

EDHEC
BUSINESS SCHOOL

GENDER EQUALITY PLAN

2025-2028

**UNLEASH
TOMORROW**

SOMMAIRE

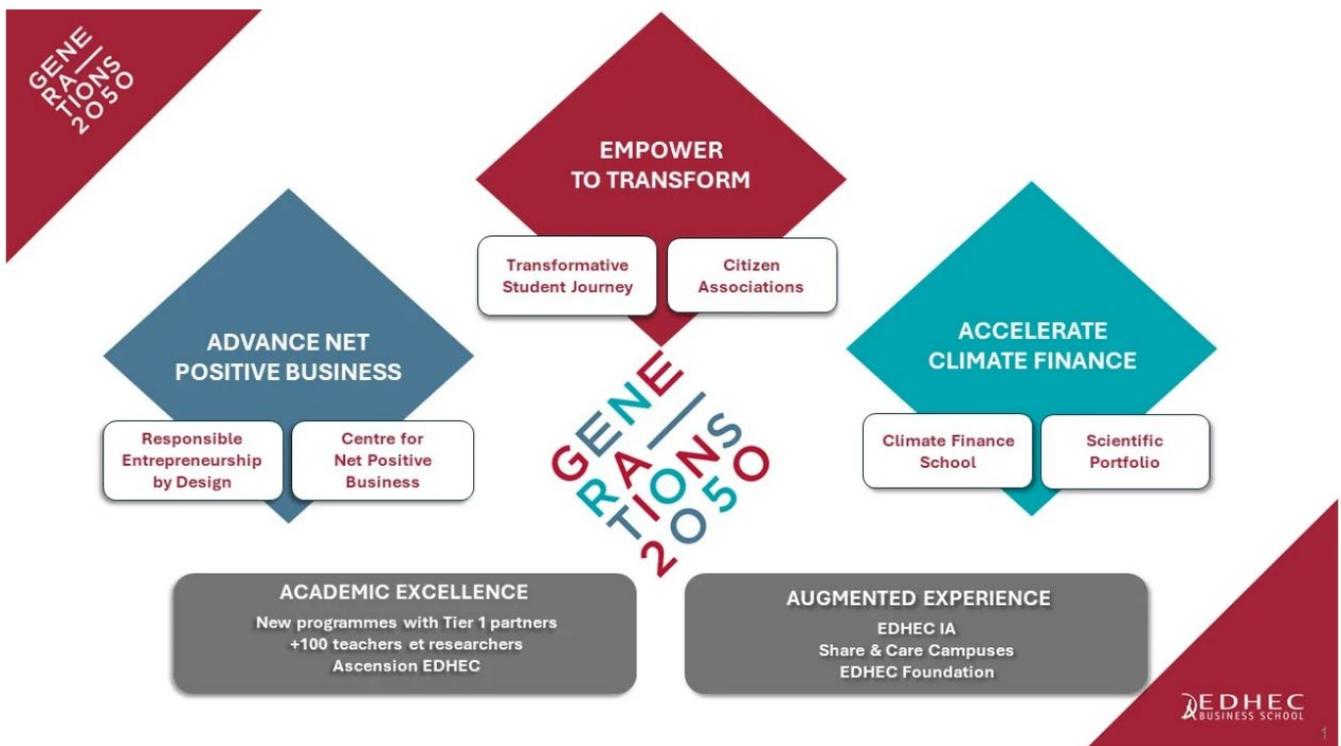
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EDHEC BUSINESS SCHOOL

EDHEC has stood out for over 100 years for its desire to contribute positively to the transformation of the world, by training insightful leaders capable of introducing new practices to business. Today, this acculturation is founded on the transmission of knowledge in fast-changing fields like law, sustainable finance and entrepreneurship. EDHEC's aim of opening up new horizons is also visible in the School's international dimension, which is the common point of all EDHEC programmes and cemented by the many prestigious alliances signed with partner universities and professional organisations around the world.

EDHEC Business School was founded in the early 20th century by industrialists in northern France. True to the humanist vision already driving the School's founders in 1906, EDHEC's raison d'être is to place business at the service of the common good. It's a project that the school is carrying out today thanks to "Générations 2050", its **2024-2028 strategic plan**, built for future generations.

