# Table of Contents

Contextual elements.............................................................................................................. 3  
The CY Cergy Paris University Commitments ................................................................. 4  
Survey: CY Cergy Paris University in 2020............................................................................ 6  
Objectives of the Gender Equality Plan ................................................................................11  
Goal 1 - Assessment, Prevention and Treatment of Gaps in Pay .........................................14  
Goal 2 - Guarantee Women and Men in Public Service Equal Access to All Positions in All Fields and at All Levels.........................................................................................................15  
Goal 3 - Promote Balance Between Professional Activity and Personal and Family Life ......18  
Goal 4 - Fight Against Sexual and Gender-Based Violence, Harassment and Discrimination .............................................................................................................................................19  
Goal 5 - Promote Attention to Gender in Research...............................................................20  
Goal 6 - Governance, Management and Monitoring of the Professional Equality Policy ......21
Contextual elements

The development and implementation of a multi-year action plan relating to professional equality between women and men was initially planned in the agreement on equality between women and men in public service, signed on November 30, 2018, and was made compulsory by the law of 6 August 2019 (article 80) on the transformation of public service.

This requirement now appears in Article 6 septies of Law No. 83-634 of July 13, 1983, on the rights and obligations of civil servants. This new requirement for public employers aligns with several legislative provisions and various initiatives taken by institutions. The legislative actions have been enriched by the Sauvadet law, which introduced the obligation of a social report and of parity in juries and selection committees, and the Fioraso law which requires that equality offices in each university be created.

In addition, since 2017, the Ministry of Higher Education, Research and Innovation has undertaken, jointly with the Ministry of National Education, Youth and Sports the process to obtain the labels “professional equality between women and men” and “diversity”, issued by AFNOR. CY actively participates in this goal.

Within Higher Education, Research and Innovation, the creation in 2011 of the CPED (Permanent Conference of Equality Diversity Officers) has reinforced the networking of Equality Offices in different universities.

Since the beginning of the year 2000 these national policies have been implemented at the same time as the European Union impetus for equality policies in higher education and research. The European Commission notably financed “structural change” projects in the Horizon 2020 program. These projects aimed to promote action plans for equality in the academic world by allowing consortia of institutions to jointly develop equality plans and to share their good practices. In this way two to three projects have been financed per year.

CY Cergy Paris University benefits from this European funding and is a partner in the LeTSGEPs project (Leading Towards Sustainable Gender Equality Plans in research performing organizations) from 2020 to 2023. The LeTSGEPs project is intended to connect several organizations in academia and research to plan and carry out actions that will bring about systemic institutional transformation of gender prejudices. The TSGEPs promotes the use of gender responsive budgeting to combat discrimination against women by integrating them into the budget process, with the aim of eliminating marginalization and exclusion from economic and political activities. The project sensitizes and mobilizes teaching staff, research faculty and administrative staff on the importance of the equality plan and gender-sensitive budgeting through staff training. The scientific manager of the project is Stefania Marcassa, Associate Professor of Economics at CY and current Gender Equality Officer.¹

¹ Website of the project: https://letsgeps.eu. This project received funding from the European Union’s Horizon 2020 research and innovation program under grant agreement no. 873072. The other partner universities of the project are the University of Modena and Reggio Emilia (Italy, coordinator); RWTH Aachen University (Germany - in charge of monitoring); Mathematical Institute of the Serbian Academy
The CY Cergy Paris University Commitments

CY Cergy Paris University is a dynamic institution whose goal is excellence in research and education. In this context, the equality plan fits into a broad dimension of the institution’s policy.

First, it is worth noting CY Cergy Paris University’s commitments for professional equality between women and men. In accordance with law # 2013-660 of July 22, 2013, in September 2014 the board of directors approved a charter of gender equality for students and all staff, including teaching and research activities. In 2019, a monitoring unit against violence and sexual and moral harassment has been made available to all members of the university community (students and faculty, administrative and technical staff) in collaboration with the Women Safe Institute. The Gender Equality Officer is responsible for implementing this policy in collaboration with the university services.

