Sexual and gender-based violence in the workplace: understanding, acting and preventing" (2 hours) <https://mentor.gouv.fr/local/catalog/pages/training.php?trainingid=144>
- "Maternity in the workplace, an asset for management" <https://mentor.gouv.fr/local/catalog/pages/training.php?trainingid=219>

→ **LinkedIn Learning** (e-learning platform):

- "Promoting diversity, equity and inclusion in the workplace" (5 hours 20 min) https://fr.linkedin.com/learning/paths/promouvoir-la-diversite-l-equite-et-l-inclusion-au-travail?trk=learning-topics_learning-search-card_search-card&upsellOrderOrigin=default_guest_learning
- "Diversity and women's careers" (56 min) <https://www.linkedin.com/learning/mixite-et-carriere-au-feminin/faire-un-etat-des-lieux?autoplay=true&u=101743162>
- "Fighting Gender Bias at Work" (14 min) <https://www.linkedin.com/learning/lutter-contre-les-biais-de-genre-au-travail/pourquoi-c-est-important?autoplay=true&u=101743162>
- "Empowering Women to Advance their Careers" (1 hour) <https://www.linkedin.com/learning/prendre-le-pouvoir-sur-sa-carriere-en-tant-que-femme/consulter-sa-boussole-de-carriere?autoSkip=true&autoplay=true&resume=false&u=101743162>

Université Paris-Saclay has also set up a 1.5-hour e-learning training module on SGBV (further information under area 5).

1.4 Affirming and promoting the university's commitment to the wider community, regionally, nationally and internationally

- **Developing a network of partnerships with institutions and associations (regional, national and international)**

Numerous partnerships have already been developed and have proved themselves both long-lasting and effective:

- International: the Equality, Diversity and Inclusion policy group with the League of European Research Universities (LERU); collaboration on entrepreneurship for female students with Northeastern University, the Consulate General of France in Boston and partner companies; EUGLOH (Work Package on campus life, organisation of webinars for International Week for the Elimination of Violence Against Women, etc.).
- National: Standing Conference of Equality and Diversity Officers – CPED (the university is a member of the Board of Directors and the Executive Committee)
- Regional and local: Regional Prefecture with a delegation for women's rights, the Île-de-France region, Departmental Council, Maisons des femmes, information centres on the rights of women and families, MEDIAVIP, CROUS, Versailles Regional Board of Education, Créteil, Points Justice, etc.

These partnerships will be maintained, and the university will also seek to develop new partnerships with the justice system and the police in the fight against sexual and gender-based violence, as well as with companies within the Saclay ecosystem.

- **Assessing the production of research, particularly in Humanities and Social Sciences, on gender equality and gender at Université Paris-Saclay**

The review of the previous plan revealed that work had been initiated with the Department of Libraries, Information and Open Science (DiBISO) to carry out an inventory of research on gender at Université

Paris-Saclay. This work will be finalised in order to map the expertise of researchers (including PhD candidates) on the subject and create a dedicated page with a database. This will help to promote the research carried out on this subject at Université Paris-Saclay both internally and externally.

- **Creating a prize to reward a Master's or PhD project on gender**

In connection with the assessment of research on gender equality and/or gender at Université Paris-Saclay, a prize will be created to reward a research project (Master's or PhD) on gender at Université Paris-Saclay (in any discipline) each year.

2. PROMOTING work-life balance

2.1 Promoting a better balance between different areas of life

- **Assessing part-time and remote working arrangements to ensure they meet gender equality objectives**

Regarding part-time work, the challenge is to improve our understanding of the reasons behind taking part-time work and to distinguish between chosen and involuntary part-time work. Taking up part-time work means a loss of income, and today the vast majority of part-time employees are women (see p. 49 of the RSU). It is therefore important to analyse these phenomena and to take corrective action where necessary.

With regard to remote working, the review of the previous plan did not allow for a detailed analysis of remote working practices. In this new plan, it will therefore be essential, to have, in addition to gender-specific data, indicators such as the number and choice of days, space and equipment dedicated to remote working, etc. Indeed, as the High Council for Gender Equality highlighted in its February 2023 report, remote working can increase gender inequalities: *"Uneven distribution of household tasks, imbalance in family responsibilities, mental burdens... women are still subject to numerous inequalities within the home, which can be amplified by the use of remote working, for example when it is used as a response to regular childcare difficulties or is carried out in inadequate premises. This can have consequences for women's mental health and careers"*¹.

