


# **EQUALITY AND INCLUSION PLAN 2024-2027**



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## Background Information

Initially provided for by the agreement on equality between women and men in the civil service, signed on November 30, 2018, the preparation and implementation of a multi-year action plan on professional equality between women and men has been made **mandatory by the Civil Service Transformation Act of August 6, 2019 (article 80)**. This obligation is now set out in article 6 septies of law no. 83-634 of July 13, 1983 on the rights and obligations of civil servants. This new obligation for public-sector employers is in line with a number of legislative provisions and initiatives taken within public-sector organizations. The legislative corpus has been enriched by the Sauvadet law, which introduced the obligation of a social balance sheet and parity on juries and selection committees, and the Fioraso law, which made it compulsory to set up equality missions in each university.

In addition, since 2017, the Ministry of Higher Education, Research and Innovation has been jointly engaged with the Ministry of National Education, Youth and Sports in a project aimed at obtaining the "professional equality between women and men" and "diversity" labels issued by AFNOR.

Within the French Ministry of Higher Education, Research and Innovation, the networking of Equality missions at different universities has been strengthened by the creation in 2011 of the CPED (Conférence Permanente des chargées et chargés de mission Égalité Diversité).

These national policies have been implemented in parallel with the impetus given to equality policies in higher education and research at European Union level since the early 2000s. In particular, the European Commission has funded so-called "structural change" projects under the Horizon 2020 program. These projects aimed to promote action plans for equality in the academic world by enabling consortia of institutions to develop equality plans together and share their best practices. Two to three projects per year were funded.

CY Cergy Paris Université benefited from this European funding and was a partner in the LeTSGEPs project (Leading Towards Sustainable Gender Equality Plans in research performing organisations) from 2020 to 2023.

Since January 2021, the **European Commission** requires universities and research institutions to put equality plans in place in order to apply for funding under certain programs.<sup>1</sup>

These equality plans must meet specific criteria defined by the Commission. The aim of this requirement is to promote gender equality and inclusion in the academic and research environment. This approach aims to create a more inclusive and equitable research environment, while helping to reduce gender inequalities that persist in academia and research. It also encourages a greater diversity of ideas, perspectives and talents in research, which benefits the whole institution.

Stefania Marcassa, an associate professor of Economics at CY and currently the Gender Equality Officer, is the scientific leader of the plan, in collaboration with Marie Marchand, who is in charge of inclusion and diversity measures, and Pierrick Roberge, Executive Director of CY Sup.

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<sup>1</sup> Source : [https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation\\_en#:~:text=Mandatory requirements for a GEP&text=gender balance in leadership and,based violence including sexual harassment](https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en#:~:text=Mandatory requirements for a GEP&text=gender balance in leadership and,based violence including sexual harassment)

## **Commitments of CY Cergy Paris Université**

CY Cergy Paris Université is a dynamic institution with ambitions for excellence in research and teaching. In this context, the equality plan is part of a global dimension of the establishment's policy.

First and foremost, it is essential to recall CY Cergy Paris Université's commitment to professional equality between women and men. In accordance with Law no. 2013-660 of July 22, 2013, in September 2014 the Board of Directors approved a Gender Equality Charter covering students, all staff, as well as teaching and research activities. In 2019, a watchdog unit against sexual and moral violence and harassment was offered to the entire university community, including students, faculty, administrative and technical staff, in collaboration with the Women Safe Institute. A project manager is responsible for implementing this policy in collaboration with the University's departments.

More specifically, this plan contributes to the realization of CY's transition phase and sustainable development objectives, as well as to the alliance with high-level European partners, such as EUTOPIA, and to the implementation of actions envisaged by the HRS4R (Human Resources Strategy for Researchers) label. What unites these projects is their commitment to initiatives that promote inclusion and combat violence and discrimination.

EUTOPIA's Inclusion Initiative is an innovative approach to the mission of promoting and ensuring that higher education is inclusive and accessible to all students. Implementing the principles of inclusion, openness, equality and diversity requires higher education institutions to go beyond traditional exchange approaches and integrate well-coordinated practices and programs explicitly designed to support two key objectives: to promote inclusion for all, regardless of gender, socio-economic status, race, ethnicity, regional affiliation, migration background, ability, sexual orientation, transgender identity or expression; to address the relationship between ideal inclusion programs and the actual composition of the student population, as well as issues of financial inequality.

CY Cergy Paris Université is also committed to improving its human resources policy, and has been awarded the Excellence in Research label (HRS4R) in October 2021.