In particular, the plan contributes to the transition phase and the sustainable development objectives of CY; to the alliance with high-level European partners (EUTOPIA); and to obtaining the HRS4R label (Human Research Strategy for Researchers). What these projects have in common is their commitment to inclusion and the fight against violence and discrimination.

Our university, CY Cergy Paris University, and the University of Göteborg (Sweden), the University of Ljubljana (Slovenia, project leader), the Pompeu Fabra University (Spain), the Vrije Universiteit Brussel (Belgium), and the University of Warwick (United Kingdom) are now working together within the framework of the EUTOPIA 2050 project (European Universities Transforming to an Open Inclusive Academy 2050). This project includes a working group on inclusion.

The Eutopia Inclusion Action is an innovative initiative pursuing the mission of promoting and ensuring that higher education is inclusive and accessible to all students. The implementation of the principles of inclusion, openness, equality and diversity requires higher education institutions to go beyond traditional exchanges and to integrate well-coordinated practices and programs which are explicitly and genuinely designed to support two key objectives: to foster the inclusion of all, regardless of gender, socio-economic status, race, ethnicity, regional affiliation, migration history, abilities, sexual orientation, transgender identity or presentation; and to address the relationship between ideal inclusion programs on the one hand, and the balance between the student body and financial inequality problems, on the other.

CY Cergy Paris University is also engaged in a process to improve its human resources policy and has applied to the European Commission for the Excellence in Research label (HRS4R). The objectives of this approach are consistent with the general institu-

---

of Sciences and Arts (Serbia); University of Messina (Italy); University of Tirana (Albania); Max Planck Society (Germany); Institute of Ciències del Mar (Spain).
tion’s policies and projects and represent an asset to improve the quality of employment, develop skills and the working environment of researchers (social responsibility of companies, quality of life at work); develop the attractiveness of the institution; strongly support international openness; develop and secure European-level research projects by ensuring recruitment conditions and career monitoring at the highest level.

Finally, faced with ecological, societal, social and even economic challenges, the issues linked to the transition now occupy a preponderant place and require us to act, both individually and collectively. Among the actors, universities hold a particular responsibility because of their missions relating to disciplinary training, research and also to the success and professional integration of students.

CY Cergy Paris University is resolutely committed to this by placing the transition at the heart of its priorities. To this effect, an approach has been committed around three axes (territorial, academic and organizational) in order to fully integrate the objectives of sustainable development into the various policies and actions. As an extension, this effort is included in the annual world ranking of universities with regard to the 17 sustainable development goals, THE (Times Higher Education Impact Rankings).

These objectives cannot be achieved without a framework to integrate and represent the diversity of students, faculty, researchers and institution staff within campuses regarding all forms of discrimination and oppression, both directly and indirectly. A sustainable development goal (ODD5) is particularly linked to the plan: “Achieve gender equality and empower all women and girls.”

**Equality between women and men is a matter of social justice.** It is also a means to access European research funding within the framework of the European Research Council and Horizon Europe, which require institutions receiving European funds to have integrated equality as a central objective. By choosing it as a major axis of governance and responsibility for CY, we will fully contribute to achieving the objectives of excellence and attractiveness defined for Horizon 2023.²

---

²Information available on this site: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/information-for-applicants_erc-stg_erc-cog_en.pdf
Survey: CY Cergy Paris University in 2020

✓ **TOP 300**: CY Cergy Paris University, *International Outlook, THE Young University Rankings 2020*

✓ **TOP 200**: CY Cergy Paris University, *Shanghai Ranking’s Global Ranking of Academic Subjects 2020 - Mathematics*

✓ **TOP 20**: CY Tech, *The 2020 ranking of engineering schools in computing and information science, by Le Figaro Etudiant*

---

**Administrative and Academic Staff**

![Bar chart showing the percentage of men and women in Total Staff, Administrative Staff, and Instructors and Faculty Researchers.](chart.png)
CY Cergy Paris University has a workforce of 1,928 staff (tenured and contract), 16,061 students and around 550 doctoral students spread over 12 sites and 4 territories.