As a business school, EDHEC considers that it has an essential responsibility towards its graduates. This mission is even more meaningful and necessary at a time when the world is increasingly affected by climatic, social and geopolitical transformations. It requires the school to make a daily commitment, together with its entire community, to making business the essential lever for the transition to a more diverse and inclusive society focused on the common good.



Thanks to the excellence of its teaching, its policy of social openness and its privileged links with the business world, EDHEC ranks among **the top 10 business schools in Europe**. We are recognised for our internationalised outlook and approach, our **high-quality teaching faculty** and our ability to appropriate contemporary subjects like AI, sustainable finance and diversity and inclusion. Operating as a higher education institution with a not-for-profit status, EDHEC is administered by various **governance bodies** intent on preserving our identity and ensuring our prosperity.

TOP 10

Business School in Europe

Financial Times, 2025

4th

Master in Management worldwide

Financial Times 2024

6th

Master in Finance

Worldwide
Financial Times, 2024

4th

GMBA on ESG criteria

Worldwide
Financial Times, 2024

2nd

BBA in France

Challenges 2026

1. INTRODUCTION

The world faces a series of major economic, societal, environmental and technological challenges of all types. Consistent with the humanist tradition intrinsic to the vision of its founders, the core purpose of EDHEC – to make a positive impact on the world – still drives our community today, and perhaps even more strongly than ever before. Our strategic plan, activities and initiatives are all driven by the single ambition to take action together for the benefit of future generations.

The EDHEC strategic plan details the profound transformation that the business school will embrace, and positions sustainable development at the core of its strategy.

THE 5 PILLARS OF OUR SD&SR POLICY



Diversity and Inclusion are key humanist values of our school. Diversity and inclusion are a major societal and economic challenge. They are factors of equity and equal opportunities, as well as mobilisers and positive transformation generators.

In 2016, EDHEC created the **Diversity & Inclusion Chair** lead by Prof. Hager Jemel-Fornetty. Since its creation, the chair has been developing and supporting transformation and awareness projects to give everyone, as individuals or within organisations, equal opportunities for integration and success.

The Chair draws on its academic expertise and field experience to develop and implement new methods and tools to advance inclusion and equity and contribute to social justice.

The Chair uses its academic expertise and field experience to assume a teaching and training role (awareness of sexist and sexual violence) for EDHEC students as well as business managers and employees.

The Chair also carries out applied research to be as close as possible to the needs of organisations and society.

In 2023, EDHEC has signed 'La Charte de la Diversité' : [Charte de la diversité](#)

2. PROFESSIONAL GENDER EQUALITY

Since its creation, EDHEC has been committed to promoting a working and learning environment based on respect, fairness and openness. The school considers diversity to be an asset and a driver of innovation, performance and cohesion.

In accordance with legal obligations¹, EDHEC is committed to respecting the principle of non-discrimination, providing regular training to those involved in recruitment, promoting professional equality between women and men, and publishing an **annual Professional Equality Index**.

The school has an available '**Equality, Diversity & Inclusion (EDI) policy 2024-2028**'.

This policy formalises EDHEC's current and future commitments and concrete actions in the areas of Equality, Diversity and Inclusion (EDI). It is in line with the **Diversity and Inclusion Charter** adopted by the school in 2023, in accordance with the UN's Sustainable Development Goals Sustainable Development Goals (SDGs).

It applies to all employees and, by extension, to interactions with students, particularly in the admission and assessment processes, in order to guarantee fairness and non-discrimination.

The aim is to ensure an inclusive and respectful working environment for everyone.

Governance

- The EDI policy is led by the Human Resources Department, in coordination with employee representative bodies.
- The Disability Committee monitors actions related to accessibility and support for employees with disabilities.
- The committees of the Central Social and Economic Committee (Professional Equality, Health & Safety, Training) contribute to the implementation and monitoring of EDI commitments.

Reporting and Evaluation

- Annual reporting to the Social and Economic Committee (CSE) and the Executive Management.
- Regular review of the policy to incorporate feedback and regulatory developments.

