

Gender Equality Action Plan

Université Grenoble Alpes
2025-2028

UGA
Université
Grenoble Alpes

ESST
ÉCOLE EN SCIENCES SOCIALES
ET DES TERRITOIRES
UGA

École Nationale
Supérieure
Architecture
UGA Grenoble

EIT
ÉCOLE UNIVERSITAIRE
DE TECHNOLOGIE
UGA

FACULTÉ H3S
HUMANITÉS, SANTÉ
SPORT, SOCIÉTÉS
UGA

**FACULTÉ DES
SCIENCES**
UGA

**GRENOBLE
INP**
UGA

**Sciences Po
Grenoble** UGA

Introduction

“Université Grenoble Alpes committed to Equality, Diversity and Inclusion”

Equal treatment for every member of the university community is a strategic priority for Université Grenoble Alpes (UGA) and its component institutions: Grenoble INP, Institut d'Ingénierie et de Management, Université Grenoble Alpes (Grenoble INP - UGA), Sciences Po Grenoble - Université Grenoble Alpes (Sciences Po Grenoble - UGA) and École Nationale Supérieure d'Architecture de Grenoble, Université Grenoble Alpes (ENSAG - UGA). For several years, UGA and its component institutions have been implementing targeted initiatives to reduce gender inequality. The new professional equality action plan resolutely reaffirms this goal: **to foster an equitable university environment, which enhances the attractiveness of courses, jobs and research, while promoting equity and diversity**. By highlighting the issues of equity, diversity and inclusion, UGA and its component institutions aim to create a professional and academic environment that is fair, respectful and open, thereby directly contributing to its attractiveness as an institution.

UGA and its component institutions are thus committed to consolidating a sustainable and ambitious policy of equity, parity and addressing all forms of discrimination. This translates into:

- **fair and inclusive support for career goals and development;**
- **guaranteeing a respectful academic environment by addressing sexual and gender-based violence, discrimination and harassment in all forms;**
- **considering health and well-being issues in study and working conditions.**

In order to ensure the continuity of existing actions, UGA and its component institutions undertake to implement specific actions for all categories of staff, while extending the scope to include students. The information, prevention, training and communication policy on equity, diversity and inclusion (EDI) has been reinforced, with a view to enhancing prevention measures with regard to these issues as well as sexual and gender-based violence, discrimination and harassment (SGBVDH). Tools to measure gender inequality have been implemented over the long-term, in order to monitor changes, identify relevant levers for action and adapt policy accordingly. The new Gender Equality Plan (GEP – in French the Plan d'Action relatif à l'Égalité femmes-hommes or PAE) aims to consolidate these achievements while exploring new areas for improvement. Among the planned initiatives, particular attention will be paid to women's health and the creation of specific areas for breastfeeding. At the same time, efforts will be made to encourage gender diversity across professions and train management teams in these issues. The new GEP reflects a shared desire to move forward on issues relating to equity and addressing discrimination. It is part of upholding UGA's responsibility as an employer.

Acknowledgements

The President of UGA, the General Administrator and the Directors of the component institutions, the Vice-Presidency for Equality, Parity and Non-Discrimination, and the Equality Missions of the component institutions would like to thank the members of the GEP Working Group, the trade unions, the Equality Officers of the laboratories, the departments and directorates concerned in Grenoble and Valence, the Vice-Presidencies for Academic Affairs, HR, Student Life and the Drôme-Ardèche Campus, plus the student representatives, for the valuable discussions and their invaluable contribution to the 2025-2028 Gender Equality Action Plan.

Plan drafting and formatting:

- UGA Equality Mission: Marine Delmotte, Violette Zecchi, and Maya Boux de Casson, intern, for the preparatory work.
- Vice-Presidency for Equality, Parity and Non-Discrimination: Sophie Louargant, Anne Vilcot, Jean-Marc Thiriet, Etienne Gheeraert, Jean-François Béteau, Thomas Planquois, Simon Persico, Thomas Spielberger and Pascale Chardon-Leyes.

The GEP is made up of 7 focus areas, with 26 actions broken down into 77 equity measures:

- Area 1: Ensure equal access for women and men to corps, grades and positions
- Area 2: Assess, prevent and rectify remuneration and career gaps
- Area 3: Promote the balance between private and professional life
- Area 4: Address sexual and gender-based violence, harassment and discrimination
- Area 5: Ensure gender diversity across professions and courses
- Area 6: Promote women's health
- Area 7: Ensure governance and a shared culture of equality

The actions in the GEP are coordinated with those:

- in relation to the HRS4R label, awarded to UGA in 2021
- in the Student Life Master Plan
- in the HR Master Plan
- in the Disability Master Plan.

A glossary of acronyms is available in Appendix 2.

GEP drafting methodology

Phase 1: Review and findings

In 2023, reviews of the 2021-2024 GEP were carried out by UGA's Vice-Presidency for Equality, Parity and Non-Discrimination and the Equality Missions of the component institutions, in collaboration with the departments concerned. These reviews provided an opportunity to take stock of the actions undertaken, assess the management and funding of the plan, and identify the levers and difficulties encountered. Specific reviews were carried out, including a review of the reporting procedure to report sexual and gender-based violence, discrimination and harassment, a study of access to positions of responsibility for faculty members at UGA (excluding component institutions), and an analysis of the structure of the Vice-Presidency for Equality, Parity and Non-Discrimination. In addition, gender-specific data was gathered to produce the 2024 comparative assessment of the situation.

Phase 2: Consultation process: social dialogue and governance

Formalising the reviews and assessments made it possible to prioritise the themes of the Gender Equality Plan. A GEP working group (WG) was set up to draft the plan. Its composition was discussed in January 2024 and presented to the governance in summer 2024, including representatives of the departments, component institutions, laboratories and staff and students of UGA and its component institutions. The WG held six meetings between November 2024 and April 2025, addressing the following themes: student and staff equality and well-being, parity in recruitment and careers, gender diversity in courses, addressing sexual and gender-based violence, discrimination and harassment, and communication.

Phase 3: Formalising the assessment

The Vice-Presidency for Equality, Parity and Non-Discrimination identified 13 shared indicators for UGA and its component institutions, based on the initial assessments, the MESR reference framework and the HRS4R program indicators. Their purpose is to be able to compare the gender breakdown within the various corps, grades, BAPs and CNU sections.

This joint assessment is supplemented by a more detailed analysis, including specifically the student aspects. The key elements of the assessment served as a basis for developing corrective actions, which are detailed in the Gender Equality Plan (GEP).

Phase 4: Development of actions and consultation

Based on the reviews of the 2021-2024 GEP and the reviews carried out in 2023-2024, the actions to be continued and modified were identified in June 2024 by the Vice Presidency for Equality, Parity and Non-Discrimination and the relevant departments. The Equality Mission also worked to establish a benchmark and identify complementary actions. The draft GEP took into account the propositions made by the working group between March and May 2025 in the Political Bureau of the Vice-Presidency for Equality, Parity and Non-Discrimination. The project was then submitted to the university governance and the relevant vice-presidencies and departments (Presidency, Directorates, HR, Student Life, Academic Affairs, Health). Particular attention was paid to connecting the GEP with UGA's other strategic documents, such as the HR Master Plan and Student Life Master Plan.

