



Professional Gender Equality Plan

Université Grenoble Alpes
2021-2023



Editorial

Gender equality is a key concern for Université Grenoble Alpes (UGA). In keeping with its engagement in an ethical, inclusive and responsible human resources (HR) approach, the University is attentive to the effective implementation of gender equality in the workplace. With the adoption of European strategic guidelines under the *Human Resources Strategy for Researchers* (HRS4R) programme and the Professional Gender Equality Plan (PGEP), UGA continues to roll out actions to promote equality and reduce gender differences.

A survey of comparative situations between men and women reveals where these differences lie. An agenda for target actions provides a scope of transformations to lead. The aim of the present PGEP is to foster a culture of equality throughout the university community. The PGEP forms

a continuity with UGA's long-standing engagement via a human resources policy and the actions of its gender equality task force. This first plan was developed in the framework of a UGA steering committee which included its component institutions (Sciences Po Grenoble - UGA, ENSAG - UGA and Grenoble INP - UGA). It provides a 2-year programme of joint guidelines and targeted actions for these institutions.

In practical terms, the roll-out of UGA's gender equality policy prioritises information, prevention, awareness, guidance and career enhancement, in addition to support for research, training, campaigns to address gender-based violence (GBV) and the fight against all forms of discrimination or harassment. This professional gender equality action plan and its ambitious agenda was adopted by the Board of Administration (BA) on 11 March, 2021.

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Preamble

The equal treatment of each member of the University community is a key concern for Université Grenoble Alpes. UGA has been acting for many years to reduce gender inequality. This first action of the professional gender equality plan consolidates UGA's strategic approach in this area. UGA is openly committed to developing a culture of gender equality in all its activities related to staff, students, and society as a whole.

Ensuring gender equality in the workplace is achieved through a thorough analysis of existing gaps within the institution, in addition to an active policy to rectify such differences. Quantifying gender inequality at all levels enables us to identify the obstacles to equality and develop actions to offset inequalities.

As an employer and a public higher education institution, UGA is required by the legal and regulatory framework to adopt a professional gender equality action plan (Public Service Transformation Law of 6 August 2019). This legislation forms part of a regulatory action for gender equality in the public service sector (protocol of 8 March 2013; 30 November 2018 agreement relative to gender equality in the public service; Ministry for Higher Education, Research & Innovation (MHERI) Circular of 18 June 2020).

The MHERI benchmark establishes the terms: to carry out a comparative survey of men and women's situation within the institution and to develop a professional gender equality plan.

UGA's PAE consists of 5 priority axes and 31 actions, including 27 joint actions with Grenoble INP - UGA:

- Axis 1:** Guarantee equal access for men and women to bodies, ranks and employment
- Axis 2:** Assess, prevent and rectify pay gaps
- Axis 3:** Balance professional and private life
- Axis 4:** Fight against gender-based violence, harassment and discrimination
- Axis 5:** Strengthen governance of the gender equality policy

The PAE actions are in keeping with those implemented in the framework of HRS4R certification, obtained by UGA in 2021.

Acting to reduce gender inequality at UGA: 5 strategic axes

AXIS 1: Guarantee equal access for men and women to bodies, ranks and employments

There are 5 objectives to the 9 actions chosen: to promote non-gendered career advancement; contribute to the balance of gender pools; promote gender equality; promote the career advancement of men and women through exchange, and provide visibility to female figures.

Action 1.1. Set up mentorship to support the careers of teaching and research staff.

The main aim of the 'Career Support' mentorship programme is to offer a specific year-long career advancement strategy for teaching and research staff, along every step of their career, with monitoring and a guidance event. The mentorship programme offers interpersonal support, aid, guidance and learning via a mentor/mentee framework. This programme is particularly helpful at certain key moments in a career, such as parenthood, career advancement, in support of a research activity or for the quality of working life.

This action is in keeping with Action 1.6 of the HRS4R programme which provides for guidance, mentorship and workshops in support of career advancement.

Action 1.2. Raise awareness of gender bias in the recruitment process: implement training and accountability for selection committee (SC) members or recruitment panels; uphold the male-female ratio during the recruitment process.

SCs play a decisive role in promoting professional equality. Research in human and social science has revealed that during recruitment processes, unconscious selection biases are particularly prevalent and influence choices. The Ministerial Circular of 18 June 2020 which is aimed at ensuring equal treatment in recruitment processes to guarantee professional equality and limit selection bias, recommends raising awareness of this issue.