Consultation

- Ongoing dialogue with social partners on Equity, Diversity and Inclusion topics during Central Social and Economic Committee (CSEC) meetings.

¹ Articles L1132, L1131, L1141 et L1142, L1153, L5212 of the French Labour Code (principles of non-discrimination, training, professional equality and Index, harassment, disability)

2.1 Guiding Principles

EDHEC bases its EDI policy on the following principles:

- **Respect:** every individual must be able to develop in a safe, supportive environment, free from all forms of discrimination. The school promotes a climate of mutual respect, where everyone can be recognised for their uniqueness.
- **Fairness:** ensuring career paths that are accessible to all, based on equal treatment in terms of salaries, promotions and opportunities for advancement.
- **Diversity:** promoting recruitment based on skills and interpersonal skills, guaranteeing non-discrimination regardless of gender, origin, sexual orientation, disability, age or beliefs.
- **Awareness and respect:** EDHEC raises awareness among all stakeholders of unconscious biases, stereotypes and other forms of discrimination. It promotes a respectful working environment where everyone can express themselves freely and be heard.

2.2 Measures

EDHEC places EDI principles at the heart of its organisational practices. These commitments are reflected in concrete terms in HR policies, collective measures and interactions with all internal and external stakeholders.

2.2.1 Equity & Working conditions

Objective

To ensure equitable access to career paths, equal treatment for employees, and to create a working environment that promotes physical, mental and social well-being, while enhancing the overall performance of the institution.

Measures Implemented

- **Salary policy based on objective criteria:** EDHEC is committed to applying objective criteria for remuneration and to preventing and correcting pay gaps between women and men. A dedicated annual gross budget has been allocated over three years to reduce the gender pay gap.
- **Collective agreements:** remote working, the Value Sharing Bonus (PPV), and profit-sharing schemes. Draft agreements in progress: Quality of Life and Working Conditions (QVCT), career pathways and end-of-career arrangements.
- **Well-being and health**
 - On-site seated massage sessions for staff.
 - A 24/7 confidential listening and psychological support service.
 - Free and unlimited access to sports facilities (gym, swimming pool, group exercise rooms), with financial support for group sports classes provided by the Social and Economic Committee (CSE) or the Human Resources Department (HR).
 - Introduction of a Sustainable Mobility Allowance.
 - Free seasonal flu vaccination.
- **Work–life balance**
 - Flexible working hours beyond the standard core hours.
 - The option to donate RTT (reduced working time) days to support a seriously ill relative.
 - Recognition of carers: one day of leave, which may be taken in instalments, to support a dependent relative.

- **Accessibility and inclusion of people with disabilities**
 - Disability Committee and partnership with France Inclusion Handicap (dedicated support service for staff regarding RQTH status).
 - Facilitation of personalised workplace adjustments.
 - Campus accessibility.
 - Allocation of one day of leave, which may be taken in instalments, to attend medical appointments related to a disability.
 - Appointment of a disability representative on each of the three campuses.
- **“Employer Brand” survey and regular mechanisms for raising questions with the Social and Economic Committee (CSE).**

Indicators

- Proportion of employees with disabilities
- Gender Equality Index (Women/Men)

2.2.2 Diversity & Inclusion

Objective

To promote diversity in all its forms and to commit to a diverse and inclusive community, in order to strengthen the common good and enrich the educational and professional experience of the members of our community.

Measures Implemented

- **Cultural diversity**
 - Support for the integration of international staff: assistance with housing, French language learning for families, support with administrative formalities, and translation of contracts and HR communications.
 - Systematic translation of communications, General Meetings and events into English.
- **Generational diversity**
 - Regular monitoring of the age structure of the workforce to ensure balanced succession planning and proactive career management.
 - Agreement on career pathways and end-of-career arrangements.
- **Accessibility:** translation of EDHEC Celebrations ceremonies into sign language.
- **Professional equality**
 - Social dialogue on representativeness and professional equality.
 - Monitoring of the Gender Equality Index (men/women).
- **Diversity and Inclusion Research Chair:** organisation of workshops and training sessions, both internal and external, to raise awareness of inclusion issues and the fight against discrimination.
- **Prevention and response to sexist and sexual violence:** awareness-raising displays, a confidential reporting platform, support for victims, and mandatory training for new joiners.

