



**AIX-MARSEILLE UNIVERSITY'S ACTION PLAN
FOR GENDER EQUALITY
IN THE WORKPLACE
2021 - 2023**

Le Président de
l'Université d'Aix-Marseille

A blue ink signature of Eric Berton, written over a circular stamp. The stamp contains the text "Université d'Aix-Marseille" and "AMU" at the bottom.
Eric Berton

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INTRODUCTION

Aix-Marseille University (AMU) wishes to be a place where its personnel will feel fulfilled, whether they are employed in administrative and technical positions, students, teaching staff, lecturer-researchers, or scientists. Since January 2020, the classical university policies are combined with a committed social policy; a policy based on quality of life on campus, which is also transversal to all of the decisions made. In this context of development of a Social and Environmental Responsibility (SER)-type policy, and more generally sustainable development, gender equality is a crucial concept. To reflect this central role, the AMU vice presidency dedicated to gender equality was expanded to make it functional and fully operational. The current gender equality in the workplace action plan for 2021-2023 translates this strong desire to transform the current situation into marked and concrete actions. It relies in particular on the results of scientific research, and can be divided according to the following five aspects:

For each of the aspects, in this document, we will first present the guiding lines along with, where relevant, a review of the current situation and/or examples of key actions developed by AMU. We then present a table summarising the various actions planned for the 2021-2023 period.

ASPECT 1 - STRENGTHEN GOVERNANCE FOR POLICIES PROMOTING GENDER EQUALITY IN THE WORKPLACE

1 Current situation and guiding lines

The development of the 2021-2023 action plan was the opportunity for AMU to critically review all of the actions currently in place to promote gender equality in the workplace. This review allowed us to repeat and reinforce some actions, propose improvements for others, and also to sketch out new actions for the coming three years. At the start of December 2020, several work groups were set up with members representing departments, learning and teaching departments, and other University personnel. Trade union organisations also actively participated. An SER steering committee was set up to coordinate the various issues. The committee included the head of human resources, the vice presidents in charge of human assets, quality of life at work (QVT), health and disability, as well as gender equality and combating discrimination. All of the actions proposed as part of this plan are grounded and operational, associated with follow-up and assessment indicators that have been defined in collaboration with the vice president for quality assurance, they have received strong institutional support which is a guarantee that they will be implemented (human and financial resources, recognition and valorisation of the work undertaken, communication strategy), and were developed as a coherent whole.

1.1 **Develop and implement an action plan based on results from scientific research on the subject**

Scientific research into gender stereotypes and discrimination was a guiding line in the development of AMU's action plan. In recent years, action plans aiming to promote equality and diversity in higher education have become more numerous and have allowed several advances to be made. However, inequality remains an issue among staff in terms of recruitment, promotion, access to the most prestigious positions, representation in STEM disciplines (Science, Technology, Engineering and Mathematics), but also among students in terms of access to certain Master's or PhD courses; for STEM this can even be an issue from primary degree level. AMU is not an exception (see the 2019 social review and report on comparative situation/Bilan social et rapport de situation comparée), and therefore proposes to focus on results from scientific research to make changes. These results indicate that this type of inequality is largely linked to stereotypes and gender bias which are powerful subconscious mechanisms, acquired over time by most individuals, whatever their gender [1-2]. By examining this research, we came to understand how these stereotypes negatively influence student performance and course selection [3-4], while also generating subtle discrimination processes by affecting decisions made by assessors involved in recruitment and promotion [5]. This research also informs us on the actions to be implemented and the conditions required for them to bear fruit. While awareness-raising and communication campaigns, commitment charters, and quotas are necessary actions, they are nevertheless insufficient to effect extensive change. The data [5-8] indicate that it is also essential to propose training to 1) make people aware of the existence of these stereotypical biases, 2) explain how these biases work

(often subconsciously as they are deeply anchored in long-term memory) and what consequences they have, and 3) propose strategies to better control these biases and thus reduce their impact. The new actions proposed by AMU since 2020 are founded on the results of this research, and are or will be presented in an appropriate manner to the committees selecting lecturer-researchers, recruiting BIATSS personnel, admitting students to the doctoral schools, assessing research laboratories, teaching staff; and also to students. The effectiveness of these actions will be measured. To instigate visible changes in the short and medium term, these actions must be undertaken in an iterative manner, and in a coherent way, and will need to target the largest number of people possible among both students and staff. The scientific work on social stereotypes and discrimination will also be used to develop new collaborations to exchange and share good practices with local, regional, national, and international partners. Specific examples of actions will be developed in Aspect 3.

