

GENDER
EQUALITY
PLAN

2021-2023



EDITORIAL

The promotion of gender equality is a priority for Université Côte d'Azur as well as for higher education and research, which must be exemplary. Parity already exists among our staff, instances and our selection committees. But differences remain in the social representation of the roles of women and men with consequences in terms of careers, responsibilities and sometimes orientation towards different education sectors. Our responsibility is to propose innovative actions based on research results to promote equal opportunities and treatment between men and women.

Université Côte d'Azur is committed to making gender equality even more concrete through its research, training and this transversal gender equality plan which mobilizes its governance and all of its services. This first gender equality plan, planned for a period of three years, consists of 5 priorities areas and 28 actions that will allow visible and quantifiable progress in gender equality.

Certain actions will contribute to implement the comparative situation of men and women in our organization. Others aim at understanding and fulfilling inequality or at guaranteeing equal treatment for each person evolving in our University. Finally, actions will encourage diversity in degree programs.

This action plan, like any progress in favor of gender equality, requires the mobilization of the entire community and will benefit everyone. The university's contribution to a more inclusive and equitable society is not limited to its employer's function. This is why we are also committed to instilling our policy and the knowledge produced by research in our territory and beyond by actively participating in regional, national and international projects in favor of gender equality and the prevention of discriminations.

Jeanick Brisswalter
Président d'Université Côte d'Azur

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A-INTRODUCTION

Even though considerable progress has been made in achieving equality of rights and status between women and men thanks to public policies, feminist movements, and the action of different associations, inequalities persist, and statistics show a significant gender gap: lower wages for women, career differences, and low representation of women in all the highest decision-making bodies including in higher education and research. National statistics show that higher-level jobs remain out of reach for women who are still, for example, more frequently associate professors (46%) than tenured professors (26%), even if the proportion of women has increased in the last 25 years (12% in 1992). Very few women have been appointed at the head of universities or research organizations, even though the government claims that equality has practically been achieved among rectors. Much improvement is also still needed in the way higher education deals with gender-based violence and discrimination. National surveys (notably the survey on the living conditions of students conducted by the Observatory of Student Life, University VIRAGE, Defenders of Rights) show a much higher rate of actual cases of gender-based violence than of cases formally reported.

Following the 2018 agreement on gender equality in the civil service, [the law of August 6, 2019 on the transformation of the civil service](#) requires **all public employers to draft a three-year gender equality action plan**. Universities, research organizations and public higher-education institutions under the supervision of the Ministry of Higher Education, Research, and Innovation (MESRI) have committed to developing such a plan.

The objective of this new requirement is to establish a framework and consistent guidelines for all actions carried out to promote gender equality in the workplace. To achieve this goal, all public employers are implementing an action plan to ensure that all employees are covered by these measures regardless of the size of the institution that employs them. Before drafting the plan, a baseline assessment was required to compare the situation of women and men within the administration. The plan was then drawn up by the institution's executive team with the participation of the various departments involved in equality policies (human resources, legal affairs, scientific departments, etc.), and trade unions.

¹ Key ESRI figures on gender equality



The contents of the action plan are outlined in article 80 of the law of August 6, 2019 and in [the formal reference documents provided by the DGAFP](#). They include the commitments made by the institution, the objectives to be reached, the indicators for monitoring and evaluating progress, the resources and tools supplied and the implementation schedule.

Among the equality measures that need to be considered a priority when developing and implementing the action plan, article 80 of the law of August 6, 2019, stresses the importance of **addressing gender-based violence**. Thus, an article 6.4 A was added to the general requirements for civil servants. It provides for the obligation for all administrations to set up a system for reporting and handling cases of gender-based violence and discrimination. The procedure for setting up this system is described in [decree no. 2020-256 of March 13, 2020 relating to the system for reporting acts of violence, discrimination, harassment and sexist acts in civil service and in the charter for reporting and processing situations of sexual violence, discrimination, sexual or moral harassment and sexist acts drafted by the General Directorate for Civil Service Administration \(DGAFP\)](#).



B-UNIVERSITÉ CÔTE D'AZUR

B1-Presentation

Université Côte d'Azur (UCA) is one of the leading French universities. Recognized as an initiative of excellence (IDEX) in 2016, it unites the main research and higher-education institutions of the Côte d'Azur (Villa Arson, IFMK, CIRM, ERACM, CHU Nice, IUT, OCA, CNRS, INSERM, INRA, INRIA). Université Côte d'Azur is committed to pursuing transformation and achieving excellence with the aim of ranking among the top research-intensive universities while maintaining strong regional roots and an international outreach. Université Côte d'Azur employs close to 3,000 employees active in research, innovation, and education and has an enrolment of 32,000 students each year.

<http://univ-cotedazur.fr/fr/university/university#.W835lccYgnc>

Université Côte d'Azur is strongly committed to the implementation of a **comprehensive, ambitious, and innovative policy in favor of gender equality**.

Continuous improvement of our practices, awareness-raising, and mainstreaming are key aspects of our strategy in this respect. Our actions focus notably on identifying and preventing gender-based inequalities and discrimination, promoting equality in the workplace and diversity in our institution, and combatting gender-based violence. Thanks to our proactive efforts in these areas, we are recognized regionally and nationally as one of the main champions of gender equality.

B2-Governance of the gender equality policy

BACKGROUND

Spearheaded by the University of Nice Sophia-Antipolis (UNS) and Frédérique Vidal, who was president from 2015 to 2017, a gender parity project was entrusted to Emilie Souyri and Frédéric Mouzaoui. **Its purpose was to develop a gender equality policy that involved the organization of awareness-raising activities and collaboration with national networks** such as the Standing Committee of Equality and Diversity Officers of Higher Education and Research Institutions (CPED).

UNS worked with CNRS to implement actions to address gender-based violence (GBV), such as a forum theatre. A prevention campaign was also launched and a network of GBV contact persons was created. In addition, UNS hosted and orga-



nized the CPED congress, which contributes to the coordination of national policies for the prevention of Gender-Based Violence within universities.

Following the creation of Université Côte d'Azur, UCA president Jean-Marc Gambaudo and UNS president Emmanuel Tric decided to broaden the scope of actions promoting gender equality to all UCA components. To achieve this goal, they created the UCA equality project in January 2018 (which replaced the gender parity project) under the supervision of the vice-president, Sophie Raisin, and with Véronique Van De Bor as project manager. The UCA equality project covers staff, faculty, and students. Its purpose is to instill a shared culture of equality among all UCA components by developing innovative and ambitious actions, by uniting all those who contribute to greater equality in the university and pooling their actions, and by encouraging local, national, and international partnerships.

Through this project, UCA is devoting significant resources to equality and the prevention of gender-based violence:

- **UCA created the UCA equality network** whose members represent the different components of UCA and its students. The role of the equality network is to identify needs, carry out concerted or joint actions, share information, and communicate within UCA and beyond. The network was instrumental in creating the equality week (an annual event around March 8 that brings together awareness-raising actions organized by different components and student associations in a joint program).
- **UCA is involved in several networks and has developed partnerships** notably with the Alpes-Maritimes Equality Club, sponsored by the Secretary of State in gender equality and inclusion. UCA hosts the "Boy's Day-Girl's Day" jobs fair designed to promote gender equality in career choices among high school students. Partnerships have also been developed with non-profit networks, business networks, and with the local authorities for the purpose of sharing resources, tools, and events (Alter-égaux Consulting Agency, IBM, Nouv'Elles, student associations, CIDFF06, Refuge 06, the French health insurance company MGEN, the Nice Côte d'Azur Metropolis).
- **UCA has expanded its participation within the CPED** by becoming a member of its Executive Board and by participating in different working groups regarding GBV training, and the equality plan.
- **UCA has been communicating about its actions internally and externally and has created a website entirely devoted to gender equality for the purpose of raising awareness among the various UCA audiences and disseminating all the actions and initiatives organized within UCA.**

<http://app.univ-cotedazur.fr/egalitefemmeshommes>



- **UCA has increased the number and diversified the types of training programs** offered on issues of diversity, the prevention of gender-based violence, and the risks associated with discrimination tied to gender stereotypes: mini-conferences, conferences, debates, cinema, theater, and a forum theater.
- **In 2018, UCA set up a unit to counsel and offer support to staff and student victims and witnesses of gender-based violence (GBV)** and organized an annual awareness campaign..
- **UCA introduced a procedure to register students under their preferred name** and to reissue UCA diplomas after a name change.
- **UCA showed its commitment by signing the convention for communication without gender stereotypes with the High Council for Equality and by encouraging its partners (Côte d’Azur Observatory and CNRS) to make a similar commitment.** UCA has also developed tools to communicate about the convention.

All these actions allowed UCA to be designated “Orange Day champion” by the UN Femmes France committee in 2018 and to be ranked among the leading universities in preventing and responding to gender-based violence and discrimination (UNEF, 2020).

KEY ROLES AND ASSIGNMENTS

In January 2020, the newly elected UCA president, Jeanick Brisswalter, decided to give institutional weight to the issue of gender equality and inclusion and therefore **appointed Véronique Van De Bor vice-president in charge of social policy, equality, and diversity.** She is in charge of deploying a wide-reaching inclusive policy for the student community, staff, and faculty in coordination with the VP-HR and Organizational Development, the VP-Health, the VP-University Life, the VP-Doctoral and Postdoctoral Policy, the VP-Education, and the VP-Research.

Within this context, she is working more particularly on **strengthening the institution’s equal opportunity HR policy** and integrating the university’s inclusivity policy into all HR processes, from recruitment to training and career development.

She is responsible for setting up an action plan and performance indicators for gender equality in collaboration with Sabrina Loufrani, VP- HR and Organizational Development, with the assistance of Anne Khoury, the HR Development and Resources General Director, Sylvain Di-Giorgio, the HR Director, and the services of the HR Department.



ACTION PLAN MONITORING AND EVALUATION

The university governance is fully engaged in developing and implementing the action plan. It has been working for several months on implementing a far-reaching and innovative **university-wide gender equality plan** in line with UCA's commitments. Université Côte d'Azur's policy for fighting discrimination and promoting equal opportunity is a key component of the university's 2021-2025 strategic plan, which outlines the major political and operational directions in which the University intends to develop, expand its outreach, and engage the entire community in the coming years.

A project group was set up to provide a baseline assessment as comprehensive as possible. The group has met regularly since May 2020. It includes Sabrina Loufrani, the VP-HR and Organizational Development, Véronique Van De Bor, the VP-Social Policy, Equality & Diversity, Anne Khoury, the HR Development and Resources General Director, Sylvain Di-Giorgio, the HR Director, and Stéphane Ingrassia and Nicolas André, managers of the HR steering unit. Their task was to define the indicators to be used for the university's self-assessment and to evaluate the policy that UCA is committed to carrying out in the years to come. On a wider scope, UCA took part in the ministerial committee in charge of monitoring gender equality action plans and led a working group on the development of action plans organized in the framework of the CPED (Standing Committee of Equality Officers).

To assist with the drafting of the baseline assessment and the action plan, the project group included Betty Bonhomme, mobility and career advisor in the HR department and Christine Perrey in charge of Quality of Work Life (QWL) within the QWL division of the HR department.

The project team believes that dialogue with student and faculty representatives is an essential prerequisite for the successful implementation of our action plan. This implies taking the time, not only to obtain support from the university governance, but also to consult the trade unions and student associations and involve them in working groups on the different themes provided by the ministry to help develop the action plan. Four working groups were organized with trade union representatives and subject-matter experts from the different employee categories to work on the five themes proposed in this action plan. This allowed the project team to take into account the priorities and expectations of the university community and to write an action plan in agreement with the values of the entire staff.

The action plan was approved by the Health and Safety Committee (April 8, 2021), the Technical Committee (April 19, 2021), and the Executive Board (April 15, 2021).



With the objective of continuous improvement, work will be pursued to ensure that a report can be presented at the end of the three-year period to these committees and to the board on the actions carried out and the progress achieved due to the action plan. A committee should also be set up with the trade unions to monitor implementation of the action plan within the university; it will meet three times a year. A collaborative web platform will be created to efficiently share information and progress of the working groups. The monitoring committee will give an annual report showing progress made in implementing the plan. Finally, to ensure that the entire university community is committed to issues of gender equality, broad consultations will be organized in the form of surveys, suggestion boxes, and participatory workshops.

It is important that all UCA members be kept informed of all the actions carried out. The equality network will serve that purpose.

The implementation of gender equality policies obviously requires a better representation of women in the consultation and decision-making bodies and processes that determine key organizational strategies. Decree 2017-1201 of July 27, 2017, and the circular of January 5, 2018, provided for the obligation to ensure gender diversity in the lists of staff representatives presented as candidates in professional elections: the number of women and men candidates in these lists must correspond to their share in the payroll of the institution supervised by the technical committee.

Beyond this obligation, in order to promote the equal participation of women and men in social consultations, any working group or think tank involving staff representatives must have an equal number of women and men. Likewise, the administration must ensure the diversity of its representatives in these groups.

INFORMATION (INTERNAL AND EXTERNAL COMMUNICATION)

Our gender equality policy is clearly presented on our website as one of the ten good reasons to join Université Côte d'Azur.

<https://univ-cotedazur.fr/travailler-a-universite-cote-d-azur/decouvrez-les-10-bonnes-raisons-de-nous-rejoindre>.

<https://univ-cotedazur.fr/responsabilite-ethique-et-universitaire/egalite-femmes-hommes-1>.

The action plan is published on the university website page devoted to gender equality. The details of the action plan are available on the intranet. It is distributed to staff through the institution's newsletter and HR news. Our action plan will also be presented to the UCA equality network to ensure better coordination of our



actions between UCA component institutions but also to support the implementation of our equality policy. Finally, the action plan will be communicated outside the university and through the Alpes-Maritimes Equality Club, which includes companies, non-profits, and local authorities.

While the commitment of all staff members is required to advance gender equality, strong support is particularly needed from the university's top faculty and staff to ensure effective implementation of the gender equality policy. Systematic training on issues of gender equality in the workplace must therefore be given as a priority to managers at all levels and to the heads of departments or projects.



C-GENDER EQUALITY ACTION PLAN

The action plan is based on the figures of the 2019 UCA social report. The method chosen was to carry out a detailed self-assessment in four areas: pay gaps, careers, work-life balance, and measures to prevent GBV and all forms of discrimination. Results were then compared with the national figures communicated by the DGAFP. This helped us identify our strengths and our areas for improvement in terms of gender equality. This document details the results of our analyses and is presented as a comparative baseline assessment followed by a description of the actions that we intend to implement over the next three years in order to reduce gender inequality.

The action plan is organized around 5 main themes:



For each theme, the baseline is presented followed by an action plan. Each action includes the objectives to be achieved, the progress indicators, the means provided, and a tentative timetable.