Indicators

- Proportion of international employees
- Proportion of senior employees
- Percentage of women within governing bodies

2.2.3 Recruitment, Training & awareness-raising

Objective

To attract, train and develop talent from a wide range of backgrounds, while raising awareness within our community of diversity and inclusion. To value the diversity of career paths as a driver of collective enrichment and to prevent all forms of discrimination.

Measures implemented

- Inclusive and non-discriminatory recruitment, based on skills and interpersonal qualities.
- Gender-balanced recruitment panels for faculty positions to ensure fairness.
- Support for employees with disabilities (RQTH status) from the recruitment stage and throughout their career.
- Mandatory training modules for new employees: awareness of sexual harassment, awareness of sexist and sexual violence (SSV), Green IT, and remote working.
- *Emotional Intelligence & Leadership* programme (2023), aimed at fostering a respectful and inclusive working environment.
- Internal awareness campaigns on EDI topics via the “Sociabble” network and on RQTH through internal communication channels.
- Annual awareness calendar: Handi Day, Health Day, QVCT Week (Quality of Life and Working Conditions), SSV workshops, etc.
- Adoption of the manifesto against sexist remarks and sexual violence, complemented by dedicated training sessions and workshops.

Indicators

- Percentage of employees who have completed SSV training.
- Number of RQTH applications submitted.

2.3 Action Plan

ACTION	DEADLINE/ FREQUENCY	RESPONSIBLE
Equity & Working Conditions		
Review of the salary policy	Annual	HR / CSE Equal Opportunities Committee / Management
Measures to reduce the gender pay gap between women and men	Four-year plan 23/24/25/26	HR / Trade union delegation
Signing of a QVCT agreement	Q1 2025	HR Director / Trade union delegation
Signing of a professional development and end-of-career agreement	Q1 2026	HR Director / Trade union delegation
Introduction of a skills sponsorship scheme	Q2 2025 – continuation in 2026	HR
Implementation of an induction day for new joiners	Q2 2024 Twice per year per site	HR

Diversity & inclusion		
Company agreement on end-of-career support	Q1 2026	HR Director and trade union delegate
Organisation of themed lunches and awareness days (QVCT Week, Morning Boost, Spring Lunch, Pink October, etc.)	Monthly or annual	HR and Internal Communications
Establishment of discussion groups (Chat with the Dean)	2022 2 to 3 sessions per campus annually	Internal Communications
Recruitment & Training		
Development of new programmes in emotional intelligence	Scheme in place since 2022 Annual sessions	HR / CSE Training Committee
Roll-out of a VSS e-learning module and VSS workshops for all staff	2025 –	HR
Recruitment charter	To be implemented	HR
Awareness-raising		
Continuation of RQTH campaigns	Annual	HR / Communications
Continuation of RQTH campaigns	Annual	HR / Communications
Organisation of conferences and round tables with external experts by the Diversity Chair		

Indicators

Indicators	Current value – 2024	Target – 2028
Equity & working conditions		
Percentage of employees with disabilities	3% in 2023, 3.48% in 2024	6%
Gender Equality Index	89/100 in 2024, 91 in 2025	98/100
Gradual reduction of the gender pay gap	Increase of +4% over 2024/2025	Gradual reduction of the gender pay gap
Diversity & inclusion		
Percentage of international employees	20.3%	
Percentage of senior employees	20.5% in 2023, 31% in 2025	
Percentage of women within governing bodies	29% on the Executive Committee 60% on the OTC	50% on the Executive Committee / Management Committee
Awareness-raising		
Number of RQTH applications submitted	18 in 2023 21 in 2024 34 in 2025	

2.4 Other resources

- QVCT agreement (2025)
- Career path and end-of-career agreement (2026)
- Social report
- Gender equality index
- Employer Brand survey
- NAO wage policy note (2025)

3. STUDENTS GENDER EQUALITY

3.1 Guiding principles

Joining EDHEC is not only about academic excellence, it is also about enjoying a unique, respectful and caring student experience, building strong relationships and joining a community you can count on for the rest of your life.