Phase 5: Drafting the GEP

The draft GEP was written by the services of the Vice-Presidency for Equality, Parity and Non-Discrimination between April and June 2025. It was presented to the departments concerned (HR, Student Life, Academic Affairs, Health) and to trade unions, and their feedback was taken into account. The document was formatted with the help of the UGA Communication Department.

Phase 6: Presentation to governing bodies

The draft GEP was presented:

- at a social consultation meeting with the trade unions on 18 April 2025
- at a social conference on 16 May 2025
- to the Board of Directors of the component institutions on 19 May 2025
- to the standing committee of the UGA Board of Directors on 13 June 2025
- to the directors of research units on 17 June 2025

The GEP was then presented to the following bodies for their opinion and/or vote:

- UGA (excluding component institutions): CSAE on 3 June, CFVU on 24 June, CA (board of directors) on 3 July 2025
- Grenoble INP - UGA: CSA on 2 June, CEVU on 22 May, CA on 12 June 2025
- ENSAG - UGA: CSA on 10 June, CA on 3 July 2025
- Sciences Po Grenoble – UGA: CSA on 27 May, CA on 24 June 2025

Note on the Gender Equality Plan

As employers and public higher education and research establishments, UGA and its component institutions are required by the legislative and regulatory framework to adopt an action plan for gender equality at work (*Law on the Transformation of the Civil Service of 6 August 2019*). This legislation is part of a regulatory context that seeks to support gender equality at work in the civil service (*Protocol of 8 March 2013; Agreement on Gender Equality at Work in the Civil Service of 30 November 2018; Circular from the Ministry of Higher Education, Research and Innovation of 18 June 2020*).

These obligations are specified in the 2020 [MESR guidelines](#): to carry out a comparative assessment of the situation of women and men within the institution and draw up a gender equality plan. In accordance with Articles L.132-1 and L.132-2 of the General Civil Service Code, the plans cover a maximum period of three years and must include measures in four compulsory focus areas: assessing, preventing and rectifying remuneration gaps between women and men; guaranteeing equal access for women and men to corps, grades and positions; promoting the balance between professional life and private / family life; and preventing and dealing with discrimination, acts of violence, moral or sexual harassment, and sexist misconduct. Other complementary areas may be selected in accordance with the MESR reference framework (2020).

Contents

- Introduction2**
- Acknowledgements2**
- GEP drafting methodology4**
- Contents.....6**
- AREA 1: ENSURE EQUAL ACCESS FOR WOMEN AND MEN TO CORPS, GRADES AND POSITIONS8**
 - Action 1.1: recruiting without discriminating 9
 - Action 1.2: Promote equitable career support 9
 - Action 1.3: Support women's access to positions of responsibility 9
- AREA 2: ASSESS, PREVENT AND RECTIFY REMUNERATION AND CAREER GAPS..... 12**
 - Action 2.1: Observe and analyse gender inequality 12
 - Action 2.2: Prevent gender inequality in remuneration and career paths 12
 - Action 2.3: Consider gender inequality in career development 12
- AREA 3: PROMOTE THE BALANCE BETWEEN PRIVATE AND PROFESSIONAL LIFE.....14**
 - Action 3.1: Support parents in their place of work and study 14
 - Action 3.2: Provide information on parental rights 14
 - Action 3.3: Promote work-life balance 14
- AREA 4: ADDRESS SEXUAL AND GENDER-BASED VIOLENCE, HARASSMENT AND DISCRIMINATION 17**
 - Action 4.1: Continue and strengthen the reporting procedure to report SGBVDH ... 17
 - Action 4.2: Raise awareness among students about sexual and gender-based violence, discrimination and harassment 17
 - Action 4.3: Raise awareness and train staff in addressing sexual and gender-based violence, discrimination and harassment 18
 - Action 4.4: Promote the inclusion of LGBTI+ people..... 18
 - Action 4.5: Increase support for victims of domestic violence 18
- AREA 5: ENSURE GENDER DIVERSITY ACROSS PROFESSIONS AND COURSES.....22**
 - Action 5.1: Measure gender diversity in courses..... 23
 - Action 5.2: Consolidate awareness-raising initiatives around gender diversity across professions and courses 23
 - Action 5.3: Provide training on gender equality 23
 - Action 5.4: Promote women in STEM (science, technology, engineering and mathematics)..... 23
- AREA 6: PROMOTE WOMEN'S HEALTH.....26**
 - Action 6.1: Introduce gynaecological leave for staff and students 26

Action 6.2: Carry out information and prevention campaigns for women's health .	26
Action 6.3: Address period poverty	26
AREA 7: ENSURE GOVERNANCE AND A SHARED CULTURE OF EQUALITY	28
Action 7.1: Consolidate and continue the Vice-Presidency for Equality, Parity and Non-Discrimination	28
Action 7.2: Promote non-discriminatory communication	28
Action 7.3: Move towards a structured, long-term communication strategy	28
Action 7.4: Ensure the organisation of structural events	28
Action 7.5: Make women more visible in the university environment.....	28
Appendix 1: GEP impact assessment indicators	31
Appendix 2: glossary	33

AREA 1: ENSURE EQUAL ACCESS FOR WOMEN AND MEN TO CORPS, GRADES AND POSITIONS

The 2024 comparative assessment shows that, despite progress in terms of parity and an improvement in the glass ceiling effect, gaps persist between women and men regarding access to corps, grades and positions within UGA and its component institutions.

▪ **Gender inequality among staff, corps, grades and positions**

Women account for 42% of faculty members at UGA (excluding component institutions), but only 28% at Grenoble INP-UGA. The proportion is higher at ENSAG-UGA (39%) and Sciences Po Grenoble-UGA (46%). Women make up the vast majority of library, engineering, administrative, technical, social and health staff (BIATSS), with representation between 56% and 70%. This imbalance is also reflected in high status positions: women are underrepresented in category A at UGA and its component institutions. Among faculty members, parity is achieved at university lecturer (MCF) level. There is still an imbalance in favour of men among university professors and university hospital professors (PR/PU) (50-75% men).

Comparative analysis reveals a gradual reduction in the glass ceiling effect, but there are still major gaps. The glass ceiling effect is particularly high for the body of AENES at Grenoble INP-UGA (1.99) and UGA (excluding component institutions) (1.78). For faculty members, it is particularly low at ENSAG-UGA (0.6), while it fluctuates between 1.06 and 1.26 for the other component institutions and UGA (excluding component institutions). For ITRF staff, it is 1.19 for Sciences Po Grenoble-UGA, 1.21 for Grenoble INP-UGA and 1.47 for UGA (excluding component institutions).

▪ **Impact of GEP actions**

The direct impact of GEP actions can be seen in the reduction of the gaps and improvement in the glass ceiling effect between 2019 and 2023. It has remained constant at UGA (excluding component establishments) for library (BIB) staff (1.15) and AENES staff (1.35), but fluctuates considerably for IRTF staff, which continues to be the category with the highest glass ceiling effect (1.44-1.48). For ECs, it peaked in 2021 (1.40), then fell to its lowest point in 2022 (1.35). For HU ECs, it fell sharply in 2019-2020, and remained stable from 2021 (1.30), showing the direct effect of the GEP and the component institution's implementation of a pro-parity recruitment policy.