While it is true that one of the indicators of progress in equality is the number of female professors, it cannot be measured by this parameter alone. It is also necessary to look at the entire academic career and especially at the next generation. While they are in the majority amongst students and graduates, women encounter difficulties in advancing their academic career, all faculties combined. This can be the source of growing dissatisfaction among brilliant researchers relegated to marginal positions and among researchers convinced of the benefits of equality.

**Figure 1: Glass Ceiling, Instructors and Faculty-Researchers**

<table>
<thead>
<tr>
<th></th>
<th>% Men</th>
<th>% Women</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CY</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>At the national level</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Assistant and Associate Professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CY</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>At the national level</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Instructors</td>
<td>CY</td>
<td>59%</td>
</tr>
<tr>
<td>-------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>People on Short Term Contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Other Contracts</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>PhD Students with Fellowships</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Post Docs</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

The figures presented above (Figure 1, top panel) show us how difficult it is for women to progress from assistant and associate professors to university professors, despite having almost equal access to associate professor positions. In the bottom panel, an exactly equal percentage of doctoral students results in significant inequalities in access to post docs or other positions. This phenomenon may increase the risk of the famous glass ceiling moving upwards. It is therefore essential to ensure that women in associate professor (or doctorate) positions can be promoted in due time and put in place actions that promote equal access to status, promotions and jobs.

**Figure 2: Glass Ceiling, Administrative Staff**

<table>
<thead>
<tr>
<th>Permanent</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade A</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>Grade B</td>
<td>68%</td>
<td>32%</td>
</tr>
</tbody>
</table>
The numbers in Figure 2 refer to the situation of administrative staff. Even though women are in the majority in all categories, we notice a different progression for women and men. The percentage of women in category A is lower than the percentage of women in category C (and particularly lower for contract employees), but we find a higher fraction of men in category A than in category C. Comments about faculty researchers and instructors in terms of career progression also remain valid for administrative staff.

**Figure 3: Students and Tenured Staff**

Figure 3 shows the percentages for tenured staff, students and doctoral students. We can identify the phenomenon called "the leaky pipeline", a scissor-shaped curve, where
we can observe a gradual decline in the percentage of women as they advance in their careers. It is interesting to note that in the stages leading up to an academic career, the percentage of female graduates (bachelor’s, master’s and doctorate) is higher than the percentage of students. The academic career is subsequently marked by a gap in favor of men, which increases with seniority.

**Figure 4: Students and Tenured Staff in Sciences, Technology and Engineering**

In Figure 4, we focus our attention on students, doctoral students and tenured staff in science, technology and engineering. A very important fact emerges: the percentage of female students enrolled in bachelors, masters and doctorates is less than 50 percent, but the fraction of women who obtain certifications and doctorates is greater than or equal to the fraction of men. We observe again that the progress in seniority in the academic career is marked by a gap, which reaches about 50 percent in favor of male university professors.

The principles of equal opportunities enshrined in the 2014 charter have therefore not yet been translated into practice. It is therefore essential to take concrete measures to improve the situation, and in particular to promote the next generation of academics at the level of assistant professors and especially at the level of professors.

The under-representation of women in academic posts cannot be denied. The presence of women decreases as one moves up the career ladder. As such, talent is lost from which the university and society in general could benefit.
In Figure 5, we show the percentage of women in managerial positions such as the directors of teaching units, laboratories, general administration, and of vice-presidents and presidents. In total, women occupy 45% of these positions. But when we look into the numbers in more detail, we observe inequalities between the two sexes. If, on the one hand, women are under-represented in laboratories and at the level of the presidency, on the other hand, men are under-represented in managing laboratories and in general management. It is therefore important to understand the source of inequalities and to correct them.