EDHEC works to promote inclusion, equality and diversity through numerous specific programmes driven by its stakeholders, in association with the School's teaching and research activities, its Foundation, networks and collectives. Historic commitments for some and new combats for others that reflect the major causes of our time.

3.2 Equal opportunities

All talents must be able to pursue their dream and their studies.

EDHEC is fully committed to the fight against self-censorship and supports many secondary and higher education students through the mobilisation of its student volunteers, teachers and partners.

EDHEC deploys a variety of schemes to enable secondary school pupils and students to discover higher education and the ecosystem of a business school, encouraging ambition, giving them a glimpse of the possibilities for achievement and careers, and mentoring those who need it.

Our programmes are the following:

- EDHEC Talents : EDHEC Talents Lycées & EDHEC Talents Prépa
- Cordées de la réussite
- Aréli
- Entretiens de l'Excellence
- Partnerships with Foundations

EDHEC Talents programme

In 2023, EDHEC Business School launched its EDHEC Talents programme, which targets scholarship students in the general education and technology streams of sixth form colleges in the Lille area with the aim of guiding them through their academic and career choices, introducing them to the ecosystem of a leading business school (international environment, teaching style, etc.) and encouraging them to broaden their cultural horizons. Made possible by EDHEC Giving and the generosity of graduates, this project is built around two key events: a Summer Boot Camp hosted by the EDHEC Lille campus (masterclasses, a broad range of workshops, cultural visits, etc.) and an annual action programme (the personal experiences of working professionals, immersive programme experiences, etc.). If those involved in this scheme are subsequently admitted to the

EDHEC Pre-Master's competition or accepted into the EDHEC International BBA, they will receive personalised support throughout their studies (mentoring provided by an EDHEC alumnus, personalised monitoring by the Student Life team in conjunction with the programme management team and student mentor, the opportunity to receive specialist tutoring, etc.) The EDHEC Talents programme runs in conjunction with the ambitious EDHEC Talents Prépa scheme launched in January 2022 to help scholarship students succeed in preparatory classes ahead of business school entrance exams. This personally tailored programme provides 6 months of support for students, to include tutoring, practical preparatory workshops, campus immersion sessions and invitations to EDHEC events and conferences

To promoting diversity and equal opportunities in terms of access to studies and the professional world. EDHEC has tripled its budget for **scholarships** in 10 years. The objective to enable 40% of EDHEC students to benefit from financial aid by 2025, has now been achieved. This is a strong commitment to attract and encourage an ever greater diversity of talent.

EDHEC For All Scholarships

EDHEC is developing and strengthening the "EDHEC For All" programme in coordination with its Foundation in order to help diversify access to higher education. The aim of this programme is to help and support our students in financing their education.

As part of its contribution to building a more inclusive and supportive society, EDHEC has set up a study finance scheme that benefits the most disadvantaged students joining our Master's and BBA programmes.

"This programme is a response to EDHEC's determination to promote social diversity and ensure that any student with the talent to enter its programmes is not prevented from doing so by financial barriers", explains Anne Zuccarelli. Since the start of the 2022 academic year, the programme has been extended, and now allows those with the highest level of CROUS social scholarships to benefit from up to 100% funding of tuition fees. "

This programme is also supplemented by a discretionary grant scheme designed to provide one-off assistance to students experiencing the most testing circumstances", explains Anne Zuccarelli.

This proactive policy provides €13 millions in 2024-2025 of support to more than 1,300 students annually, and is increasingly supported by alumni and companies making donations through EDHEC Giving.

3.3 Diversity & Inclusion

EDHEC promotes diversity and inclusion through its admissions processes, as well as through numerous dedicated programmes linked to the School's teaching and research activities, its Foundation, and its networks and collective initiatives. Long-standing commitments for some, and new causes for others, reflecting the major challenges of our time.

Out in the field, these various actions are geared to reinforcing social integration, male-female equality, female empowerment, respect for gender, the acceptance of handicap, and the fight against harassment and discrimination.