▪ **Inequality in access to responsibility**

These findings are supported by the 2023 survey on access to positions of responsibility conducted at UGA (excluding component institutions). 1,051 people responded to the survey, with 944 effective responses, representing 40% of the target population. The survey made it possible to identify the gender breakdown of responsibilities, by type of responsibility, as well as the obstacles and levers identified in accessing positions of responsibility. 20% of women surveyed said they had encountered obstacles in accessing positions of responsibility, compared with 10% of men. The majority of obstacles are linked to a lack of awareness in career opportunities (71% among women), while men cite a facilitating work environment as a lever (59%).

Although gender diversity is now observed in many positions of responsibility, women are still mainly confined to "care" roles or deputy roles in the context of management positions: they represent 72% of directors of studies at component institutions, 83% of deputy directors of teaching departments and 100% of deputy directors of research centres at UGA (excluding component institutions). Conversely, men hold the majority of management positions at component institutions (76%) and deputy management positions in joint departments (77%) at UGA (excluding component institutions).

▪ **Gender inequality in careers**

These gaps widen as we move up the grades, with a concentration of men at PR/PU level. Regarding ITRF staff, women are in the majority in categories B and C, but much less represented in category A.

For BIATSS staff, the gender split remains marked, with a high number of women in support functions, but more limited access to management positions.

These findings underline the importance of systematic actions to reduce gender bias and non-discrimination in HR procedures, particularly in the recruitment and promotion of administrative, technical and teaching staff. Furthermore, the mentoring programs set up in recent years have demonstrated the positive effect of quality support for staff wishing to develop their career, and should be continued and extended to staff of all statuses, including contract staff.

Three priority actions are proposed in this area: encouraging fair recruitment (action 1.1), promoting career-long support (action 1.2) and supporting women's access to positions of responsibility (action 1.3). They are broken down into 11 measures.

Action 1.1: recruiting without discriminating

Measures:

1. Create a guide and tutorial on non-discrimination at all stages of recruitment (from writing the job description to onboarding)
2. Raise awareness around non-discrimination among recruiters and recruitment officers, in particular through the guide and tutorial
3. Raising awareness around non-discrimination in COSs (lecturer selection committees) and administrative and technical recruitment panels, in particular through the guide and tutorial
4. Raise awareness among recruiters and recruitment officers of the gender breakdown of the workforce by area of professional activity and the gender assessment of the situation.

Action 1.2: Promote equitable career support

Measures:

5. Continue the career support mentoring program, available to all permanent and contract staff at UGA and its component institutions
6. Promote initiatives by component institutions, research bodies and the CHUGA to promote gender equality in the workplace;
7. Offer career development interviews to faculty members at key moments, taking into account their specific needs (see HR Master Plan).

Action 1.3: Support women's access to positions of responsibility

Measures:

8. Raise awareness in the university community around the obstacles to accessing positions of responsibility (2023 survey on positions of responsibility at UGA [excluding component institutions], MESR webinar, Afdesri, Femmes et Sciences, Donner des Ailes à la Santé, CPED)
9. Raise awareness around the gender breakdown of positions of responsibility in the management teams of component institutions and laboratories
10. Encourage training on gender equality in higher education and research for supervisors, managers and governance staff (e.g. MESR webinars)
11. Make managers and supervisory teams aware of their responsibilities by developing a program to foster commitment to equity, addressing SGBVDH, parenthood and women's health (online modules, webinars, inclusion of the program in new staff mission statements).

Note: "supervisors and managers" includes all persons with hierarchical and functional responsibility, including thesis supervisors.

ACTIONS	OBJECTIVES AND TARGETS	MONITORING AND EVALUATION INDICATORS	PILOTS	CALENDAR		
				2026	2027	2028
AREA 1: ENSURE EQUAL ACCESS FOR WOMEN AND MEN TO CORPS, GRADES AND POSITIONS						
Action 1.1: recruiting without discriminating	<ul style="list-style-type: none"> Production of the guide and tutorial (2026) Target: 100% of recruitment staff informed (2028) 	<ul style="list-style-type: none"> Number of people informed per year Number of people in positions of responsibility informed per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for HR Recruitment Without Discrimination Officer	X	X	X
Action 1.2: Promote equitable career support	<ul style="list-style-type: none"> Increase parity in corps and grades (from 40% to 60% by 2028) Improvement in the glass ceiling (2028) Define quantitative targets according to CNU section (2025) 	<ul style="list-style-type: none"> Annual evaluation of mentoring program (qualitative and quantitative) Number of mentees per year (by status, gender, component institution) Career development after two years for mentees Number of laboratories and doctoral schools that have developed a mentoring program Number of career development/career review interviews per year and reasons for requests 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for HR Vice-Presidency for Health	X	X	X

Action 1.3: Support women's access to positions of responsibility	<ul style="list-style-type: none"> • Foster parity in strategic responsibilities and management positions • Increase in the proportion of women applying for management positions and roles with strategic responsibility • Increase in the proportion of men applying for positions with institutional and teaching responsibilities 	<ul style="list-style-type: none"> • Number of training programs and actions organised per year • Number of people trained per year • Number of people that take part in the equity program 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for HR	X	X	X
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AREA 2: ASSESS, PREVENT AND RECTIFY REMUNERATION AND CAREER GAPS

▪ Remuneration gaps

In terms of remuneration, the data provided by UGA (excluding component institutions), Grenoble INP-UGA and Sciences Po Grenoble-UGA (net remuneration by decile) show persistent disparities to the detriment of women. One key explanation for these gaps is the gender breakdown by grade: women are overrepresented in the lower grades (and therefore lower-paid). For BIATSS staff, the disparities can be explained by differences in level, seniority and success rate at promotions. Due to marked inequalities in career paths, the BIATSS group is a priority target.

The plan aims to maintain the efforts already underway to reduce disparities within the body of faculty members, while stepping up actions aimed at BIATSS staff. Lastly, the different levels of representation at the various stages of academic and technical careers (recruitment, promotion, access to responsibility) need to be better documented in order to identify targeted levers, particularly for ITRF careers and the gender split in the various BIATSS categories.

Three corrective actions have been identified to ensure that gender inequality is observed and analysed (action 2.1), prevent gender inequality in remuneration and career paths (action 2.2) and consider gender inequality in career development (action 2.3). These actions are broken down into 9 measures.

Action 2.1: Observe and analyse gender inequality

Measures:

12. Continue to produce comparative assessments of the situation (RSU, GEP assessments)
13. Collect, analyse and produce gender-specific data for UGA and its component institutions
14. Conduct occasional surveys of staff on gender inequality.

