



Université  
Gustave  
Eiffel



# Equality Plan

at Université  
Gustave Eiffel  
2021-2023





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# General framework

In its founding declaration of intent, Université Gustave Eiffel proposes a new way of working that takes the whole community into consideration. It aims to instil a unique ethos into all of its actions from the beginning. It affirms that gender equality is one of its fundamental values, alongside the prevention of all forms of discrimination more broadly. The University is the result of cooperation between different types of establishments located on different sites, and it recognises diversity as an asset that it intends to foster.

Université Gustave Eiffel is taking the opportunity provided by its legal obligation to promote a policy of gender equality in the workplace. It is implementing the measures required to develop a culture of equality in order to prevent all forms of discrimination against its staff and the public it serves. The action plan is a way of giving concrete expression to the establishment's founding values and contributing to the transformation of society.

With over 17,000 students and nearly 2,300 staff, Université Gustave Eiffel is a dynamic organisation in which social relationships between individuals and groups of people are played out. The action plan aims to establish a common and shared culture of equality within the establishment. Although it currently focuses on gender equality, a policy to combat other forms of discrimination such as racism, anti-Semitism and discrimination based on sexual orientation, religion, age or disability, will be developed in time.

While the plan focuses first and foremost on equality issues in the workplace, as required by the Law of 6 August 2019, its scope is not limited to these areas and it proposes actions to create a culture of equality within the University's organisation, to be deployed in each of its missions. However, wage gaps and career disparities are the result of a whole social system of which the University is a part. As an actor of social transformation, it has an important role to play in combating stereotypes, discrimination and violence, not only in human resource management but also in the training it provides and in the research it carries out. On the other hand, failure to address the subject in all the University's activities would compromise the success of the measures and allow the major inequalities objectified in the plan to persist and be reinforced. The measures to combat gender inequality will be followed by other actions to promote equality and diversity based on other criteria in the coming years.

The construction of a new and experimental establishment, created on 1 January 2020, is a unique challenge. This plan is designed to be a tool to develop a common policy for the different founder establishments, taking account of the specificities of each one, as well as previous cultures of HR management and the resources provided by the different supervisory entities. The establishments have agreed to build common actions to allow the generalisation of good practices and the mutualisation of specific measures. The scope of application of the actions is specified where relevant. The specific plans for EAVT, EIVP and ENSG-IGN are provided in an annex.

The circumstances in which the establishment is being constructed, caused by the pandemic, have generated significant extra work in teaching activities and the organisational management of work, and have somewhat complicated the review of the current state of affairs. It was therefore decided to roll out actions now while working to improve the diagnosis of the situation in the coming years.

EQUALITY PLAN AT UNIVERSITÉ GUSTAVE EIFFEL 2021-2023.

# Diagnosis of the gender situation at Université Gustave Eiffel

Diagnostic elements concerning staff, organisation, working conditions, promotions and remuneration were drawn from the analysis of the 2019 social reports of the former UPEM and IFSTTAR.

They provide an initial overview of gender inequalities within the new University. As a basis for the implementation of corrective measures, they will be refined to provide a better understanding of the causes of inequalities.

## Staff

47% of staff within the new establishment are women. This figure is proportionally higher among contract staff (50%).

In the former UPEM, 55% of staff are women. They are over-represented among BIATSS support staff (69%).

While they represent nearly 42% of teachers and teacher-researchers, they are under-represented among professors (34%).

Women are also slightly over-represented among contract staff (59%). This is due to the high proportion of women among contract BIATSS support staff (73%).

Within the former IFSTTAR, 40% of staff are women.

They are over-represented among the lower echelons of civil service staff (49% of B staff and 51% of C staff, compared with 40% of women within the University as a whole).

## Organisation and working conditions

Within the new establishment, it is mainly women who work part-time. They represent 75% of the part-time workforce.

Among BIATSS support staff at the former UPEM, 96% of part-time workers are women.

They are also over-represented among teleworking staff within the former IFSTTAR (51%).

Within the former UPEM, women are over-represented among staff who go for medical consultations at the occupational health service (62%).

At the former IFSTTAR, women are particularly concerned by sick leave and work-related and commuting accidents. 85% of days of sick leave for work-related and commuting accidents and long-term sick leave were taken by women.

## Governance and social dialogue bodies

At Université Gustave Eiffel, men and women are represented almost equally in all categories (administrative representatives, elected members, user representatives, experts, permanent members, etc.).

- Technical Committee for the Establishment (CT-E): 48% W – 52% M;
- Joint Technical Committee for Université Gustave Eiffel, its component establishments and member schools (CT-C): 50% W – 50% M;
- CHSCT for Université Gustave Eiffel (CHSCT-E): 65% W – 35% M;
- Joint CHSCT for Université Gustave Eiffel, its component establishments and member schools (CHSCT-C): 55% W – 45% M;
- Board of Directors (CA): 47% W – 53% M;
- CAC: 51% W – 49% M.

## Promotions

In the new establishment, women are under-represented among promoted staff. Although they represent just under half of the workforce, only 44% were promoted in 2019.

Within the former UPEM, only 30% of staff promoted to the position of professor were women.

In 2020, the ITA competitive exam panels were informed about equality in the workplace as part of their training.

## Remuneration

Based on pre-existing data from the two former establishments, it has been revealed that:

- the overall wage gap between women and men is 13.1% in favour of men (14.8% at the former UPEM, 12.9% at the former IFSTTAR);
- the gap is widening: between 2017 and 2019, the gender pay gap increased from €478 to €557 at the former UPEM and from €229 to €445 at the former IFSTTAR.

After initial analyses of HR statistics using more detailed anonymous data, the following elements have been revealed:

if we consider gross salary, the salary differences amount to 13.93%, without taking account of working time at both establishments. The table below shows gross salary differences for the two establishments:

	Average gross annual salary		
	Men	Women	Difference
UPEM	35 026,16 €	29 970,84 €	14,43%
IFSTTAR	36 740,62 €	31 805,19 €	13,43%

→ if we consider gross salary plus all bonuses and overtime (i.e. all salary components) for both establishments combined, the gender pay gap is 14.09%

	Total annual remuneration		
	Men	Women	Difference
UPEM	44 134,04 €	38 416,32 €	12,96%
IFSTTAR	49 543,18 €	42 001,49 €	15,22%

→ of the 10 highest-paid positions in the establishment, 2 are occupied by women and 8 by men;

→ women are over-represented in the lowest job categories (B and C), while men are in the majority in category-A jobs. The overall pay structure for women and men reflects this breakdown.