- **Setting up a charter on the right to disconnect**

A disconnection charter is being drawn up in conjunction with the remote working charter.

- **Limiting meetings after 6.00pm and during school holidays**

This action relates specifically to the organisation of meetings, but more broadly, is also part of the overall managerial practices that respect the quality of life at work, and in particular the balance between professional and personal life. The idea here is to avoid, as much as possible, scheduling work meetings outside the working hours of 9.00am-6.00pm, during school holidays, and on days such as Wednesdays, which many parents in France (mostly women) devote to their children. In addition, it is important to consider the efficiency of these meetings: predefined duration and agenda, adherence to time limits, record of decisions, etc.

1 Report: "Pour une mise en œuvre du télétravail soucieuse de l'égalité entre les femmes et les hommes", 27 February 2023

- **Promoting gender diversity in sports on campus**

The sports department's communication takes into account the issue of gender stereotypes, but in practice, this area remains very gendered: it is mainly men practising sports seen as masculine (judo, football, etc.), and women in those seen as feminine (zumba, yoga, etc.). Actions will be taken to encourage gender diversity in highly gendered disciplines: communication that breaks down gender stereotypes, sessions reserved for certain groups, etc.

Moreover, while, among staff, the majority of people who practise sport are women (70% vs. 30% men), this figure is reversed among students. We must therefore consider ways to motivate male staff and female students to take up sport.

2.2 A consideration of parenthood at work and at school

- **Making paternity leave easier to take**

The increase in the number of days granted for paternity leave (28 days since 2021 compared with 14 previously) is a measure that can help rebalance the sharing of domestic and parental tasks, which are still largely assumed by women. To make new fathers aware of their rights to paternity and/or parental leave, an explanatory note will be shared via HR departments (release, days of leave, etc.), at the start of the academic year for example.

- **Ensuring a smooth return to work after maternity or parental leave**

Returns from parental leave will be systematically accompanied by a return interview to ensure the smooth reintegration of the staff concerned. Return from maternity leave will continue to be taken into account as a priority criterion when considering requests for CRCT (Leave for research or a change in subject area).

- **Providing information on parenthood**

A guide to parenthood will be drawn up in conjunction with the Human Resources department, the Student Health Service, the Preventive Medicine service and the Maison du Doctorat, to inform future parents of their rights and the measures the university has put in place to support parenthood. The guide will be widely publicised.

- **Improving the provision of breastfeeding rooms**

Breastfeeding rooms are available on request, usually in the infirmaries. But these rooms are not always suitable, nor are they accessible on a daily basis (staff are not always on site, and in this case, the infirmaries are closed), and no "official" communication has been made about existing rooms.

The university will purchase 9 reclining seats (suitable for breastfeeding) to be installed in the 9 campus infirmaries, and will launch a communication campaign through the Human Resources department, in conjunction with the Student Health Service and the Preventive Medicine Service. A project will be launched to broaden the scope of these schemes.

- **Childcare support**

A campus leisure centre (CESFO) is open every Wednesday and during school holidays from 8.00am to 6.30pm for staff of Université Paris-Saclay and the National Centre for Scientific Research (CNRS), as well as families falling under the Orsay town council. 160 places are available at the centre every year.

In addition, there are various forms of social aid for children and young people, which may or may not be income-dependent, depending on the type of support: childcare or holiday assistance, support for school

fees, support for taking the BAFA (diploma for youth leaders), first aid courses, etc. These various forms of assistance are listed in a comprehensive social guide posted on the institution's intranet.

Lastly, 10 nursery places will be available for the children of university staff from the start of the 2024 academic year, and these will be maintained in the following years. A committee is responsible for receiving and assessing applications, and selecting families according to various criteria: primarily, social criteria, and then status, type of contract, etc.

- **Encouraging pregnant students to continue their education**

Arrangements will be made at university level to enable pregnant students to pursue their studies as well as possible (distance learning courses where possible, authorised absences, adjustments to examination periods, staggering of studies, etc.).