Action 2.2: Prevent gender inequality in remuneration and career paths

Measures:

15. Improve transparency around remuneration by undertaking a supplementary gender-specific pay review
16. Encourage committees responsible for awarding bonuses to faculty members to favour the least-represented gender in cases of equal merit
17. Continue to distribute the management guidelines on career development and promotion that include the criteria and processes for promotion to all those concerned
18. Raise awareness around equity issues and assessments of the gender situation among internal committees responsible for examining promotions for BIATSS staff, lecturers and faculty members
19. Stimulate reflection around reducing remuneration gaps in the BIATSS pay scheme.

Action 2.3: Consider gender inequality in career development

Measures:

20. Account for maternity and parental leave, sick leave, sexual and gender-based violence, discrimination, harassment, periods of support for carers or people with disabilities, and part-time work in HR management guidelines.

ACTIONS	OBJECTIVES AND TARGETS	MONITORING AND EVALUATION INDICATORS	PILOTS	CALENDAR		
				2026	2027	2028
AREA 2: ASSESS, PREVENT AND RECTIFY REMUNERATION AND CAREER GAPS						
Action 2.1: Observe and analyse gender inequality	<ul style="list-style-type: none"> Ensure sustainability of the tools to measure gender inequality at UGA and its component institutions Include key GEP indicators in RSUs Produce regulatory indicators (Professional Equality Index, Rixain Law, Glass-Ceiling Index) Produce a single three-year assessment (2028) 	<ul style="list-style-type: none"> Number of surveys carried out per year Production of annual RSUs Production of assessment (2028) 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for HR	X	X	X
Action 2.2: Prevent gender inequality in remuneration and career paths	<ul style="list-style-type: none"> Promote transparency and pay equity Reduce the remuneration gap between men and women Consolidate the dissemination of information on agents' eligibility for promotion prior to promotion campaigns 	<ul style="list-style-type: none"> Number of awareness-raising sessions organised per year Number of people who attended awareness-raising sessions per year Number of people in positions of responsibility who attended awareness-raising sessions per year 	Vice-Presidency for HR	X	X	X
Action 2.3: Consider gender inequality in career development	<ul style="list-style-type: none"> Ensure gender equity in promotion procedures 	<ul style="list-style-type: none"> Inclusion of the aforementioned reasons in the HR management guidelines (2028) 	Vice-Presidency for HR			X

AREA 3: PROMOTE THE BALANCE BETWEEN PRIVATE AND PROFESSIONAL LIFE

Women account for over 50% of staff at UGA and Sciences Po Grenoble-UGA, and over 40% of staff at Grenoble INP-UGA and ENSAG - UGA. For UGA and its component institutions, they represent 73 to 100% of part-time staff.

The 2023 survey on the responsibilities of lecturers and faculty members for UGA (excluding component institutions) illustrated the gender breakdown of responsibilities. 20% of women have experienced obstacles in accessing positions of responsibility, 87% of which are linked to their private life (work-life balance, parental leave or sick leave). The gender breakdown of social roles and tasks, particularly those related to parenthood, has a significant impact on the organisation and working conditions of staff.

New challenges have been identified through the assessment and the QVCT survey (2023), linked in particular to the longer duration of careers and the rise in the number of carers.

Three corrective actions have been defined to promote balance between stages of life, by offering support for parents in the workplace (action 3.1), informing the community about parental rights (action 3.2) and promoting work-life balance (action 3.3). These actions are broken down into 7 measures.

Action 3.1: Support parents in their place of work and study

Measures:

21. Set up breastfeeding rooms
22. Open the day-care services (crèche).

Action 3.2: Provide information on parental rights

Measures:

23. Create and distribute a "Guide for Parents" for the university community (rights, facilities and services)
24. Raise awareness among line and functional managers of these rights and their effective application
25. Adapt all forms, tools and procedures to include single-parent, co-parent and LGBTI+ families.

Action 3.3: Promote work-life balance

Measures:

26. Promote the "Charter of Times" from UGA and its component institutions in management training and in the practices of hierarchical and functional managers
27. Allow adjustments to how work is organised, to take account of the situations of carers and longer careers.

ACTIONS	OBJECTIVES AND TARGETS	MONITORING AND EVALUATION INDICATORS	PILOTS	CALENDAR		
				2026	2027	2028
AREA 3: PROMOTE THE BALANCE BETWEEN PRIVATE AND PROFESSIONAL LIFE						
Action 3.1: Support parents in their place of work and study	<ul style="list-style-type: none"> Adapt spaces in line with parents' needs, to support work-life balance Identify potential options and available spaces for breastfeeding rooms (2026) Support component institutions and departments in setting up breastfeeding rooms (2028) 	<ul style="list-style-type: none"> Number of breastfeeding rooms (2028) Number of users of breastfeeding rooms (by status) Number of daycare spots allocated to UGA employees per year Number of daycare spots allocated to UGA students per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for HR Vice-Presidency for Property Assets	X	X	X
Action 3.2: Provide information on parental rights	<ul style="list-style-type: none"> Inform the university community and raise awareness on parental rights Target: 100% of hierarchical and functional managers informed (2028) 	<ul style="list-style-type: none"> Creation of a Guide for Parents (2027) Effective distribution of the Guide for Parents (2027-2028) Number of actions related to parents per year Adaptation of forms, tools and procedures (2027) Number of awareness-raising initiatives organised per year Number of people informed per year Number of people in positions of responsibility informed per year Number of parental leave days taken by women and men per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for HR Vice-Presidency for Health	X	X	X
Action 3.3: Promote work-life balance	<ul style="list-style-type: none"> Ensure better work-life balance for employees 	<ul style="list-style-type: none"> Gender breakdown of telework (2028) 	Vice-Presidency for HR	X	X	X

	<ul style="list-style-type: none"> Target: 100% of line and functional managers informed of the Charter of Times (2028) 	<ul style="list-style-type: none"> Gender breakdown of part-time work (2028) Number of people who have received carers' leave (and gender breakdown) (2028) Inclusion of the Charter of Times in management training (2026) Number of people trained per year (and gender breakdown) Number of people in positions of responsibility trained per year (and gender breakdown) 				
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AREA 4: ADDRESS SEXUAL AND GENDER-BASED VIOLENCE, HARASSMENT AND DISCRIMINATION

The first Gender Equality Plans (GEP) launched major actions to address sexual and gender-based violence, discrimination and harassment (SGBVDH) in the university community. Over 300 awareness-raising, training and information initiatives were carried out by the Vice-Presidency for Equality, Parity and Non-Discrimination, the Equality Missions of the component institutions, and the HR and Student Life Departments. Between 2021 and 2024, 212 student associations were trained in over 40 sessions, including 92 associations in 2023, 21 of which were based in Valence. From 2021 to 2024, 2,010 people attended awareness-raising sessions on SGBVDH, including 200 doctoral students and 1,260 staff at UGA (excluding component institutions).

Many management teams have taken up these issues, scheduling compulsory awareness-raising sessions for their students. Each year, Grenoble INP - UGA has offered at least one action during Equality Month, along with at least one other action carried out during the year. Sciences Po Grenoble-UGA has also taken part in promotional and awareness-raising initiatives by organising regular conferences on issues related to equity and addressing discrimination, harassment and SGBV. Specific communication tools have been rolled out (inter-IEP booklet on SGBV developed as part of the S.A.F.E project funded by the MESRI). Every year, ENSAG-UGA organises events as part of Equality Month, as well as awareness-raising sessions on SGBV for students at the start of the academic year.