This initial work will be continued in 2021 to refine the analysis based on different variables.

## Gender-based and sexual violence

### State of affairs:

→ A dedicated system for reporting gender-based and sexual harassment at the former UPEM that meets traceability and confidentiality requirements, using two e-mail addresses:

[drh.harcelement@u-pem.fr](mailto:drh.harcelement@u-pem.fr), [vieetudiante.harcelement@u-pem.fr](mailto:vieetudiante.harcelement@u-pem.fr)

The reports are sent to designated contacts. The system has allowed incidents to be reported and dealt with. Within the establishment, the contact persons were able to refer the people concerned to the psychologist and the legal department. Reports were dealt with fairly quickly, despite a lack of fluidity in the management of the two e-mail addresses. In practical and psychological terms, there is a heavy burden on the people who receive the report, provide a listening ear, guide the person through the in-house procedure and follow up on how the incident is dealt with. A reported incident not only concerns the victim and the person accused of wrongdoing, but usually affects a whole group of people who all need support.

→ Reporting procedures at the former IFSTTAR ensured that common responses were put in place for preventing and handling such cases (guides for response and reporting forms). There is a dedicated e-mail address managed by the person in charge of health and safety on all the sites, who is able to refer the person to the prevention officer and/or the relevant social service assistant (depending on the site).

The process seemed effective but it was complex and relied on a single person who was always available to respond. Information sheets were written collaboratively and accompanied by extensive awareness-raising operations which helped the measure to be adopted. The lack of specificity of the reporting procedure for “undesirable events” can lead to a failure to report cases of sexism. Outsourcing offers the advantage of relieving in-house staff of the burden and offering a professional service that is always available. It guarantees confidentiality. However, it may make it more difficult to share information necessary for disciplinary action.

- The situation is different in each school. EAVT is under the authority of the Ministry for Culture, which has set up an outsourced system. It has also put in place an in-house system based on watchpersons deployed throughout the ministry as well as systematic awareness-raising actions.

Evolution: the former UPEM system can be used as a basis for a new system to be extended to all University staff and users and for all forms of violence and harassment.

In 2020, the new establishment increased the number of people providing medical and psychological support for staff and students.

## Training

There was not as much training provided as the establishment would have liked due to the difficulty of finding dates for all-day on-site training, in the framework of an establishment with supervised management, made worse by complications due to the task of constructing a new establishment and to the Covid-19 pandemic..

### State of affairs:

- Training provided by the association VSS-formation, supported by the Ministry for Higher Education, Research and Innovation (MESRI), for supervisors and members of the scientific committee and then for other staff. (1 day) (30 people in 3 sessions in 2019-2020, 10 people in 1 day in 2021, 60 people at EUP for a 2-hour training session);
- Clasches Conference (association supported by MESRI) (2018);
- Voluntary staff training on equality in the workplace (private company). ½ day (19 people in 2020);
- Equality training included in the Université Gustave Eiffel training plan. Publication of links to online training resources in a digital training library;
- Guidance for supervisors when they take up their position. Individual support from the HRD;
- For the female teacher-researcher employment campaign: compulsory awareness raising about gender bias among the committee and distribution of information on the gender breakdown of the recruiting component;
- External training sessions for equality officers: CPED, MESRI, webinars led by associations or public institutions.

## Initial training

### State of affairs:

- Attempt to identify gender-related classes by a sending out a request to mailing lists (June 2020);
- Creation of an openness UE in English on women's writing in England in the 19<sup>th</sup> and 20<sup>th</sup> centuries as a means of social liberation. Voted at the CAC in 2020.



## **Training through research**

### State of affairs:

- Participation of Master's courses in conferences or study days on gender and equality issues.
- Master's theses on these topics;
- Internships as part of research projects on these topics;
- Attempt to identify gender-related classes by a sending out a request to mailing lists (June 2020).

## **Awareness raising**

### State of affairs:

- Organisation of events and support for events:
  - "Les Silencieuses" (Silent Women) performances with the Culture Mission; "Elles et l'infini" (Women and the Infinite) with the Maths UFR,
  - Loan for the external exhibition on "Création du MLF octobre 1968" (Creation of the MLF, October 1968),
  - Organisation of a half-day event for presenting research on "Penser l'égalité avec les recherches de l'Université Gustave Eiffel" (Thinking about equality with research from Université Gustave Eiffel).
- Creation of memos and brochures and provision of permanently-available guides validated by the ministries:
  - "Violences pendant le confinement : informations et ressources" (Abuse during lockdown: information and resources),
  - "Cyberharcèlement" (Cyberbullying) brochure about online violence and how to prevent it: definition, state of affairs, legal framework, advice and recommendations,
  - Memo titled "Que faire lorsque l'on prend connaissance d'une situation de harcèlement ?" (What to do when you become aware of a case of harassment),
  - Guides on combating gender-based and sexual harassment (CLASHES, Ministry for Labour, National Education), available in the Equality Mission space on the former UPEM website.
- Presentation of the watchperson scheme in a meeting with the component directors and the CAC;
- Two buildings in Cité Descartes named after exceptional women after a staff vote: Ada Lovelace and Alexandra David-Néel;
- Support for awareness raising through pedagogical actions.

## **Communication**

### State of affairs:

- Equality Mission website available via the intranet ("satellite" site), currently being finalised:  
<https://mission-egalite.univ-gustave-eiffel.fr/>
- Page in the student welcome booklet;
- Equality Mission section on Université Gustave Eiffel's podcast channel:  
<https://podcast.u-pem.fr/channelcat/52>
- Publication of videos on "Thinking about equality with research from Université Gustave Eiffel".

# Focus 1: Assessment, prevention and tackling pay gaps

Data from the different establishments that now form Université Gustave Eiffel is heterogeneous. The large task of creating coherence between the datasets has been commenced, starting with data from the former IFSTTAR and UPEM. ESIEE data will have to be added afterwards. The specific nature of the other schools do not allow a global consideration of this focus point.

- Initial exploratory work was carried out by Professor of Economics Yannick L'Horty, whose research includes the analysis of public employment policies, using pre-existing data from the HRDs of the two entities in the establishment (the former UPEM and IFSTTAR). He applied the self-diagnosis tool provided by the DGAFP see remuneration diagnosis.