The objectives of this approach are in line with the establishment's projects and policy, and represent an asset for improving the quality of employment, skills development and working environment for researchers, developing the establishment's attractiveness, promoting international openness and securing European-level research projects by ensuring high-level recruitment and career follow-up conditions.

Lastly, in the face of environmental, societal, social and economic challenges, transition-related issues now occupy a predominant place and oblige us to act, both individually and collectively. Universities have a particular responsibility in terms of their role in disciplinary training, research, student success and professional integration.

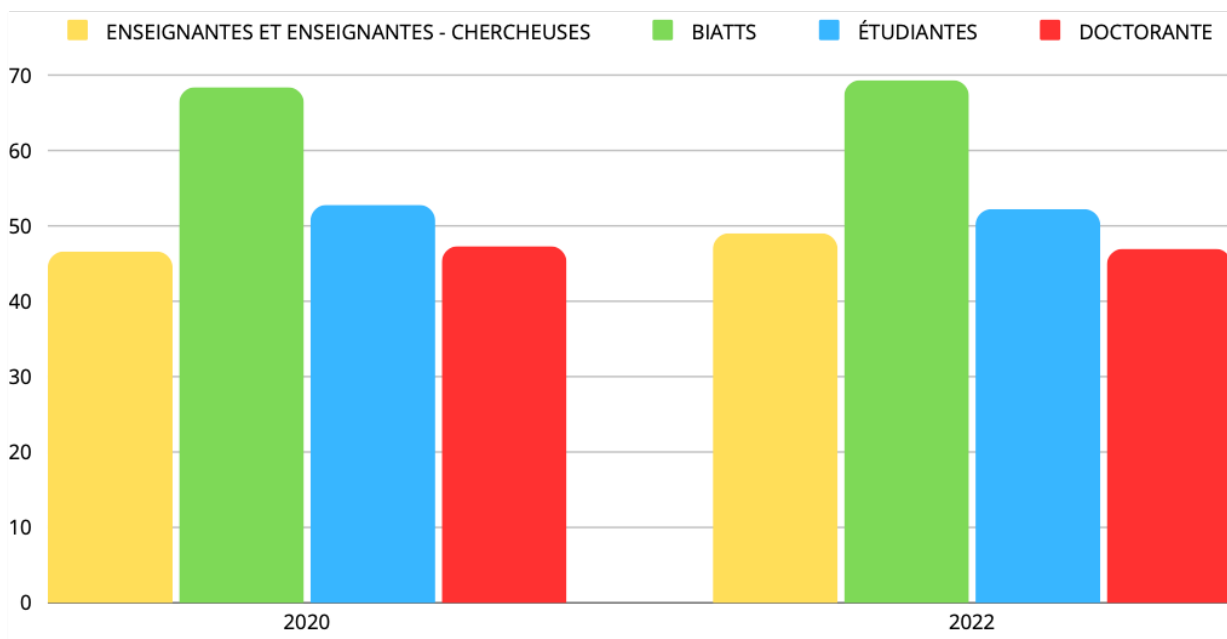
In this respect, CY Cergy Paris Université is resolutely committed to placing transition at the heart of its priorities. A three-dimensional approach (territorial, academic and organizational) is underway to fully integrate sustainable development objectives into our various policies and actions. With this in mind, we are aiming to have these commitments recognized in the annual global ranking of universities with regard to the 17 sustainable development goals, the THE (Times Higher Education Impact Rankings) and through a future application for a DDRS (Sustainable Development and Social Responsibility) label.

These objectives cannot be achieved without a framework for integrating and representing the diversity of the institution's students, teachers, researchers and staff, taking into account all the direct and indirect discrimination and oppression that affects them. One Sustainable Development Goal (SDG 5) is particularly relevant to the aims of this plan: "Achieve gender equality and empower all women and girls."