The university community's involvement has intensified: participation in events, training and awareness-raising initiatives is on the increase; and knowledge and dissemination of existing resources is also growing.

A joint reporting procedure to report SGBVDH for both students and staff was set up in 2021 for UGA (excluding component institutions), Grenoble INP - UGA and ENSAG - UGA.

The challenges of this plan are to continue, consolidate and pool the existing tools: the reporting procedure (action 4.1) and awareness-raising and training for students and staff (actions 4.2 and 4.3), while developing information and prevention actions on complementary subjects (inclusion of LGBTI+ people, support for victims of domestic violence, addressing racism and "everyday" sexism) (actions 4.4 and 4.5). These 5 actions are broken down into 20 measures.

Action 4.1: Continue and strengthen the reporting procedure to report SGBVDH

Measures:

28. Ensure training for unit members and SGBVDH Officers
29. Introduce an analysis of practices for SGBVDH Officers and unit members
30. Acquire a statistical data production tool for the reporting unit
31. Acquire a digital tool for submitting and following up reports
32. Provide information to the university community on the support offered when a report is made (dedicated bodies and intranet).

Action 4.2: Raise awareness among students about sexual and gender-based violence, discrimination and harassment

Measures:

33. Raise awareness of SGBVDH among members of the executive of student associations, as part of the approvals issued to student associations by UGA and its component institutions
34. Promote the "Stop VSS" MOOC (available on UGA E-formation) and the Grenoble INP - UGA student training module to address SGBV and sexism
35. Continue awareness-raising initiatives on SGBVDH at the start of the university year, in combination with the component institutions

36. Offer prevention resources and propose actions or awareness-raising sessions with partners for component institutions
37. Consolidate awareness-raising sessions aimed at doctoral students and interns in the faculties of medicine and pharmacy (online awareness-raising sessions and modules in French and English).

Action 4.3: Raise awareness and train staff in addressing sexual and gender-based violence, discrimination and harassment

Measures:

38. Consolidate awareness-raising tools and develop resources on "everyday sexism", harassment, racial discrimination (racism, anti-Semitism), LGBTI+phobia and discrimination
39. Create a training plan on SGBVDH for staff from UGA and its component institutions
40. Schedule training as part of efforts to make management and supervising staff at UGA and its component institutions aware of their responsibilities
41. Train disciplinary committees in SGBVDH.

Action 4.4: Promote the inclusion of LGBTI+ people

Measures:

42. Set up a working group on the procedure for changing first name and title
43. Adapt tools and procedures for requests for first name and title changes
44. Make the procedure for changing first name and title accessible to the entire university community.

Action 4.5: Increase support for victims of domestic violence

Measures:

45. Formalise the support process for victims of domestic violence
46. Train members of the reporting unit and departments involved in following up reports on how to deal with domestic violence
47. Raise awareness among hierarchical and functional managers about supporting victims of domestic violence.

ACTIONS	OBJECTIVES AND TARGETS	MONITORING AND EVALUATION INDICATORS	PILOTS	CALENDAR		
				2026	2027	2028
AREA 4: ADDRESS SEXUAL AND GENDER-BASED VIOLENCE, HARASSMENT AND DISCRIMINATION						
Action 4.1: Continue and strengthen the reporting procedure to report SGBVDH	<ul style="list-style-type: none"> Ensure the continuity of the partnership with the courts and France Victimes associations (Grenoble and Valence) Consolidate the process for following up reports of violence, discrimination and harassment in collaboration with research bodies, the CHUGA and the CROUS Ensure that the monitoring committee for the reporting procedure is kept up to date 	<ul style="list-style-type: none"> Number of HR positions in the reporting unit (2028) Number of SGBVDH Officers (2028) Number of monitoring committee meetings per year Number of reviews and annual presentations of the procedure Number of reports submitted per year Number of listening sessions per year Number of situations handled per year Annual review with partners and signature of agreements 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Valence	X	X	X
Action 4.2: Raise awareness among students about sexual and gender-based and violence, discrimination and harassment	<ul style="list-style-type: none"> Guarantee a respectful and equitable academic environment by addressing sexual and gender-based violence, discrimination and harassment 	<ul style="list-style-type: none"> Number of awareness-raising initiatives carried out per year, by component institution and program of studies Number of student associations which attended an awareness raising session each year Number of students who attended an awareness raising session each year, by program of studies Number of doctoral students and interns who attended an awareness-raising session each year, by doctoral school and year of study 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Students Vice-Presidency for Student Life Vice-Presidency for Academic Affairs Vice-Presidency for Valence Vice-Presidency for Health CED Directorate	X	X	X

<p>Action 4.3: Raise awareness and train staff in addressing sexual and gender-based violence, discrimination and harassment</p>	<ul style="list-style-type: none"> • Guarantee a respectful and equitable academic environment by addressing sexual and gender-based violence, discrimination and harassment • Roll out an online training module • Coordinate awareness-raising and training sessions with research organisations and the CHUGA • Target: 50-60% of UGA and component institution staff informed (2028) (current rate: 25%) • Target: 100% of members of disciplinary committees trained (2026) 	<ul style="list-style-type: none"> • Training plan drawn up (2026) • Number of awareness-raising initiatives organised per year • Number of people who attended an awareness-raising session each year • Number of people in positions of responsibility who attended an awareness-raising session each year • Number of training sessions organised per year, by theme • Number of people trained per year (by status, gender) • Number of people in positions of responsibility trained per year • Training for members of disciplinary committees (staff and users) • Number of information and awareness-raising resources (2028) 	<p>Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Health</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Action 4.4: Promote the inclusion of LGBTI+ people</p>	<ul style="list-style-type: none"> • Facilitate the inclusion of transgender people in higher education and research • Address violence, discrimination and harassment in higher education • Adoption of a procedure for changing first name and title (2026) 	<ul style="list-style-type: none"> • Number of WG meetings (2028) • Production of information and communication materials on the procedure • Distribution of information and communication materials 	<p>Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Academic Affairs</p>	<p>X</p>	<p>X</p>	<p>X</p>

Action 4.5: Increase support for victims of domestic violence	<ul style="list-style-type: none"> • Offer victims of domestic violence a safe work and study environment • Adoption of a support process for victims of domestic violence (2026) 	<ul style="list-style-type: none"> • Number of awareness-raising initiatives and training programs per year • Number of people trained and who attended an awareness-raising session each year (by status, gender) • Number of people in positions of responsibility trained and who attended an awareness-raising session each year 	Vice-Presidency for Equality, Parity and Non-Discrimination	X	X	X
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AREA 5: ENSURE GENDER DIVERSITY ACROSS PROFESSIONS AND COURSES

▪ Horizontal segregation

Women account for 42% of faculty members at UGA (excluding component institutions), 28% at Grenoble INP-UGA, 39% at ENSAG-UGA and 46% at Sciences Po Grenoble-UGA. On the other hand, they account for 56-70% of BIATSS staff. They are therefore much more present in administrative categories. Female faculty members are underrepresented in multiple disciplines: physics, medicine, earth sciences, computer science and mathematics, chemistry, engineering science, electronics, mechanics and energy (for UGA [excluding component institutions] and Grenoble INP-UGA). At ENSAG-UGA, they are underrepresented in science and techniques of architecture, art and techniques of representation, humanities and social sciences (Sciences Humaines et Sociales or SHS), and cities and territories. Conversely, women occupy 100% of posts in architectural history and culture, and SHS for architecture. At Sciences Po Grenoble-UGA, they account for over half of all positions in economics and management, and under 45% of positions in law, political science and humanities. Women are in the minority among thesis supervisors (29%). However, this is less marked in arts, literature, languages, humanities and social sciences (ALLSHS) (45%) compared to science and technology (STS) (24%).