- **Consideration for painful periods**

Appropriate protocols already exist for students and staff suffering from endometriosis, including authorised absences.

However, some universities have gone one step further and created leave for painful periods (excluding specific cases of endometriosis) for female students and staff. Université Paris-Saclay's Student Health Service provides students suffering from menstrual pain with all the resources they need to treat their symptoms and ensure they receive therapeutic care. From 2025 onwards, the university will be reflecting on what could be offered within Paris-Saclay (remote working on flexible days for female staff, adapted rest and care space if needed, leave, etc.).

2.3 Combating period poverty

Since 2020, the fight against period poverty has been an integral part of the institution's equality and campus life policy. After raising funds by responding to several calls for proposals from the Regional Prefecture, and obtaining other forms of funding via the Contribution to Student and Campus Life (CVEC), the CROUS and the Paris-Saclay urban community, the university was initially able to install dispensers across campuses and launch campaigns to distribute disposable and reusable sanitary products, as part of an approach that considers sustainable development. An awareness-raising exhibition has also been created to combat the taboo surrounding menstruation.

A call for tenders was issued (acknowledged and highlighted by the European Commission) with three lots: menstrual underwear, menstrual cups and reusable pads. Initially focused on scholarship students within the wider university community, the distribution of sanitary products was then extended to other students, thanks to the advantageous prices obtained via the contract. Constituent faculties and institutes and student associations are very committed to the issue and help to organise the distribution of products. Some key figures:

- 50 free dispensers for disposable products on campus
- 25,000 pairs of underwear, 3,000 cups and 5,000 pads purchased
- 1 awareness-raising exhibition on period poverty
- Dozens of students and associations involved
- Approximately €200,000 raised

- **Ensuring the continued availability of free disposable sanitary products via dispensers across campus**

The 50 dispensers of sanitary products have been installed across campus and it was previously the responsibility of the Equality and Diversity Mission to replenish these dispensers, but as of the start of the 2024 academic year, this will be the direct responsibility of constituent faculties and institutes. A budget has been set aside for these orders, which will be placed with the union of public procurement groups (UGAP) according to the needs of each constituent faculty and institute, and to ensure that dispensers are well supplied. At the start of each academic year, the existence and location of these distributors will be widely communicated across the university.

- **Providing free, disposable sanitary products for the most vulnerable groups (students and staff)**

Since the start of the 2024 academic year, reusable sanitary products that are still in stock have been managed by the student life and equal opportunities department. This department gives away products free of charge to beneficiaries of aid commissions, during campus events organised by student ambassadors, and at any event attended by students (Welcome Festival, Welcome Days, etc.). Products are also available from the solidarity cooperative's associations (Secours populaire, Resto du cœur, etc.), as well as from the infirmaries and the Human Resources social action department. New funding will be sought to ensure this initiative will remain in place over the long term.

3. ENSURING

equal access for men and women to studies and employment

3.1 Placing workplace equality issues at the heart of the university's policies

- **Analysing gendered data from the single social report (RSU) and extracting levers and areas for development**

The RSU is produced each year with a number of indicators and gendered data that may shed light on the levers to be put in place to meet gender equality objectives. The university will use data from the RSU to carry out an annual analysis of inequalities and gender gaps, and to measure their evolution.

- **Ensuring the extensive communication of the gender analysis and equality action plan**

All reports (RSU, action plans and reviews) are posted on the university's website for public access (<https://www.universite-paris-saclay.fr/en/luniversite/diversite-egalite-inclusion-handicap/professional-equality>). A communication document summarising the various elements of the gender analysis will be drawn up and presented with the new plan.

- **Understanding and monitoring potential bias in promotions**

Each promotion process (restructuring, recruitment of university professors, promotion of BIATSS administrative staff, etc.) will be followed by a quantitative gender analysis (recruiting pool, applications, winner), so as to check that it has not led to gender inequalities. Any inequalities will be corrected.

- **Raising awareness of gender equality among all staff**

An awareness-raising campaign will be created with a schedule of dedicated training courses for each target audience, which will be distributed around the university, and the subject will also be included in the onboarding procedures for new staff. Forum theatre sessions on gender equality will be organised and open to all staff. If places are left, these sessions can be opened to the wider university community.