Current Situation (2025)

EDHEC monitors gender distribution across academic programmes, including:

- Overall Pre-experience degree students: 48.6% women
- MiM students: 41.7% women
- BBA students: 54.3% women

A student Community in Action

The EDHEC student community works pro-actively to promote diversity and inclusion. It also strives to ensure project development, entrepreneurship, finance, leadership and more offer similar opportunities for women and men.

Almost 95% of students on EDHEC's Master in Management belong to an association. A large number of these associations are engaged in favour of inclusion, equality and diversity. And to make sure these subjects remain a priority for all on a day-to-day basis, various special initiatives are organised on our campuses throughout the year.

Student associations like Inspiring Women, Women in Finance and Evolve operate all-year round to help students overcome obstacles and act for diversity.

All EDHEC association presidents signed the charter of engagement for student responsibility in the fight against sexism and discrimination, introduced by the national office of management school students (BNEM), in partnership with the Conference of French prestigious Grandes Ecoles (CGE).

Beyond this symbolic and foundational act, all presidents work to set up new initiatives to further their commitment on this subject.

- All EDHEC student associations have appointed their own Inclusion and CSR officers.
- "Sentinel Students" are at your service in our various programmes. These students are trained with this issue and are here to help and guide you through your steps, in complete confidentiality.
- Student events are organized on a regular basis in order to mobilize the student community around these issues.
- Since 2014, EDHEC brings together companies and student associations for the Handi Day, an event that demonstrates to one and all that difference does not rule out ability. Original initiatives are proposed by the student associations to raise awareness among the EDHEC community.

EDHEC supports disabled students throughout their time at the school

EDHEC wants to go further than the requirements of France's Handicap Act of 2005. We are eager to promote understanding of the problems encountered by people with disabilities, not only among students, but also among the teaching faculty and EDHEC staff.

For many years now, EDHEC has been deploying substantial technical and human resources to meet the needs of students with disabilities. This proactive involvement from every part of the institution has made it possible to support students with disabilities with dedicated facilities at every stage of their studies (personalised support from a disability adviser, extra time for exams, etc.), as well as access to all aspects of student life (community life, international experience, work experience, academic studies, etc.). Similarly, the Lille, Nice and Paris campuses are also fully accessible to people with reduced mobility and impaired vision (lower washbasins, reducing the height of steps, creating orientation strips on the floors, etc.), and every year, all students attend awareness-raising information sessions on disability issues through initiatives such as Handi Day and the Diversity & Inclusion Springboard.

At the start of every year, the handicap officer receives all students who have requested compensatory measures for their handicap. The handicap officer also facilitates links with the School's various services to provide you with the best support during your time as a student: Career Center, Hub, Academic Affairs, etc.

Pushing back against sexist and sexual violence

EDHEC is fully committed to pushing back against sexist and sexual violence via: the creation of an online platform for reporting verbal or physical attacks on people (as a result of their gender, sex or sexuality) and a network of student watchdogs to provide signposting for victims or witnesses of SGBV, raising awareness among students with initiatives including a day-long session on SGBV issues at the start of the academic year (to help them recognise and understand this type of violence), promoting initiatives to combat gender inequality and discrimination, including the launch of a competition to design a poster highlighting the diverse forms that SGBV can take, and introducing dedicated psychological support services for students, including on-call sessions with a psychologist.



«To maximise the impact of these posters, I wanted to talk about the moment that precedes violent behaviour - the moment of consent - a commonplace situation in many everyday circumstances, but one we don't question enough when it comes to intimacy". Phoebé Piat, Grande Ecole Programme student and winner of the SGBV awareness-raising poster competition.

Changing perceptions through research

Recognising that research is essential for moving towards a fairer society, EDHEC Business School's research activities have been working for more than 10 years to provide insight into societal change and change perceptions within companies and during recruitment processes.

Testifying to its openness to all fields of knowledge and as early as 2016, EDHEC created the **Diversity & Inclusion Chair** devoted to diversity, inclusion and equality within companies, while the **EDHEC NewGen Talent Centre** endeavours to ensure that career choices are no longer influenced by gender.