▪ Segregation during a typical university career

At UGA (excluding component institutions), the proportion of women is higher than that of men at Bachelor's and Master's level (over 55%), but from doctoral level on, men are in the majority (51%). Although fewer have a doctorate (47%), men are slightly more represented among permanent MCFs (51%) and hold a clear majority among permanent PRs (69%). Men dominate throughout academic careers in science and engineering, from Bachelor's to doctorate (59% to 63%), then as permanent MCFs (65%) and PRs (78%). The gap between men and women increases by 10% at doctoral level and by a further 10% at PR level.

Concerning students at UGA (excluding component institutions), women outnumber men from Bachelor's to Master's degrees, all disciplines combined. They account for 56.5% of Bachelor's students and 59.5% of Master's students. However, the breakdown by discipline reveals major disparities: women represent 70.5% of students in the humanities and social sciences, and 73-77% in health, but only 34% in science and technology and 28% in STAPS (science and technology in sports and physical activities). At Grenoble INP-UGA, they make up just 31% of engineering students, with major variations between programs (42% in industrial engineering compared with just 19% in computer science).

When it comes to doctoral studies at UGA and its component institutions, fewer women start a doctorate (46%), although they are more likely to complete and pass their thesis than men (52% of PhD graduates). This underrepresentation is particularly marked in STEM fields, where they account for only 32% of doctoral students in engineering science and 38% in mathematics and computer science. By contrast, they account for 59% of doctoral students in life sciences and 61% in the humanities and social sciences. We also observe that the average time to complete a doctorate is longer for women (43 months) than for men (40 months).

The issue of gender diversity across professions and courses has been identified as requiring a separate focus area in the GEP. Consequently, four corrective actions have been identified : measuring gender diversity in courses (action 5.1), raising awareness and providing training in gender diversity of professions and equity (actions 5.2 and 5.3) and promoting women in science, technology, engineering and mathematics (action 5.4). These actions are broken down into 11 measures.

Action 5.1: Measure gender diversity in training paths

Measures:

48. Produce gender-specific statistics for the student community
49. Study the reasons for the drop in the proportion of women between third-year Bachelor's and doctoral studies.

Action 5.2: Consolidate awareness-raising initiatives around gender diversity across professions and courses

Measures:

50. Develop an Equity, Diversity and Inclusion Charter with local partners
51. Propose communication and awareness-raising initiatives on gender diversity in UGA's professions, both internally for the university community and externally for middle and secondary school students
52. Take part in days on the theme of "women and science", science day, international days, etc. (associations Ae2i, Parité Science, Femmes et Sciences, Elles Bougent)
53. Create information and communication materials (videos, role models).

Action 5.3: Provide training on gender equality

Measures:

54. Continue FTLV courses on gender equality for (future) primary and secondary school teachers (INSPE, Rectorat)
55. Promote university courses dedicated to gender equality (ETC in Gender Equality, DU in Gender Equality).

Action 5.4: Promote women in STEM (science, technology, engineering and mathematics)

Measures:

56. Set up scholarships to support gender diversity in STEM
57. Create information and communication materials (videos, role models)
58. Join the "Women in Tech" network.

ACTIONS	OBJECTIVES AND TARGETS	MONITORING AND EVALUATION INDICATORS	PILOTS	CALENDAR		
				2026	2027	2028
AREA 5: ENSURE GENDER DIVERSITY ACROSS PROFESSIONS AND COURSES						
Action 5.1: Measure gender diversity in training paths	<ul style="list-style-type: none"> Measure the “leaky pipeline” phenomenon Gain a better understanding of the factors that cause students from underrepresented groups to stop their studies Monitor the impact and effects of high school specialisation choices on career guidance 	<ul style="list-style-type: none"> Gender breakdown in the various programs of studies, by component, degree and discipline (2028) Development of a survey of students from underrepresented groups (2028) 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Academic Affairs Vice-Presidency for Valence	X	X	X
Action 5.2: Consolidate awareness-raising actions around gender diversity across professions and courses	<ul style="list-style-type: none"> Create an equitable and inclusive university environment to makes courses and professions more attractive and encourage diversity; Create a “Diversity, University, Business, Territories” network (2027) 	<ul style="list-style-type: none"> Number of awareness-raising initiatives organised per year Number of participants per action (by gender and status) Number of actions organised with partners per year Number of actions organised on international days (per year) Creation of the Equity, Diversity and Inclusion Charter (2027) Number of signatories of the charter 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Academic Affairs Vice-Presidency for HR Vice-Presidency for Valence Vice-Presidency for Health	X	X	X
Action 5.3: Provide training on gender equality	<ul style="list-style-type: none"> Train target groups to address gender bias and stereotypes in education 	<ul style="list-style-type: none"> Number of training programs per year Number of people trained per semester Number of people who complete the Gender Equality ETC per year Rate of employment in the field of equity for people who complete 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Academic Affairs	X	X	X

		the DU in Gender Equality				
Action 5.4: Promote women in STEM (science, technology, engineering and mathematics)	<ul style="list-style-type: none"> • Address gender inequality in STEM (science, technology, engineering, mathematics) • Increase in the number of women in STEM (across all programs of studies) • Target: 40% women in STEM (2028) • Introduction of scholarships (2028) • Make courses more attractive by presenting careers and creating encounters between students and professionals, to inspire and spark vocations (CMQ, BUT, Cordée de la Réussite) • Design presentations of university courses and professional activities targeted by Parcoursup to avoid gender bias as much as possible 	<ul style="list-style-type: none"> • Number of scholarships, amount, number of beneficiaries (2028) • Number of events attended by UGA and its component institutions per year • Number of information and communication materials produced per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Academic Affairs Vice-Presidency for Valence	X	X	X

AREA 6: PROMOTE WOMEN'S HEALTH

At a national level, 65% of female employees have experienced difficulties related to their period at work. 53% of female employees have painful periods (source: IFOP survey, October 2022 - representative national sample of 1,000 female employees). 87% of women are affected by at least one symptom of menopause in addition to the end of menstruation. 73% of women are still affected by symptoms of menopause between the ages of 61 and 65 (source: 2013 and 2020 studies by Gemvi). Based on these sources, around 25% of staff and students experience painful periods, and half of female employees are over 45 and therefore must deal with menopause or related gynaecological health issues.