In addition, a video produced by the Equality, Diversity, and Inclusion (EDI) vice-presidency will be posted on the intranet, website and social media pages, outlining the university's policy and commitment to EDI issues.

- **Training human resources staff and all those involved in recruitment (including selection committees and Master's and PhD juries) in professional equality and cognitive and gender bias**

A toolbox to raise awareness of equality and cognitive and gender bias in the workplace will be created and made available to human resources staff and those involved in recruitment. A procedural note will be widely distributed (with resources to read/view) to recruitment staff. In addition, training content will be created to integrate the aspect of equality in the workplace into managerial training courses.

3.2 Promoting equal access to employment, professional training and careers

- **Establishing equal juries in terms of gender for the various recruitment processes and reflecting on recruitment criteria**

With regard to administrative staff (BIATSS), we are working to encourage equal recruitment committees with at least 40% members of each sex, as much as possible. Gender parity has been established in the regulations governing competitive exams for academic and teaching staff.

In the case of teaching staff, gender-specific recruitment assessments are carried out to review the applications, interviewees and people hired. Work will be carried out with the Human Resources department to improve monitoring by making better use of data from Galaxie or other ministerial applications, in order to obtain indicators on gender in recruitment.

The university will also be reviewing its recruitment criteria and procedures to encourage greater gender diversity among recruits.

- **Measuring equal access to training and professional and personal development, an important factor in career development**

Indicators will be defined in conjunction with the Training Institute, based on analyses of the single social report, to enable a detailed analysis of gendered differences in access to professional training and professional and personal development schemes.

- **Promoting equal access to training and professional and personal development tools**

If inequalities are identified as a result of these measures, the university will put measures in place to correct them (including a communication campaign on training courses and schemes, and a campaign aimed at line managers).

- **Gender analysis of the A+ category (BIATSS)**

The university will draw up a methodology for mapping A+ positions, in order to assess the situation in terms of gender. Depending on the results of this analysis, measures will be implemented to correct any inequalities (training plan, career plan, creation of replacement pools, for example).

- **Gender analysis of the administrative and political responsibilities of academic staff**

At this stage, the data in the single social report does not allow us to identify any gender inequalities in the assumption of educational (responsibility for education), administrative or political (laboratory management, vice-deanship, etc.) responsibilities. Data collection and analysis will be carried out to identify any inequalities in these positions. If inequalities are identified, a working group will be established to identify corrective actions (e.g. raising awareness among colleagues of the importance of this type of position for their career, raising awareness among those who appoint colleagues to this type of position).

- **Facilitating access to professorship positions for women**

The RSU reveals substantial inequalities in access to university professorships (see p. 12). The university will be implementing a number of measures to attempt to reduce these inequalities.

Firstly, laboratory management will pay particular attention to women who could take their Accreditation to Supervise Research (HDR), to combat self-censorship. As mentioned above, selection committees will be trained on, and made aware of, gender bias. In addition, the university will continue to apply a recruitment strategy that stipulates that, in disciplines with a low proportion of female candidates, where there is an equal number of candidates, preference will be given to recruiting a woman (with the quality of the profiles obviously remaining the primary selection criterion).

- **Promoting equality in professional integration**

The university will carry out an analysis of gender-based inequalities in the professional integration of male and female graduates (access to permanent employment, access to executive status, access to full-time employment, etc.).

If inequalities are identified, measures will be taken to promote the professional integration of female graduates: workshops to assist in the drafting of CVs, job interview preparation workshops, introduction of mentoring or sponsorship schemes by university alumni, etc.

- **Promoting gender diversity across different fields of study**

The gender-related segregation of different fields of study is one of the factors exacerbating professional gender inequalities, whether in terms of access to jobs, careers or pay. The university has a role to play in limiting this gender-related segregation. Local initiatives have already been put in place (e.g. scholarships for female mathematics students from the Jacques Hadamard foundation), but have not been integrated into a comprehensive policy.

As a first step, the university will draw up an inventory and identify all the initiatives in place. Some of these actions will be scaled up to benefit a wider audience.