**Objectives of the Gender Equality Plan**

The removal of barriers is not enough to achieve equality between women and men, which explains the need for gender-specific measures. The concept of freedom implicit in an equal opportunities policy, which mainly emphasizes the absence of barriers, can only evolve into a rich diversity policy when the individual and social context in which we find ourselves is considered.

In its pursuit of excellence, CY Cergy Paris University strives to ensure that every talent in society can develop to its full potential. Since potential talent is present at all levels of society, CY takes initiatives to create an environment in which this talent can be cultivated to the fullest.

This means that a non-sexist policy must go hand in hand with gender-sensitive measures. The obstacles encountered by individuals and groups during their personal development are often indirect and difficult to discern. They are caused by structural phenomena, social representations and professional cultures that are often difficult to grasp and particularly resistant to change.
An action plan for gender equality implies that a range of actions is needed to resolve existing issues. The principal and overarching objective of the plan is to create a professional workplace in which individuals are free to develop their personal capabilities and to make choices without being bound by gender roles, and in which any differences in the behavior, aspirations and needs of women and men are taken into account and valued.

The 2021-2023 action plan for professional equality between women and men, approved by the university's governing bodies, will be submitted in May 2021. Its major objectives are articulated along six main goals:

1. Create new indicators, collect gendered statistics and conduct an in-depth study of pay gaps;
2. Ensure equal terms of recruitment, management and career advancement;
3. Improve the balance of private and professional life;
4. Fight against sexual harassment, sexual violence, and discrimination and raise awareness of gender stereotypes;
5. Integrate gender into teaching and research;
6. Integrate equality into management and external relations and initiate a certification process.

The principal measures, by their intended audience, can be summarized as follows:

**Administrative staff**
- Conduct a study on gender inequalities in recruitment, remuneration, evaluation and access to decision-making positions
- Involve the senior administration in the equality policy

**Faculty and Researchers**
- Offer specific training on gender stereotypes
- Strengthen and promote research on gender

**Students**
- Reinforce and include interdisciplinary teaching on gender, in initial training as well as in continuing education
- Introduce an awareness-raising program for students
- Propose mentoring programs on career management practices and the balance of life cycles

**General public**
- Collect gendered data from all audiences
- Inform audiences about sexual harassment and how to seek redress
- Launch an internal awareness campaign in partnership with the communications department
- Create a network of equality and violence prevention officers within each CY entity
## Goal 1 - Assessment, Prevention and Treatment of Pay Gaps

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
<th>Indicators</th>
<th>Office Responsible</th>
<th>Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify pay gaps for all staff</td>
<td>Fine-tune the analysis of pay gaps by gender</td>
<td>Put in place for non-tenured staff the tool provided by the French ministry for civil servants for pay and career indicators by integrating a more precise gender analysis (bonuses and allowances) <em>Target: Yearly update</em></td>
<td>HR Office and Steering Committee</td>
<td>2021 for tenured staff 2022 for untenured staff</td>
</tr>
<tr>
<td></td>
<td>Fine-tune the analysis of pay gaps, by gender, within instructors and faculty-researchers</td>
<td>Teaching hours, teaching and administrative responsibilities (regular and extra hours), teaching load reductions, bonuses, travel expenses, etc. <em>Target: Yearly update</em></td>
<td>HR Office, Steering Committee and Financial Affairs Office</td>
<td>2021</td>
</tr>
<tr>
<td>Identify pay gaps falling within the employer's responsibility</td>
<td>Fine-tune the analysis of gaps related to career progress</td>
<td>Distribution of internal promotions; Evaluation of the average duration between two promotions. <em>Target: Yearly update</em></td>
<td>HR Office and Steering Committee</td>
<td>2021</td>
</tr>
<tr>
<td>Analyze indicators and prevent gaps by ensuring independent and objective monitoring</td>
<td>Set up an observation unit in order to take stock of the institution’s situation in terms of inequalities; ensure the monitoring and assessment of the actions carried out and their impacts.</td>
<td>Indicators of pay gaps. <em>Target: Draft a report detailing the institution’s situation</em></td>
<td>Gender Equality Officer and General Administrative Office</td>
<td>2022</td>
</tr>
</tbody>
</table>
## Goal 2 - Guarantee Women and Men in Public Service Equal Access to All Positions in All Fields and at All Levels