## **Measure 1.1: Refine the analysis of the gender pay gap**

[Deadline: 2022-2023]

[means: recruitment of an apprentice specialised in data processing in 2020-2021]

Over the duration of the plan, the aim is to review the current state of affairs in as exhaustive a way as possible to allow detailed analysis of pay gaps and in order to understand the nature of the disparities to be remedied and define the relevant actions to be taken.

### **Measure 1.1.1: Generate and obtain more accurate gender data through the creation of a «professional equality» section in the establishment's single social report (RSU)**

In order to provide a better understanding of the gender pay gap, the sections in the single social report need to be reviewed. Gendered data (gender breakdown) should be generalised for all sections.

This redesign should show, for example, the gender breakdown for each component of remuneration per portion of working time per type of staff, etc.

[Indicator 1: «Equality in the workplace» section in the single social report]

- [Indicator 2: proportion of women among the establishment's permanent staff by type of population (category, field or body)]

[Indicator 3: overall average net remuneration of women and men]

[Indicator 4: difference in the average awarding of service-related bonuses:

- for the former U: this difference can be studied by category (executive engineer, executive assistant, technician, etc.) in the context of the awarding of the establishment's profit-sharing bonus which recognises service and is paid in July.
- for the former I: this difference can be studied using the CIA allocations

[Indicator 5: percentage of women among the 10 highest wage earners]

[Indicator 6: percentage of women among the 10 lowest wage earners]

[Indicator 7: median gross earnings of women and median gross earnings of men]

[Indicator 8: number of women and men working part time, per portion of working time among permanent and non-permanent staff, all statuses combined]

[Indicator 9: amount and gender breakdown of components of remuneration, e.g. overtime]

[Deadline: 2023 for 2022 data]

[Indicator 10: gender breakdown for staff leave and accidents]

It should be noted that these indicators may be added to during the gender gap analysis.

### **Measure 1.1.2: Obtaining anonymous, individual data to define and compare all pay breakdowns for women and men.**

The use of individual data will make it possible to explain wage gaps by differences in experience and qualifications and to consider all things equally in a multifarious framework.

It will also allow specific staff situations to be monitored. For example, the salaries of women staff three years after returning from maternity leave could be compared with those of other staff.

Work has been started by an apprentice specialised in HR data analysis, who was hired this year.

Good progress has been made in collecting data and preparing it for processing.

[Indicator: creation of a report based on the ongoing study of anonymous data]

It should be noted that this indicator may be added to during the gender gap analysis.

### **Measure 1.2: Put in place a job rating system that will have a significant impact on the in-house policy for awarding different bonuses, in line with Article 1 of the Law of 22 December 1972 on equal pay for men and women, which stipulates that «every employer is required to ensure equal pay for men and women for the same work or for work of equal value.**

[Deadline: 2022-2023]

[Indicator 1: study and comparative reports on jobs of «equal value»]

[Deadline: 2023]

[Indicator 2: levels of remuneration for posts of “equal value”]

[Deadline: 2023]

*This rating already exists for certain positions and bonuses in the former establishments. It will gradually be developed and harmonised for all positions within the University as part of the process of building the common wage scheme (from 2023).*

**Measure 1.3: Generalise a policy of service-related pay (CIA/PIE) that does not take account of:**

- part-time work if the working time is equal to or greater than 80% of full-time work;
- maternity or paternity leave.

[Deadline: 2022]

[Indicator 1: adoption of an act specifying new modalities for the attribution of the CIA/PIE]

[Indicator 2: distribution of a framework document for communication and raising awareness that specifies the new allocation procedures for the CIA/PIE among all supervisors]

**Measure 1.4: For contract staff, make the criteria for defining the proposed remuneration more visible and clearer**

[Deadline: 2022]

[indicator: publication of rules for defining the remuneration of contract staff]

## Focus 2 Ensure equal access to civil service bodies, frameworks, categories and jobs for men and women

Several aspects of staff career paths require particular attention to promote gender diversity and equal access to civil service jobs for men and women: recruitment, competitive exam panels, promotions and appointments to managerial positions. Particular attention is paid to the issue of professional diversity by addressing diversity in the training-profession continuum. Training is a determining factor in the recruiting ground and plays a significant role in the construction or deconstruction of gender stereotypes associated with professions and disciplines. The University must therefore conceive its fight against gender stereotypes in professions as a continuum between training and recruitment.

### Recruitment

**Measure 2.1: Ensure that vacancies are published in a transparent, visible and egalitarian way by posting them on the internet and intranet sites of Université Gustave Eiffel and on place-emploi-public.gouv.fr, regardless of their status (permanent or non-permanent**

[Deadline: 2022]

[Indicator: annual comparison between the number of posts published and the number of people hired]

**Measure 2.2: Be systematically attentive to how job descriptions are written to ensure they are egalitarian and do not mention specific constraints that could discourage applicants with family responsibilities.**

[Deadline: 2022]

[Indicator: adoption of a guide and framework document for those in charge of recruitment]

**Measure 2.3: Involve a representative from HRD in key moments of the recruitment process [recruitment interviews if possible or during stages of the selection process (selection for interview, final ranking)].**

[Deadline: 2023]

[Indicator 1: adoption of a framework document for the recruitment process]

[Indicator 2: annual comparison between the number of people hired and the number of people hired with the involvement of HRD at a key moment in the process]

*Studies show the importance of having a recruitment professional on the panel to correct selection bias. Practices within the establishment are currently diverse and greater coherence is required.*

#### **Measure 2.4: Improve the framework for recruitment assessment criteria**

[Deadline: 2022]

[Indicator 1: choice of one or more experimental jobs with a high proportion of men or women]

[Indicator 2: the number of revisions to proposed recruitment assessment grids]

*Certain recruitment processes may be based on grids. These will be developed.*

#### **Measure 2.5: Combat subconscious biases through the production and regular diffusion of gendered recruitment statistics.**

[Deadline: 2022-2023]

##### **Measure 2.5.1: Share reports on gendered recruitment statistics from all competitive examination panels, both recruitment and selection.**

[Deadline: 2023]

These reports must include, at least:

- the number and gender breakdown of applications;
- the number and gender breakdown of people interviewed or eligible for interview;
- the number and gender breakdown of successful candidates, whether recruited or ranked.