Secondly, other actions will be defined and put in place to encourage gender diversity in different fields of study, in particular:

- Work on the communication surrounding educational pathways
- Showcasing role models
- Raising awareness of gender bias among Master's recruitment juries (see point 3.1)
- Setting up mentoring schemes for female Master's students in courses with a low proportion of women

- Development of mentoring or sponsorship schemes for secondary school and sixth form classes
- Development of targeted initiatives for women (summer schools, introductory workshops in the sciences, etc.)
- Development of schemes to ensure shadowing internships (in years 10 and 11 of secondary school) are an opportunity for pupils to familiarise themselves with fields of study that have little gender diversity.

- **Continuing the mentoring programme for female PhD candidates**

The university has committed to a mentoring programme for female PhD candidates, in partnership with the Femmes & Sciences association. This programme will be continued and publicised more widely.

4. ASSESSING, PREVENTING AND ADDRESSING gender pay gaps

- **Measuring and analysing pay gaps and promotions annually**

Data from the single social report will be used to measure and analyse differences in remuneration and promotions. Information on fixed and variable pay (bonuses, overtime, etc.) will be separated to provide a detailed analysis of any inequalities in the various elements of remuneration, as the levers for action for these areas can vary widely.

- **Better identification of the various factors influencing remuneration (age, sector, etc.).**

A multi-faceted statistical study will be carried out on the basis of remuneration data to identify whether any differences in remuneration among contractual staff can be explained by differences in positions or seniority.

- **Assessing the pay gap among young graduates**

The university will use data from its transition surveys to assess remuneration and pay gaps among young graduates. This assessment will be accompanied by a multi-faceted study to understand the causes of any discrepancies observed (educational field of study, sector, etc.).

- **Implementing corrective measures based on analyses**

These different analyses will help us to identify any inequalities that need to be corrected. If this is the case, the university will implement corrective actions, including:

- Ensuring the correct distribution of additional teaching hours (HCC) and bonuses among academic and administrative staff
- Correcting pay gaps among contractual staff
- Setting up salary negotiation training workshops.

5. PREVENTING AND ADDRESSING moral or gender-based discrimination, acts of violence and harassment, and sexist behaviour

This area is structured around two main aspects: preventing inappropriate behaviour (through training and by raising awareness), and handling reports.

The start of the 2024 academic year was marked by the redefinition of the scope of the reporting system within the employer sector, consistent with the appointment of a new Vice President of Equality, Diversity, and Inclusion. Indeed, this vice-presidency includes gender equality, the fight against sexual and gender-based violence, as well as equal opportunities and the fight against all forms of discrimination.

As a result, the reporting system now handles reports of sexual and gender-based violence, as well as all forms of discrimination (background, religion, appearance, disability, family and/or social situation, sexual orientation, gender identity, etc.) and moral harassment (with cases of the latter being handled by the psychosocial risk (RPS) advisor for staff). More specifically, an initial sorting of reports is carried out by the three people directly involved in the system, then the cases are transferred to specialised stakeholders depending on the subject (RPS advisors for moral harassment of staff, SGBV officers, disability coordinators, anti-racism and anti-Semitism coordinators, Legal and Institutional Affairs department, Human Resources department, the Director General of Services, Occupational Medicine, etc.). A decision has also been taken to change the name of the unit, which is now called Dalida, for Dispositif d'Alerte Inclusion Diversité Accueillant, in response to feedback from students who felt that the name "harassment unit" had negative connotations, and also thanks to feedback from other institutions that have chosen to give their system a name of its own, giving it a more "personified" character, thus increasing the unit's visibility.

5.1 Preventing inappropriate behaviour

- **Developing a training course on sexual and gender-based violence (SGBV)**

Université Paris-Saclay has been establishing training courses on SGBV for the wider university community since 2021. However, the impact of these training courses remains limited (in terms of the number of people reached). In order to move this scheme to another level, and with a view to spreading a common culture in the fight against SGBV, since the start of the 2023 academic year, Université Paris-Saclay has rolled out a 1.5-hour e-learning training module aimed at four groups: 1/ PhD candidates, 2/ thesis supervisors, 3/ students, 4/ academic and administrative staff. The content of this module reviews the legal and sociological framework of SGBV, and also presents concrete, animated situations from university life.