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
<th>Indicators</th>
<th>Office Responsible</th>
<th>Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage a mix of professions</td>
<td>Launch campaigns involving women in very masculine fields and men in very feminine fields for administrative staff and for researchers (eg. events organized in collaboration with Elles bougent and the Lyli network)</td>
<td>Number of activities and campaigns launched per year. <em>Target:</em> one campaign per year</td>
<td>HR Office and Communication Office</td>
<td>2022</td>
</tr>
<tr>
<td></td>
<td>Develop mentoring activities for doctoral students</td>
<td>Number of participants in the mentoring program. <em>Target:</em> Participation of all doctoral students in science</td>
<td>Gender Equality Officer, Women and Science Association, School of Graduate Study</td>
<td>2022</td>
</tr>
<tr>
<td>Recruit and promote without gender bias</td>
<td>Train supervisors, HR staff and all actors involved in recruiting and promoting in jobs and ranks in the prevention and fight against discrimination, prejudices, stereotypes and gender biases.</td>
<td>Proportion of supervisors, HR staff and concerned staff trained. <em>Target:</em> Train all staff involved and provide an annual report on the training provided and its beneficiaries.</td>
<td>HR Office</td>
<td>2022</td>
</tr>
<tr>
<td></td>
<td>Disseminate the publications of job vacancies with a link to a webpage containing information on the comparative situation between women and men at CY</td>
<td>References to the webpage in publications. <em>Target:</em> Link in all publications.</td>
<td>HR Office</td>
<td>2022</td>
</tr>
<tr>
<td>Improve the welcome and integration of all personnel</td>
<td>Update the welcome booklet for newcomers</td>
<td>Information available in the welcome booklet. <em>Target:</em> Yearly updates</td>
<td>HR Office</td>
<td>2022</td>
</tr>
<tr>
<td></td>
<td>Make the orientation for newcomers permanent and include sessions on CY’s gender equality policy</td>
<td>Proportion of newcomers who participate. <em>Target:</em> Participation of all newcomers</td>
<td>HR Office</td>
<td>2022</td>
</tr>
<tr>
<td>Guarantee equality in career advancement</td>
<td>Analyze the promotion of women and men according to the representation of the</td>
<td>Distribute internal promotions by gender and rank, Assess the average length of time between</td>
<td>HR Office</td>
<td>2022</td>
</tr>
</tbody>
</table>
| Improve equal access to professional responsibilities | When renewing senior management positions at different levels, analyze the applications solely with regard to skills and potential, so as not to disadvantage either gender | Rate of representation of women in managerial positions
*Target:* Proportion of women increasing over time | HR Office | 2023 |

| | Identify a high quality pool (women and men) and anticipate potential career development and facilitate access | Rate of representation of women in managerial positions.
*Target:* Proportion of women increasing over time | HR Office | 2023 |

| Ensure that there is a gender balance in allocating supervisory functions and those in charge of group tasks | Proportion of women with supervisory functions, in charge of group tasks.
*Target:* Proportion of women equivalent to the proportion of women in the division. | HR Office | 2021 |

| Analyze, by gender, the gaps in access to research funding and scholarships | Funding and scholarships obtained by gender and expenditure for research (travel, equipment, documentation, premises, etc.).
*Target:* Amount of funding by gender | HR Office and Steering Committee | 2021 |