1

THEME 1:
Evaluate,
prevent and,
if necessary,
close pay gaps
between women
and men





Based on the average observed for the year 2019 and from 2020 payroll information, UCA has 3,088 employees, including 1,858 permanent and 1,230 contract employees. Among the permanent employees, 1,145 are faculty and 713 are administrative and technical staff members (Figure 1). Women account for 49.2% of all permanent employees, i.e. 915 employees, while their share in all French universities is 50.9% (all universities whose pay is managed by the French Public Finance Department). At UCA, 470 women are faculty members and 445 women hold administrative and technical positions. Men account for 50.8% of permanent employees, i.e., 943 employees of whom 675 are faculty and 268 are administrative and technical staff members.

Among contract employees, 522 are faculty and 708 are administrative and technical staff members. Women account for 57% of contract employees. Comparable figures are not available at the national level.

Only 50% of administrative and technical staff members have an identified job for which a baseline assessment could be carried out for our study..

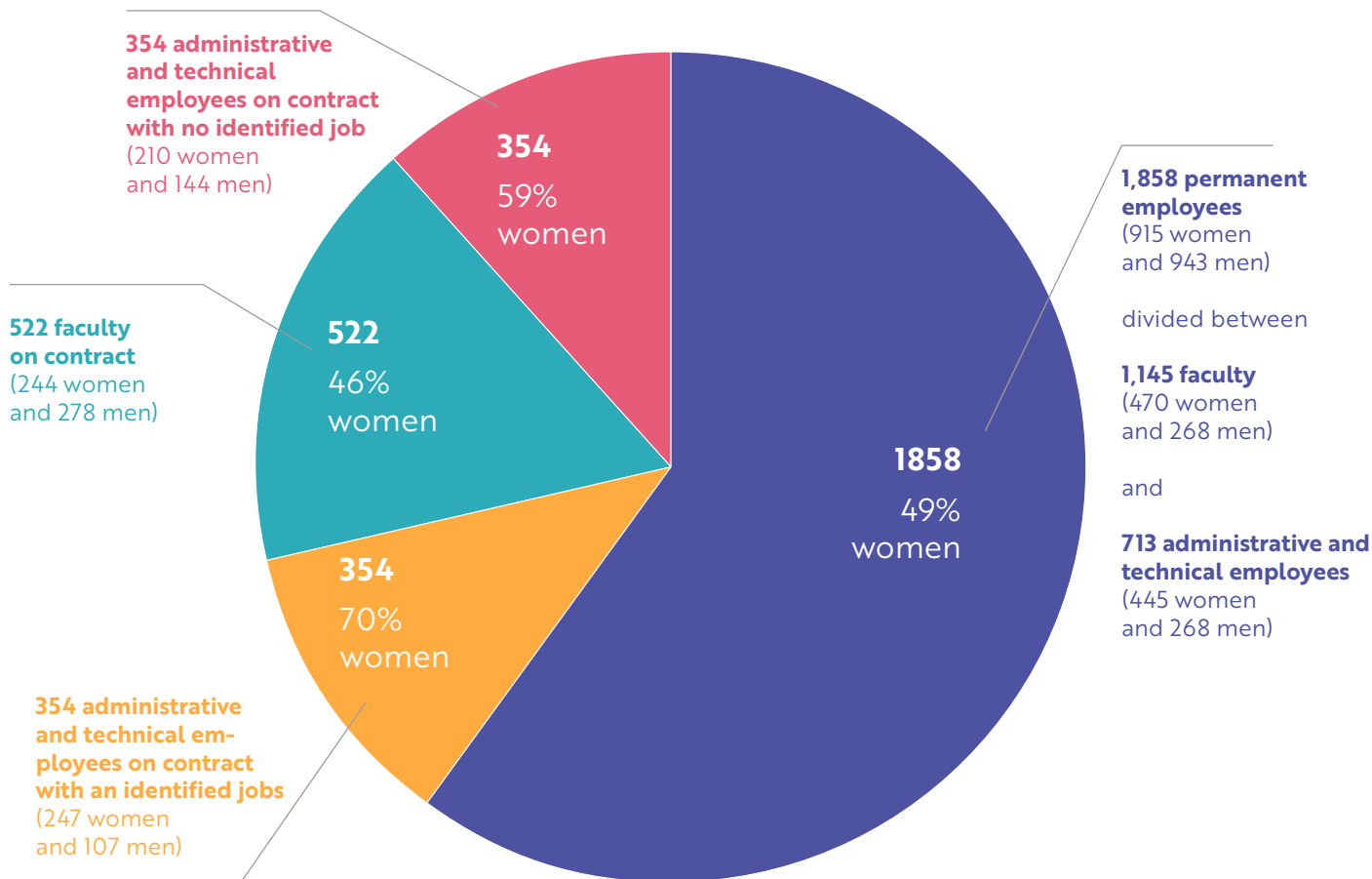


FIGURE 1: SHARE OF WOMEN AND MEN AT UCA AMONG PERMANENT AND CONTRACT EMPLOYEES



ANALYSIS OF PAY GAPS AMONG ALL PERMANENT STAFF BY GENDER

The pay level is a key factor of recognition and equality for all staff. The measurement and detailed analysis of the observed differences in pay between women and men must therefore be followed by the mobilization of the different levers that will ensure that these differences are corrected.

It is interesting to note that women and men are equally represented within the university at large: 48% of men and 52% of women.

However, we notice that the total amount expended on men's salaries is higher, with a difference between the two sexes that stands at 16.9 million euros for the year 2019 (Graph 2).

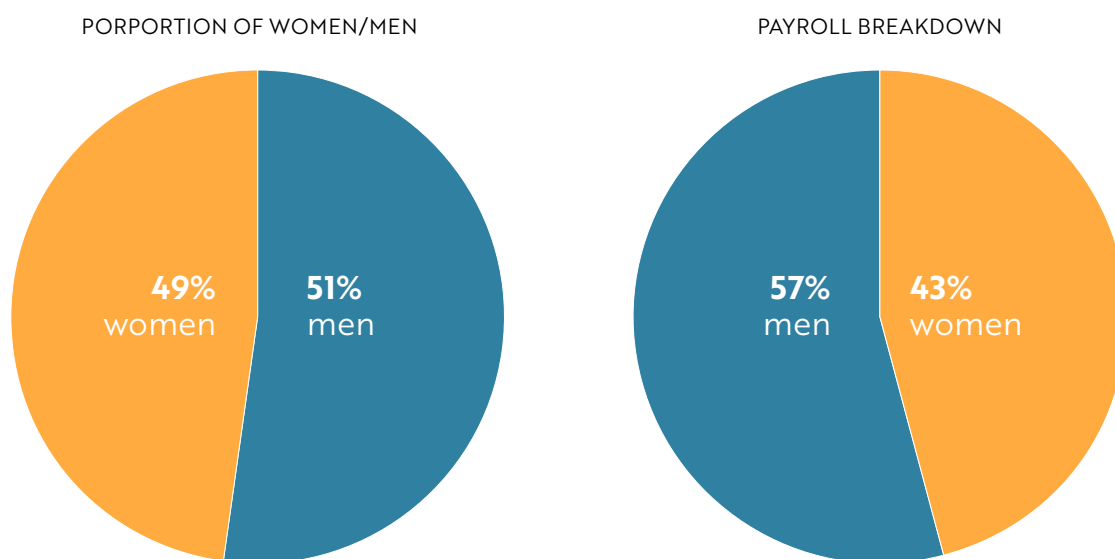


FIGURE 2: PAYROLL BREAKDOWN BETWEEN WOMEN AND MEN FOR THE YEAR 2019

Pay gaps were analyzed using data provided by the DGAFP-DESSI software for the year 2019. The software provides a list of all the permanent positions filled during the year by all UCA employees. For each position, the data show the pay earned including the gross indexed salary, the residence allowance, and the bonuses and various allowances (excluding the family salary supplement and home-work travel refunds). Civil service statistics (DGAFP-DESSI) show the breakdown of pay gaps and notably the share representing part-time work, professional segregation, bonuses, and demographic effect according to gender. They cannot be used, however, for evaluating the pay gaps of contract staff because they are based on the civil service professions, ranks and levels. Finally, it should be noted that UCA is a pioneer among universities in using these statistics.

Our analysis was conducted on 27 civil servant professions within several sectors (EC,



ENS, BIATSS, and AENES) corresponding to a workforce of 915 women and 943 men. This corresponds to 888 full-time equivalent jobs held by women and 937 by men. Women more frequently work part time than men, with an average part-time rate of 97.1% (Theme 3 concerning work-life balance presents a detailed analysis of these figures). Among the 27 professions analyzed, around 6 (mainly in the ATSS sector) were included in the overall assessment but not in the more detailed analysis.

They were excluded because the small number of people involved would make it possible to identify them. These include social service assistants, social advisers, nurses, engineers from the Ministry of Defense, certain types of professors (physical education or vocational high-school professors admitted twice to the agrégation examination) and dentistry professors.

On average, women's gross pay is €3,277 per month and men's is €4,167, all positions combined. The monthly pay gap between men and women at UCA is €890 to the disadvantage of women (or 21.4%) compared with €754 nationally.* The pay gap was broken down and analyzed using DGAFP-DESSI statistics.

The gross monthly salary in full-time equivalent is €3,375 for women and €4,195 for men. The pay gap is €820 compared with €695 nationally.* Thus, the greater proportion of women working part-time than men leads to a part-time effect of €-70 within UCA and €-59 at the national level.* The average rate of men working part time is practically the same at UCA and nationally. Part-time work is slightly more frequent for women at UCA than at the national level (difference of 0.2 points). Consequently, the effect of part-time work on the pay gap is somewhat greater at UCA (see also theme 3).

ANALYSIS OF THE PAY GAP BREAKDOWN

The average monthly pay gap of €820 in favor of men on a full-time equivalent basis can be explained by three effects:

First, the effect of professional segregation, which is the fact that women and men hold jobs at different positions and hierarchical levels.

A significant part of this segregation is vertical in the sense that it stems from the unequal access of women and men to certain professions and ranks. The effect of professional segregation accounts for most of the difference, i.e., €706 (86.1%). This ratio is 84.8% (589 €) at the national level, which means that the presence of women in the professions with the highest salaries is slightly lower at UCA than at the national level.

² This is not the actual number of employees per year, but the number of monthly pay slips per year divided by 12. Employees present for only part of the year thus count in proportion to the number of months of presence

* DGAFP data were used to calculate the average of university wages nationally, however these include professions not represented within UCA, which consequently causes distortions. Examples of professions not represented at UCA but present at the national level: astronomers, vocational high-school teachers, cultural heritage curators, English-speaking psychologists, etc.

³ Corrected for the number of working hours.



Second, the demographic effect within professions, i.e., women on average have jobs at a lower level within the same profession. This second reason is associated with career length and therefore indirectly with age. The demographic effect accounts for -€93 (11.3%) of the pay gap compared with -€90 at the national level, which means that in the same profession at UCA, a woman earns 93 euros less than a man and at the national level a woman earns 90 euros less.* Demography within civil service professions has a negative impact by increasing the gap by €93. This includes a demographic “basic salary” effect of €85 and a demographic “bonus” effect of €8.

Third, the bonus effect within the same profession, rank, and level (at the same career level) accounts for €21 of the difference at UCA, compared with €16 at national level.*

This analysis shows that part-time work, professional segregation, the demographic effect, and the bonus effect are all unfavorable to women both at UCA and at the national level.* **Thus, most of the total full-time equivalent pay gap can be explained by the fact that women are proportionally less present in better-paid professions.**

This analysis provides a first indication of the average gap in gross earnings between female and male permanent employees within UCA in 2019. **Although the principle of gender equality is an obligation for civil servants and their salaries are defined on the basis of an index scale, the average gross monthly pay gap between female and male permanent staff is 19.5% (or 820 euros) after controlling for part-time work and remains largely to the disadvantage of women.**

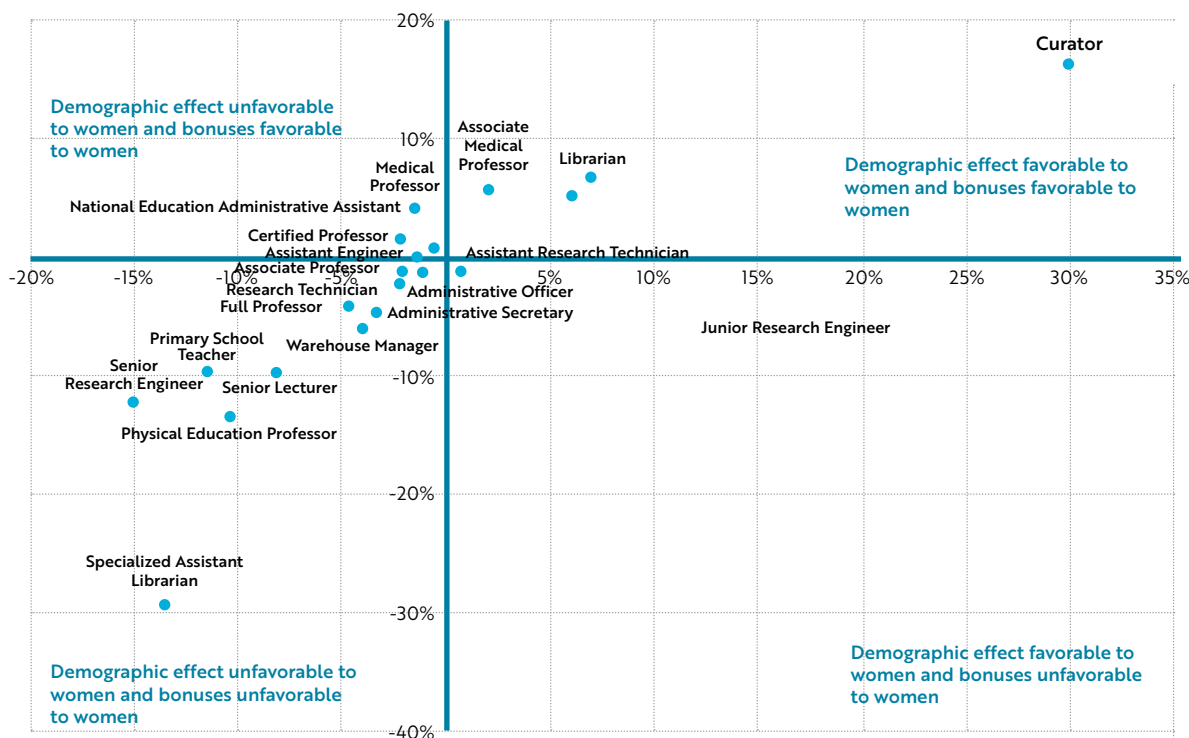


FIGURE 3: DEMOGRAPHIC AND BONUS EFFECT ON WOMEN’S PAY ACCORDING TO PROFESSION

ANALYSIS OF THE PAY GAP BREAKDOWN BY PROFESSION

It is interesting to analyze the pay gap by profession. We notice that there are considerable differences between professions (Graph 2, 3, 4, and 5). In some professions, women and men have the same pay level or it is slightly higher for women while in other professions pay levels are very largely in favor of men.