3.4 Training & awareness-raising

Dedicated classes and programmes to raise awareness among students

Right from their first year at the School, EDHEC students are confronted with questions related to diversity and inclusion through dedicated classes integrated into our programmes. These initiatives do not just work on raising awareness, but also give each individual the knowledge and practical tools to function in both their career and personal life in a way that leads to a more inclusive environment.

✓ Involving students in considering how to fight discrimination

In association with the Student Engagement and Diversity unit, students set up a think tank around the initiatives that need to be put in place to better fight discrimination. The aim is to provide recommendations applicable on all campuses.

✓ Involving students in awareness-raising on disability

Each year, through the **Handi Day event**, students experience first-hand the issues related to disability. On this occasion, EDHEC invites companies to present the resources they have put in place to raise awareness, accommodate and support people with disabilities.

Whether it is through community projects or during the **first-year BBA SIP projects**, many are mobilising for diversity by including disability as a theme in their assignments.

The **EDHEC Diversity & Inclusion Chair**, headed by Prof. Hager Jemel, carries out awareness-raising and research activities to provide better support for students and companies and strengthens the school's commitment to the subject of disability.

Because diversity is not an obstacle to competence.

✓ **Classes and projects to acquire knowledge and develop thinking**

All BBA students attend classes geared towards diversity and inclusion to help them identify different types of discrimination, whether linked to gender, sexual orientation, social origin or religion. The Human Resources track deals specifically with these topics and goes into detail on inter-group relations, stereotypes, harm, group norms and male-female equality within companies.

Every year, EDHEC Business School hosts the **Diversity & Inclusion Springboard** on its Lille campus: a day-long event devoted to raising Pre-Master's students' awareness of the challenges around inclusion and diversity, particularly in professional settings. The 1st edition brings together more than 600 students from the Grande Ecole Programme. Organised and hosted by the Diversity and Inclusion Chair, this seminar day gives students the opportunity to work on case studies provided by partner companies around the issues involved in ensuring the inclusion of employees whose characteristics (physical, gender, disability, religion, age, sexual orientation and/or ethnicity) may be subject to discrimination. The Diversity & Inclusion Springboard aligns fully with the initiatives of the Diversity & Inclusion Chair, whose ambition is to help individuals and organisations cultivate inclusive and non-discriminatory behaviour and environments

Raising awareness on diversity and inclusion at work

The Tremplin D&I has brought students, companies, and diversity specialists together every year since its conception in 2020.

- An annual awareness-raising event open to 650 students in the first year of the pre-masters Grande Ecole programme.
- An innovative approach based on the problems encountered by partner companies that supports exchanges between students and organisations.
- Objectives:
 - ✓ To raise awareness among students about diversity through reflection, exchange, and empathy.
 - ✓ To reinforce their inclusive behaviours using concrete cases from partner companies.
 - ✓ Topics vary depending on the edition: Sexist and sexual violence (SSV), cyber-bullying, intergenerational conflicts, neurodiversity, etc.

Raising awareness on sexual and sexist violence

The "**Sexual and sexist violence: step up and stop it!**" workshop is an awareness-raising tool against sexual and sexist violence (SSV) conceived using an experiential learning approach

- Awareness workshops based on an experiential pedagogic card game co-constructed by students, alumni, scientists, EDHEC staff, and experts, then adapted to the student environment.
- Provided to more than 2,300 incoming students at the beginning of each academic year.
- Objectives:
 - ✓ To raise awareness among students about SSV in the student environment
 - ✓ To publicise EDHEC's measures to combat SSV
 - ✓ To distribute this educational tool to other institutions

Taking action against harassment

EDHEC applies a zero-tolerance policy to all forms of harassment. Our teams are specifically trained to understand, prevent and react against violence, whether sexual, racist or homophobic in nature.

✓ **Reporting platform for victims and witnesses**

Because the first step is to free the voice of victims, EDHEC has set up an anonymous reporting platform dedicated to the fight against harassment in partnership with legal and medical experts ready to act.

This multilingual platform is available to all students. Its role is to listen in these cases of harassment, but more generally to support all the students daily whatever the difficulties encountered.

✓ **Putting a stop to harassment**

EDHEC Business School is committed against harassment. Witness or victim, you have the possibility of depositing the account of the facts encountered on our anonymous platform.

