

IESEG's GENDER EQUALITY PLAN 2022-2027

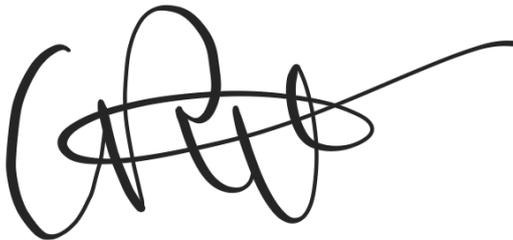
Introduction

This Gender Equality Plan serves as a guidance and monitoring document to our commitment to Gender Equality at all levels in our Institution. This document is a 'living document' that will be updated on an ongoing manner to include the latest and most relevant data and actions. It was constructed in collaboration between the Human Resources department, the Sustainability team, and the Gender Equality officer, and will be shared with all departments and services within our School.

This document considers the requirements and recommendations made by the European Commission, the EU Gender Equality Strategy 2020-2025, and Horizon 2021-2027, as well as the different areas of the French Gender Equality Index. It also outlines the strategic objectives that our School has mapped out for the next five years (2021-2026) regarding Gender Equality.

Caroline Roussel

Dean



Philippe Bocquet

Director of Operations



I. STRATEGIC MISSION, OBJECTIVES, AND GOVERNANCE

PUBLICATION

The Gender Equality Plan is published on IÉSEG's website and signed by the top management.

DEDICATED RESOURCES

The Gender Equality Plan is implemented thanks to significant resources and expertise. It is a shared responsibility and governance between the Human Resources team, the Sustainability team, and the Gender Equality Officer.

DATA COLLECTION & MONITORING

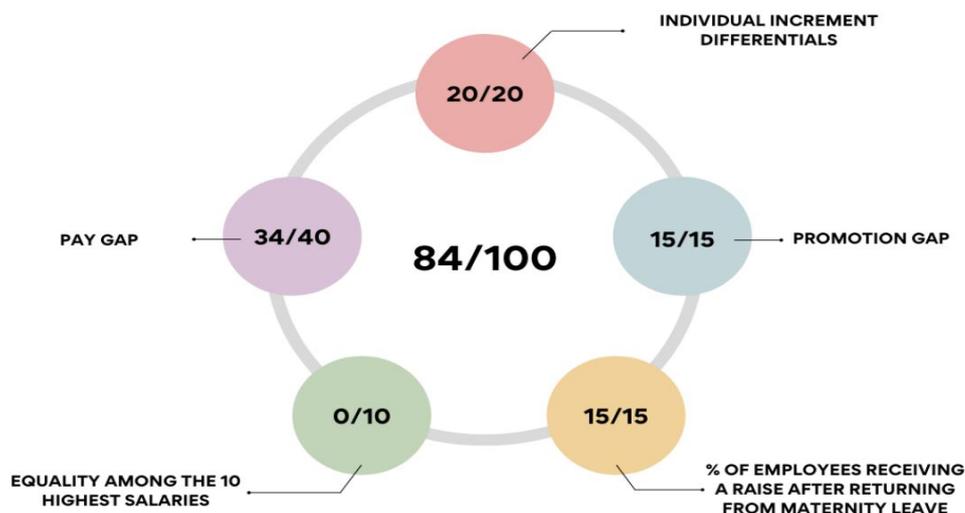
Sex/gender disaggregated data on personnel and students, and reporting based on indicators are collected annually for the Gender Equality Index, the CGE gender equality barometer and the GEP.

TRAINING

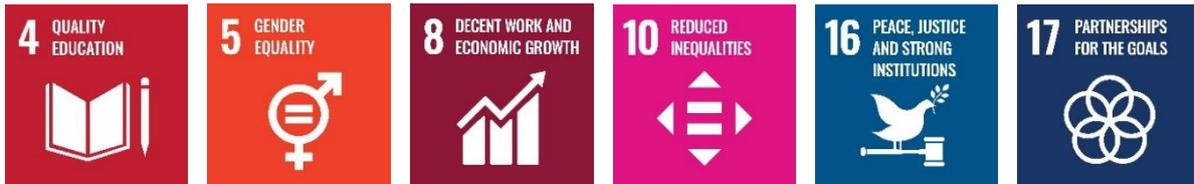
- A SPOC training on gender-based violence is taught to all students.
- By 2026, all staff will have followed the training module on gender equality, gender biases and diversity.
- By 2026, all staff will have been offered to participate in the serious game on sexism and gender inequality.