| | two sexes in the relevant ranks and positions - for all staff | two promotions (by gender and by rank), Assess the % of women and men promoted from one year to the next by professional category, Percentage of women transitioning from assistant/associate professors to professor, Percentage of women and men assistant/associate professors and HDR (official authorization to supervise research), Number of requests and positive responses for the PEDR (bonus for excellent research and teaching), CRCITs and CNRS secondment (teaching load reductions), Percentage of applications for promotion.
*Target:* Each division has gendered data about its personnel | | |
| | Ensure that there is a gender balance in allocating supervisory functions and those in charge of group tasks | | |
| | Proportion of women with supervisory functions, in charge of group tasks.
*Target:* Proportion of women equivalent to the proportion of women in the division. | | |
| | Analyze, by gender, the gaps in access to research funding and scholarships | Funding and scholarships obtained by gender and expenditure for research (travel, equipment, documentation, premises, etc.).
*Target:* Amount of funding by gender | | |
| Better understand career breaks | Enhance communication about the right to deduct the time devoted to maternity or paternity leave in the applications for competitions and promotions | Develop a new communication tool. *Target: Annual campaign* | HR Office | 2023 |
## Goal 3 - Promote Balance Between Professional Activity and Personal and Family Life

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
<th>Indicators</th>
<th>Office Responsible</th>
<th>Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the flexibility of work time and working conditions</td>
<td>Update information documents related to work time</td>
<td>Proportion of departments and laboratories that have updated their documents. Target All departments and laboratories</td>
<td>HR Office and Research Office</td>
<td>2023</td>
</tr>
<tr>
<td></td>
<td>Expand the possibilities for teleworking and promote the flexibility and individualization of working hours for parents of young children or children with disabilities</td>
<td>Number of requests made to HR, absenteeism rate Target Yearly update</td>
<td>HR Office</td>
<td>2023</td>
</tr>
<tr>
<td>Promote investment in parenting</td>
<td>Launch communication campaigns about leave available for family reasons, maintenance of full salary during maternity leave, about the preservation of bonuses after family leave, about the family treatment supplement, overcompensation for part-time work, about the absence of the day of deficiency for pregnant women who have announced their pregnancies, about leave for childcare - notably in the absence of such leave for the other parent, about the monetization of the time savings account, about the positions available upon return from family leave, the Universal Service Job Check (<em>CESU</em>) system and reimbursement of childcare expenses</td>
<td>Number of promotional activities, campaigns launched per year. Target one campaign per year</td>
<td>HR Office and Communication Office</td>
<td>2023</td>
</tr>
<tr>
<td></td>
<td>Measure the impact of maternity leave on salary and career progression</td>
<td>Statistics on salary and career progression Target annual update</td>
<td>HR Office and Steering Committee</td>
<td>2023</td>
</tr>
</tbody>
</table>
## Goal 4 - Fight Against Sexual and Gender-Based Violence, Harassment and Discrimination