[Indicator: periodic comparison between the number of people hired and the number of reports submitted]

##### **Measure 2.5.2: For teacher-researchers, apply the circular of the Ministry for Higher Education, Research and Innovation of 18 June 2020 on «Ensuring equal treatment in recruitment processes, guaranteeing professional equality and limiting selection bias»**

[Deadline: 2022]

[Indicator: periodic comparison between the number of people hired and the number of gendered data reports and key indicators submitted]

#### **Measure 2.6: Generalise awareness raising through training on gender bias among competitive examination panels, recruitment panels and the chairpersons of selection committees for teacher-researcher positions.**

[Deadline: 2022-2023]

[Measure implemented in 2022; actions carried out among the members of the panel by the chair of the selection committee stated in the report of measure 2.5.]

Training on gender bias in the recruitment process must be generalised among all competitive examination panels, recruitment panels and chairpersons of selection committees for teacher-researcher positions organised by the establishment.

[Indicator 1: periodic comparison between the number of chairpersons of selection committees for teacher-researcher positions and the number of chairpersons of selection committees who have received awareness-raising information]

[Indicator 2: an accompanying framework document to be distributed among all members of competitive examination panels, recruitment panels and chairpersons of selection committees]

*For example, since 2019, chairpersons of teacher-researcher selection committees are invited to show a video on “Eviter les biais de genre lors des nominations professorales” (Avoiding gender bias in faculty appointments), produced by the University of Lausanne, at the start of their first meeting.*

### **Mesure 2.7 : Suivre la répartition femmes-hommes des postes d’encadrement**

[Deadline: 2022]

This measure concerns presidency, governance and social dialogue positions at Université Gustave Eiffel, its component institutions and member schools, as well as general management positions, directors of training or research components and administrative managers at Université Gustave Eiffel.

[Indicator 1: percentage of women in governance and social dialogue bodies at the University]

[Indicator 2: percentage of women vice-presidents and directors of one of the four component schools (2021: 8W/11M, or 42%)]

[Indicator 3: percentage of women directors of training or research components or departments (2021: 12W/21M, i.e. 36%, of which Training: 54%; Research: 27%. For Department Directors: 4W/5M (44%)]

## **Diversity in training and professions: addressing the training-employment continuum.**

### **Measure 2.8: Monitor the evolution of the proportion of men and women in certain typical professions and courses at the University.**

[Deadline: 2023]

Examples of professions: course manager, administrative manager of a research and training component, financial manager, HR manager.

Examples of training: engineering and computer science.

[Indicator: annual data]

### **Measure 2.9: Implement a continuum of targeted, multi-year communication campaigns to combat gender stereotypes among students, course managers and recruitment panels.**

[Deadline: 2021-2023]

[Indicator: number of communication actions carried out]

### **Measure 2.10: Establish external partnerships to improve diversity in training courses and professions**

[Deadline: 2021-2023]

[Indicator 1: number of actions carried out among staff (events, partnership agreements, etc.)]

[Indicator 2: number of actions carried out among students (events, partnership agreements, etc.)]

*For example, in 2021, the University took part in the first edition of FIRST, an event to encourage high school girls to choose science and engineering.*



## La promotion

### **Measure 2.11: Improve knowledge of the gender breakdown in the pool of candidates and promotions on a multi-annual basis**

[Deadline: 2021-2022]

The University intends to implement a promotion policy that takes greater account of the gender breakdown in the original pool of candidates.

#### **Measure 2.11.1: Before decisions are made, systematically inform in-house bodies in charge of local decision-making for promotions and progress of:**

- the number and breakdown of men and women in the pool of candidates eligible for promotion;
- the number and breakdown of men and women promoted over the past three years.

[Deadline: 2021]

[Indicator: document sent to the bodies]

#### **Measure 2.11.2: Before decisions are made, systematically inform line managers in charge of proposing staff for promotion of:**

- the number and breakdown of men and women in the pool of candidates eligible for promotion;
- the number and breakdown of men and women promoted over the past three years.

[Deadline: 2021]

[Indicator: to be defined]

#### **Measure 2.11.3: Include the following information in the social reports or the single social report:**

- the number and breakdown of men and women in the pool of candidates eligible for promotion;
- the number and breakdown of men and women who submitted an application, where relevant;
- the number and breakdown of men and women who received promotions.

[Deadline: 2021/2022]

[Non-exhaustive indicator: gender breakdown gap in promotions, expressed as a % of the original pool:

- for the former U, there are three distinct groups: BIATSS support staff, teacher-researchers, teachers,
- for the former I, distinctions can also be made according to profession]

### **Measure 2.12: Implement regular communication and awareness-raising actions in male-dominated professions (over 60% men) to encourage women to apply for promotion (information, mentoring, etc.)**

[Deadline: 2022]

The University wishes to encourage applications for promotion in professions where women are in the minority.

[Indicator 1: number of communication actions carried out]



## Focus 3 Work-life balance

Université Gustave Eiffel's work to improve work-life balance is part of a more global, long-term programme established by the creation of the University on 1 January 2020.

Although the establishments that now compose the University had, to different degrees, put in place policies and actions to promote a harmonious work-life balance, it is now necessary to define a common policy for all the establishments through consultation and social dialogue with the statutory bodies.

Its implementation will be managed by the "Personal time / work time" working group from the Equality Steering Committee, the "Teleworking" working group from the CHSCT and the governance in general.

### **Measure 3.1: Support parenthood**

A study on HR data related to work-life balance has been launched, starting with childcare.

**Measure 3.1.1: Obtain data on part-time work: understand the breakdown of part-time work and encourage a more egalitarian breakdown among men and women.**

**Measure 3.1.2: Firstly, send out a questionnaire among men who already work part time to find out the reasons for their request, review their past and identify any stumbling blocks. This questionnaire can later be extended to women.**

**Measure 3.1.3: If necessary, another questionnaire based on the CREDOC survey on aspirations and obstacles to part-time work in the civil service could be carried out among colleagues.**

[Deadline: end of 2021]

**Measure 3.1.4: Work with social workers to identify any tools they lack to help people concerned by social action, as well as the types of request they receive and the forms of help they could provide.**

[Deadline: end of 2021]

### **Measure 3.1.5: Create documents summarising childcare options, to be made available on the intranet**

Staff can benefit from certain compulsory support services to help with childcare arrangements, and CESU vouchers are also available. A general reminder of existing support will be sent out.

[Deadline: summer of 2021]

### **Measure 3.1.6: Explore the possibility for all University sites to benefit from inter-ministerial childcare support schemes.**

[Deadline: 2022]

## **Measure 3.2: Encourage new forms work organisation to promote equality and quality of life in the workplace**

Managing the 2020-2021 health crisis linked to the Covid-19 epidemic allowed certain schemes to be accelerated or strengthened.