Professions with pay levels in favor of men:

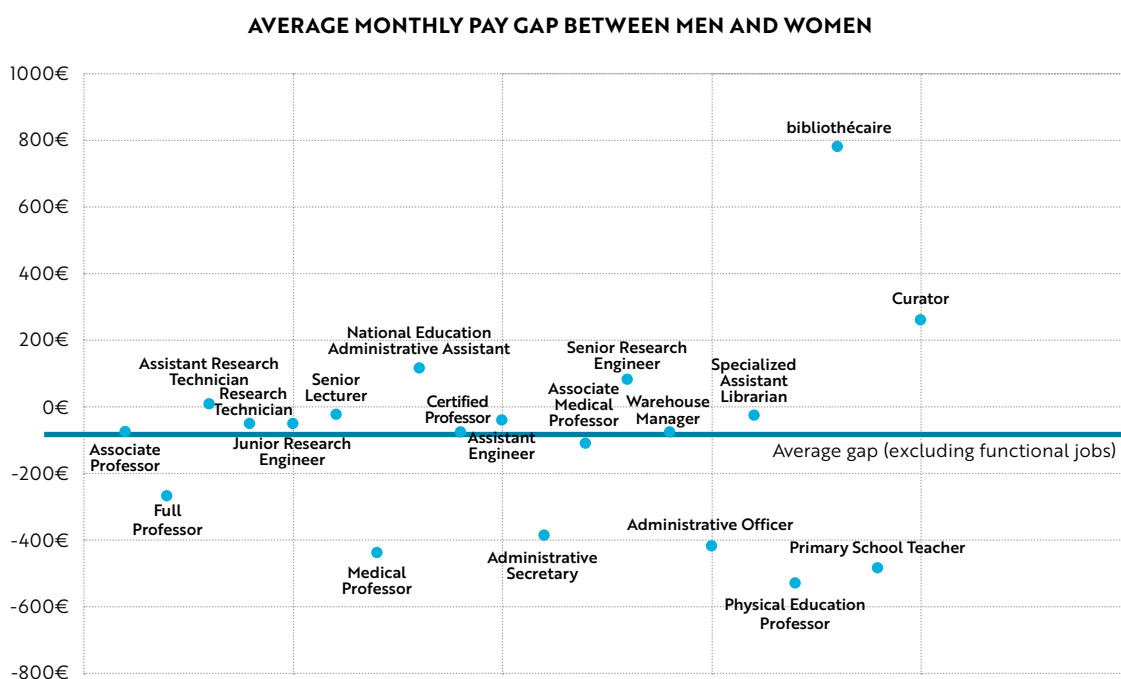


FIGURE 4: AVERAGE MONTHLY PAY GAP BETWEEN WOMEN AND MEN BY PROFESSION

Faculty (Graph 3, 4, 5, and 6 and appendix 1, 2, and 3)

Of the faculty, 365 are women and 584 are men, i.e., 38% are women. Women earn €4,332 on average per month, compared with €4,830 for men, i.e., an average monthly difference of €498 to the disadvantage of women. The gap is greater among full professors (professeur-e-s d'universités).

Among associate professors (maître de Conférences), women earn €3,968 (gross) on average per month and men €4,047. The gap observed is €79 to the disadvantage of women, while the national gap is €40.

Of the €79, €43 can be explained by the demographic effect and €37 by the bonus effect.



FACTORS EXPLAINING PAY GAPS WITHIN UCA

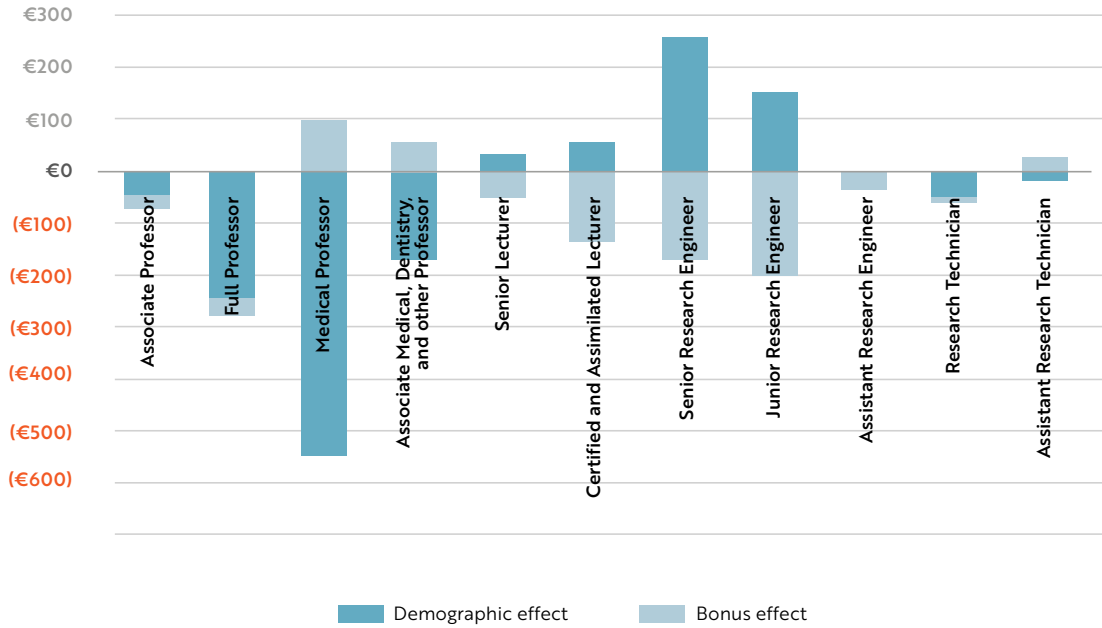


FIGURE 5: WOMEN AND MEN'S PAY AT UCA BY PROFESSION. SHARE OF THE GAP LINKED TO THE DEMOGRAPHIC EFFECT AND THE BONUS EFFECT.

FACTORS EXPLAINING PAY GAPS AT THE NATIONAL LEVEL

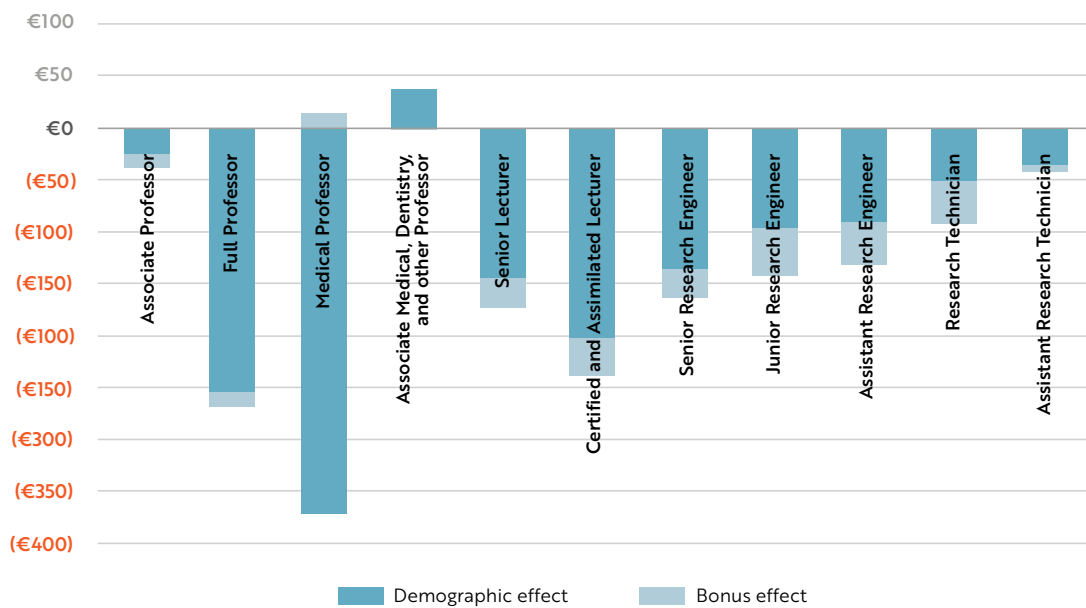


FIGURE 6: WOMEN AND MEN'S PAY AT THE NATIONAL LEVEL BY PROFESSION. SHARE OF THE GAP LINKED TO THE DEMOGRAPHIC EFFECT AND THE BONUS EFFECT.



Women holding a faculty position earn €5,635 (gross) on average per month and men €5,905. The gap is €270 to the disadvantage of women. This gap is equal to the one observed at the national level (€269).

Of the €270, €238 can be explained by the demographic effect and €32 by the bonus effect.

These gaps are wider among medical faculty. Among associate medical professors, the gap is €112 to the disadvantage of women and among full medical professors, the gap is €435 to the disadvantage of women.

Lecturers

Lecturers at UCA can be divided into 105 women and 89 men, i.e., 54% women. Women earn €4,046 on average per month while men earn €4,131, i.e., an average monthly gap of €84 to the disadvantage of women.

Among senior lecturers (agrégés du second degré), women earn €4,340 (gross) on average per month and men €4,363. The difference observed is €23 to the disadvantage of women, however it is €150 less than the national figure. This €23 gap is due to a demographic effect of €29 favorable to women which offsets the negative bonus effect of €52.

Among certified and assimilated lecturers (professeur.e certifié.e et assimilé), women earn €5,635 (gross) on average per month and men €5,905. The gap observed is €78 to the disadvantage of women, however it is €150 less than the national figure. This €78 gap is due to a demographic effect of €57 favorable to women which offsets the negative bonus effect of €135.

Category A administrative and technical staff

(Graph 3, 4, 5, and 6 and Appendix 2)

Among category A administrative and technical staff, UCA has 93 women and 110 men, which corresponds to 46% women. Women earn €3,361 on average per month while the average for men is €3,671, i.e., an average monthly difference of €309 to the disadvantage of women. One of the reasons for this gap is the difference observed in functional job pay levels (jobs held by civil servants seconded to high-level positions). UCA has already taken action in this respect within the framework of its new organization. Since 2020, pay levels for functional jobs are identical for women and men. This reduces the pay gap for category A staff to €180 in favor of men.

For example, among category A research engineers, the average monthly gap unfavorable to women is €49, however it is €94 less than at the national level. This €49 gap is due to a demographic effect of €145 favorable to women which offsets the negative bonus effect of €193 (see Appendix 3).



Category B administrative and technical staff

Among category B administrative and technical staff, there are 137 women and 67 men, which corresponds to 67% women. Women earn €2,368 on average per month while men earn €2,448, i.e., an average monthly gap of €80 to the disadvantage of women.

Among category B staff, we observe an average monthly gap of €55 to the disadvantage of women among research and education technicians, however it is €37 less than at the national level. Of the €55, €50 can be explained by the demographic effect and €5 by the bonus effect.

An outlier must be noted among category B staff of the AENES sector: female general administrative assistants who earn €2,196 on average compared with men who earn €2,584, i.e., an average monthly difference of €388 in favor of men.

Categories in which women earn more than men:

Category A administrative and technical staff (Graphique 3,4,5,6 et annexe 2)

We notice that in category A, some jobs are more favorable to women than to men in terms of pay. This is the case for librarians where women earn €3,376 on average compared with €2,600 for men, i.e., a significant average monthly difference of €776 in favor of women. Other professions are not diverse enough for a comparison, being almost exclusively staffed by either men or women.

Category B administrative and technical staff

Among category B administrative and technical staff, we observe that no profession/job offers more favorable pay conditions to women than to men. However, the proportion of women in this category is 67%, i.e., 137 women for 67 men.

Category C administrative and technical staff

The category C administrative and technical staff comprises 214 women and 87 men, which means that women account for 71% of this category. Women earn €1,987 on average per month while men earn €1,972, i.e., an average monthly gap of €15 in favor of women.

Among assistant technicians, the gap is €9 in favor of women. This gap is greater than the gap observed at the national level where women earn €42 less than men. Of the €9, €18 can be explained by a demographic effect unfavorable to women offset by a positive bonus effect of €27, which is €22 higher than at the national level.



This gap is even more pronounced among UCA administrative assistants, where the difference is €113 in favor of women. Conversely, among library technicians, there is a pay gap of €82 in favor of men.

ANALYSIS OF THE PAY GAP BREAKDOWN FOR CONTRACT EMPLOYEES

UCA has 1,230 contract employees.** This group comprises 522 lecturers (including 258 doctoral students) and 708 non-teaching employees (BIATSS). Our assessment only took into account BIATSS employees whose job could be identified by the university Harpège HR software.

The software identified 354 contract employees in 105 different jobs, comprising 247 women and 107 men, i.e., 70% women.

All categories combined, women earn €1,461 on average per month while men earn €1,557, i.e., a net average monthly difference of €96 to the disadvantage of women. Among contract employees, the largest difference observed is in category A with a difference of €330 to the disadvantage of women, while the trend is reversed for category B employees where the gap of €24 is in favor of women. Gender equality is almost achieved in category C, where women have an average net pay of €1,274 and men of €1,270.

Among employees with an open-ended contract, the average monthly net pay is €1,650 for women and €1,947 for men. The gap observed is €297 to the disadvantage of women.

Among employees with a fixed-term contract, the average monthly net pay is €1,423 for women and €1,473 for men. The gap is €50 to the disadvantage of women.

The study shows a significant pay gap among category A contract employees. It also shows that gender equality is achieved in very few jobs. Only 24 occupations have a balanced staff.

** Source 2020 payroll



THEME 1 ACTION PLAN PROJECT

Some of the actions proposed will contribute to strengthen statistical knowledge of the comparative situation of women and men, and to assess and monitor actions carried out to promote gender equality.

The 2019 civil service transformation law requires universities to extract data on gender from the comparative situation report and include it in the single social report (RSU) published on the internet which will replace the social report from 2021 onwards. These data will be used to define the action plan.

As a preliminary point, it must be noted that all the data collected as part of UCA equality plan actions will be analyzed in a collaborative process by working groups composed of expert staff representatives (respecting gender parity) formed following a call for applications. The working groups will be in charge of proposing indicators and targeted actions to be approved by trade union representatives.

ACTION 1-1: ANALYZE THE EFFECT OF PROFESSIONAL SEGREGATION ON MEN AND WOMEN'S PAY LEVELS

The segregation effect explains most of the pay inequalities. This action will aim to quantify the impact of gender imbalance on the university's overall pay scale.

Action 1-1- Objectives to be achieved

Calculations should be made to identify the professions that contribute the most to the pay gap and to quantify the effect on the overall gap of a better distribution of women and men in these professions, for example long-term recruitment actions in the profession through external recruitment or internal mobility or overall "upgrading" of the profession (pay scale, category).

Action 1-1- Indicators to monitor and evaluate progress

Establish more precise gendered data on the level of pay of each profession and the distribution of women and men by profession. Carry out simulations to identify the professions that contribute the most to the pay gap and thus identify how the overall payroll is used.



Action 1-1- Means and tools available

Set up a working group to review the indicators in the comparative situation reports of the single social report (RSU) in order to expand gendered data by focusing on the pay level of each profession and the distribution of women and men by profession.

Action 1-1- Implementation schedule

2021-2022: Include gendered data of comparative situations in the single social report (RSU)

2021-2023: Carry out more comparisons and simulations to isolate the professions that contribute the most to the overall pay gap.

2023: Propose actions to rebalance the gender distribution within professions and give priority to the jobs that contribute the most to the overall gap.