## State of Play: CY Cergy Paris Université in 2022

CY Cergy Paris Université has a staff of 2,166 (permanent and contractual), 26,179 undergraduate and graduate students, and 641 doctoral students spread over 12 sites and 4 departments.<sup>2</sup>

**Figure 1: Total staff and students (%women) in 2020 and 2022**



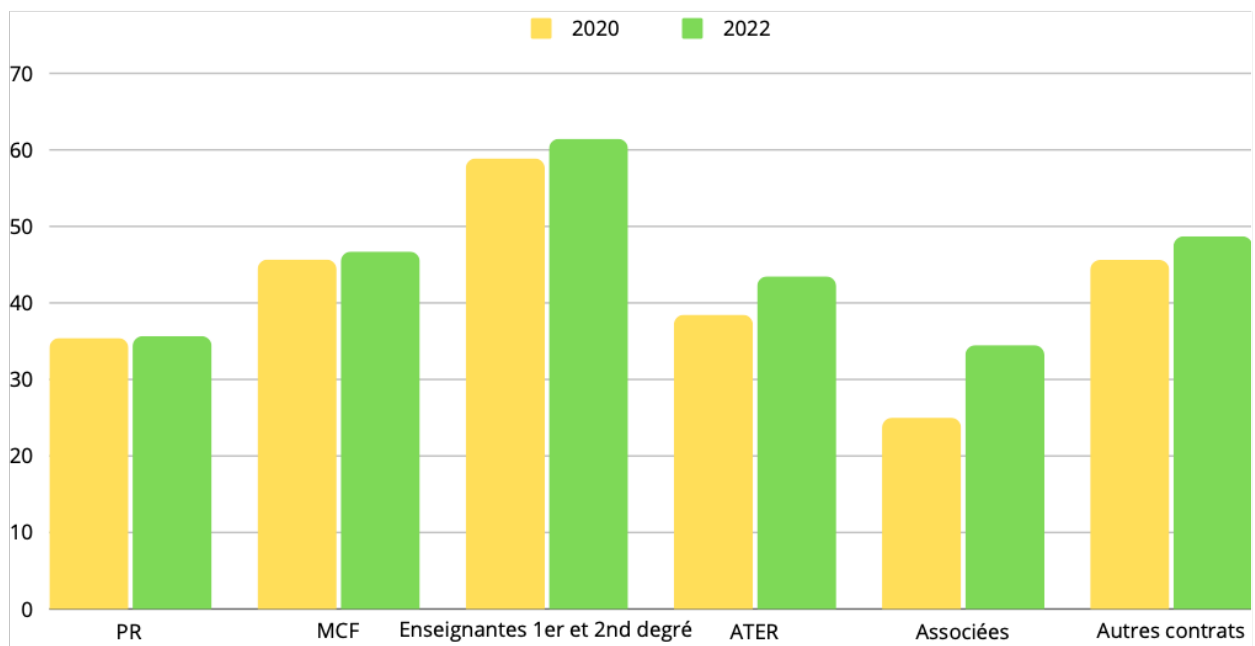
Source : 2020 and 2022 social reports, and Steering Committee.

While the number of female professors is indeed a key indicator for assessing progress towards equality, it cannot be measured by this parameter alone. It is essential to take the whole academic career into account, with particular emphasis on the next generation. Although women make up the majority of students, they still face obstacles in advancing their academic careers, regardless of their faculty. This can lead to growing dissatisfaction among talented female researchers who find themselves excluded from career opportunities, as well as among researchers who strongly support gender equality.

<sup>2</sup>In 2020, CY Cergy Paris Université had a staff of 1,928 employees (permanent and contractual), 26,407 undergraduate and graduate students, and 575 doctoral candidates.

Figure 2 shows the difficulties faced by female lecturers in gaining access to university professorships, despite almost balanced access to senior lecturer positions. Although the percentage of female and male doctoral students is gender-balanced (Figure 1), significant inequalities persist when it comes to access to post-doctoral and similar (associate) positions. This can reinforce the risk of maintaining the so-called glass ceiling. It is therefore essential to ensure that women who take up lecturer (or doctorate) posts have the opportunity to be promoted in due course, and to put in place measures to encourage equitable access to different positions, grades and jobs.