The issue of healthcare access, and in particular, taking action to improve and guarantee women's health at work, has been identified as a priority action area to promote gender equity. This focus area is also included in the 2023-2027 Interministerial Plan for Professional Equality between Women and Men, "Toutes et Tous Égaux", and in that of the MESR. Three corrective actions have been identified to ensure that everyone can enjoy the same study and working conditions, by introducing gynaecological leave (action 6.1), accompanied by information on women's health for the university community (action 6.2) and actions to address period poverty (action 6.3). These actions are broken down into 7 measures.

Action 6.1: Introduce gynaecological leave for staff and students

Measures:

59. Experiment with grounds for leave or authorisations for absences related to gynaecological health for staff. Carry out a survey to identify staff needs in terms of gynaecological leave (year 1), then study the applicability of authorisations for absences for gynaecological health reasons within the regulatory framework (year 2)
60. Introduce authorisations for absences for students: vote on authorisations for absences related to gynaecological health (year 1).

Note: gynaecological health refers to health issues related to menstruation (premenstrual syndrome, painful periods, endometriosis and other gynaecological conditions) and menopause (pre-menopause, peri-menopause, menopause and gynaecological conditions).

Action 6.2: Carry out information and prevention campaigns for women's health

Measures:

61. Design and distribute information tools on women's health and its impact on working and study conditions for the university community
62. Transmit the MESR's national information campaign on the main conditions affecting women
63. Raise awareness among functional and hierarchical managers of issues and rights relating to gynaecological health.

Action 6.3: Address period poverty

Measures:

64. Continue free access to sanitary products for students
65. Continue to collect sanitary products on a regular basis for people facing period poverty, in combination with local partners and associations.

ACTIONS	OBJECTIVES AND TARGETS	MONITORING AND EVALUATION INDICATORS	PILOTS	CALENDAR		
				2026	2027	2028
AREA 6: PROMOTE WOMEN'S HEALTH						
Action 6.1: Introduce gynaecological leave for staff and students	<ul style="list-style-type: none"> • Include issues related to gynaecological health into the actions of UGA and its component institutions, in order to adapt study and working conditions to promote the well-being of all • Vote on a resolution concerning authorisations for absences related to gynaecological health for students (2025) • Carry out a survey to identify staff needs in terms of gynaecological leave (2026) • Examine the applicability of authorisations for absences for gynaecological health reasons for staff within the regulatory framework (2027). 	<ul style="list-style-type: none"> • Adoption of a resolution concerning authorisations for absences for students (2025) • Survey of staff needs (2026) • Test of authorisations for absences for staff (2028) • Number of people who take gynaecological leave per year (students and staff) 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Academic Affairs Vice-Presidency for Students Vice-Presidency for Student Life Vice-Presidency for HR	X	X	X
Action 6.2: Carry out information and prevention campaigns for women's health	<ul style="list-style-type: none"> • Inform the university community about gynaecological health 	<ul style="list-style-type: none"> • Number of information and communication resources produced (2028) • Number of awareness-raising initiatives per year • Number of people informed per year • Number of people in positions of responsibility informed per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Students Vice-Presidency for Student Life Vice-Presidency for HR	X	X	X
Action 6.3: Address period poverty	<ul style="list-style-type: none"> • Reduce period poverty among students 	<ul style="list-style-type: none"> • Number of actions carried out per year • Number of sanitary products distributed per year • Number of student associations funded per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Students Vice-Presidency for Student Life Vice-Presidency for HR	X	X	X

AREA 7: ENSURE GOVERNANCE AND A SHARED CULTURE OF EQUALITY

The first Gender Equality Plan (GEP) established governance for the equity policy within Université Grenoble Alpes (UGA) and its component institutions, with the creation of a dedicated vice-presidency.

The main objective of this second plan is to ensure that this policy and the GEP are deployed within each component institution, in order to promote and guarantee a shared culture of equality (action 7.1). With this in mind, specific actions will be taken to promote information and communication within the university community and establish a shared culture of equality, through structural events and non-discriminatory communication practices (actions 7.2, 7.3 and 7.4). Promoting women in the university environment is also at the heart of this plan (action 7.5). These five actions are broken down into a set of 12 specific measures.

Action 7.1: Consolidate and continue the Vice-Presidency for Equality, Parity and Non-Discrimination

Measures:

66. Ensure GEP governance
67. Ensure regular consultation as part of social dialogue
68. Ensure follow-up with members of the GEP WG
69. Create a network of Equity Coordinators in the component institutions and departments, in combination with the Equity Officers in research laboratories.

Action 7.2: Promote non-discriminatory communication

Measures:

70. Set up a working group on non-discriminatory communication
71. Consolidate, create and distribute a framework document on non-discriminatory communication for the UGA and its component institutions
72. Set up courses and tools on non-discriminatory writing for the university community.

Action 7.3: Move towards a structured, long-term communication strategy

Measures:

73. Develop themed internal communication plans concerning the GEP and activities of the Vice-Presidency for Equality, Parity and Non-Discrimination (SGBVDH, gender and diversity, parity)
74. Develop external communication plans for the GEP's structural events.

Action 7.4: Ensure the organisation of structural events

Measures:

75. Continue to organise Equality Month and specific events (25 November, 11 February, 8 March, 21 March, 17 May).

Action 7.5: Make women more visible in the university environment

Measures:

76. Toponymy of buildings: work towards improving gender balance in the names of buildings, rooms and lecture theatres
77. Implement good practices to ensure gender balance among researchers and guests at events.

ACTIONS	OBJECTIVES AND TARGETS	MONITORING AND EVALUATION INDICATORS	PILOTS	CALENDAR		
				2026	2027	2028
AREA 7: ENSURE GOVERNANCE AND A SHARED CULTURE OF EQUALITY						
Action 7.1: Consolidate the steering of the GEP	<ul style="list-style-type: none"> Strengthen the Equality Mission Implement the Gender Equality Plan (GEP) in the component institutions with the Equality, Parity and Non-Discrimination Officers 	<ul style="list-style-type: none"> Number of HR positions (2028) Number of Equality, Parity and Non-Discrimination Officers in management teams (2028) Number of monitoring committee meetings (2028) Number of social consultation meetings (2028) 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for the CA Presidency	X	X	X
Action 7.2: Promote non-discriminatory communication	<ul style="list-style-type: none"> Ensure non-discriminatory communication for UGA and its component institutions Promote a culture of equality and non-discrimination for UGA and its component institutions 	<ul style="list-style-type: none"> Number of WG meetings per year Number of training programs per year Number of people trained per year (by gender and status) Number of people in positions of responsibility trained per year Creation of a framework document (2027) 	Vice-Presidency for Equality, Parity and Non-Discrimination		X	X
Action 7.3: Move towards a structured, long-term communication strategy	<ul style="list-style-type: none"> Ensure structured, ongoing communication regarding the GEP's activities with the university community Promote an inclusive introduction process for new arrivals Structure the transmission of information regarding the actions of associations (Elles Bougent, Parité Science, Toutes dans la Tech, CPED, Afdesri, Ae2i) and partner structures (MESR, local authorities, etc.). Facilitate and guarantee access to prevention and information resources on 	<ul style="list-style-type: none"> Number of communication plans per year Number of meetings with the Communication Department per year Number of emails sent to the university community per year Development of an inclusive induction pathway (2027) 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for HR	X	X	X