### **Measure 3.2.1: Reflect on flexibility and individual work hours for parents of children with disabilities, who often have a heavy financial burden.**

This responsibility has an impact personal time and professional commitment, among other things, and is particularly heavy for staff on lower salaries.

[Deadline: end of 2021]

### **Measure 3.2.2: Harmonise teleworking and remote working options at the former UPEM and IFSTTAR**

Several component establishments of the University had already voted to introduce regulated teleworking before the merger. They wanted to take account of staff needs and improve the organisation of work hours with regard to their personal needs on one or more days a week.

One positive effect of the health crisis is that a quantitative leap was made in the development of this practice. The CHSCT voted to increase the teleworking allowance for staff at the former UPEM to the same as that for staff at the former IFSTTAR, which is two days a week. The generalisation of teleworking for almost all staff, with the aim of reducing encounters in professional spaces, accelerated the process of equipping staff with even more adapted professional tools (renewal of the fleet of laptops, ergonomic equipment, support for regulatory teleworking through training on gestures and posture, etc.)

### **Measure 3.2.3: Reflect on a policy for reimbursing expenses incurred by staff while teleworking as part of the process of drawing up the University's internal rules.**

[Deadline: summer of 2021]

### **Measure 3.2.4: Reflect on the provision of third places for students**

At the end of 2020, the Presidency team began working on possibilities for providing third places, particularly for students. The latter were informed of the third places available to them. A questionnaire was sent out to them at the start of 2021 to identify their interest in other third places, among other things.

### **Measure 3.3: Write and distribute a time charter**

In 2020, the former UPEM wrote and passed a good practice charter. This charter establishes a number of guiding principles for staff on the reasonable use of e-mails, to encourage users to respect colleagues' time and send messages when the recipient is available and during working hours.

The former IFSTTAR was previously the only establishment to have a written time balance charter, recognising the fundamental importance of work-life balance and ensuring better quality of life in the workplace with better performance by the establishment and its staff.

As part of the work on the internal rules of Université Gustave Eiffel, begun in early 2021, the presidency proposed the creation of a time balance charter to be appended to the establishment's internal rules. The presidency has already implemented certain actions to set an example.

[Deadline: end of 2021]

# Focus 4 Combat harassment, discrimination, gender-based and sexual violence, stereotypes and gender bias

The prevention of harassment, discrimination, gender-based and sexual violence, stereotypes and gender bias is a key element in the establishment's equality policy. Université Gustave Eiffel aims to make progress in identifying violence, gender bias and discrimination affecting its staff and users. It is committed to deploying a system for reporting and dealing with violence that is at the heart of a prevention policy ensuring the well-being of all through the creation of a non-sexist environment.

It is also committed to improving awareness and training on equality and on gender-based, discriminatory and sexual violence.

It will put in place professional training and encourage classes on equality in its training offer. There will be a special focus on training through research.

Research on equality and gender will be promoted and its development supported through in-house and external application, thus meeting international requirements.

There will be a special focus on support for victims.

## **Measure 4.1: Identify violence and discrimination bias within the establishment**

In order to effectively combat all forms of violence, stereotypes, gender bias and racism within our establishment, it is necessary to clearly define each situation, the individuals concerned and any aggravating factors linked to vulnerability. This is all the more important in the context of our new establishment, which has multiple sites for study and work.

### **Measure 4.1.1: Review the current state of affairs for all forms of gender-based and discriminatory violence (racism, anti-Semitism or violence relating to sexual orientation or religious affiliation in particular) through surveys among staff and students**

[Deadline: 2022-2023] [means: draw on the expertise of OFIPE and examples from other establishments via the CPED (Permanent Conference on Equality and Diversity) to carry out in-house surveys]

[Indicator: survey report]

**Measure 4.1.2: Progress in the diagnosis of the establishment's situation by carrying out surveys and tests to evaluate, for example, practices in recruitment and student admissions in order to measure gender-based and racist discrimination.**

[Deadline: 2021] [means: work carried out by Yannick L'Horty]

[Indicator: survey reports and tests carried out]

**Measure 4.1.3: Establish gendered statistics for graduation and employment among female students**

[Deadline: 2022] [means: draw on the expertise of OFIPE]

[Indicator: analytical table for gender data]

## **Measure 4.2: Develop prevention by creating a non-sexist work and study environment**

**Measure 4.2.1: Restructure the system for reporting and dealing with violence**

[Deadline: 2021] [means: guidance and advice from VSS formation]

Université Gustave Eiffel currently has a reporting system in the form of dedicated e-mail addresses, one for staff and the other for students.

However, the regulatory framework has recently changed. The Decree of 13 March 2020 makes it necessary to broaden the scope of the current reporting system to make it possible to report all forms of harassment, discrimination and acts of violence. Establishments are even encouraged to accept reports of intrafamily violence. Steps must be taken to ensure compliance with the operating charter published by the Ministry for Public Action and Accounts for reporting and dealing with cases of sexual violence, discrimination, sexual or moral harassment and sexism.

In addition, a single system must be set up to cover the whole of the new establishment, which will mean articulating the different victim support measures (in-house and external) and measures for handling reports. Université Gustave Eiffel is composed of several establishments that previously used different methods for receiving reports and are subject to different regulations concerning disciplinary measures. It is located on different sites in different regions.

The University wishes to formalise and clarify its procedures in line with the following principles:

- Name, identify and define the different situations in order to encourage reports;
- Strengthen connections between the people and bodies involved; Clearly define the different stages and respective roles of the people involved;
- Ensure coordination with other reporting and care systems, in particular for components with multiple supervisory bodies,
- Increase the number of people receiving reports at first or second level by including specialists in the different areas concerned;
- Assess the advantages of moving from an e-mail address to an online platform;
- Ensure that information about the new system is distributed within the establishment.

→ Probably combine in-house and external victim support, which offer complementary advantages.