ACTION 1-2: ANALYZE THE BONUS ALLOCATION MECHANISM

The bonus effect contributes to the pay gap in almost all professions. For example, at the national level, only 27% of women receive the PEDR (for PhD and research supervision). Within UCA, 74.6% of men receive the PEDR and only 25.4% of women.

Action 1-2- Objectives to be achieved

➤ Analyze the bonus effect profession by profession to identify the differences between women and men (job ranking, overtime, CET refund, PEDR, PES, etc.).

Action 1-2- Indicators to monitor and evaluate progress

➤ In each profession, determine the share within the total pay of bonuses and allowances. Identify whether a larger share goes to women or men.

➤ Break down the gap caused by the bonus effect for civil servants: for example, bonuses tied to geographical location, excellence, management, status and function, targets achieved, targets exceeded and work organization, a side activity, and other bonuses.

➤ Analyze the list of jobs entitled to RIFSEEP bonuses and whether they reward men or women. More particularly, analyze the proportion of men and women in professions B1, B2, and B3. Analyze the impact of RIFSEEP bonuses on women's pay.

➤ Analyze the criteria for awarding bonuses.

➤ Produce and present a report based on the analyses of the bonus effect in each profession.



Action 1-2- Means and tools available

- Set up a working group to analyze the bonus indicators. Draft a report and add it to the gendered data in the single social report.

Action 1-2- Implementation schedule

2021-2023: Include the comparative gendered situation analysis of the bonus effect in the single social report.

2023: Present the report and propose corrective actions.

ACTION 1-3: ANALYZE THE DEMOGRAPHIC EFFECT

The demographic effect is the effect associated with the seniority of women and men in the different professions: it measures the gap associated with the proportion of women and men in ranks and levels within the different professions (effect of age, seniority, promotion, etc.).

Action 1-3- Objectives to be achieved

- Analyze the differences in rank and level between women and men by profession.
- Analyze the reasons for differences in rank and level between women and men by profession.
- Determine the professions most affected by the demographic effect.
- Examine more particularly gendered promotion rates (by choice) for civil servants.

Action 1-3- Indicators to monitor and evaluate progress

- Conduct a study on the average age of women and men.
- Report on the factors that explain the demographic differences observed and the situational indicators of gendered career development:
 - Turnover rate.
 - External hiring rate.
 - Internal hiring rate.
 - Net recruiting ratio (measure the rate of replacement of vacant positions).
 - Recruitment rate for new jobs.
 - Measure the average rate of female and male applicants per open position.
 - Promotion rate (rate of individuals who were promoted/could be promoted).



Action 1-3- Means and tools available

Use a recruitment software program such as ATS (applicant tracking system) and export the statistics associated with recruitment.
Carry out an assessment of promotions by choice, by professional selection or competition, or by recruitment.

Action 1-3- Implementation schedule

2021-2022: Carry out the assessment.
2022-2023: Present the report.

ACTION 1-4: ANALYZE THE PAY GAP BETWEEN FEMALE AND MALE FACULTY IN THE DIFFERENT DISCIPLINES

Significant differences in pay can be found between faculty members.

Action 1-4- Objectives to be achieved

➤ Identify factors that explain the pay gap between women and men and between disciplines.

Action 1-4- Indicators to monitor and evaluate progress

➤ Analyze the pay gap between disciplines. Carry out an assessment of the factors that explain the gap.

Action 1-4- Means and tools available

➤ Set up a working group to analyze the reasons for the pay gap between female and male faculty in the different disciplines. Identify good practices.

Action 1-4- Implementation schedule

2021-2022: Carry out the assessment.
2022-2023: Present the report.



ACTION 1-5: PRODUCE A DETAILED ANALYSIS OF CONTRACT STAFF PAY LEVELS

We also observe gaps in the pay levels of contract workers

Action 1-5- Objectives to be achieved

Carry out a better assessment of the pay gap between women and men.

Action 1-5- Indicators to monitor and evaluate progress

- > Analyze the average pay by profession, rank, and function.
- > Analyze the differences in the salary increase rate over 2 consecutive years.
- > Break down the pay gap between female and male contract employees by age group and equivalent job category.
- > Analyze the demographic effect and bonuses earned by contract employees.
- > Examine more particularly the female/male balance in pay increases received by contract employees (present throughout the year for 2 consecutive years).

Action 1-5- Means and tools available

Set up a working group to analyze the pay gap between female and male contract employees.

To identify the gap in contract employee pay increases, the civil service profession/rank needs to be replaced by another indicator, such as the level of qualification, the hierarchical category, or job. The level is replaced by the age group.

Data should be exported from the Harpège and Winpaie databases.

Action 1-5- Implementation schedule

2021-2022: Identify one or more substitutes and analyze the pay gaps.

2022-2023: Present the report. Identify good practices.



ACTION 1-6: FOR FIXED-TERM CATEGORY A MANAGERS, ANALYZE THE EFFECT OF NEGOTIATION ON PAY GAPS

Unequal pay between women and men could be caused by a different approach to pay negotiations at the time of hiring.

Action 1-6- Objectives to be achieved

- > Examine the pay levels of category A managers and negotiation factors.
- > Make all our managers aware of the importance of taking into account skills acquired when making salary increase decisions, of the principle of internal equity within the department and of taking competencies into account.
- > Promote good practices.

Action 1-6- Indicators to monitor and evaluate progress

- > Identify the proportion of women and men among the ten highest A-manager salaries.
- > Identify the share of women and men in each A-manager pay decile.
- > Identify whether salary negotiations have taken place and in what framework.
- > Number of managers trained.
- > Annual measurement of the gap in A-manager salaries.

Action 1-6- Means and tools available

- > Set up a working group to analyze A-manager pay levels and the effect of negotiations on their pay.
- > Train managers to recognize the importance of behavioral differences and unconscious biases in career decisions and salary increases.

Action 1-6- Implementation schedule

2021: Analyze A-manager pay levels.

2022: Train managers if negotiation effects are observed.

2023: Draft a report on A-manager pay increases.



ACTION 1-7: ANALYZE THE DISTORTION EFFECT FOR DOCTORAL STUDENTS AND POSTDOCTORAL RESEARCHERS

Current transformations within Higher Education and Research have led to an increase in the number of external grants from public or private organizations. Distortions have been observed between the grants and salaries offered and the number of female and male candidates. Is this gap in favor of women or men and why?

Action 1-7- Objectives to be achieved

- Analyze gendered pay gaps among doctoral students and postdoctoral researchers.

Action 1-7- Indicators to monitor and evaluate progress

- Identify gendered pay gaps among doctoral students and postdoctoral researchers.
- Analyze the reasons for these gaps.

Action 1-7- Means and tools available

- Set up a working group to analyze gendered pay gaps among doctoral students and postdoctoral researchers.

Action 1-7- Implementation schedule

2021: Analyze gendered pay gaps among doctoral students and postdoctoral researchers.

2022: Analyze explanatory factors if gaps are observed.

2023: Propose university-wide good practices.

2

THEME 2

Guarantee women
and men equal
access to civil
service professions,
ranks and jobs





GUARANTEE WOMEN AND MEN EQUAL ACCESS TO CIVIL SERVICE PROFESSIONS, RANKS AND JOBS

ANALYSIS OF THE BREAKDOWN BY PROFESSION

It appears from our analysis that even if women and men are represented evenly among permanent staff within UCA, differences remain between civil service professions.

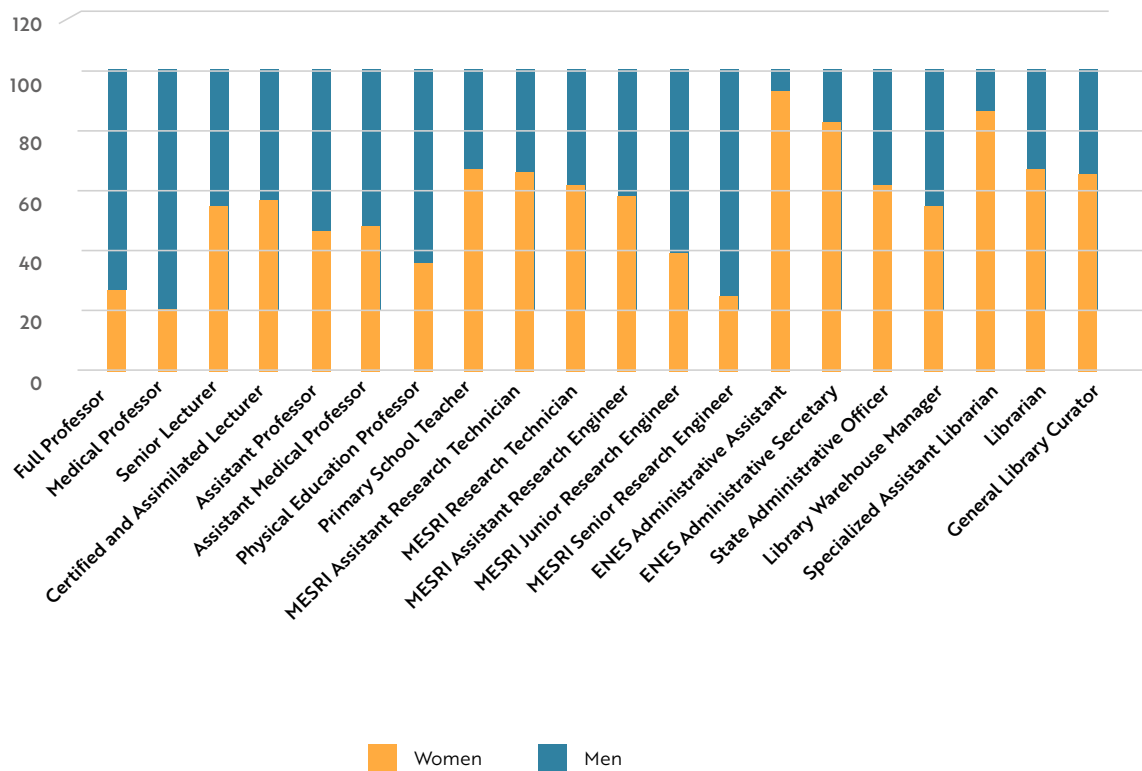


FIGURE 7: BREAKDOWN OF WOMEN/MEN BY PROFESSION (SEE ALSO APPENDIX 1)



Faculty

Men represent 76% and women 24% of full professors and medical professors, which corresponds to the national average. Among associate professors at UCA, men account for 53% and women for 47%, which also reflects the national average. As regards certified and assimilated professors, 44% at UCA are men while the national average is 50% (Figure 7, Appendix 1).

If we consider the professions of associate and full professor, significant differences can be observed between disciplines since only 5 out of 25 can be considered as gender equal (between 45 and 55% of women and men). These disciplines are biology, law/political science, management, info-com, and psychology. A strong imbalance (less than 30% of women or men) can be observed in 8 disciplines: economics (29% of women), electronics (17% of women), mathematics (21% of women), physics (20% of women), health (22% of women), life sciences (15% of women), modern literature (24% of men), and education sciences (22% of men). The proportion of either men or women ranges between 30% and 45% in 12 disciplines: art, chemistry, ethnology, geography, history, computer science, languages, dentistry, philosophy, sports, language sciences, and sociology.

Finally, we observe that 93 women are accredited to supervise research (HDR), a proportion of only 32%, while 201 men have an HDR.

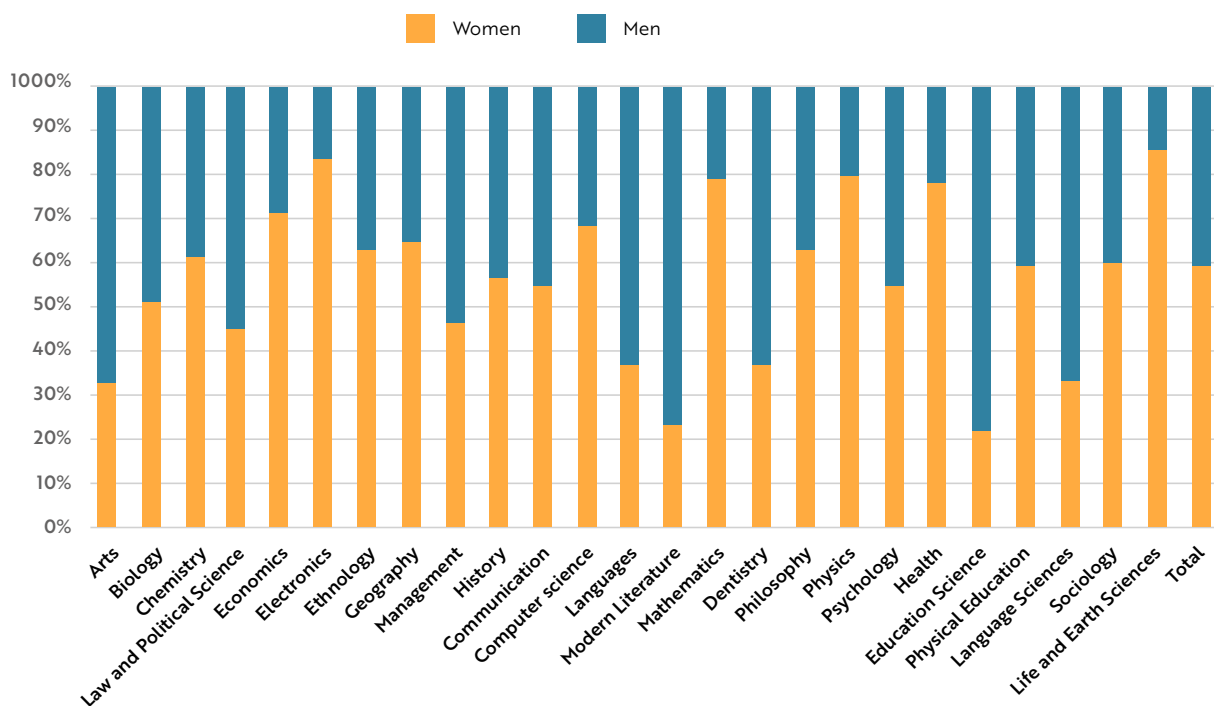


FIGURE 8: FEMALE/MALE BREAKDOWN OF FULL PROFESSORS AND ASSISTANT PROFESSORS ACCORDING TO DISCIPLINE



Administrative and technical staff

Among senior research engineers, 76% are men at UCA compared with 61% at the national level, and the proportion of men among junior research engineers is 62% at UCA and 47% at the national level. Men account for 42% of assistant research engineers, 39% of technicians and 34% of assistant technicians, while at the national level the figures stand at 49%, 41% and 36%, respectively.

We note a higher number of women in administrative professions: women account for 61% of administrative officers compared to 68% nationally, 83% of administrative secretaries and 93% of administrative assistants, which corresponds to the national average. Women are also widely represented in library professions with 65% of curators, which is comparable to the national average, 67% of librarians (77% nationally), 87% of assistant librarians (77% nationally) and finally 55% of library technicians compared to 62% nationally.

It is important to note that the proportion of women in the different professions is inversely correlated with their pay level. As the pay increases, the number of women decreases. At the scale of the whole university, this professional distribution effect is the main reason for pay gaps between women and men.