The university is making this module compulsory for new entrants (students and staff) as well as for all PhD candidates, and is making completion of the module a prerequisite for the accreditation to supervise research and the registration of new students on a doctoral programme. The president's team will also take the training module. Directors and service and/or department heads are also requested to do the same with their teams.

- **Providing regular communication on report units**

Dalida's communication kit is under development at the time of writing.

As each institution within the wider university community has its own reporting procedure, a poster has been produced with a QR code that refers the user to a page listing the contacts for each institution's report unit.

The start of a new academic year is a crucial time for prevention initiatives on all campuses. The following actions have been put in place since September by the Equality and Diversity Mission team in conjunction

with the student life and equal opportunities department:

- Presentations given in lecture theatres at the start of the academic year to explain the system and how it works (it is essential that students see managers of Dalida in person)
- Supporting materials from the start-of-year presentation on Dalida distributed to all constituent faculties and institutes
- Presentation at the associations' day.

The challenge is to ensure the visibility of the policy to combat SGBV and the report unit throughout the year:

- Communication campaign via posters, social media, website. A web page is dedicated to the fight against SGBV: <https://www.universite-paris-saclay.fr/en/about/sexual-and-gender-based-violence-policy>, which lists the contact email address for Dalida and access to the anonymous reporting platform. On this page, you can find various tools to raise awareness about this topic (guide, videos, posters, etc.);
 - Participation in various bodies (Education and University Life Commission (CFVU), Research Commission (CR), the Governing Board (CA), CSAE, F3FCT, etc.);
 - Presentations at the request of, or following reports from, constituent faculties and institutes, laboratories, educational departments or others.
- **Compiling an inventory of and providing communications about existing schemes at partner universities (Erasmus/EUGLOH) to prevent and address SGBV and discrimination on an international scale in the context of student and/or staff mobility**

In the context of international mobility, students and staff need to know what to do if they are victims of SGBV and discrimination. The university will compile an inventory of the various systems and reporting procedures in partner institutions hosting student and staff mobility (Erasmus, EUGLOH, etc.), and will communicate this information ahead of any international mobility.

• **Circulating tools on workplace violence, sexism and discrimination to staff**

Awareness-raising weeks are held every year around 25 November, with actions on the sites of the various institutions and constituent faculties and institutes (webinars, debates, lectures, etc.). A list of all available tools and resources will be drawn up and centralised on a dedicated page on the intranet and internet. In addition, regular communications will be provided via other channels, such as social media and "Fil Prune" (the university's internal news magazine).

More generally, the university will communicate and raise awareness among staff and students about the fight against discrimination of all kinds. Events will be organised to mark the week of action against racism and anti-Semitism (in March), the day of action against LGBTI+phobia (17 May), the European Week for the Employment of People with Disabilities (in November), etc.

• **Establishing Equality/SGBV officers in constituent faculties and institutes and departments (BIATSS admin/academic staff partnership)**

It is essential to have representatives for the equality policy and the fight against SGBV in the constituent faculties and institutes and departments. In fact, the Equality and Diversity Mission is already working with a number of people interested in the subject, but the aim of this measure is to formalise the appointment of officers.

The officer will not be responsible for the psychological, legal or social aspects of the victim's situation, as this is the sole responsibility of the Dalida system. This person will act as an intermediary: their role will be to ensure people are aware of the reporting system, to participate in communications regarding the system, and to refer victims and/or witnesses to the system, as well as to publicise the university's equality policy more broadly and encourage its implementation at local level.

Officers will be given a mission statement detailing their role, which is to:

- Identify existing systems in the constituent faculties and institutes, related associations, resource persons and specific procedures, and draw up an inventory of these systems
- Communicate collaboratively on the existence of the reporting system and refer individual victims to the system
- Communicate on the actions taken by Université Paris-Saclay on issues related to gender equality and ensure their implementation within the constituent faculties and institutes
- Participate in monthly network meetings organised by the Equality and Diversity Mission and make suggestion
- Participate in prevention initiatives organised by the Equality and Diversity Mission (Equality Week, SGBV, etc.) and the Student Health Service on an ad hoc basis, and organise events within their institution
- Pass on information to the mission about the associations' initiatives and the events held in the constituent faculties and institutes that are likely to constitute communication materials around the subjects in question.