[Indicator 1: drafting of an updated flow chart of procedures in 2021]

[Indicator 2: review and adoption by governance and social dialogue bodies of an advanced system for reporting and dealing with violence]

[Indicator 3: number of referrals via the system]

[Indicator 4: number of referrals to disciplinary sections or commissions and/or number of investigations begun]

#### **Measure 4.2.2: Appoint contacts within the establishment for each area of concern**

[Deadline: 2021]

[indicator: number of contacts for each area of concern (different forms of harassment, different forms of discrimination including racism, anti-Semitism and discrimination based on sexual orientation or religious affiliation)]

**Measure 4.2.3: Include the definition and prevention of the main forms of gender-based, discriminatory and sexual violence in the University's internal rules and distribute them among all members of staff in application of recommendations 20 and 23 of the High Council for Gender Equality in the Workplace in its report no. 2015-01 of 6 March 2015: *Le sexisme dans le monde du travail, entre déni et réalité (Sexism in the world of work, between denial and reality)***

[Deadline: 2022]

[Indicator 1: adoption of the new internal rules]

**Measure 4.2.4: Carry out regular communication campaigns (posters, conferences, distribution of brochures, leaflets reminding people of the law, etc.) on equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2021-2023]

[Indicator: number of campaigns carried out]

**Measure 4.2.5: Combat menstrual vulnerability by installing a permanent system to provide free menstrual hygiene products on all of the University's sites**

[Deadline: 2022-2023]

[indicator: number of dispensers installed]

**Measure 4.2.6: Remove any sexist or discriminatory expressions from forms, administrative acts, diplomas and communication documents for staff, students and all users of the establishment by ensuring strict application of the Circular of 21 February 2012 concerning the removal of the terms «mademoiselle», «nom de jeune fille», «nom patronymique», «nom d'épouse» and «nom d'époux» from administrative forms and correspondence**

[Deadline: 2021-2022]

[Indicator: awareness raising and creation and distribution of a guide on egalitarian language]

### **Measure 4.3: Increase awareness raising and training on equality and combating harassment, discrimination and gender-based and sexual violence**

Creating a shared culture of equality involves raising awareness and training among the whole University community, both staff and students. Research shows that inequalities are the result of an unequal social system, which must be acknowledged in order to remedy unintentional biases through voluntary effort. Demands are frequent and expressions of scepticism concerning the measures discussed often reveal a lack of knowledge about the reality of inequalities, the structural causes of their persistence and the effectiveness of certain actions.

The feeling of legal incompetence also contributes to the sense of helplessness among staff in the face of harassment or insults. In terms of initial training and lifelong learning, the establishment is also required to clearly display its offer on these issues by the international community (PIONEER project, MAd Atlas and APP Europe).

#### **Awareness raising**

The diffusion of a culture of equality requires awareness raising about current issues (the reality of current inequalities and the effect of inequalities on individuals and the performance of organisations) and their place in a historical and international context. Minimising existing problems maintains certain categories of people in a minority situation. By recognising the problems and understanding the mechanisms at work, progress can be made toward resolving them.

Awareness-raising needs are different for different people and different groups. Actions can be general, but they must also be adapted to specific needs. Lastly, the effectiveness of awareness raising depends on the communication methods used. Different modalities should be proposed to suit the different needs of different people at different times.

Awareness raising can be based on research carried out at Université Gustave Eiffel.

#### **Measure 4.3.1: Put in place regular awareness-raising activities for students about equality and combating gender stereotypes and gender-based, discriminatory and sexual violence**

[Deadline: 2021-2022]

[Indicator 1: number of awareness-raising actions carried out]

[Indicator 2: number and role (where relevant) of students attending awareness-raising events]

#### **Measure 4.3.2: Put in place regular awareness-raising activities for staff about equality and combating gender stereotypes and gender-based, discriminatory and sexual violence**

[Deadline: 2021-2022]

[Indicator 1: number of awareness-raising actions carried out]

[Indicator 2: number and role (where relevant) of staff attending awareness-raising events]

## Training

Training is an essential component in combating all forms of violence and in the fight to achieve equality. It can be divided into three areas according to the specific nature of the University community.

### **For staff**

The responsibility of staff who supervise other staff and students makes it necessary for them to receive training as a priority. As does the responsibility of people involved in receiving and dealing with reports and in supervising and implementing the equality policy in the establishment. Recruitment is also a key moment that requires special attention.

There is increasing demand for training from the components, particularly when incidents arise, but also in order to create a culture of equality necessary for developing student recruitment processes that ensure mixing and diversity.

The University wishes to increase the number of training courses for staff. To this end, it has set itself the following priorities.

#### **Measure 4.3.3: Decide on training courses in agreement with the HRD and the Equality Mission**

[Deadline: 2021]

[Indicator: creation of an annex to the equality plan specifying the priority groups]

#### **Measure 4.3.4: Systematically train new staff in equality and combating gender-based, discriminatory and sexual violence on their welcome day**

[Deadline: 2021]

#### **Measure 4.3.5: Train those involved in reporting and dealing with violence (different levels) in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022]

#### **Measure 4.3.6: Train members of the Disciplinary Commission in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022-2023]

#### **Measure 4.3.7: Train staff involved in recruitment (HR and panels) in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022-2023]

#### **Measure 4.3.8: Train managers and leaders in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022-2023]



#### **Measure 4.3.9: Train PhD supervisors in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022-2023]

#### **Measure 4.3.10: Train relay persons or «watchpersons» in the components and departments in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022-2023]

#### **Measure 4.3.11: Train staff representatives (especially those elected to the CHSCT) in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022-2023]

[Indicators for measures 4.3.4 to 4.3.11:

- identification or creation of training courses (definition of needs, teaching scenarios, etc.);
- provision of mandatory training for new staff, supervisors, panels, relay persons or “watchpersons” in the components and services;
- number of training courses, conferences, days and seminars organised for staff;
- number and gender breakdown of people attending training courses;
- among these, the number of people in managerial and supervisory positions;
- number of in-house panels informed of gender bias]

### **For students**

#### **Measure 4.3.12: Regularly instruct students in equality and combating gender-based, discriminatory and sexual violence, particularly at the start of the academic year but also as part of teaching for PhD students**

[Deadline: 2021-2023]

[Indicator 1: creation of training courses (definition of needs, teaching scenarios, etc.)]

[Indicator 2: number of training courses, conferences, days, seminars organised]

[Indicator 3: number and gender breakdown of people attending training courses]

#### **Measure 4.3.13: Train elected members of the student parliament, all University councils and promotion and proximity delegates in equality and combating gender-based, discriminatory and sexual violence**

[Deadline: 2022-2023]

[Indicator 1: creation of training courses (definition of needs, teaching scenarios, etc.)]

[indicator 2: provision of mandatory training]

[Indicator 3: number of training courses, conferences, days, seminars organised]

[Indicator 4: number and gender breakdown of people attending training courses]

#### **Measure 4.3.14: Mandatory training for leaders of student clubs and associations on equality and combating gender-based, discriminatory and sexual violence by making the allocation of grants conditional on the completion of training**

[Deadline: 2022-2023]

[Indicator 1: creation of training courses (definition of needs, teaching scenarios, etc.)]