THEME 2 ACTION PLAN PROJECT

The actions proposed aim to even out the share of women and men in our different job groups and focus more particularly on the professions with the least gender equality: categories A and C, and full and associate professors. The objective is to achieve a minimum proportion of one third of each gender across the entire faculty and staff population, and ultimately aim for a balance of at least 40% of each gender within the framework of the plan for balanced appointments provided for in article 6 quarter of law no. 83-634.

ACTION 2-1: MAKE ALL JOBS ATTRACTIVE TO BOTH WOMEN AND MEN BY COMMUNICATING WITHOUT SEXUAL STEREOTYPES

UCA signed the convention for communication without gender stereotypes with the high council for equality and has made considerable inroads in ensuring that the names of occupations, titles, ranks, and functions in its internal documents are gender neutral..

Action 2-1- Objectives to be achieved

- Write all our job offers and our job descriptions in an inclusive manner to limit female and male self-censorship, and ensure that no discriminatory information appears when posting job offers both internally and externally.
- Ensure that the job map displayed on the intranet is more gender neutral.

Action 2-1- Indicators to monitor and evaluate progress

Systematically write all our job offers and job descriptions using gender-neutral language.

Action 2-1- Means and tools available

- Provide training to HR staff to raise their awareness of the research conducted on the subject, the objectives, and the use of inclusive writing.
- Raise managers' awareness of the research carried out on the subject, the objectives, and the use of inclusive writing.
- Widely distribute the little UCA guide for inclusive writing.



Action 2-1- Implementation schedule

2021-2022: Train staff in inclusive writing.

2021-2023: Write job offers and job descriptions in an inclusive manner and ensure that the job map displayed on the intranet is gender neutral.

ACTION 2-2: SYSTEMATICALLY OFFER UNCONSCIOUS BIAS TRAINING TO MEMBERS OF ALL FACULTY SELECTION COMMITTEES

Action 2-2- Objectives to be achieved

Make selection committee members more aware of the reality of unconscious bias using various means.

As per the circular of June 18, 2020, on equal treatment in recruitment procedures aimed at limiting selection bias, we are required to provide each selection committee with:

- > Gendered data on the recruitment pool within the discipline.
- > Gendered data on university faculty.
- > The history of recruitment within the department, component, or laboratory over the last five years.
- > Gendered data relating to the job applications received for an open position.
- > Gendered data relating to the number of applicants to be interviewed.
- > Distribute videos that raise awareness about unconscious bias and research on the impact of this training on recruitment.

Action 2-2- Indicators to monitor and evaluate progress

- > Make all selection committee members more aware of unconscious bias. Measure over three years the proportion of women and men hired in each department. Ask selection committee members to take the Harvard University Implicit Association (IAT) test to uncover their own unconscious stereotypes. Survey selection committee members for feedback after they watch the videos and take the IAT test.

Action 2-2- Means and tools available

The awareness-raising tools will be disseminated by the selection committee chairs. A 3-year study of the proportion of women and men hired in each department will be carried out by the HR department with the assistance of the equality team. Selection committee members will be surveyed by the equality team who will collect qualitative data regarding their awareness of unconscious bias.



Action 2-2- Implementation schedule

2021-2023: Carry out an annual campaign to raise awareness of unconscious bias and a qualitative survey of awareness of unconscious bias.

2023: Analyze the impact of the study on the proportion of women and men hired.

ACTION 2-3: IMPROVE OUR RECRUITMENT PRACTICES

Action 2-3- Objectives to be achieved

Review our recruitment processes and make them consistent across all departments and campuses. The objective is to recruit without discrimination and to aim for equal representation of women and men with equivalent skills, experience, and profiles.

Action 2-3- Indicators to monitor and evaluate progress

Implement and distribute a toolbox for recruitment: "Recruit, welcome and integrate without discrimination" (draft job vacancies and examination notices without gender stereotypes, make interview checklists more objective, produce an integration guide, etc.).

Implement annual monitoring indicators:

- > New hires for the year: breakdown by hierarchical category and by gender.
- > Number of applications received during the year: breakdown by gender.
- > New hires for the year: breakdown by standard job.

Action 2-3- Means and tools available

Instructions will be distributed as part of a toolbox to address:

- > How job postings are written (including communication about salaries).
- > How to advertise job postings more widely.
- > How to attract a variety of applications from women and men.
- > How to ensure that juries are gender balanced.
- > The use of selection criteria checklists based on a needs/skills approach.
- > The need for a balance between women and men among the applications received and shortlisted.
- > Awareness about unconscious bias and dissemination of annual recruitment indicators.

Action 2-3- Implementation schedule

2021: Assess recruitment practices..

2022: Implement tools and processes.

2023: Deploy the recruitment toolbox.



ACTION 2-4: IMPLEMENT A CAREER DEVELOPMENT AND SUPPORT POLICY

It is important to carry out a proactive policy and expand the talent pool to fight against self-censorship (encourage staff to apply for competitive examinations, etc.), to identify and promote high-potential individuals, and to provide suitable and individualized career development support.

Action 2-4- Objectives to be achieved

In addition to creating an HR development department for administrative and technical staff, a multidisciplinary committee will be set up to assist faculty and staff with their career development projects.

For faculty, a culture of transparency will be encouraged through intranet communication as part of "Let's talk about our career" and "Let's talk about our salary" workshops. Actions to raise awareness about gender equality within the limited academic council will also be strongly encouraged.

Better career management will be provided by organizing more exchanges, a mentoring program, and leadership training, among other things.

Managers will be encouraged to address career issues during individual appraisal interviews.

Action 2-4- Indicators to monitor and evaluate progress

Define staff needs in terms of objectives, training, coaching, mentoring, and mobility. When this indicator is well adjusted, it can be used by managers to motivate their employees, and it provides them with important information for making forecasts and anticipating needs for the coming year.

Allocate a share of the training budget each year for skills and career development, and identify the share of women and men who benefit from it.

Action 2-4- Means and tools available

- > Annual appraisal interview.
- > Career mobility advice and support, including suggestions for further training (professional transition, female leadership, etc.).

Action 2-4- Implementation schedule

2021: Create the HR development department to implement a career development and support policy.

2021-2022: Create a working group to analyze the impact of RIFSEEP on female and male career development.



2022: Fight against self-censorship, develop HR communication workshops, create a multidisciplinary committee to support career development projects, and ensure equal representation of women and men in decision-making bodies or committees.

2022: Suggest new training programs/workshops/mentoring on career issues to communicate more effectively about the assessment criteria.

2023: Submit a report and proposals for improvement.

ACTION 2-5: IMPLEMENT MANAGEMENT GUIDELINES THAT GUARANTEE EQUAL TREATMENT

The civil service transformation law of August 6, 2019, specifies that the proportion of women and men within the relevant professions and ranks must be taken into consideration in the management guidelines (criteria for promotions). Gender equality in the management of promotions must be considered a core principle of the management guidelines relating to promotions and career development opportunities.

Action 2-5- Objectives to be achieved

Ensure that management guidelines relating to promotions and career development opportunities guarantee equal treatment and the absence of discrimination in promotion procedures.

Action 2-5- Indicators to monitor and evaluate progress

Include gendered data in the report on the implementation of the management guidelines presented each year to the competent technical committees.

Action 2-5- Means and tools available

- Provide expert committees with unconscious bias training. A proportion of at least 40% of women and men is required in each expert committee and academic committee, and their members must check that both genders are represented among employees promoted.
- "Soft skills" are now part of the evaluation criteria in the category "Interpersonal skills and commitment".

Action 2-5- Implementation schedule

2022: Create expert committees.

2023: Submit a report.



ACTION 2-6: ANALYZE FEMALE AND MALE ACCESS TO PROMOTIONS AND HIGHER CATEGORIES

Action 2-6- Objectives to be achieved

Analyze the share of promotable and promoted women and men in the different professions, with an emphasis on employees promoted from junior research engineer to senior research engineer and from associate to full professor.

Action 2-6- Indicators to monitor and evaluate progress

Propose actions to guarantee women and men equal access to promotions in rank and category, particularly when the share of women or men in the higher category is lower than their share in the pool of promotable employees.

Action 2-6- Means and tools available

A working group will analyze the proportion of promotable and promoted women and men candidates in the different professions (for example, from associate to full professor by CNU and from junior research engineer to senior research engineer).

Action 2-6- Implementation schedule

2021: Analyze the share of promotable and promoted women and men in the different professions.

2022: Implement actions guaranteeing equal access for women and men to promotions in rank and category if necessary.

3

THEME 3

Promote
balance between
work and personal
and family life





Women today handle most of the tasks involved in the care and education of children. [Study document - Dares - 2019 - Gender segregation at work: how it is related with part-time work](#). The cumulated weight of work and family responsibilities remains the main reason for part-time work and therefore represents a source of further inequality in the professional environment.

The agreement relating to gender equality in civil service provides for **better access of civil servants to information about the applicable rules and the effects of family leave and part-time work on their career**. Family leave, absences for various reasons and part-time work are phases in a women's professional life that have an immediate impact on pay and, in the long term, on retirement benefits. A gender equality policy must take into account the evolution of family structures and society. This evolution should lead the university to recognize and encourage all forms of parenthood to ensure that responsibilities are equally shared between both parents.

ANALYSIS OF REASONS FOR PART-TIME WORK

All employees are authorized to request part-time work for various reasons. Depending on the reasons for the request, part-time work is granted by right or is subject to departmental constraints. Part time is granted for a renewable period of six months to one year. Part-time work can be chosen by employees as a preferred way of organizing their work time and finding a balance between their personal life and professional activity, if approved by their management. It can increase the employee's professional efficiency. Care should be taken to ensure that employees who have chosen part-time work are not disadvantaged in terms of promotions and pay. Staff working part time should also benefit from the same training opportunities as their full-time colleagues and the same opportunities for promotion and geographic and functional mobility.

We notice today at UCA that the average rate of part-time work in most categories is higher for women than for men (Appendix 4).

Faculty

Within UCA and among faculty, the average rate of part-time work is always slightly higher for women than for men with gaps of 0.1% for full professors up to 1.4% for medical professors.

It is interesting to note that the trend is reversed among certified and assimilated lecturers where the average rate of part-time work is 1% higher for men.



Compared to the national average of part-time work, only female medical professors and male certified and assimilated lecturers work more part time than at the national level. The fact that more male certified and assimilated lecturers work part time than women is specific to UCA.

We also note that among primary school teachers, physical education professors, and associate professors, the average rate of part-time work is considerably lower at UCA than at the national level and in particular among women with a 6.9% gap for female primary school teachers, a 2.6% gap for physical education professors and a 1.1% gap for senior lecturers. Likewise, fewer men work part time at UCA than at the national level.

Administrative and technical staff

Among category A staff, we observe that more women work part time than men. The gaps observed range from 0% in functional jobs to 7.6% among administrative officers. This is also the widest gap of all professions. In addition, more women in category A work part time than at the national level with a gap in the average percentage of part-time work that varies from 0.9% to 5.7% (administrative officers). The gap observed between women and men working as administrative officers is therefore specific to UCA.

Among category B staff, women have a higher average part-time rate than men. Gaps range from 0.3% (administrative secretary) to 3.8% (research & education technician). Specialized assistant librarians are the exception. The percentage of men in this group working part time is higher than the percentage of women, with a gap of 1.8%. Once again, this is specific to UCA. Finally, we notice that more category B employees at UCA work part time compared with the national rate, with an average part-time gap that ranges between 0.2% and 4.9% for men and between 1.3% and 2.5% for women.

Among category C staff, more women choose part-time work than men, with a gap going from 1.7% (library technicians) to 6.7% (administrative assistants). We notice that a larger rate of male assistant technicians work part time than at the national level, while fewer male administrative assistants work part time than nationally. Conversely, more female technical and administrative assistants work part time than at the national level with an average part-time gap that varies between 0.8% and 1.9%. Finally, we note that fewer library technicians in general work part time than at the national level with an average part-time gap of 1.3% for men and 2.9% for women.



ANALYSIS OF PREGNANCY SUPPORT

A large majority of women are employed during part of their pregnancy. However, the professional environment is not without risks, and exposure in some situations can compromise the good progress of the pregnancy and the child's development.

UCA is particularly concerned about protecting the health of pregnant women and their children and has therefore implemented preventive measures. Information is available for women of childbearing age on the measures implemented to prevent risks likely to have consequences on their pregnancy and breastfeeding. These measures include the prohibition of carrying out jobs that expose women to chemical, biological, and physical risks, and the prohibition of entering the facilities where these jobs are carried out.

Occupational doctors also play a role in informing women about individual or standard measures for organizing their working time, and provide support in implementing these measures. The UCA occupational health service offers increased medical follow-up during the prenatal and postnatal period. This follow-up includes a check-up at the beginning of the third month, another during the third trimester, especially during the Covid-19 pandemic and in the event of maternity leave postponement, and a last one when returning to work.

Finally, following the civil service transformation law of August 6, 2019, pregnant employees who have declared their pregnancy no longer have an unpaid day when they take sick leave.

ANALYSIS OF CASES OF MATERNITY AND PATERNITY LEAVE

In 2019, UCA recorded 23 cases of maternity and paternity leave among its permanent staff, distributed among 17 women and 6 men. Among staff on contract, 37 cases of maternity and paternity leave were recorded, including 34 for women and 3 for men.

UCA allows employees to maintain links with the institution during leave. If IT security rules are respected, modern means of communication can be used to maintain professional contact during maternity, adoption, or parental leave. UCA has already taken measures to make its intranet portal accessible from an internet address.

As a reminder, civil servant interns are allowed to take maternity, paternity or adoption leave under the same conditions as other civil servants. The extension of the internship period due to one of these leaves has no effect on the date on which they obtain permanent civil servant status within their profession.

After parental leave, a wide variety of arrangements and financial aid for the care of young children are available to both parents. **Gender equality also includes the possibility for both parents to exercise their responsibilities as a parent.**



These different types of childcare are designed for the different situations of the parents and different needs of the children depending on their age. To help employees find a balance between work and family life, inter-ministerial social services have developed different means of assisting families. There are two types of childcare benefits:

- Universal pre-financed "CESU-childcare" employment-service checks.
- Reserved placement in daycare centers.

ANALYSIS OF CASES OF PARENTAL LEAVE

UCA is aware of the family responsibilities of its female and male employees and therefore adopts a comprehensive approach to the management of work time within the institution.

In 2019, no employees took a parental leave.

UCA respects the measures designed to minimize the impact of a parental leave on the employee's career. Decree no. 2020-529 of May 5, 2020 amending the provisions relating to civil servants' parental leave or temporary layoff to raise a child introduced new provisions that ensure that rights to promotions and retirement are maintained up to 5 years for staff on parental leave or temporary layoff. In addition, the child age limit to benefit from temporary layoff was raised to 12 years and the minimum duration of parental leave was reduced to two months.

Thus, the years spent in these situations, within the limit of five years, are considered as effective service within the profession when calculating rights to advancement and promotion.