1.2 Strengthen the role of the Vice President for gender equality and combating discrimination

The deployment of actions in favour of gender equality within and outside the University necessarily relies on a legitimate and operational vice presidency. From January 2020, AMU transformed the deputy vice presidency into a functional vice presidency, and attributed additional human and financial resources. Five project coordinators were appointed (with relief of teaching hours/bonus of 64 HETD) to contribute to the precise analysis of gender issues within AMU (statistical analysis of the sex ratio for staff and students which was used to complete and enrich the social report or Rapport Social Unique), to monitor scientific indicators of gender equality and good practices in terms of equality and diversity, and to implement actions within the various learning and teaching departments and other departments. An additional budgetary line was made available to allow the recruitment of interns and contract staff. This team will soon grow through the nomination of reference contacts from the teaching and BIATSS personnel for each learning and teaching department, structure, and campus. These nominations will help to ensure that the necessary network has been developed to relay and coordinate actions. Strategic and intensive communication campaigns will be undertaken to ensure that these reference contacts are clearly identified, and that their roles and missions are known to all. The individuals nominated will be supported and their commitment recognised through a valorisation policy effectively accounting for the responsibilities undertaken in their career progression.

1.3 Integrate part of the action plan for equality in the submission to HRS4R

AMU officially started working towards “HR excellence in research” accreditation - HRS4R - in June 2019. The new governance team, elected in 2020, confirmed this objective in the February following its election, and worked throughout the second half of 2020 to integrate its priorities in the HRS4R action plan in terms of QVT, commitment and responsibility, as well as gender equality. The submission for accreditation, which was sent on **12 February 2021**, included three actions which are integral to AMU’s multi-year action plan promoting gender equality in the workplace:

- Facilitate occupational reintegration after parental leave by promoting access to leave to undertake a research project (CRCT) and leave to undertake a pedagogical project (CPP) for teaching personnel.
- Improve collection of internal data on steps to promote inclusion to measure the impact of actions undertaken (raise awareness, training, etc.). Take advantage of input from experts on the questions of equality and combating discrimination within the University.
- Integrate training on gender bias for committees selecting candidates for permanent research positions and extend it to committees assessing contract research staff and PhD students.

AMU's HSR4R accreditation was confirmed on 29 April 2021.

1.4 Strengthen statistical review of the comparative situation for women and men, assess and monitor actions undertaken in terms of equality in the workplace

The social review in the report on comparative situations at AMU has continuously progressed in recent years. The review is regularly updated through the addition of new indicators and updated data (<https://www.univ-amu.fr/fr/public/bilans-sociaux-rapports-de-situations-comparees>). In line with the law relating to transformation of the public sector of 6 August 2019, AMU is currently developing its Rapport Social Unique (RSU; overall social report) for the year 2019, which systematically presents data broken down by gender for the preceding three years. Among other changes, the following elements in the report are of interest:

- Mean career history for each type of population, category, and status
- Average and median age over three years for each type of population, category, and status
- Female/male ratio within each structure for teachers and BIATSS personnel
- Parity index which takes into account the available pool ("Adverse Impact", otherwise known as the male advantage) eligible for promotion among BIATSS, ITRF, and teaching staff (for each type of teacher)
- The distribution of the teaching population over the different teaching sectors, learning and teaching departments, rankings and professional bodies

The RSU already includes information from complementary reports allowing finer-grained analysis (departments, sub departments), and comparisons between situations for staff and students (where relevant). These reports are available on the vice presidency for gender equality and combating discrimination website (<https://www.univ-amu.fr/fr/public/mefhld-amuchiffres>). The analyses presented will be updated yearly, and perspective will be provided through the follow-up and assessment indicators for the corresponding actions. The use of a range of parity indexes and statistical analysis methods (Chi-2 test, Cramér's V) help to highlight situations suggesting 1) "abnormal" underrepresentation of a particular gender relative to another among candidates based on the total potential number, and/or 2) decisions relating to promotions in favour of one or other gender group based on the number of eligible candidates. These tools and documents will be made available on the website

(<https://www.univ-amu.fr/fr/public/boite-outils>) and continuously updated. An important objective for AMU is to improve how it communicates the results of analysis of the RSU and the related reports to the learning and teaching departments, general departments, laboratories, and sub departments.