[Indicator 2: adoption of a framework document on the conditional allocation of grants]

[Indicator 3: provision of mandatory training]

[Indicator 4: number of training courses, conferences, days, seminars organised]

[Indicator 5: number and gender breakdown of people attending training courses]

#### **Measure 4.4: Develop and promote the provision of training courses and research on equality**

High expectations have been expressed by the student community in terms of training on these topics. The establishment is also required by the international community (PIONEER project) to display its offer on these issues. The University offers research-related teaching on these issues. It will ensure that it is better promoted among the target audience in order to meet external demands, particularly professional and international ones.

##### **Measure 4.4.1: Identify teaching on equality in general in 2021, and then each year after**

[Deadline: 2021-2023]

[Indicator: posting of a list of teaching courses at the start of the 2021 school year, and then each year after]

*The option of opening certain courses to lifelong learning may be studied to assess the needs of the professional world and the establishment's capacity to meet this need. It is necessary to better understand the reality of what is being done and be able to offer open courses in a multi-disciplinary manner.*

##### **Measure 4.4.2: Regularly promote training through research on the theme of equality**

[Deadline: 2021-2023]

[Indicator 1: number of scientific events on gender and equality issues to which students were invited]

[Indicator 2: number of PhDs started in connection with equality, gender issues and combating gender-based, discriminatory and sexual violence]

##### **Measure 4.4.3: Identify research on equality carried out at the University**

[Deadline: 2021-2022]

[Indicator: census document produced]

#### **Measure 4.4.4: Promote and connect research on equality carried out at the University**

[Deadline: 2021-2023]

[Indicator: number of research or scientific outreach events organised]

#### **Measure 4.4.5: Use scientific outreach methods: create podcasts, web documentaries, etc. to promote actions for equality**

[Deadline: 2021-2023]

[indicator: number of views of podcasts]

#### **Measure 4.4.6: Translate the plan into English for the purposes of the institution's international policy**

[Deadline: 2022]

[Indicator: document produced]

### **Measure 4.5: Strengthen accompaniment and support for victims**

To help victims of gender-based, discriminatory or sexual violence with legal, administrative, medical or social procedures, to help them continue their work or study in the best possible conditions and to consolidate the legitimacy of the system for reporting and dealing with violence within the University community, our new establishment wishes to strengthen measures for protecting and supporting staff and students.

#### **Measure 4.5.1: Provide all staff and students of the new establishment with access to the useful resources, contact details and emergency numbers of the University's in-house services and external organisations in charge of legal, medico-social or psychological support for victims and witnesses of gender-based, discriminatory and sexual violence**

During the construction of the new establishment, special attention should be paid to the inclusion of staff and students from all of the University's campuses, sites and establishments.

[Deadline: 2021-2022]

[Indicator 1: drafting and distribution of a summary document]

[Indicator 2: number of information distribution actions carried out]

# Focus 5 Governance of the gender equality policy

## Role and tasks of the different actors of the equality policy

The equality policy, which includes equality in the workplace, is coordinated by the University's Gender Equality Mission.

It is led by the Vice President for Equality, Caroline Trotot, who was appointed in 2021.

The appointment of a Vice President for Equality aims to increase the visibility of the University's commitment to equality issues and facilitate the implementation of measures decided upon. It was made in response to a recommendation by the Conference for Equality and Diversity in Higher Education (CPED) network. The Vice President for Equality takes part in weekly meetings with the presidential team to make sure that the issue is taken account of in all departments.

The Equality Mission is led by a team of staff from the institution:

- Maëva Ballon, Project Manager for the Equality Mission, hired in 2021;
- Isabelle Decalonne, Equality Officer in charge of the state-of-affairs report for the former IFSTTAR sites;
- Claire Delahaye, Project Manager in charge of the roll out of the Equality Mission in the components;
- Thierry Fragnet, Member of the President's office in support of the Equality Mission;
- Marguerite Andrieu, student employee within the Equality Mission.

Each school within the experimental establishment has an equality officer:

- Maïwenn Dubois for the Paris-Est School of Architecture for the City and Territories (EAVT);
- Claire Driessens for the National School of Geographical Sciences (ENSG);
- Claire Spilmann for the Paris School of Technological Innovation (ESIEE Paris);
- Laurence Berry for the Paris School of Urban Engineering (EIVP).

**Measure 5.1: Ensure that there are sufficient human resources within the Equality Mission to achieve the objectives of the plan**

## Coordination with those involved in the equality policy

The Mission reports directly to the University President. It is represented in the weekly meetings of the presidential team and is invited to attend meetings by the bodies.

The Equality Mission is open to receiving proposals from the bodies, committees, trade unions and anyone involved in the establishment's equality policy. It aims to support initiatives in the framework of a global policy for the University.

- The work is carried out in coordination with the human resources departments (HRDs):
  - the HRDs receive reports of violence sent to [drhharcelement@univ-eiffel.fr](mailto:drhharcelement@univ-eiffel.fr), as do some of the members of the University's Equality Mission,
  - equality training is jointly organised by the HRDs and the Equality Mission,
  - social reports (and the future single social report) and guidelines for recruitment are jointly produced by the HRDs and the Equality Mission.
  - the creation of units for the reporting system for gender-based, discriminatory and sexual violence for staff will systematically involve both the HRDs and the Equality Mission.
- In terms of support for victims, the work is carried out in coordination with the University's psycho-medico-social support staff;
- The work is carried out in coordination with the Directorate General for Legal and Institutional Affairs, of which two members have been appointed as contacts for the Mission (Antoine Morvan and Annick Ussel) in addition to the director. Each person's reactivity in responding to the Mission's requests is exemplary;
- For students, work is carried out with the Vice President for Student Life, the Vice President for Students, the Vice President for Training and Employment and the departments of the Directorate General for Education, Orientation, Integration and Student Life;
- For staff, the work is carried out in regular consultation with staff representatives in the University's bodies and, in particular, with the elected members of the Technical Committee (CT), for all matters concerning the equality in the workplace policy and with the elected members of the Health, Safety and Working Conditions Committee (CHSCT) for matters concerning the prevention of all forms of gender-based, discriminatory and sexual violence;
- The work is carried out in coordination with the Vice Presidency for Transformational Projects and Social Mission and its officer for Sustainable Development and Social Responsibility (DD&RS). Equality is one of the themes of DD&RS;
- The coordinator of the occupational risk prevention assistants and the prevention staff are key contacts for relaying information on the equality policy and the prevention of violence and harassment. In addition to their role as relay persons, they can work with or be part of the "watchperson" network.