The time spent away from the professional environment for parental leave should not be an obstacle to the employee's career development. The competencies of employees upon their return from parental leave are considered equivalent to those demonstrated before their departure. This principle does not exclude a possible need for training when returning to their professional activity. After parental leave, employees are either reinstated in their previous job or given a similar job or a job likely to satisfy their career development objectives, with the approval of the institution.

ANALYSIS OF CASES OF REMOTE WORKING

UCA is convinced that the professional efficiency of its staff depends on their well-being and the quality of life at work. Since 2018, UCA has implemented a comprehensive approach to improve the quality of life at work based on proposals from the community.



As part of this approach, remote working has been widely deployed at UCA since September 2020. Following the decree of May 5, 2020, a new charter for remote working was voted into effect by the Technical Committee on March 11, 2021. It allows for the extension of the number of remote working days to two, for flexible remote working days and for new training programs. It should be noted that among those who requested to work remotely in 2020, 176 were women and 35 were men. Thus, 83% of requests were made by women.

Following the announcement of measures taken to limit the Covid-19 pandemic, UCA had to find new ways of working and has allowed a large number of employees to work remotely as per the decree of February 11, 2016 for civil servants and UCA's charter for remote working.

UCA is concerned about the working conditions of its employees. Therefore, in collaboration with the Health and Safety Committee and with the support of the Center for the Assessment-Improvement-Promotion of education (EAV Center), UCA decided to conduct a survey and assess remote working arrangements during the lockdown. 31% of all staff responded to the survey, and 65.3% of respondents were women. The survey showed that lockdown and post-lockdown had a profound impact on individual and collective working conditions. In some cases, difficulties arose; in others, new possibilities opened up. Difficulties in finding a balance between professional and personal life were mentioned by 23% of staff. These difficulties came in first position, followed by stress linked to the health situation (13%). The positive aspect mentioned most often (by 37% of staff) was the time and energy saved by not commuting between home and work.

According to the Quality of Work Life (QWL) survey carried out from June 11 to July 10, 2020, among the entire community and following the end of lockdown, 30.5% of staff have returned to in-person work, 22.6% work remotely and 45.5% combine remote and in-person work. 65% are able to carry out all their activities remotely, while 29% can only do so partially. Faculty and doctoral researchers were the categories who did the most remote work.

The survey revealed that before lockdown, 59% of women had never worked remotely, 26% did so once a week, 9% once a month and 6% had an activity that could not be carried out remotely. Among men, 47% had never worked remotely, 27% had done so once a week, 18% at least once a month and 8% had an activity that was not compatible with remote work.

Among the 622 women who responded to the survey, 32% mentioned that they had problems balancing their professional and family life and had experienced a loss of social contact. More specifically, for 22% of them the lockdown was a difficult or even a very difficult experience, while for 10% it did not present any problem or was even easy to deal with.



Among the 311 men who responded to the survey, 33% mentioned that they had problems balancing their professional and family life. More specifically, for 21% the lockdown was a difficult or even a very difficult experience, while for 10% it did not present any problem or was even easy to deal with. In addition, 38% mentioned that they had experienced a loss of social contact.

For 62% of the women who responded to the survey, working remotely during the lockdown was a positive experience. However, 31% of women found it difficult to work remotely during the lockdown, and of these, 5% found it very difficult. Among the female respondents, 6% were not concerned by the question because their activity cannot be carried out remotely.

For 60% of the men who responded to the survey, working remotely during the lockdown was a positive experience. However, 29% of men found it difficult to work remotely during the lockdown, and of these, 5% found it very difficult. Finally, 10% did not feel concerned by the question including 8% whose activity cannot be carried out remotely.

Consequently, the results of this survey do not show any major gap between women and men regarding their experience during the lockdown or with remote work.

However, [a study on the impact of covid-19 on women, published on April 9, 2020](#), by the UN, found that the pandemic had deepened pre-existing inequalities between women and men and had exposed vulnerabilities in social, political, and economic systems.

Because of the segregation of jobs based on gender, the impact of poverty is stronger on women and repercussions are greater on their health ([3rd prospective analysis of the health system for the year 2020 – French National Authority for Health](#)). The lockdown also increased the need for unpaid and invisible care, which had an impact on the daily life of families and on gender-based violence.

Remote working and distance learning proved to be much more complicated to manage for women, who paid a heavy price for this reorganization. Men and women are not on an equal footing when it comes to caring for children and loved ones, and dealing with household chores. The news outlet, The Lily, quoted by Le Monde reports for example that **among faculty, the number of articles submitted to scientific journals dropped drastically, while others found a 50% increase in male submissions**. The consequences of the lockdown in terms of gender inequality are therefore likely to have repercussions in the long term and could especially have an impact on future recruitment and/or promotion campaigns.



The discussion groups organized by UCA and led by ARACT identified concrete actions for meeting the needs expressed, such as training and preventive actions (tutorials on how to use digital tools and how to manage a team remotely: information kits with recommendations and checkpoints, a guide to good practices developed by the ministry, tools for preventing psychosocial risks and improving ergonomics: advice kits, ergonomic recommendations, advice on physical exercises that can be done at work, information kits with recommendations and checkpoints).

The health crisis brought changes in remote working. The first observation is that the generalization of remote working “de-gendered” remote work. In 2010, in France, only 9% of employees regularly worked remotely, and 93% of them were women. In 2019, 29% of employees worked remotely, and this included 47% women. A large number of men were thus able to experience the benefits of this new organization, which allowed them to save time and gave them greater freedom in organizing their work.

The health crisis has highlighted the fact that remote working is one way of working among others. Many managers previously tended to consider that it was chosen by women as a matter of personal convenience, to allow them to take care of their children. Today, even the men and women who were the most skeptical seem to be convinced, which is a very good thing because women and men do not have the same career development opportunities. Remote working can increase these inequalities if it is perceived as a social advantage reserved for women and equated with a lack of commitment.

Thus, remote working can contribute to gender equality at work but only under certain conditions. Remote working can boost the career of both women and men by allowing greater geographical mobility, for example. It can also have a positive impact if it broadens the range of professions open to women and men by making them more accessible and attractive. It can improve the distribution and balance of professional and personal time between men and women provided that particular attention is paid to the fact that, in certain cases, it could increase the burden on women of professional and family activities.***

***Study on the health crisis and its impact on gender inequalities – LIEPP and Presage



ANALYSIS OF THE USE OF TIME-SAVINGS ACCOUNTS (CET)

The study shows that 296 women participated in 2020 by adding at least one day to their CET, compared to 161 men.

Among employees who have a CET, 28 women and 22 men have not added any days to it.

With the exception of category B employees, the number of days added to the CET is quite similar between women and men (Table 1).

Average number of days added to the CET		
Employee category	Women	Men
Category A	6.9	6.5
Category B	4.3	5.5
Category C	5.0	5.3
Average number of CET days compensated		
Category A	2,59	3,27
Category B	1,64	2,55
Category C	0,78	2,08

TABLE 1: AVERAGE NUMBER OF DAYS ADDED TO THE CET AND COMPENSATED FOR WOMEN AND MEN

The number of compensated days is the factor that clearly distinguishes women from men. Women have requested to be compensated for an average of 1.65 days (i.e., an average amount of €184), while men have been compensated for 2.84 days (i.e. and amount of €329). Thus, we notice a gap in the compensation for saved vacation days. The gap between women and men corresponds to 1.18 days, i.e., an amount of €145.

At the end of the period (and after compensation), women kept an average of 15.9 days on their CET while men kept 9.43 days, which confirms the idea that women tend to save their days off rather than ask to be directly compensated.

The same gap was observed in previous years between the remuneration of employees with a gap of €128 in 2018 and €180 in 2019. It is important to note that Decree No. 2020-287 of March 20, 2020 allows, as of May 1, 2020, employees to use the days saved on their time-savings account at the end of leave for maternity, adoption, paternity, childcare or family solidarity, without being opposed on the grounds of the needs of the department.



THEME 3 ACTION PLAN PROJECT

ACTION 3-1: RAISE MANAGERS' AWARENESS OF THE POSSIBILITY OF PREGNANCY OR ADOPTION

UCA proposes that an interview be held before and after maternity leave to discuss the employee's professional situation, training needs, and the conditions in which the employee wishes to return to work (change of function, location, or working hours, etc.).

Action 3-1- Objectives to be achieved

Training and information specifically intended for managers will be developed to help them deal in the best possible way with a potential pregnancy or adoption and be able to provide better information to employees regarding their rights.

Action 3-1- Indicators to monitor and evaluate progress

- > Number of managers who have taken the "Preparing for parenthood within your team" training course.
- > Checklist designed for managers that includes the following items: anticipate the employee's return, adapt to the employee's absence, reinstate the employee into his or her original position or a position in line with the employee's new aspirations, respond to requests for arrangements expressed by the employee, single parents, organize the medical check-up upon the employee's return, organize a professional interview, plan for a refresher course, guarantee a salary adjustment, check that bonuses are maintained, guarantee the employee's professional promotion, and postpone leave at the request of the employee.

Action 3-1- Means and tools available

UCA training plan.
Support checklist.

Action 3-1- Implementation schedule

2021-2022: Include awareness of employee parenthood in the Manager training program.

2023: Deploy an information kit for managers for the pre- and post-maternity leave interview.



ACTION 3-2: CREATE A PARENT KIT TO DISSEMINATE INFORMATION TO NEW PARENTS

Staff should be properly informed by all means (instructions, HR guide, newcomer orientation, communication of new rights granted by decrees, etc.) and employees with children affected by these measures should be provided with the best support. In higher education and research, two types of leave are available to faculty after maternity, parental or adoption leave, each with their specific conditions: leave for educational projects (CPP) or leave for research or thematic conversions (CRCT), both lasting one or two semesters.

In this case, the conditions of seniority usually required to obtain these types of leave are not applicable.

The leave for educational projects exempts the faculty member (faculty or senior lecturer/agrégé assigned to a higher-education institution) from any teaching obligation, without prejudice to the employee's obligations in terms of research. The faculty member uses the leave to work on the project for which the leave was granted. The Ministry finances this leave and can grant up to 200 semesters per year for leaves for educational projects.

The leave for research or thematic conversion is a system that grants faculty a period of exemption from teaching and administrative tasks to start, pursue, or finalize a research project.

Decree No. 2020-467 of April 22, 2020 allows civil servants raising a child under the age of three to combine their maternity, adoption, paternity, or childcare leave with a special part-time system calculated on a yearly basis and limited in time.

As explained above, Decree No. 2020-287 of March 20, 2020, allows, as of May 1, 2020, staff to add the days saved on their time-savings account to their leave for maternity, adoption, paternity, childcare, or family solidarity.

This action aims to inform staff of these different possibilities. Access to information varies depending on the employee's type of job (research, administrative) and geographical location (laboratory, component, or central services). This action also aims to harmonize our practices and provide an equal level of information to all staff. Increased support should be given to doctoral students who are new parents. Legal texts should also be translated for them.



Action 3-2- Objectives to be achieved

Information for parents on the administrative procedures and on the impact of childcare on their career will be combined on the intranet under a single childcare section. Information guides will be published. These will more particularly help employees find the people to contact within the university regarding these questions. An FAQ section will also be available. The HR department will communicate widely about employee's rights with respect to maternity and paternity leave.

Action 3-2- Indicators to monitor and evaluate progress

- > Number of children/age/disability/household.
- > Number of clicks on the childcare page.

Action 3-2- Means and tools available

Update the childcare pages on the Intranet and existing guides.

Action 3-2- Implementation schedule

2021: Provide accessible and regular information about support for parents and the procedures for obtaining the different leaves related to childcare.

2022: Send the parent kit to all employees.

ACTION 3-3: INTRODUCE A DAYCARE RESERVATION SYSTEM

UCA wishes to be exemplary in respecting the separation between professional and private life and is aware that professional obligations and obligations related to childcare can cause stress and inequalities for parents.

In February 2020, UCA started to examine the possibility of implementing childcare solutions (financial assistance for childcare, places in daycare centers, etc.)

Action 3-3- Objectives to be achieved

Help employees who are parents by offering support or daycare services adapted to their needs. Allow both parents to participate in events organized as part of their work.

Action 3-3- Indicators to monitor and evaluate progress

Make an assessment of daycare center needs for UCA staff and determine whether potential needs can be met by private daycare centers.



Action 3-3- Means and tools available

UCA will examine the possibility of reserving places in daycare centers with the city of Nice, Sophia and Cannes, and/or local private daycare networks.

Action 3-3- Implementation schedule

2022: Needs analysis.

2023: Search for service providers.

ACTION 3-4: FAMILY FRIENDLY DAY

UCA organizes a half-day celebration for children and families, which is an opportunity for employees to make new friendships and for the university to highlight its good practices.

Action 3-4- Objectives to be achieved

During this half-day celebration, UCA aims to communicate about a better distribution of family responsibilities by holding «family information booths» where information can be found about services for families and by organizing awareness-raising and educational activities on how to divide household tasks more equally within the couple and the family. It is also the opportunity to deconstruct stereotypes associated with the division of domestic and family responsibilities.

Action 3-4- Indicators to monitor and evaluate progress

- > Number attending.
- > Analysis of a satisfaction survey of the event.

Action 3-4- Means and tools available

- > Partnership with MGEN.
- > Event stands.
- > QWL team.

Action 3-4- Implementation schedule

2023: First family friendly day.



ACTION 3-5: CONSIDER THE NEEDS OF SINGLE-PARENT FAMILIES AND PARENTS OF CHILDREN WITH DISABILITIES

Action 3-5- Objectives to be achieved

- Analyze the needs of single-parent families and the impact on their careers.
- Analyze the needs of parents of children with disabilities.
- Analyze the impact of disability on careers.
- Find better ways to meet the needs of employees who are single parents or have a child with a disability and help them organize their work accordingly.

Action 3-5- Indicators to monitor and evaluate progress

Report on this study.

Action 3-5- Means and tools available

Set up a working group in charge of conducting the survey.

Action 3-5- Implementation schedule

2022: Survey

2023: Analysis and report of the survey.

ACTION 3-6: ANALYZE REMOTE WORKING PRACTICES

Université Côte d'Azur is introducing remote working on a large scale. Remote working may be considered negatively as a personal convenience chosen by women who want more time to take care of their children. Our assessment shows that women and men do not have the same career development opportunities. Remote working could increase these inequalities if it is perceived as a social advantage reserved for women and equated with a lack of commitment.

Action 3-6- Objectives to be achieved

Monitor remote working more closely.

Action 3-6- Indicators to monitor and evaluate progress

Conduct a survey and gender analysis to determine who works remotely and how remote working is perceived and experienced.

Action 3-6- Means and tools available

Set up a working group in charge of conducting the survey and analyzing it.

Action 3-6- Implementation schedule

2023: Survey and analysis.

4

THEME 4

Prevent and respond to discrimination, acts of violence, psychological and sexual harassment, and sexist acts





MEASURES IMPLEMENTED AT UCA

UCA is strongly committed to combat gender-based violence (GBV), LGBT phobia, and all kinds of discrimination, whether related to gender, sexual preference, ethno-racial origin, disability, or a health condition. This commitment translates into preventive actions as well as processes to deal with aggression complaints.