As part of the IÉSEG's vision and strategic view of sustainability, the Gender Equality Plan serves different objectives:

1. Filling the gaps of the **Gender Equality Index** (Index de l'égalité professionnelle), a French mandatory index that IÉSEG publishes on a yearly basis internally and externally. IÉSEG's score for 2021 is detailed below.



2. Meeting the **Rixain law** which requires the production of gendered indicators and data by higher education institutions and accredited business schools
3. Aligning with IÉSEG's commitments on diversity, following the signature of:
 - **La Charte de la Diversité en Entreprise** (French Diversity Charter) in 2017
 - **La Charte de la Conférence des Grandes Ecoles pour l'égalité Femmes-Hommes** in 2018.
4. Contributing to the 2030 UN Sustainability Agenda and addressing the following **Sustainable Development Goals**:



5. Conducting thorough impact assessments as well audits of procedures and practices of the school in order to identify gender inequality and biases.
6. Identifying the priority actions regarding gender equality on the five axes suggested by the **Horizon Europe** program from the European Union.
 - 1) Work-life balance and organisational culture.
 - 2) Gender balance in leadership and decision-making.
 - 3) Gender equality in recruitment and career progression.
 - 4) Integration of the gender dimension into research and teaching content.
 - 5) Measures against gender-based violence, including sexual harassment.
7. Establishing a five-year action plan with quantitative and qualitative indicators on gender equality.

Gender equality at IÉSEG is a shared responsibility and is led in coordination by the Human Resources team, the Sustainability team, and the Gender Equality Officer.

II. DEVELOPMENT OF THE GENDER EQUALITY PLAN

The Gender Equality Plan is a living document, that will evolve and be updated regularly to respond to the changing context of the school.

This strategy was built over several months following different steps and involving a number of stakeholders. First, in the context of the School's Vision for 2025, a mix of professors, staff and students participated to the Diversity and Inclusion working group to co-construct the new sustainability roadmap of IÉSEG. This working group led to the following action plan in terms of gender:

- Establish a gender equality plan and implement ambitious actions, which involves:**
- a. Conducting impact assessment / audits of procedures and practices to identify gender bias**
 - b. Identifying and implementing innovative strategies to correct any bias**
 - c. Setting targets and monitoring progress via indicators."**

The objectives of the audits and assessments is to help us identify any gaps, disparities, and biases coming to play. It is also aimed at helping us understand why these gaps exist.

From 2019 to 2021, existing practices and procedures concerning gender equality were reviewed for both students and staff. For example, the human resources team gathers data annually for the Gender Equality Index and drafts plans to improve IÉSEG's performance on the Index. Assessed documents included the internal rules of the school to work against discrimination and gender inequality, several initiatives in favour of women, action plans created following Gender Equality Index's results, a 2018-2019 overall statistics barometer, among other documents.

The objectives and indicators proposed in this document respond to the audits and assessments performed in the last years. However, a more thorough audit and analysis is required, and objectives will evolve in the near future.

GENDER EQUALITY PLAN



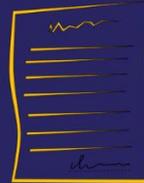
IÉSEG received the Responsible Campus trophy in 2021 in the category 'Quality of life, accessibility and diversity'



84/100 on the Gender Equality Index in 2021

IÉSEG has a specific teaching discount scheme to make sure that mothers do not teach more than 100 hours during the year of their pregnancy

More than 40 intellectual contributions related to gender topics published since 2017



Work from Home Agreement enables employees to take up to 2 days of remote working, more for pregnant women

Online compulsory training module on 'Prevention of Sexist and Sexual Violence'

2600 students have completed the module

Electives on gender such as 'Gender, Leadership and Work' and 'Creating and Leading Diverse and Inclusive Organisations'