UGA adopted a ruling by its BA in March 2021 relative to the recruitment of lecturers and university professors, which includes the obligation for SC chairpersons to provide the Academic Board with a detailed report of the SC's inclusion of equality and the upholding of the male-female ratio during the recruitment process, to the benefit, if necessary, of the under-represented gender among candidates at all stages of recruitment, i.e., pool, applications, interviews, ranking and selection.

This action is in keeping with Action 2.2 of the HRS4R which ensures that recruitment committees are equipped and informed to execute their recruitment duties via the implementation of guidelines.

Action 1.3. Communicate on staff promotions and bonus allocations.

UGA undertakes to strengthen its communication to all staff on promotion prospects, and more generally on the human resources support schemes available at UGA.

Action 1.4. Provide communication and awareness actions on the diversity of professions (exhibitions, conferences and E-Caf'égalités).

UGA's equality task force launched an awareness project geared towards the entire university community, around various themes related to gender equality, research and discrimination. These actions will continue in the form of the E-Caf'égalités events. A number of projects and exhibitions promoting female scientists, support for gender initiatives in the framework of the Scientific Interest Group (SIG), the Gender Institute of the CNRS Human & Social Sciences Institute (INHSH), have been rolled out. These communication and awareness actions also form part of a global programme for UGA members, particularly during recurring annual events linked to these themes, i.e., International Women's Day (8 March), the International Day of Women and Girls in Science (11 February) and Equality Month (March).

Action 1.5. Set up co-development workshops: build and lead in-house and external women's networks.

L'UGA s'engage à renforcer sa communication auprès de l'ensemble des personnels au sujet de sa promouvabilité, ainsi que de manière plus globale sur les dispositifs d'accompagnement des ressources humaines existants à l'UGA.

Action 1.6. Support women in overcoming the glass ceiling and 'hurdles' in their careers.

The aim of this action is to support women's careers by boosting their abilities and skills through peer guidance (mentorship and networking). It is also aimed at raising awareness among the university community of the 'glass ceiling' phenomenon.

Action 1.7. Offer lifelong training in gender equality to the primary and secondary-level teaching body.

This action led by Grenoble INP - UGA aims to raise awareness among middle and high school students of professional diversity, in particular scientific jobs and fields, in addition to career prospects in this sector.

Action 1.8. Offer staff training in gender equality.

Training in various aspects of gender equality, such as mentorship, career, moral or sexual harassment and GBV, forms an inherent part of the staff training plan (administrative and teaching staff, research professors). Dedicated training programmes are organised for specific audiences (e.g., doctoral students). Emphasis is also placed on raising awareness among new arrivals to UGA. Lastly, the staff training offer draws on the resources of the university diploma in gender studies, available under lifelong learning.

Action 1.9. Identify the state of play of female representation in UGA (building or street names, art works).

Female visibility is achieved through fundamental work on the social, spatial and symbolic representations of their role. UGA seeks via its communication and representations to rally and enhance the visibility of its population. The aim is to provide visibility to important figures through art and the naming of buildings, amphitheatres or streets. It also involves the implementation of good practices in the selection of artists, reflection and systematic action for gender equality, and the showcasing of female researchers and faculty members.

AXIS 2: Assess, prevent and rectify pay gaps

The 5 corrective actions chosen are aimed at preventing and rectifying pay gaps identified during the survey. Pay gaps are not the result of discriminatory wage criteria or procedures, as these are identical for all staff, but are due to structural reasons of horizontal and vertical segregation (fewer women in certain fields or at some levels, which determines pay), and a higher proportion of women on fixed-term or part-time contracts and in lower ranks. To offset these discrepancies, UGA wishes to incite staff to apply for bonuses and recruitment competitions to encourage female career advancement. UGA also undertakes to adapt its HR policy to foster greater diversity and equality (amendment of the management rules and guidelines), information for SCs according to National University Council (CNU) sections, and fields.

Action 2.1. Disseminate to all persons concerned the management guidelines relative to promotion and career enhancement, including promotion criteria and procedures.