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
<th>Indicators</th>
<th>Office Responsible</th>
<th>Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform, raise awareness and train staff on the issues of harassment, sexual and gender-based violence and discrimination</td>
<td>Launch communication campaigns for all staff and students on the tools available at CY such as the monitoring unit</td>
<td>Number of campaigns launched per year&lt;br&gt;&lt;i&gt;Target&lt;/i&gt;: annual campaign</td>
<td>Communication Office and Women Safe Institute</td>
<td>2021</td>
</tr>
<tr>
<td>Inform, raise awareness and train staff on the issues of harassment, sexual and gender-based violence and discrimination</td>
<td>Create a dedicated page on the CY intranet site and publish the procedures and best practices in place at CY</td>
<td>Create web pages on sexual and gender-based violence, harassment and discrimination&lt;br&gt;&lt;i&gt;Target&lt;/i&gt;: Create dedicated webpage(s)</td>
<td>HR Office and Communication Office</td>
<td>2023</td>
</tr>
<tr>
<td>Inform, raise awareness and train staff on the issues of harassment, sexual and gender-based violence and discrimination</td>
<td>Incorporate a section on sexual and gender-based violence and sexist acts in the internal regulations of the divisions and administrative departments</td>
<td>Proportion of divisions and administrative departments that have incorporated information on sexual and gender-based violence and sexist acts in their internal regulations&lt;br&gt;&lt;i&gt;Target&lt;/i&gt;: All divisions and administrative departments</td>
<td>Communication Office and Legal Services</td>
<td>2022</td>
</tr>
<tr>
<td>Inform, raise awareness and train staff on the issues of harassment, sexual and gender-based violence and discrimination</td>
<td>Provide training and awareness-raising sessions to administrative and division directors, supervisors, staff representatives, as well as all staff and students</td>
<td>Number of training sessions in place and number of participants&lt;br&gt;&lt;i&gt;Target&lt;/i&gt;: all administrative and division directors, supervisors, staff and student representatives</td>
<td>HR Office</td>
<td>2023</td>
</tr>
<tr>
<td>Improve support for victims</td>
<td>Provide an administrative procedure and medico-psychological support to assist procedures for changing gender before changing legal status</td>
<td>Implementation of the procedure&lt;br&gt;&lt;i&gt;Target&lt;/i&gt;: active procedure</td>
<td>HR Office, University Service for Preventative Medicine and Health Promotion, Staff Physician</td>
<td>2022</td>
</tr>
<tr>
<td>Improve support for victims</td>
<td>Organize a network of local officers in charge of preventing discrimination</td>
<td>Network of local discrimination prevention officers within each CY institution&lt;br&gt;&lt;i&gt;Target&lt;/i&gt;: Active network</td>
<td>HR Office and Division Directors</td>
<td>2023</td>
</tr>
</tbody>
</table>
Goal 5 - Promote Attention to Gender in Research

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
<th>Indicators</th>
<th>Office Responsible</th>
<th>Calendar</th>
</tr>
</thead>
</table>
| Strengthen interdisciplinary classes and specific classes on gender      | Strengthen communication aimed at students highlighting the careers of women in scientific professions | Number of campaigns launched per year  
*Target:* 1 annual campaign                                             | Gender Equality Officer                                                  | 2023      |
|                                                                           | Introduce gender analyses in training and continuing education          | Audit the programs  
*Target:* At least 1 module delivered                                   | Gender Equality Officer and undergraduate program directors             | 2023      |
|                                                                           | Create continuing education modules specifically on the development and implementation of equality policies within firms | Contents of the module  
*Target:* At least 1 module delivered                                     | Gender Equality Officer and undergraduate program directors             | 2023      |
| Strengthen and promote research on gender                                  | Training sessions on the introduction of gender in research (laboratory directors, research project managers) | Number of training participants  
*Target:* 1 training per year                                              | Research Office                                                          | 2023      |
|                                                                           | Establish a community of researchers working on gender, bringing together researchers from all disciplines and promote gender studies produced at CY | Create a network of researchers  
*Target:* Network of researchers                                          | Research Office                                                          | 2023      |
## Goal 6 - Governance, Management and Monitoring of the Professional Equality Policy

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Actions</th>
<th>Indicators</th>
<th>Office Responsible</th>
<th>Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen the commitment of the governing bodies and those at all levels of responsibility</td>
<td>Set up a network of equality advisors</td>
<td></td>
<td>Gender Equality Officer</td>
<td>2023</td>
</tr>
<tr>
<td></td>
<td>Draw up an annual report on the implementation of the equality policy</td>
<td>Results of the diagnostics carried out</td>
<td>HR Office and Gender Equality Officer</td>
<td>2023</td>
</tr>
<tr>
<td></td>
<td>Determine a budget for staff training</td>
<td>Proportion of the training budget allocated to training on equality issues</td>
<td>HR Office</td>
<td>2023</td>
</tr>
<tr>
<td>Obtain the AFNOR equality and AFNOR Diversity labels</td>
<td>Allocate a budget and request labels from AFNOR (professional equality label or diversity label)</td>
<td>Budget allocated to the label request.</td>
<td>HR Office</td>
<td>2023</td>
</tr>
</tbody>
</table>
This action plan for gender equality was approved by the Technical Committee and the Governing Board.

François Germinet, President of CY Cergy Paris University

Cergy, 17 May 2021