**Figure 2: % Instructors-researchers and instructors in 2020 and 2022**

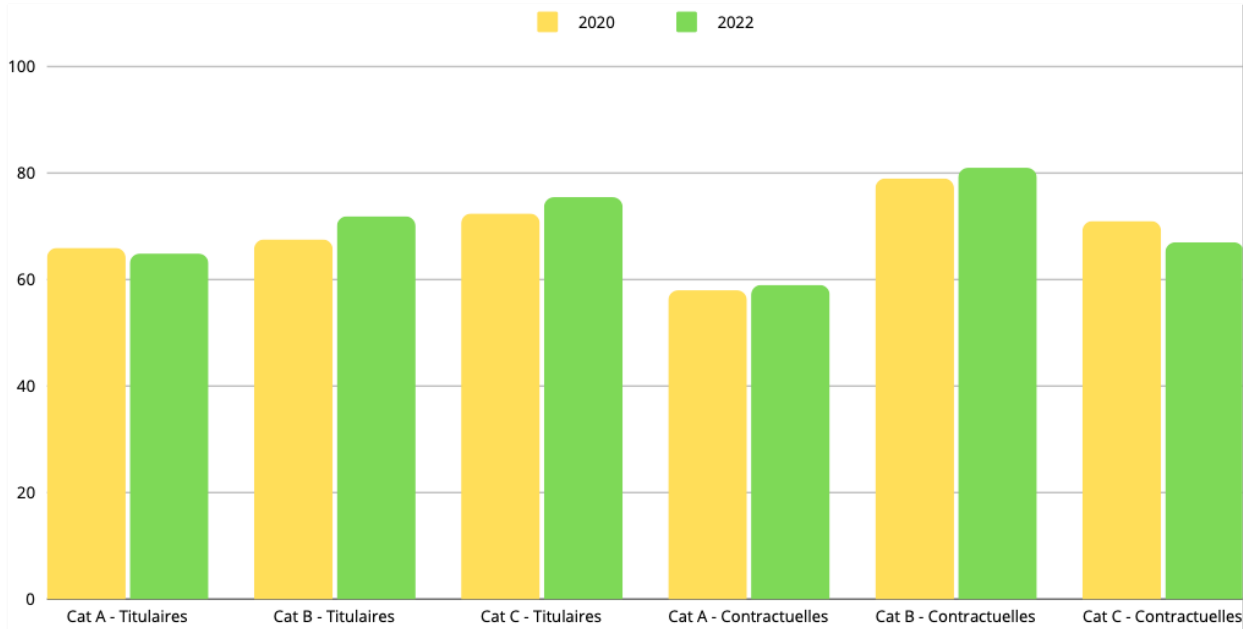


Source : 2020 and 2022 social reports.

Figure 3 refers to the situation of BIATSS women. Although women represent the majority in all categories, we see different developments between women and men. The percentage of women belonging to category A is lower than that of women in category C (and particularly low for contract workers). However, we observe a higher proportion of men in category A compared to category C. The considerations previously mentioned regarding the career progression of female teacher-researchers are also applicable to BIATSS agents.



**Figure 3: % (women) BIATTS in 2020 and 2022**

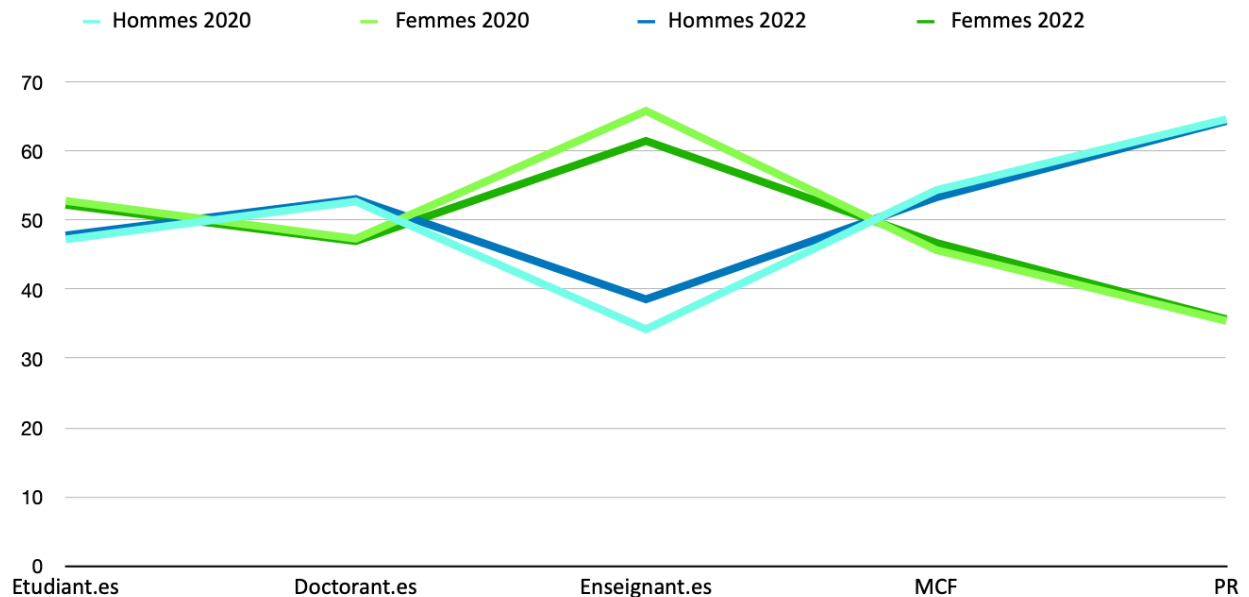


Source : 2020 and 2022 social reports.