Officers make a commitment for one year, in a process that aligns with the university calendar. In addition to raising awareness about SGBV, harassment and discrimination, officers will be monitored by a psychologist.

• Including cyberbullying in SGBV campaigns

The issue of cyberbullying will be made even more visible in SGBV campaigns. A webinar was organised in 2020, and a video on online violence was produced with students as part of a video cycle on SGBV, but new actions will be put in place. An inventory of potential associations working in this field will be compiled beforehand.

• Making the appointment and training (via the SGBV e-learning module) of an SGBV officer mandatory for all associations at Université Paris-Saclay

All associations (new and old) registered with the university are required to appoint an SGBV officer, who must be trained via the e-learning module. Compliance with this obligation is a prerequisite for receiving assistance.

They can then be assisted in setting up a plan to prevent SGBV in the evening, in conjunction with the Equality and Diversity Mission, the Student Health Service and even the Department of Legal and Institutional Affairs concerning their civil and criminal liability.

5.2 Addressing discrimination, violence, harassment and sexist behaviour

• Producing an annual review of reports and follow-up action taken

An annual review of Dalida will be drawn up and presented to the F3SCT, including the number and categories of reports and the number and categories of follow-up actions.

• Evaluating and developing reporting procedures/units

A methodology for assessing reporting procedures and systems will be drawn up, and an annual assessment will be carried out, with suggestions for improvement.

- **Connecting the university's SGBV policy to local actors (courts, police, associations, CROUS, etc.) to consolidate a "secure" pathway to support victims**

It is essential to connect with local players in order to provide effective support for victims and witnesses. A list of partners is currently being drawn up, and contact is being made, so that each person who uses the system can be directed to an external contact in complete confidence and confidentiality, if requested. Agreements with certain partners (e.g. police/courts) can be concluded as required.

- **Creating a network of safe places (bars, restaurants, hotels, supermarkets, shops, etc.) throughout the area**

The university will contribute to implementing the Angela scheme locally (<https://arretonslesviolences.gouv.fr/focus/plan-angela>), which consists of *"Creating a network of safe places (bars, restaurants, hotels, supermarkets, shops, etc.) throughout the area (...) to prevent and combat street harassment (...). If someone feels unsafe or harassed, they can seek refuge in one of our partner institutions – identified by a sticker in the window – and ask for 'Angela'".* The aim is to identify local shopkeepers, initially on the Plateau de Saclay and in the Gif and Orsay valley (91), then in the other departments (78, 92, 94), so that they can take action against harassment and SGBV. Training will then be organised for the volunteers, and the scheme will be established and displayed on the shop fronts of the businesses involved.

- **Professionalising the reporting system staff**

Regular training sessions will be scheduled for staff involved in the reporting system. At the start of the 2024 academic year, two people from Dalida started a university diploma (DU) on "Criminal policies and gender-based violence". The coordinator for the fight against racism and anti-Semitism will also be taking a DU, enabling them to better handle any reports relating to these issues. Other training courses may be set up depending on the needs identified, particularly in listening to and caring for victims and/or dealing with perpetrators.

- **Supervising reporting system staff and Equality/SGBV officers**

Supervision is a tool that enables the people who listen to and collect reports to discuss their practice and take a step back through sessions with trained staff. Supervision will take place once a month for members of the reporting systems, and once a quarter for Equality/SGBV officers who so wish.

- **Establishing a fund to support SGBV victims (legal fees, etc.)**

A fund will be established to support SGBV victims with legal fees and other expenses associated with criminal proceedings. Discussions are underway with the Université Paris-Saclay Foundation, as well as with other public and private partners. Partnerships will be set up with one or more law firms willing to provide pro bono assistance to students who are victims of SGBV or discrimination (without financial compensation).

CONCLUSION

This action plan includes numerous measures, which reflects its ambitious nature. It is broken down into the various aspects of gender equality (governance, work-life balance, equal access to studies and employment, equal pay, preventing and addressing discrimination and sexual and gender-based violence). It concerns both staff and students, and includes measures to reach to wider university community.

For all these reasons, its implementation requires the involvement of numerous stakeholders. Gender equality is everyone's responsibility, and progress in this area requires a collective commitment from all the communities at Université Paris-Saclay.



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