Our commitment to fight GBV led to the organization of an annual university-wide awareness campaign aimed at both our staff and our student community. During the campaign, held every year in October, posters and fliers are handed out to raise awareness and present the support services available both within the university and outside of it.

Following the Circular of March 9, 2018, relating to the fight against gender-based violence in the civil service, we decided to set up a counseling and support unit for GBV victims: the Gender-based Violence Unit (GBV unit). At the initiative of the Director General of Services, a working group was set up comprising the director of legal services, two administrative directors and the equality officer. The working group was tasked with drafting the unit's operating procedures, internal regulations, and a charter. The working group also developed a toolkit that presents all the resources available both within the university and outside of it, as well as information on how to qualify the facts, and information for managers. The GBV unit comprises 6 staff members selected following a call for applications. The unit has been up and running since October 2018. Its operations were approved by the Health and Safety Committee, the Technical Committee, and the Executive Board on July 20, 2020.

The unit's role is to (i) disseminate information on how to prevent gender-based violence, (ii) provide totally confidential counseling, advice, and support to victims or witnesses of gender-based violence, (iii) make recommendations to the university president on how to adjudicate assault reports, and finally (iiii) collect suitable indicators and propose actions to improve the way abusive behavior is prevented and handled. Unit staff members have been trained and are now skilled in identifying, qualifying, and handling the different types of sexual violence, and in counseling and providing support to victims and witnesses. They are familiar with all the services within the university involved in dealing with gender-based violence. They also know all the organizations outside the university that are competent to handle the different types of sexual violence.

Once a case has been reported, the president, the vice-president social policy, equality, and diversity, the general director of services and the deputy general director of services in charge of security are responsible for following up each report.



The GBV unit publishes an annual report of the cases reported, which is kept anonymous.

> In 2018, the unit reported 8 cases.

> In 2019, the unit reported 5 cases. One investigation was conducted at the request of the president.

> In 2020, the unit reported 14 cases. Three investigations were carried out at the request of the president. Five disciplinary actions were carried out at the request of the president.

UCA has also set up a GBV steering committee that includes the president, the vice-president in charge of institutional affairs, the vice-president HR and organizational development, the vice-president social policy, equality, and diversity, the vice-president health, the vice-president university and campus life, the vice-president education, the vice-president student life, the director of human resources, the general director of services, the deputy general director of services in charge of security, the deputy general director of services in charge of resources, development, and transformation, the deputy general director of services in charge of component coordination, the HR legal expert, GBV unit coordinators, and the secretary of the health and safety committee.

This steering committee is in charge of:

- Approving the composition of the GBV unit.
- Approving the procedures and the annual report of the unit.
- Initiating and conducting an annual GBV prevention campaign aimed at the student community and staff.

UCA regularly organizes training activities. In 2018, it created a training program on "Gender-based violence, qualification of the facts and counseling" for members of the GBV unit, the legal department, and the HR department. In 2019, the association «le refuge 06» held a half-day awareness campaign on homophobic violence and transphobia for department heads and members of the GBV unit.

In 2019, UCA organized the first discrimination prevention week aimed at the student community and staff (from October 7 to 10). The "Synergies theatre" held 20 surprise forum theater performances in lecture halls on the different campuses with the help of faculty.

These performances addressed themes such as sexism, gender-based violence, ho-



mophobia and, racism. More than 2,000 students were reached. Given the positive feedback received from all participants in the week-long campaign, it will be renewed and held each year.

https://www.youtube.com/watch?v=oF_P9rQlOi4&feature=emb_rel_pause

In 2019 and 2020, UCA organized a GBV awareness campaign aimed at student associations. In 2020, a training program was offered on “Gender-based violence, qualification of facts, and counseling” for all members of our disciplinary committees.



THEME 4 ACTION PLAN PROJECT

ACTION 4-1: INTENSIFY TRAINING TO BETTER UNDERSTAND AND PREVENT GBV AND DISCRIMINATION

Action 4-1- Objectives to be achieved

- > Train priority audiences over three years: executive team and staff with management responsibilities, staff representatives, social workers, occupational medicine, and doctoral students (see training reference documents).
- > Include GBV training in the annual training program for all staff.
- > Provide information on the website about resources.

Action 4-1- Indicators to monitor and evaluate progress

- > Number of people trained per year, profession, rank, and function.

Action 4-1- Means and tools available

The training offered by UCA should be provided by professionals who are experts in GBV and who also know how the university works.

We have already worked with CIDFF06, Refuge 06 and the network «VSS-formation»(CPED/ANEF/Jurisup). We also plan to call on ARACT and/or internal experts of the university.

Training programs should cover the following issues depending on the audience:

- > GBV and discrimination.
- > Rights and obligations of civil servants and their code of ethics.
- > How to identify an unusual or inappropriate situation.
- > How to provide a first response.
- > Where to refer victims and witnesses.
- > Knowledge of the resources available within the university and outside of it.
- > Internal procedures (investigation committee, disciplinary action) and criminal procedures (complaint process).

We also want to experiment with the forum theater following the first experience conducted with a student audience during the discrimination prevention week.



Action 4-1- Implementation schedule

2021: Training programs

- For all staff in a management position.
- For health services.
- For staff representatives.
- Provide more information about resources.
- Create training module videos.

2022: Training programs

- For all doctoral students.

2023: Plan annual training.

ACTION 4-2: CREATE A UNIT TO COMBAT DISCRIMINATION AND HANDLE ACTS OF VIOLENCE AND PSYCHOLOGICAL HARASSMENT

In application of the TFP law of August 6, 2019, public employers must set up a system for reporting complaints lodged by employees who consider themselves victims of an act of violence, discrimination, psychological or sexual harassment, or sexist behavior, and for referring these reports to the authorities competent to provide counseling, support, and protection to the victims and to handle the facts reported. This system should also collect the reports from witnesses of such actions.

The decree of March 13, 2020 specifies the terms of implementation and provides in particular for the possibility of signing an agreement with other public employers for sharing the system. It defines the requirements for obtaining access to the reporting system and for respecting the confidentiality of the information handled.

Action 4-2- Objectives to be achieved

In accordance with the civil service transformation law, we are creating a unit to combat discrimination and a unit to handle psychosocial risks (PSR) and psychological harassment.

Action 4-2- Indicators to monitor and evaluate progress

- Expand the action of the GBV unit to include discrimination. Staff will be trained in identifying and qualifying discrimination. More information will be added to the toolkit. A communication plan will be drawn up to explain the expanded scope of the GBV unit. These actions will be approved by the Health and Safety Committee, the Technical Committee, and the Executive Board. An annual report will be presented and included in the social report.
- Create a PSR and moral harassment unit. Define its internal rules and operating procedures. A toolkit will be created. A communication plan will be drawn up to provide information about the new unit. These actions will be approved by the Health and Safety Committee, the Technical Committee, and the Executive Board.



An annual report will be presented and included in the social report.

- A communication plan will be drawn up to provide information about these new units. The plan will include the distribution of fliers and the presence of a booth on the different campuses during back-to-school forums, health village, health day, and QWL week.

Action 4-2- Means and tools available

Two working groups will be organized to submit proposals regarding the counseling and support units. They will include the VP health, the VP SPED, the GDSA security, a legal expert, the GBV coordinator, the occupational doctor, the QWL project manager, and representatives of the Health and Safety Committee.

Action 4-2- Implementation schedule

2021: Expand the action of the GBV unit to include discrimination.

2022: Create a PSR and moral harassment unit.

2023: Train the members of these units in preventing and combating discrimination, violence, and psychological harassment.

ACTION 4-3: IMPLEMENT A SYSTEM FOR LONG-TERM MONITORING

Action 4-3- Objectives to be achieved

- Develop a support protocol for victims, witnesses, colleagues, managers, and defendants after an investigation or a disciplinary action.
- Create a psychological support unit after an investigation or a disciplinary action.

Action 4-3- Indicators to monitor and evaluate progress

Report on monitoring actions.

Action 4-3- Means and tools available

- A working group is developing a monitoring protocol.
- Open a psychological support unit in the departments where the cases occur (with a psychologist and occupational doctor).

Action 4-3- Implementation schedule

2022: Develop a support protocol and create a psychological support unit.



ACTION 4-4: EXTEND THE ANTI-DISCRIMINATION WEEK TO STAFF AND MAKE IT PERMANENT

Action 4-4- Objectives to be achieved

In 2019, UCA organized the first discrimination prevention week aimed at the student community (from October 7 to 10). The “Synergies theatre” held 20 one-hour surprise forum theater performances in lecture halls on the different campuses with the help of faculty. The forum theater, or theater of the oppressed, created and developed by Augusto Boal in Brazil and in Europe encourages interaction with the audience. The theatrical performance liberates speech and sparks a discussion around a chosen theme.

The performances addressed themes such as sexism, gender-based violence, homophobia, and racism. More than 2,000 students participated and were able to interact. A video of the event is available at https://www.youtube.com/watch?v=oF_P9rQIOi4&feature=emb_reL_pause.

The unanimously positive feedback received from participants and the educational impact of the method encourage us to extend the experience to staff and repeat it every year.

Action 4-4- Indicators to monitor and evaluate progress

After these performances, as previously, we will conduct a satisfaction survey among the students and staff who attended the events. At the end of each session, we will present the resources available within the university, notably our counseling and support unit for victims and witnesses of gender-based violence and of discrimination.

Action 4-4- Means and tools available

This action will be carried out in coordination with the department of university life and the university's education service. The equality network will contribute by coordinating actions between university components.

Action 4-4- Implementation schedule

2021-2022: Hold performances each year during one week in October.

2023: Have the different organizations hold stands and add conferences.



ACTION 4-5: DEPLOY THE ACADISCRI SURVEY UNIVERSITY-WIDE

Action 4-5- Objectives to be achieved

UCA is a pilot for the ACADISCRI survey, the first national multi-mode survey designed to assess different types of discrimination. The survey identifies discriminations based on gender, sexual preference, ethno-racial origins, disability, and political opinions. We will first conduct the survey within the university, before contributing to its national deployment. The results of the survey will serve to develop a suitable prevention policy and implement a targeted action plan.

Action 4-5- Indicators to monitor and evaluate progress

The results of the survey will be analyzed and will help us implement a prevention policy suited to our issues, location, and audience.

Action 4-5- Means and tools available

The different UCA departments (HR, Communication, Legal, IS) are involved in the deployment of the survey in Nice but also nationally with the national consortium of researchers.

Action 4-5- Implementation schedule

2021-2022: Survey conducted among UCA staff in April 2021 and students in February 2022. Analysis of results in October 2022.

ACTION 4-6: OBTAIN THE AFNOR EQUALITY-DIVERSITY AWARD

The Gender Equality award, introduced in 2004, aims to promote professional equality and diversity. The Diversity award, created in 2008, is designed to prevent discrimination and promote diversity in the public and private sectors as regards HR management and relations with suppliers, partners, and users.

These two awards are granted by the State. The institutions that apply for them or have received them are given the opportunity to audit their HR processes and improve them, if necessary.

Issued by AFNOR Certification, these awards recognize and highlight good practices in recruitment and professional development that promote gender equality and/or prevent discrimination and contribute to diversity in the workplace.

Each award leads to constructive dialogue among staff and union representatives. It also provides methodological guidelines and motivates the institution to keep on improving its practices and achieving equality by creating a leverage effect.

Action 4-6- Objectives to be achieved

Apply for the two awards.

Action 4-6- Indicators to monitor and evaluate progress

Both awards obtained.

Action 4-6- Means and tools available

This action will be carried out in collaboration with partner institutions.

Action 4-6- Implementation schedule

2023: Apply for the two awards

5

THEME 5

Deconstruct
gender stereotypes
and promote
gender diversity
in degree
programs



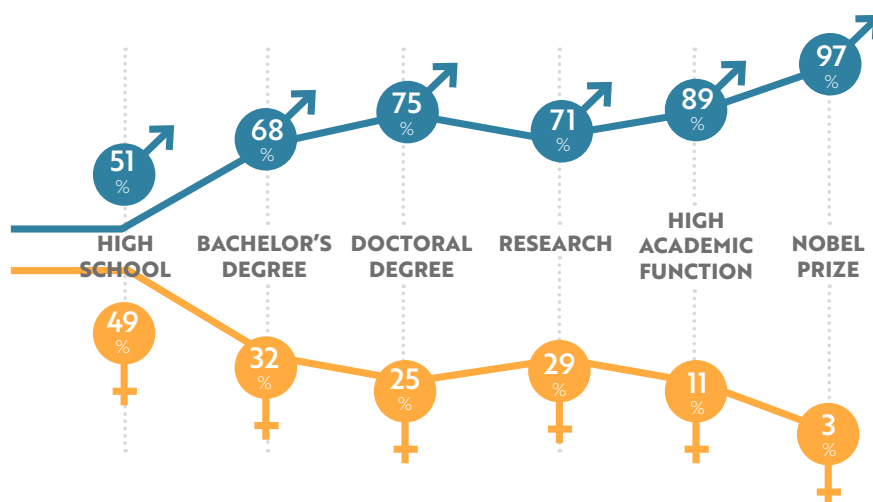


EDUCATING GIRLS AND BOYS

“During the nineteenth century, several successive governments decided to develop primary education and **education for girls** (1833 Guizot Law, 1850 Falloux Law, and 1867 Duruy Law). However, it was not until nearly a century later that action was taken to truly provide an equal education for all: the Ferry laws (1881-1882) made school free, secular, and mandatory, but they also, for the first time, made no distinction between girls and boys and between children of different social classes. From then on, education became a means of upward social mobility, particularly for girls and children from disadvantaged families or rural regions.

The twentieth century saw the development of secondary education (1959 Berthoin Reform and 1963-1966 Fouchet Reform) and of co-education which became effective at all levels of the French educational system starting from 1975 and particularly in the scientific fields which until then had been reserved for boys (1975 Haby Law)” (Jaoul-Grammare, 2020).

On January 8, 2020, Le Monde published an article under the title: «Orientation: girls and boys still do not have the same ambitions». It notes with alarm that nothing has changed in the educational system because of gender stereotypes. It explains that the educational system maintains the idea that male and female students do not have the same tastes and skills, and that this justifies their different choices in higher education. Gender stereotypes are manifest in each major choice from high school to higher education where scientific disciplines are losing female candidates.



*Benchmark and statistical references 2014 edition

** International study conducted by the Boston Consulting Group in 2013

FIGURE 9: DISTRIBUTION OF MEN AND WOMEN IN SCIENTIFIC FIELDS (LIFE SCIENCES, MATHEMATICS, PHYSICS, CHEMISTRY, AND COMPUTER SCIENCE)



“As if the situation was unavoidable, more than ten years later, the recent high school reform confirms that girls and boys do not have the same academic ambitions. When observing the specialty courses chosen in the 11th grade (Première), the wide majority of students in the humanities, literature, philosophy, languages, economics, and social sciences are girls (85% and 15% are boys), while boys dominate in mathematics, digital and computer science, physics, and chemistry (87% boys and 13% girls).”