Access to information on promotion procedures is a primary concern. In order to inform staff of promotion prospects and career enhancement, UGA undertakes to improve the transparency of management guidelines and promotion criteria and procedures. This should enable staff to have a clearer understanding of procedures, processes, selection criteria and expectations.

Action 2.2. Communicate the results of the pay gap survey to staff.

The publication of an annual report on the institution's gendered social data provides information to all members of the university community. The aim is to raise awareness among those staff who are eligible for promotion of this possibility, and of their ability to apply for and obtain a promotion, bonus or advancement. The idea is also to inform staff already in a decisional role that it is their responsibility to act for increased representation of under-represented genders in their unit or department.

Action 2.3. Encourage the least-represented gender to apply for PhD and Research Supervising Bonuses (PRSB).

UGA undertakes to encourage the least-represented gender to apply for PRSB with support from the relevant departments.

Action 2.4. Raise awareness among in-house commissions for staff promotion of gender equality; specify in the promotion management guidelines the terms for taking into account the least represented gender in accessing faculty and rank changes (limited academic committee, 2nd level commissions, advancement committees for tenured or contract engineering, administrative, technical, social / medical and library staff (i.e., non-teaching staff)).

UGA undertakes to raise awareness among committees of equality and the under-representation of certain genders among selected candidates. The committees must also be aware of their bias during the selection processes, and attentive to the proportionality of successful male and female candidates or applicants within the pool. Political actions to facilitate changes in body or rank for the least-represented gender are also implemented, insofar as the management guidelines specify the taking into account of the least-represented gender in limited academic committees, 2nd level commissions, and non-teaching staff career advancement committees.

Action 2.5. Adopt and enact ranking rules for the recruitment and wage advancement of contract staff, which are transparent and identical for all (contract staff management rules - CSR).

UGA undertakes to adopt ranking rules for the recruitment and wage advancement of contract staff which are transparent and identical for all. This is aimed at preventing possible pay inequalities.



AXIS 3: Balance professional and private life

UGA is attentive to the quality of working life. Several actions implemented by UGA's Human Resources Department (DGDRH), and more specifically the Social Environment Department (DES), have been strengthened. These actions are aimed at respecting and partitioning work and private life, supporting the career/parenthood balance and providing flexibility in work cycles for all staff.

Action 3.1. Communicate on the institutions' measures to balance private/professional life in association with social action and work life quality, via the creation of information guides and a dedicated intranet page (single entry point).

Des adaptations du temps et des modalités du temps de travail sont mises en place pour les BIATSS Working arrangements are implemented for non-teaching staff (modification of working hours, organisation of full-time work over 4.5 days, special leave for family or health-related reasons). UGA adopted a working time charter in 2019 and has authorised remote working since 2017. At the same time, UGA implemented a replacement scheme for female non-teaching staff on maternity leave to avoid a work overload, and supports male and female faculty members in their return to work after maternity or parental leave. The social action policy is being developed to facilitate access to rights via the creation of staff advisory actions.

Action 3.2. Promote the UGA time charter, particularly among managers, through its inclusion in management training.

La charte du bon usage des temps de travail adoptée en comité d'hygiène, de sécurité et des conditions de travail. The charter for the appropriate use of working time adopted by the Hygiene, Safety and Working Conditions Committee, followed by the Technical Committee in September 2019, deals with a variety of themes and aims to enhance the quality of employees' lives and the separation of private and professional time. To this end, it specifies good practices to adopt with regard to emails, meetings, respect of working times and leave, in addition to the right to disconnection. The Institution's managers are encouraged to apply this charter. .

Action 3.3. Open the UGA crèche and develop partnerships with crèches in the vicinity of the various campuses.

Since 2016, work and study groups have been working towards the opening of a crèche for staff and students on the university campus, as of the start of the 2024 academic year. This action aims to facilitate work-life balance for UGA staff. It also addresses a strong demand among the community and will enable people to avail of childcare adapted to their place of work and working hours.

Action 3.4. In the framework of educational or parental leave, reserve a quota of semesters without teaching for research professors (within 2 years) returning from maternity/full parental leave, in order to ensure optimal conditions for research work; launch a call for projects on this theme; offer a career assessment to all those returning to work following maternity or parental leave.

UGA offers support on the return to research and teaching for research professors at the end of maternity leave. This forms part of a policy for the attribution of leave for research or thematic conversion (LRTC) to all female staff who so request in the 3 years following their return to work after maternity leave. This leave represents a lever in women's careers; they must be able to benefit from it if they so wish and avoid their maternity becoming a hurdle to their career.