4. ACADEMIC & RESEARCH GENDER EQUALITY

4.1 Guiding Principles

As a research-intensive business school, EDHEC recognises that gender equality in academia is a key driver of excellence, innovation and impact. Academic diversity strengthens research quality, enriches pedagogical content, enhances institutional performance, and contributes to more inclusive and socially relevant knowledge production.

Gender equality in research is addressed through three complementary dimensions:

- Equal career progression and representation within the faculty
- Equal access to research funding and leadership roles
- Integration of the gender dimension in research and teaching content when relevant

4.2 Faculty Representation & Career Progression

Current Situation (2025)

EDHEC monitors gender distribution across academic grades and responsibilities, including:

- Full Time Faculty: 36.5% women
- Head of Faculty: 60% women

The School acknowledges that gender imbalances may persist, reflecting structural challenges observed across higher education institutions internationally.

Objectives (2024–2028)

- Increase the proportion of women among Full Time Faculty.
- Improve representation of women in research leadership roles.
- Ensure gender-balanced shortlists for faculty recruitment processes where the candidate pool allows.

Target 2028 (to be confirmed based on updated data):

- Minimum 40% women among Full Time Faculty.

Measures

- Transparent and standardised evaluation criteria for academic promotion.
- Gender-balanced promotion outcomes where possible.
- Identification, mentoring and sponsorship of high-potential female faculty members.
- Leadership development and succession planning opportunities for women in academia.
- Gender diversity in recruitment and selection committees, whenever feasible and without creating disproportionate service or administrative burdens for underrepresented faculty members.

- Monitoring of gender distribution in research funding, workload allocation, and leadership roles.
- Regular monitoring of well-being and inclusion indicators across faculty, including gender and other diversity dimensions where legally appropriate.

4.3 Research Funding & Project Leadership

EDHEC ensures equitable access to research resources and funding opportunities and regularly monitors gender distribution in research leadership.

Monitoring

The School monitors gender representation:

- Research Chair leadership: 43% women leadership
- European and national project applications (e.g., ANR, EU programmes): 32% led by women
- European and national funded projects (e.g., ANR, EU programmes): 14% led by women

The School recognises that disparities in funded projects may require targeted support mechanisms.

Objectives (2024–2028)

- Support female faculty in applying for competitive funding, including European programmes such as Horizon Europe.
- Strengthen mentoring and peer-support mechanisms for grant preparation.

Measures

- Targeted support and visibility initiatives to promote female research leadership.
- Grant-writing support and peer feedback mechanisms where appropriate.

4.4 Gender Dimension in Research Content

In line with the expectations of the European Commission, EDHEC promotes the integration of the gender dimension in research content whenever academically relevant.

Faculty are encouraged to assess, at proposal stage, whether a gender perspective is relevant to research design, data collection, analysis, and dissemination.

The Diversity & Inclusion Research Chair contributes to advancing research on gender equality, discrimination, inclusive leadership, and workplace equity, reinforcing EDHEC's institutional commitment to responsible and inclusive research practices.

CONCLUSION

This Gender Equality Plan includes not only gender equality discussion but diversity & inclusion values on a more general landscape as those values are core for the school.

Professors and researchers, students, alumni, partners, institutions ... all of EDHEC's communities support the School in achieving its goals of making useful contributions to society and inspiring societal change, training students and graduates keen to actively engage with the major transformations affecting the world, and producing research with a marked impact on industry and capable of changing the business world.

This Gender Equality Plan extends beyond gender-related matters to embrace diversity and inclusion more broadly, reflecting values that lie at the very heart of the School's identity and mission.

Professors and researchers, students, alumni, partners and institutional stakeholders — all members of EDHEC's community — play an active role in supporting the School's ambition to make meaningful contributions to society and to drive positive societal change. Together, we are committed to educating students and graduates who are prepared to engage proactively with the major transformations shaping our world, and to producing research that delivers tangible impact for industry and contributes to the evolution of business practices.

Through this Plan, EDHEC reaffirms its determination to foster an inclusive, equitable and responsible academic environment, ensuring that excellence and diversity go hand in hand in shaping the leaders of tomorrow.