STUDENT ASSOCIATIONS AND ALUMNI CLUB

- Women in Business
- IESEGEGALITE
- IESEG au Féminin



KEY PRIORITY ACTIONS

OBJECTIVES	ACTIONS
I. Inclusive communication and awareness	
Improve communication and reporting on gender and diversity	Communicate internally and externally about the Gender Equality Plan.
	Publish the Index Egalité Femmes-Hommes and our progression action plan annually.
	Fill in and report annually the Baromètre Egalité Femmes-Hommes of the CGE.
Create a guideline on inclusive communication	Create a guideline in order to promote inclusivity and diversity in all internal/external communications (emails, website, flyers, photos, events, job offers, etc.) to students, staff and other stakeholders.
Promote inclusive communication in all areas of the school	Encourage a diverse and inclusive communication when teaching, organising academic and corporate events, publishing job offers, creating internal/external communications, etc.
II. Work-life balance and organisational culture	
Promote respect for the right to disconnect	Re-communicate on the charter of the right to disconnect
	Promote the proper monitoring of work from home rules to ensure a work/life balance: Creation and communication of a charter of good practices
Improve pregnancy, parental leave and childcare policies	Systematically offer pregnant women the possibility of work from home for an additional day per week, provided that the position is eligible
	Improve employees' knowledge of the specific rights related to childbirth by means of a summary document
	Improve compensation for paternity leave by maintaining the salary above the social security ceiling
	Enable as many employees as possible to take time off work to accompany their children to school on the first day of the school year
	Improve the parental leave HR sheet and create a HR sheet on adoption leave to be more inclusive for homo-parental couples, single parents, and people who adopt.
	Actively promote staff and students' wellbeing
Actively promote staff and students' wellbeing	Create a well-being centre, offering to students and staff: psychological support, mindfulness offer, physical activity, "comfort cafés", among others.
	Conduct a survey on staff and professors' wellbeing every two years
	Re-create a "Great Place to Work" working group, reviewing the barometer results, and developing and implementing actions
	Appoint well-being officers
	Establish a system that allows employees to donate days off to employees that need to take parental presence leave, family solidarity leave or leave to assist relatives.

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III. Gender equality in recruitment and career progression	
Identify causes in gender gaps in recruitment and career progression	Identify causes in gender gaps in recruitment and career progression (e.g., interviews with HR, professors, and staff)
	Conduct a gender pay gap analysis for all job positions (staff and professors)
	Put in place and implement an action plan to reduce gender gaps, notably by proactively setting up a policy to hire/promote women in underrepresented fields (e.g., associate professors, full professors, staff cadres)
	Allocate an annual budget to reduce gender pay gaps
Train staff on gender equality and diversity	Develop training modules on gender equality topics
Improve inclusiveness in students' recruitment	Analyse the recruitment process of IÉSEG student candidates to identify biases and inequalities in recruitment
	Implement actions to reduce these biases and inequalities
	Establish a guideline to be more inclusive in the interview processes ("les Oraux") of IÉSEG student candidates
IV. Gender balance in leadership and decision-making	
Reduce gender pay gaps in the leadership and decision-making positions	Conduct a gender pay gap analysis, with a focus on top leadership positions
	Establish a plan to reduce pay gaps
Improve gender parity in the leadership and decision-making positions	Adapting processes for selection and appointment of staff on committees
	Aim to achieve gender balance in committees
Develop gender equality leadership programs	Promote equal representation in the identification of managers to be supported for career progression
	Formalize the career services offer to support female student empowerment (e.g., workshops on self-confidence, building professional network, negotiating salary...)
	In the entrepreneurship hub, develop initiatives to support female entrepreneurs
V. Integration of the gender dimension into research and teaching content	
Integrate the gender component in teaching	Promote current practices (via pedagogical cafés or pedagogical certificate) to encourage more faculty to integrate the gender component
Promote the gender component in research	Promote the recruitment of researchers focusing on diversity, equality and inclusion
	Keep on organizing research seminars regularly on gender issues
	Increase the number of publications on diversity and gender
Receive gender-related funding and grants	Promote the application for European Union programs and grants on gender
VI. Measures against gender-based violence, including sexual harassment	
Increasing prevention actions of sexism and	Send a survey to all students about their perceptions of violence, discrimination, and inequality

sexual violence for students	Keep on running the online course SPOC 'Violences sexistes et sexuelles : comprendre pour prévenir' to all first-year students Maintain the support unit 'Harassment, Violence, Discrimination' accessible to all students
Increasing prevention actions of sexism and sexual violence for staff	Further improve communication on the resources available to staff in case of harassment or discrimination (Référénte harcèlement and CSE) Teach the game on sexism to staff and professors

INDICATORS

PROPOSED INDICATORS

All Indicators of the [Index de l'Egalité Professionnelle](#)

Indicators of the [Baromètre Egalité Femmes – Hommes of the CGE](#)

% of staff and professors who have followed a gender training module

% of students who have received a survey on their perceptions of violence, discrimination and inequality

Average score of the survey on students' perceptions of violence, discrimination and inequality

% of first-year students having completed the SPOC

% of staff and professors who have been informed of the resources available in case of harassment or discrimination

% of staff and professors who have been offered to participate to the serious game of sexism

% of staff and professors who have participated to the serious game on sexism

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