This action is in keeping with Action 3.4 of the HRS4R which provides for the implementation of measures to balance professional and private life (individual interview with women returning from maternity and/or parental leave).

Action 3.5. Regarding place of work: promote and facilitate remote working (accessibility and flexibility in its application).

Flexibility in places of work (teleworking) is encouraged and facilitated.

Action 3.6. Regarding working times: modulate work cycles (day, week, year; part-time, full-time in 4.5 days, leave donation, time saving account, etc.).

Flexibility in working times is encouraged and facilitated.

AXIS 4: Fight against gender-based violence, harassment and discrimination

As a public employer, UGA is required to prevent, address and deal with situations of GBV, violent acts, harassment and all forms of discrimination which may occur among its users and staff. Addressing situations and fighting against GBV, discrimination and harassment in higher education and research is achieved through training and awareness-raising among the entire university community. The aim is to act against inappropriate conduct and encourage responsible behaviour.

Action 4.1. Develop and enrich existing GBV systems (Grenoble - INP UGA and UGA); raise awareness among disciplinary bodies.

UGA created two reporting services in 2019 to support victims of GBV and discrimination. The first, steered by the Social Environment Department, deals with incidents involving staff; the second, managed by the Student Affairs Office, is for student victims. These 2 reporting services are to merge and professionalise, in order to comply with governmental directives (Decree n°2020-256 of 13 March 2020) which provides for the taking into account of violent or discriminatory acts, moral and sexual harassment and sexist conduct) and make the reporting procedure for GBV and all forms of harassment more visible, understandable and practical. In parallel to its professionalisation, staff and persons called on in the framework of this scheme receive training and information.

This action is in keeping with the following HRS4R actions: 1.5 which provides for a broadening of actions for the psycho-social risk unit; 4.2 which aims to enhance transversality between the departments involved in monitoring and preventing discrimination and harassment; 4.9 which strengthens and ensures adequate knowledge of the measures linked to 'non-discrimination'.

Action 4.2. Compulsory training for members of student associations and offices in the fight against GBV.

Certain situations, such as parties and induction weekends, are more conducive to GBV. To limit this risk, all members of student associations organising such events are required to follow training in order to identify, prevent and act appropriately in the event of GBV.

Action 4.3. Raise awareness among the university community of sexism and gender violence through various actions (GBV training, conferences and dedicated events).

It is also necessary to raise awareness of these issues among the whole university community. The aim is to encourage each member of UGA to become an active bystander, i.e., a person who knows how to identify, intervene, protect and guide potential victims of GBV at UGA. To this end, and in addition to conferences, round tables, or dedicated events (25 November, 8 March, Equality Month), specific training in GBV is provided throughout the year on request by component institutions.

AXIS 5: Governance

8 corrective actions were selected, aimed at perpetuating action for equality on the level of the Institution's governance, in addition to boosting communication on this subject and steering, monitoring and assessing the PGEP.

Action 5.1. Set up governance of the equality policy.

The implementation of the plan is supervised by a monitoring committee composed of the HR Vice-President and HR departments of UGA and its component institutions.

Action 5.2. Govern professional equality via the vice-presidency or a steering committee.

The aim is to implement governance of the equality policy with the setting up of a vice-presidency for gender equality and non-discrimination, responsible for steering the PGEP on the level of UGA.

Action 5.3. Monitor the application of the PGEP and its development via officers within the academic components.

The task officers are responsible for the roll-out of the PGEP on the level of each juridical academic component.

For the employer UGA, the task officers of non-juridical academic components are responsible for monitoring application of the PGEP.

Action 5.4. Promote non-gendered /non-stereotyped communication within UGA media (inclusive website using gender-inclusive script, non-stereotyped images, social media).

The Communication Department actively participates in this engagement for equality by using inclusive communication techniques (on the website and social media, etc.) and through diverse representation in the images used. This involves an updating of the UGA website content, and the definition of rules to be followed systematically to prevent gender stereotypes in communication

Action 5.5. Co-build a website promoting men and women in research professions, and covering all aspects of recruitment, working conditions and career advancement.

This action is keeping with action 2.3 of the HRS4R.