Figure 4 highlights a trend commonly observed in the academic field, known as the "leaky pipeline" or "scissor curve". This trend clearly shows a gradual decline in the percentage of women as they progress in their academic careers. Yet it is intriguing to note that the stages directly preceding an academic career, notably university studies leading to bachelor's, master's and doctoral degrees, show higher percentages of female students than male students. In other words, women appear to be well represented in the initial stages of higher education.

However, once these female students embark on academic careers, a significant gap in favor of men widens. This gender gap is perpetuated and accentuated as women progress through the various academic grade levels, as the graph illustrates. These figures call for in-depth reflection on the underlying reasons for this persistent gender disparity throughout the academic career.

**Figure 4: Students and permanent staff in 2020 and 2022**



Source : 2020 and 2022 social reports, and Steering Committee.

The key question remains why, despite initial educational levels favorable to women, progression to high-level academic positions continues to be characterized by a gender gap that appears to be widening.

Identifying the causes of this disparity and implementing measures to reduce it is a major challenge for gender equality in higher education and research. It is imperative to promote an inclusive and equitable environment that encourages gender diversity at all levels of the academic career.

The equal opportunity principles enshrined in the 2014 charter have unfortunately not yet been fully realized in reality. Consequently, it is imperative to put in place tangible measures aimed at improving the situation, with a focus on promoting the next generation of academics, particularly at lecturer level and, crucially, at professor level. It is undeniable that women are under-represented in academic positions, and this gender disparity increases as one moves up the academic career ladder. This reality has important consequences, not least the loss of talent from which the university and society as a whole could greatly benefit.

## Gender Equality Plan Objectives

Removing barriers alone is not enough to achieve equality between women and men, which is why we need to take measures that are specifically gender-sensitive. The concept of freedom implicit in an equal opportunities policy, which focuses primarily on removing barriers, can only evolve into a policy of rich diversity if the individual and societal context in which we evolve is taken into account.

In its quest for excellence, CY Cergy Paris Université strives to ensure that every talent within the company has the opportunity to develop to its full potential. Given that talent potential resides at all levels of the company, CY takes initiatives to create an environment conducive to the development of this potential.

This means that a non-discriminatory policy must go hand in hand with gender-sensitive measures. The obstacles faced by individuals and groups in the course of their personal development are often indirect and difficult to discern. They result from structural phenomena, social representations and professional cultures that are often difficult to grasp and particularly resistant to change.

An action plan for equality and inclusion assumes that a whole range of actions are needed to solve existing problems. The main and overarching aim of this plan is to create a working environment where individuals are free to develop their personal capabilities and make choices without being constrained by gender roles. In this environment, any differences in behavior, aspirations and needs between women and men are taken into account and valued.

This action plan is structured around six major themes:

1. **Creating new indicators and collecting gendered data:** This component aims to develop new indicators, collect gender-disaggregated data, and carry out an in-depth study of pay gaps, in compliance with the law of July 19, 2023.
2. **Guarantee fairness in recruitment, management and career advancement:** To promote equality between women and men, measures will be put in place to ensure that recruitment, management and career advancement procedures are fair.
3. **Facilitating work-life balance:** The aim of this section is to put in place measures to enable staff to better reconcile their professional and private lives.
4. **Combating sexual harassment, sexual violence and discrimination:** Actions to raise awareness and combat sexual harassment, sexual violence and discrimination will be carried out.
5. **Gender mainstreaming in teaching and research:** To promote gender equality, the plan calls for strengthening and promoting research on gender issues and integrating the gender dimension into teaching programs.
6. **Integrating equality into governance and external relations, and certification process:** The aim is to integrate the gender perspective into the university's governance, strengthen external relations with partners who share these values, and undertake an equality certification process.

The key measures, tailored to each audience group, are as follows:

**Administrative Staff:**

- Carry out a study on gender inequalities in recruitment, remuneration, assessment and access to management positions.

**Teaching Staff and Researchers:**

- Offer specific training on deconstructing gender stereotypes.
- Strengthen and encourage research and teaching on gender issues.