## **Measure 5.2: Roll out the system of equality relay persons or “watchpersons” (components, sites, etc.)**

[Deadline: 2021]

A network of equality relay persons in the components and departments has been set up within the establishment.

It will meet several times a year. It is based on EAVT’s «watchperson» system.

These people can provide responses to staff and users at a local level, systematically refer them to the Equality Mission and publicise its actions, and propose actions adapted to each level of the community. They will gradually receive training in the prevention of gender-based, discriminatory and sexual violence as well as in various equality issues.

[Indicator 1: number of relay persons or «watchpersons»]

[Indicator 2: number of communication actions about equality relay persons or «watchpersons»]

## **Methods for steering, monitoring and evaluating the action plan**

### **Organisation of implementation and steering**

During the creation of the plan, actions for the equality policy were presented to management bodies and in meetings to allow discussion.

A steering committee for the gender equality plan was set up in 2020. It includes staff appointed by the trade unions and the components involved in the implementation of the equality policy, who represent the establishment’s community. The steering committee set up three working groups:

- HR steering: focuses 1 and 2;
- Presidency steering: focus 3;
- Equality Mission steering: focus 4.

The committee met five times to develop the action plan.

The plan was presented to the bodies on the dates below, which allowed for comments and suggestions to be made before finalisation.

<b>Gender equality action plan</b>		
<b>Dates of consultation of the bodies</b>		
Body	Initial discussions	Formal review (vote)
Joint CHSCT	19 March	28 May (verdict)
Joint CT	9 April	4 June (verdict)
Student Parliament	6 May	10 June (verdict)
Academic Council	15 April	17 June (verdict)
Board of Directors		24 June (adoption)

The plan was also presented to the research college, training college and the local advisory committees (CCL) of Bron, Lille, the Mediterranean region and Nantes.

The University Councils all voted unanimously for the plan.

### **Organisation of monitoring and evaluation**

The Equality Mission will monitor the implementation of the plan.

#### **Measure 5.3: Set up a monitoring committee for the plan from the steering committee**

[Deadline: 2021]

The monitoring committee's role is to ensure that the measures in the plan are correctly implemented and to evaluate them with the Equality Mission.

Some of the indicators will be monitored via the Sustainable Development and Social Mission platform set up by the Vice Presidency for Transformational Projects and Social Mission.

#### **Measure 5.4: Present a yearly report to the University bodies**

[Deadline: 2022]

### **Diagnosis, regular monitoring and evaluation of the action plan and its effectiveness**

The indicators will be monitored by designated people. A certain number of indicators will be monitored on the shared DDRS platform, with quality control.

The plan's monitoring committee will validate the annual report presented to the bodies.

#### **Measure 5.5: Carry out and annually update a diagnosis of the gender equality situation within the University**

[Deadline: 2022]

## **Methods of informing staff about the action plan and the equality policy**

### **Communication and promotion**

The equality policy must be visible in order to be shared. It must be included in all documents and on all media associated with the establishment's identity. Ideally, it should be co-constructed as much as possible to ensure that it meets the different needs and can be easily shared. It is important to inform people about existing measures, provide in-house and external tools and relay information on in-house actions.

The equality policy should be included in international women's rights days, such as on 8 March, International Women's Rights Day on 25 November, the International Day against Gender-Based and Sexual Violence, LGBTI rights days and the International Day for the Elimination of Racial Discrimination (21 March).

There is currently a lack of consistency in the application of egalitarian communication rules (e.g. new business cards with masculine job titles). The problem is partly due to resistance, but also to implementation difficulties for which tools must be provided.



The equality policy is not sufficiently visible on the website and internationally, despite the requirements of the Pioneer project network of universities and, recently, the European Commission's programmes for excellence in research. The general website should have clearly displayed links to the satellite website to allow the information requested to be visible not only internally but also for our partners (especially international partners) and people wishing to join Université Gustave Eiffel. The equality Mission and theme should be visible on all of the new University's communication materials.

The Equality Mission now has an external website that can be consulted by students and partners.

The website is composed of several thematic sections and is the University's main reference point for equality issues.

It is available at the following address:

[mission-egalite.univ-gustave-eiffel.fr](https://mission-egalite.univ-gustave-eiffel.fr)

Some of the University's actions in the area of equality would benefit from greater visibility. For example, communication about the names «Ada Lovelace» and «Alexandra David-Néel» could be made more visible and the possibility of naming other buildings or places in the establishment after famous women could also be considered.

Communication campaigns and actions will be carried out regularly through different media (print, digital, verbal, etc.) in conjunction with the Vice Presidency for Communication and the University's Event Coordination Department.

An intranet space has been set up to make the minutes of the steering committee meetings and working documents available to the community.

**Measure 5.6: Develop the Equality Mission website, regularly post information in the different sections and improve its visibility on Université Gustave Eiffel's internet and intranet sites**

[Deadline: 2021-2022]

**Measure 5.7: Create specific communication on the intranet for the Equality Mission in general, the construction of the plan and the monitoring of its implementation**

[Deadline: 2021-2023]

**Measure 5.8: Create an Equality playlist on the Université Gustave Eiffel's YouTube channel to increase the visibility of the videos made**

[Deadline: 2021]

[indicator: number of views of podcasts]



### **Measure 5.9: Draw up and distribute a practical guide to egalitarian communication**

[Deadline: 2021]

[Indicator: number of awareness-raising actions for the tool]

### **Measure 5.10: Choice of titles and functions (feminisation or gender-neutral titles)**

To harmonise the different departments and as part of the development of new positions, the Equality Mission recommends allowing free choice of titles and functions to meet the requirements of egalitarian communication. For example, gender-neutral titles such as “chairperson” should be encouraged.

### **Measure 5.11: Validate framework documents on the University’s equality policy in the bodies (e.g. the charter)**

[Deadline: 2021-2023]

### **Measure 5.12: Develop communication around the Ada Lovelace and Alexandra David-Néel buildings**

[Deadline: 2021]

[Joint indicators for measures 5.6 to 5.12:

- creation of documents to be put to the bodies (e.g. the charter);
- number of visits to the Equality Mission satellite website]

### **Measure 5.13: Reflect on how the names of other women and people from minority groups could be given a prominent place in the University spaces.**

[Deadline: 2021-2022]

[Indicator: recommendations memo or report]

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