Action 5.6. Promote UGA's non-sexist communication charter

UGA created a charter for equality in communication, which specifies the scripting and practices to adopt for non-gendered and non-stereotyped communication in internal and external correspondence. This charter, available on the UGA website, is widely promoted to ensure its application by all members of UGA.

Action 5.7. On the website: communicate extensively to the community on the measures set up in UGA to promote gender equality, including the awareness modules and training offers.

The present PGEP is posted and accessible to the entire university community. The actions for gender equality implemented at UGA are published on the UGA website, and awareness and training tools are available in English and French.

Action 5.8. Inform new recruits on the gender equality measures in place at UGA, including the awareness and training modules on offer in the welcoming package for new staff.

Newly-recruited staff are informed of the actions set up by UGA, thus enabling them to access existing information and measures, avail of training and act for equality.



The team

The PGEP policy in 2021/2022 was led by the Human Resources Department (DGDHR), and UGA's gender equality and non-discrimination task force. In October 2021, a new vice-presidency for gender equality and non-discrimination was created and assigned to the steering of the PGEP.

Vice-Presidency for gender equality and non-discrimination

- Vice-président: **Sophie Louargant**
- Gender equality and non-discrimination Project Manager: **Marine Delmotte** ;
- Administrative Officer: **Violette Zecchi**.

Contact : vp-egalite@univ-grenoble-alpes.fr

Vice-Presidency for Human Resources:

- Vice-président for Human Resources: **Christophe Ribuo**

Human Resources Department (DGDRH)

- Managing Director of HR-related departments: **Carole Kada**
- Deputy Managing Director of HR-related departments: **Catherine Desplanques**

Social Environment Department

- Director of Social Environment: **Cédric Buenerd**

Glossary

Gender inequalities observed in higher education and research are due to several structural phenomena, and have been examined by researchers in multiple human and social science fields:

- **Vertical segregation:** differences in the representation of women and men in terms of career advancement and heightened responsibility.
- **Horizontal segregation:** women and men are over- or under-represented according to sectors, fields and professional roles. This can be explained by gender stereotypes which assign roles to individuals according to their sex.
- **Social roles** to which men and women are assigned within society (orientation, fields and professions) and the family (division of tasks, mental load, child care and care-giving)
- **The 'non-recognition' effect** of educational and administrative roles held primarily by women
- **Selection bias:** The statistical bias occurring during a selection process (ratio of selected candidates which is non-representative of the pool)
- **Gender bias** (Acker, 1992): prejudicial actions or thoughts based on sexist perceptions according to which women are not equal to men
- **The non-recognition of maternity leave** in academic research production time
- **Enduring 'boys' network' mechanisms and co-optation within the higher educational and research sphere**
- **The normalisation of 'neutral-masculine'** and the lack of representation and visibility of women in managerial roles and 'masculine' fields, in addition to the lack of representation and visibility of men availing of existing parental measures, or in 'feminine' fields
- **Queen Bee mechanism** in certain fields (women refusing to share their position of power), which undermines the notion of 'sorority' or 'solidarity between women'
- **Discrimination** and difficulties in obtaining grants for a person belonging to a minority group (gender identity, physical appearance, real or supposed origin, real or supposed membership of a group)
- **Economic and family imperatives** which may limit the duration of studies and require working arrangements
- **Parenthood and 'care' role** assigned to women (care-givers) which requires interruptions to their career
- **Social representations and gender stereotypes:** preconceived ideas, shaped by society, according to which women and men have innate characteristics and roles, determined and limited by their gender
- **Social censorship:** the effect of roles, representations and gender stereotypes which undermine women's self-affirmation and discourage them from calling for an improvement in their situation or the full recognition of their skills.

Abbreviations

- **BA:** Board of Administration
- **CNU:** National Council of Universities
- **SGC:** Strategic Guidance Committee
- **DGDRH:** UGA Human Resources Department
- **DES:** UGA Social Environment Department
- **HRS4R:** Human Resources Strategy for Researchers
- **LRTC:** Leave for Research or Thematic Conversion
- **MHERI:** Ministry for Higher Education, Research & Innovation
- **PGEP:** Professional Gender Equality Plan
- **PRSB:** PhD and Research Supervising Bonuses
- **HR:** Human Resources
- **UGA:** Université Grenoble Alpes
- **GBV:** Gender-Based Violence



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