	SGBVDH for the entire university community (documentation, awareness-raising, training)	<ul style="list-style-type: none"> Development of an accessible resource pack (2026) 				
Action 7.4: Ensure the organisation of structural events	<ul style="list-style-type: none"> Promote a culture of equality and non-discrimination for UGA and its component institutions Steer and monitor structural events with the various departments concerned at UGA and its component institutions 	<ul style="list-style-type: none"> Number of events per year Number of participants per year, by status Number of steering committees per year Number of monitoring committee meetings per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Students Vice-Presidency for Student Life	X	X	X
Action 7.5: Make women more visible in the university environment	<ul style="list-style-type: none"> Ensure a balanced representation of women and men by addressing gender stereotypes. 	<ul style="list-style-type: none"> Number of buildings or rooms named after women per year Gender breakdown of guests, researchers and artists per year 	Vice-Presidency for Equality, Parity and Non-Discrimination Vice-Presidency for Culture Vice-Presidency for Property Assets Vice-Presidency for Valence	X	X	X

Appendix 1: GEP impact assessment indicators

The list of indicators below, shared by UGA and its component institutions, will make it possible to monitor and evaluate the effects of the GEP in the 2028 assessment.

STAFF

1. Breakdown of staff by gender
2. Breakdown of staff by gender and specific group

FOCUS ON BIATSS

3. Change in the % of women and men throughout the career stages of permanent ITRF staff
4. Breakdown of BIATSS staff by gender and category
5. Breakdown of BIATSS staff by gender and BAP
6. Breakdown of BIATSS staff by gender and sector

FOCUS ON LECTURERS AND FACULTY MEMBERS

7. EC: Change in the % of women and men throughout the typical career stages of an academic
8. EC: Breakdown of faculty members by gender and body: PR and equivalent-MCF and equivalent
9. EC: Proportion of female faculty members by body, rank and major discipline,
10. EC: Proportion of women in the various research bodies
11. EC+ESAS : Breakdown of permanent lecturers and faculty members by gender and group
12. EC: Proportion of women applicants and successful candidates at the main career stages of faculty members
13. EC: Proportion of male applicants and successful candidates at the main career stages for faculty members

FOCUS BY DISCIPLINE

14. Proportion of women and men over the course of an academic career in science and engineering
15. Proportion of female faculty members by CNU group

FOCUS ON CONTRACT LECTURERS AND FACULTY MEMBERS

16. Breakdown of contract lecturers and faculty members by gender and group
17. Breakdown of contract doctoral students by gender and major discipline
18. Breakdown of expert and postdoctoral staff by gender and group

FOCUS ON STRUCTURES

19. Breakdown of staff by gender and structure
20. Breakdown of lecturers and faculty members by gender and structure

FOCUS ON REMUNERATION

21. Breakdown of net monthly remuneration by gender and decile
22. Proportion of women who are eligible for and receive RIPEC C3
23. Percentage of men who are eligible for and receive RIPEC C3
24. Percentage of women and men who receive RIPEC C3
25. Glass ceiling by category of permanent staff

FOCUS ON WORKING TIME

26. Breakdown of different working arrangements by gender

ACCESS TO RESPONSIBILITY

27. Breakdown of thesis supervisors by gender and discipline
28. Breakdown of thesis supervisors by gender
29. Proportion of women in management

Appendix 2: glossary

- **Ae2i:** Association of Inclusive Companies in Isère
- **AENES:** administrative staff in national and higher education
- **Afdesri:** Association of Women Leaders in Higher Education, Research and Innovation
- **ALLSHS:** arts, literature, languages, humanities and social sciences
- **BAP:** areas of professional activity for BIATSS staff
- **BIATSS:** engineering , administrative engineers, administrative, technical, social, health and library staff
- **BIB:** librarian in university libraries
- **BUT:** University Bachelor of Technology (Bachelor Universitaire et Technologique – undergraduate programme of IUTs)
- **C3:** individual bonus for faculty members in the RIPEC scheme
- **CA:** Board of Directors (Conseil d'Administration)
- **CED:** College of Doctoral Schools
- **CHUGA:** Université Grenoble Alpes Hospital Centre
- **COS:** selection committee
- **CMQ:** Campus of Trades and Qualifications (Campus des Métiers et Qualifications)
- **CNU:** National Council of Universities (Conseil National des Universités)
- **CROUS:** Regional Centre for School and University Life
- **CSA:** Social Administration Committee (Comité Social d'Administration – may apply to each component institution)
- **CSAE:** Social Works Council (Comité Social d'Administration d'Établissement – applies to UGA as a whole)
- **CEVU:** Council for Studies and University Life (Conseil à la Vie étudiante et universitaire)
- **CFVU:** Commission for Academic Affairs and University Life (Conseil à la formation et vie universitaire)
- **CPED:** Standing Committee of Equality and Diversity Officers and Vice-Presidencies
- **DU:** University Diploma
- **EC :** faculty members (including MCF and PR/PU)
- **ENSAG – UGA:** École Nationale Supérieure d'Architecture de Grenoble – Université Grenoble Alpes
- **ESR:** higher education and research
- **ESAS:** secondary school teachers teaching at university
- **ETC:** interdisciplinary teaching unit
- **FTLV:** continuing education (Formation Tout au Long de la Vie)
- **Grenoble INP - UGA:** Grenoble Institut d'Ingénierie et de Management – Université Grenoble Alpes
- **WG:** working group
- **HU:** university hospital
- **HRS4R:** *Human Resources Strategy for Researchers*
- **IATOS:** engineering, administrative, technical and service staff

- **INSPE:** Institut National Supérieur du Professorat et de l'Éducation (Primary and secondary level teachers school)
- **IEP – UGA:** Institut d'Études Politiques Sciences Po Grenoble – UGA
- **ITRF:** engineers and technical research and training staff
- **L3:** third-year Bachelor's
- **LGBTI+:** lesbian, gay, bisexual, transgender, intersex, etc.
- **MCF:** university lecturers (Maître / Maîtresse de Conférence)
- **MCUPH:** university hospital lecturers
- **MESR:** Ministry of Higher Education and Research (Ministère de l'Enseignement Supérieur et de la Recherche)
- **GEP:** Gender Equality Plan (Plan d'action égalité – PAE)
- **Parity:** when the proportion of men and women is between 40% and 60%. Exact parity is achieved when the gender split is 50/50.
- **PR/PU:** university professors
- **PUPH:** university hospital professors
- **QVCT:** quality of life and working conditions (qualité de vie et conditions de travail)
- **RIPEC:** compensation scheme for teaching and research staff
- **HR:** human resources
- **RSU:** Single Social Report (Rapport Social Unique)
- **SDRH:** Human Resources Master Plan
- **SGBV:** sexual and gender-based violence
- **SGBVDH:** sexual and gender-based violence, discrimination and harassment
- **STS:** science and technical studies
- **STAPS:** sciences and techniques of physical and sports activities
- **STEM:** science, technology, engineering and mathematics
- **UGA:** Université Grenoble Alpes