Even if girls and boys equally choose the scientific baccalaureate (48% girls and 52% boys, education.gouv 2016) and have the same success rate (90% for boys and 93% for girls, education.gouv 2016), “what follows comes as no surprise. In higher education, 28% of students enrolled in engineering schools are women, while their share in paramedical and social degrees reaches 85%. Conversely, at the university, in 2017-2018, 70% of students enrolled in the fields of languages, literature, and social sciences were women. And while their share had slightly increased in scientific disciplines, they only accounted for 28% in the fundamental sciences” (Nevé, 2020).

The same imbalance can be observed at Université Côte d’Azur in certain disciplines such as computer science where barely 12% of bachelor’s degree students were women in 2019, or mathematics where 20% of bachelor’s degree students were women in 2019. Conversely, in the fields of literature or languages, we observe that 80% of bachelor’s degree students enrolled in 2019 were women.

To compare with the data in the article mentioned above, at UCA, 71% of students in languages, literature, humanities, and social sciences are women. In scientific degree programs, 47% of students are women and in fundamental sciences only 26%. A majority of students in the teaching professions are women (74%) and a minority in the professions relating to physical and sports activities (Figure 10).

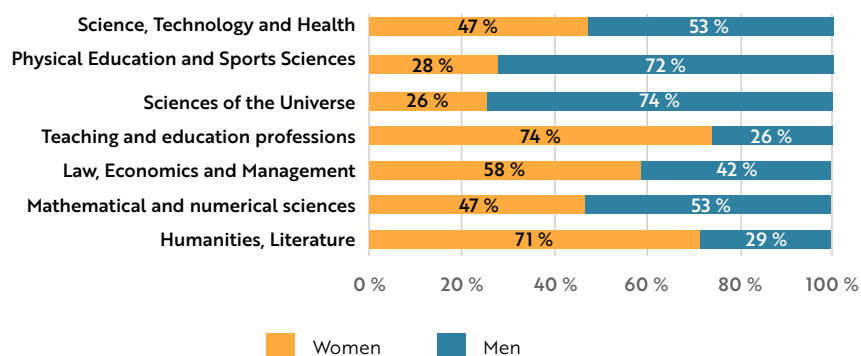


FIGURE 10: GENDERED DISTRIBUTION OF UCA STUDENTS BY FIELD OF STUDY IN 2019



According to the 2019 general data regarding the gender distribution of bachelor and master's students, 58% were women and 42% men. This proportion is reversed at the doctorate level. (Figure 10)

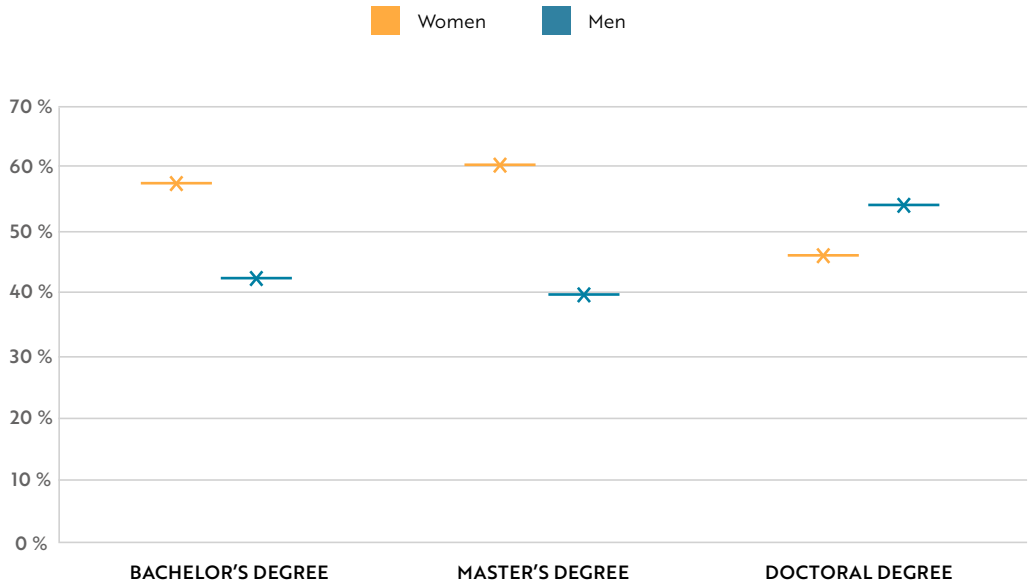


FIGURE 11: GENDERED DISTRIBUTION OF GRADUATE AND UNDERGRADUATE UCA STUDENTS IN 2019



THEME 5 ACTION PLAN PROJECT

Imbalances observed in the different fields of study are mainly linked to gender stereotypes that influence the choices made by girls and boys regarding their studies, professions, and careers. Gender stereotypes are representations imposed by our society and our daily environment.

They can be harmful when they have a negative impact on the skills and performance of students and when they generate thought patterns and lead to extremely simplified and formatted study and career choices that only correspond to social and cultural representations and do not take into account the student's unique identity.

While it is impossible to totally escape gender stereotypes, it is possible to be more aware of them and deconstruct them. The more students are liberated from stereotypes and prejudices, the more their transition to higher education will be successful because based on a personal choice.

The deconstruction of stereotypes is also a lever to sustainably improve gender equality in the workplace.

ACTION 5-1: CONDUCT AN IN-DEPTH ASSESSMENT OVER SEVERAL YEARS OF THE DISTRIBUTION OF WOMEN AND MEN IN OUR DEGREE PROGRAMS

We know that many professional inequalities are due to the segmentation of jobs between women and men. Actions to improve the gender diversity of our degree programs can have a considerable impact on reducing inequality. The first step will be to carry out an in-depth assessment of the distribution of girls and boys in all our degree programs over several years. These data will serve as indicators to measure the success of our actions.

Action 5-1- Objectives to be achieved

- Make an assessment of all our undergraduate and graduate degree programs from 2012 to 2023.

Action 5-1- Indicators to monitor and evaluate progress

- Share of students in degree programs.

Action 5-1- Means and tools available

- Analysis by a working group of the gender distribution of students within the various fields of study from 2012 to 2023.

Action 5-1- Implementation schedule

- 2021-2022: Analysis of the gender distribution of students within the various fields of study.
- 2023: Report on the gender distribution of students within the various fields of study.



ACTION 5-2: TRANSMIT A CULTURE OF EQUALITY TO STUDENTS

Université Côte d'Azur is resolved to deconstruct gender stereotypes by transmitting a culture of equality to the student body and to primary, middle, and high school students by organizing awareness-raising actions.

Action 5-2- Objectives to be achieved

- > Train students on how to promote gender equality.
- > Train students on how to communicate without gender stereotypes.

Action 5-2- Indicators to monitor and evaluate progress

- > Share (number and rate) of students who have completed a training program on equality.

Action 5-2- Means and tools available

- > Information sheet for students.
- > Equality Academy MOOC.
- > IAT self-test.

Action 5-2- Implementation schedule

2021: Appointment of student representatives on the gender balanced committee monitoring the gender diversity action plan.

2022-2023: Train students on how to promote gender equality and deconstruct sexist stereotypes in all situations.

ACTION 5-3: PROMOTE TECHNICAL DEGREES

This action aims to combat gender stereotypes associated with certain degrees and jobs, such as those in the field of computer science, where there are few female students. Efforts will be made to examine ways to make technical degrees more attractive to women.

Action 5-3- Objectives to be achieved

- > Remove all sexist stereotypes in the information provided regarding jobs and technical degrees.
- > Show female role models who have worked in these fields.



Action 5-3- Indicators to monitor and evaluate progress

- > Make an assessment of the information provided for technical degree programs.
- > Make an assessment of all the awareness-raising actions carried out.

Action 5-3- Means and tools available

- > Increase the number of awareness-raising actions and events (Expo Ingénieur.E, jobs rally, etc.)

Action 5-3- Implementation schedule

2021-2023: Awareness actions.

2021-2023: Make an assessment of the information and submit proposals for improvement.

2023: Develop actions in cooperation with the professional world within the relevant technical fields in order to strengthen and promote the place and role of women and of gender diversity in job-creating sectors.



GLOSSARY OF ACRONYMS

ATRF: Associate Research and Education Technician (*Adjoint-e Technique Recherche et Formation*)

ASI: Assistant Research and Education Engineer (*Assistant-e Ingénieur-e*)

BIBAS: Specialized Assistant Librarian (*Bibliothécaire Assistant Spécialisé*)

CET: Time-savings account (*Compte Epargne Temps*)

DGAFP: General Directorate for Civil Service Administration (*Direction Générale de l'Administration de la Fonction Publique*)

IGE: Junior Research and Education Engineer (*Ingénieur-e d'Etudes Recherche et Formation*)

IGR: Senior Research and Education Engineer (*Ingénieur-e Recherche et Formation*)

MESRI: Ministry of Higher Education, Research, and Innovation (*Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation*)

MCF: Associate Professor (*Maître de Conférences*)

PU: Full Professor (*Professeur-e des Universités*)

PUPH: Medical Professor (*Professeur-e des Universités Praticien.ne Hospitalier.ère*)

QWL: Quality of Work Life

TECH: Research and Education Technician (*Technicien-ne Recherche et Formation*)

GBV: Gender-Based Violence

APPENDICES

APPENDIX 1

COMPARISON WITH ALL UNIVERSITIES BREAKDOWN OF WOMEN AND MEN BY PROFESSION				
	UCA		National	
	Women	Men	Women	Men
Faculty				
Associate Professor	47%	53%	46%	54%
Full Professor	27%	73%	28%	72%
Medical Professor	21%	79%	20%	80%
Associate Medical, Dentistry, and Pharmacy Professor	47%	53%	48%	52%
Senior Lecturer (agrégé)	55%	45%	46%	54%
Certified and Assimilated Lecturer	57%	43%	54%	46%
Administrative and technical staff				
Senior Research Engineer with the Ministry of Higher Education, Research, and Innovation (MESRI)	25%	76%	39%	61%
MESRI Junior Research Engineer	38%	62%	53%	47%
MESRI Assistant Research Engineer	58%	42%	51%	49%
MESRI Research Technician	61%	39%	59%	41%
MESRI Assistant Research Technician	66%	34%	64%	36%
Administrative and library staff				
State Administrative Officer	61%	39%	68%	32%
ENES Administrative Secretary	83%	17%	86%	14%
Administrative Assistant	93%	7%	90%	10%
General Library Curator	65%	35%	70%	30%
Librarian	67%	33%	77%	23%
Specialized Assistant Librarian	87%	13%	77%	23%
Library Warehouse Manager	55%	45%	62%	38%

APPENDIX 2

GROSS PAY OF WOMEN AND MEN WITHIN UCA		
	UCA	
	Women	Hommes
Faculty		
Associate Professor	3 968 €	4 047 €
Full Professor	5 635 €	5 905 €
Medical Professor	4 870 €	5 304 €
Associate Medical, Dentistry, and Pharmacy Professor	3 372 €	3 484 €
Senior Lecturer (agrégé)	4 340 €	4 363 €
Certified and Assimilated Lecturer	3 632 €	3 710 €
Administrative and technical staff		
Senior Research Engineer with the Ministry of Higher Education, Research, and Innovation (MESRI)	4 291 €	4 207 €
MESRI Junior Research Engineer	3 370 €	3 419 €
MESRI Assistant Research Engineer	2 861 €	2 899 €
MESRI Research Technician	2 372 €	2 427 €
MESRI Assistant Research Technician	1 978 €	1 969 €

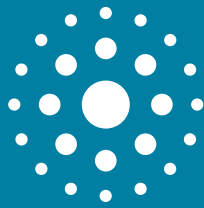
APPENDIX 3

COMPARISON WITH ALL UNIVERSITIES PAY GAP AND EXPLANATORY FACTORS						
	UCA			National		
	Pay gap	Demographic effect	Bonus effect	Pay gap	Demographic effect	Bonus effect
Faculty						
Associate Professor	-79 €	-43 €	-37 €	-40 €	-26 €	-13 €
Full Professor	-270 €	-238 €	-32 €	-269 €	-255 €	-14 €
Medical Professor	-435 €	-530 €	95 €	-358 €	-372 €	14 €
Associate Medical, Dentistry, and Pharmacy Professor	-112 €	-166 €	55 €	35 €	37 €	-2 €
Senior Lecturer (agrégé)	-23 €	29 €	-52 €	-173 €	-146 €	-28 €
Certified and Assimilated Lecturer	-78 €	57 €	-135 €	-238 €	-203 €	-35 €
Administrative and technical staff						
Senior Research Engineer with the Ministry of Higher Education, Research, and Innovation (MESRI)	83 €	249 €	-165 €	-163 €	-136 €	-27 €
MESRI Junior Research Engineer	-49 €	145 €	-193 €	-143 €	-98 €	-45 €
MESRI Assistant Research Engineer	-37 €	1 €	-38 €	-132 €	-92 €	-40 €
MESRI Research Technician	-55 €	-50 €	-5 €	-92 €	-52 €	-40 €
MESRI Assistant Research Technician	9 €	-18 €	27 €	-42	-36 €	-5 €

APPENDIX 4

COMPARISON OF PART-TIME RATES BY PROFESSION AND NATIONALLY				
	UCA		National	
	Hommes	Femmes	Hommes	Femmes
PROFESSION				
Associate Professor	99,7 %	98,9 %	99,8 %	99,2 %
Full Professor	99,9 %	99,8 %	99,9 %	99,8 %
Assistant Research Technician with the Ministry of Higher Education, Research, and Innovation (MESRI)	97,8 %	95,8 %	99,3 %	96,6 %
MESRI Research Technician	99,1 %	95,4 %	99,4 %	96,7 %
Senior Lecturer (agrégé)	98,4 %	97,2 %	97,9 %	96,1 %
Medical Professor	99,7 %	98,3 %	100 %	100 %
MESRI Junior Research Engineer	99,9 %	97,4 %	99,3 %	96,6 %
Administrative Assistant with the National Education and Higher Education	100 %	93,3 %	98,3 %	95,2 %
Certified and Assimilated Lecturer	95 %	96 %	96,4 %	95,4 %
MESRI Assistant Research Engineer	99,6 %	96,5 %	99,2 %	96,3 %
Associate Medical, Dentistry, and Pharmacy Professor	100 %	100 %	100 %	100 %
MESRI Senior Research Engineer	100%	98,8 %	99,4 %	98 %
Administrative Secretary with the National Education and Higher Education	100%	93,5 %	98,7 %	96 %
State Administrative Attaché	100 %	92,4 %	99,4 %	98,1 %
General Library Curator	100 %	97,6 %	100 %	99,9 %
Primary School Teacher	100 %	100 %	96,2 %	93,1 %
Librarian	100 %	100 %	98,7 %	95,9 %
Functional jobs	100 %	100 %	100 %	99,9 %
Social Service Assistant of State Administrations		100 %		99,1 %
Professor admitted twice to the agrégation examination	100 %		99,1 %	99,1 %

State Administration Nurse		93,8 %		100 %
Social Service Technical Adviser of State Administrations		93,3 %		95,1 %
Design and Manufacturing Engineer of the Ministry of Defense		100 %		100 %
Dentistry Professor		100 %	100 %	100 %



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