**Students:**

- Strengthen and generalize the teaching of gender issues, both in initial and continuing training.
- Set up a student awareness program.
- Offer mentoring programs on career management practices and work-life balance.

**General Public:**

- Collect sex-disaggregated data for all audiences.
- Inform the public of the remedies available in the event of sexual harassment.
- Launch an internal awareness campaign in partnership with the communications department.
- Establish a network of referents for equality and the prevention of violence and discrimination within each CY entity.

## **Axis 1 - Assessment, prevention and treatment of pay discrepancies**

**Objective: Analyze salary gaps for both administrative and academic staff**

### **Existing Actions:**

- Publication of data generated in the single social report

### **New Actions:**

- Carry out an in-depth study of pay gaps and publish indicators relating to pay gaps between women and men and the actions implemented to eliminate them, in compliance with the law of July 19, 2023.

## **Axis 2 - Guarantee fairness in recruitment, management and career advancement**

**Objective: Raise recruiters' and managers' awareness of equality issues in the world of work and of the importance of women's representation in services, including by raising awareness of gender diversity in historically gendered professions and sectors.**

### **Existing Actions:**

- Gender equality training for new MCF recruits
- Training on gender bias and stereotypes for selection committees

### **New Actions:**

- Train managers in interview bias
- Ensure gender balance in associate professorships, teaching positions and professorships.
- Carry out downstream analysis of recruitment statistics, such as the number and proportion of female and male applicants.

- Develop mentoring programs for doctoral students, in collaboration with the Femmes et Sciences association.

### **Axis 3 - Promoting the balance between work and personal and family life**

**Objective:** Set up clearly identified information channels to help employees reconcile their professional life with their private life, while respecting the principle of equality (particularly around mobility, parenthood and caring responsibilities).

#### **Existing Actions:**

- Support for teleworking
- Organization of information sessions by the Human Resources Department

#### **New Actions:**

- Consider whether it would be appropriate to draw up a guide for managers on the subject of parenthood.
- Set up a system enabling transgender people to change their social identity in compliance with the law and/or use a customary first name.

### **Axis 4 - Combating sexual and gender-based violence, harassment and discrimination**

**Objective 1:** Strengthen mechanisms for reporting and listening to gender-based and sexual violence, and enable reports to be followed up.

#### **Existing Actions:**

- Deployment of a watch unit (e-mail address and telephone number)

#### **New Actions:**

- Create a section on the CYU website with a detailed description of the measures in place to combat harassment, sexist and sexual violence and discrimination (emergency numbers for the monitoring unit, emergency number for the Ministry of the Interior and links to groups and associations).
- **Create a reporting form** (see Appendix 2)
- Involve CYU in the national ACADISCRIS survey (see Appendix 1)

**Objective 2: Inform, raise awareness and train staff and students on the issues of harassment, sexual and gender-based violence and discrimination.**

**Existing Actions:**

- Staff training

**New Actions:**

- Deploy poster campaigns on sexist and sexual violence (national campaigns to be relayed and/or internal campaigns to be created)
- Raise students' awareness of gender and violence issues, in particular through social networks.
- Train association and representative offices, particularly ahead of festive events

**Axis 5 - Promoting the gender dimension in research and teaching**

**Objective: Encourage and promote research on gender equality and inclusion issues, and promote the projects, publications and expertise of our researchers both internally and externally.**

**Existing Actions:**

- Encouraging a mix of speakers at panels and conferences

**New Actions:**



- Support work between the gender equality officer, the inclusion officer and research centers to establish an exchange on the theme of "gender in research".
- Use the website to promote gender research programs
- Raise student awareness of gender issues and gender-based violence through a series of conferences.

## Axis 6 - Governance, management and monitoring of the professional equality policy

**Objective:** Ensure that the principle of equality is taken into account in all of the institution's strategic areas and, as far as possible, in all of its partnerships (signing of charters and agreements, choice of partners).

### Existing Actions:

- Maintenance of the position of gender equality officer within the Presidency
- Appointment of a referent for inclusion schemes (on fixed-term contract with PIA project funds).
- General Management participation in a communication campaign on actions taken to promote equality

### New Actions:

- Strengthen the means of action in favor of gender equality by creating a network of referents for equality and the prevention of violence and discrimination within each CY entity.
- Create a dedicated budget for equality, diversity and inclusion initiatives (currently financed solely by a European project ending in 2023)

**This plan has been approved by the mandatory governance bodies of the university.**

**Cergy, 18/12/2023**

**The President,**



Laurent GATINEAU