2 Detailed action plan for Aspect 1

No. and description of the action		Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
				2021	2022	2023
2.1 Develop an action plan for occupational equality (PAE) within AMU and help with its implementation						
2.1.1	Establish a multi-year PAE for 2021-2023 in concertation with social partners: a. Dedicated workgroup (development of the plan) b. Follow-up committee (implementation, assessment, and revision of the plan)	a- Draw up a PAE for AMU.	a- Communication to the MESRI on 1 May 2021.	✓		
		b- How do agendas and decisions made coincide with the objectives?	b- Number of meetings, participation in meetings. Presentation of intermediate reports and reviews to the administrative Council.	✓	✓	✓
2.1.2	Develop and implement a PAE based on results from scientific research on the topic. See action 3.1.3 in Aspect 3	Monitor the scientific literature relating to gender bias and its influence.	Number of scientific references backing up the actions implemented when relevant.	✓	✓	✓
		Take research results into consideration to gain an understanding of the conditions ensuring that actions in the field will be effective, to propose new actions relying on scientifically validated tools, and to use indicators for follow-up and to measure effectiveness.	Number of changes to the action plan following the emergence of new research results.	✓	✓	✓
2.1.3	Strengthen the vice presidency for gender equality and combating discrimination.	a- Switch from a deputy vice presidency to a functional vice presidency with a steering committee composed of project coordinators for each disciplinary sector: 100% of sectors covered.	a-Yes/No; Number of project coordinators.	✓	✓	✓
		b- Ensure the nomination of reference contacts for both teaching and BIATSS staff, for each learning and teaching department, structure, and campus, to ensure the necessary network has been developed, 75% of structures covered.	b- % of structures for which reference contacts have been appointed.	✓	✓	✓
		c- Create and implement a communication campaign so that reference contacts are clearly identified and their role is understood (upon welcoming new arrivals and for those already present).	c- Creation of the communication strategy; Number of communication campaigns in line with the strategy.	✓	✓	✓

No. and description of the action		Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
				2021	2022	2023
2.1- Develop an action plan for occupational equality (PAE) within AMU and help with its implementation						
2.1.4	Recognise the work undertaken by reference contacts	Letter of engagement; recognition for career progression.	% letters of engagement. Survey of positions occupied by reference contacts.	✓	✓	✓
2.1.5	Lead the group of reference contacts, and coordinate all the actions implemented in the various learning and teaching departments and structures at AMU	At least 6 meetings per year, with specific meetings associated with international action days.	Agenda and minutes; Number of meetings; Review of actions implemented; Participant representativity; Rate of propagation of actions (number of actions undertaken in x different learning and teaching departments)	✓	✓	✓
2.1.6	Creation of a SER steering committee Including the head of human resources, the vice presidents in charge of human assets, quality of life at work, health and disability, and gender equality and combating discrimination to coordinate the various issues (gender equality, QVT)	First meeting in 2021, four meetings per year.	Annual presentation to the OSH committee (CHST) and technical committee (CT): review and new directions Correspondence between members of the steering committee and people present at meetings. Number and types of actions proposed.	✓	✓	✓
2.1.7	Internal and outreach communication on the subject of the action plan for equality in the workplace	a- Promotion of AMU charters and other charters signed by AMU.	% Availability of the documents on the Internet and intranet sites; Number of newsletters; Number of articles in the AMU letter (at least three per year); Number of outreach press releases.	✓	✓	✓
		b- Post the plan on the intranet, communicate on it in the AMU newsletter, infographics and short video by the president.				
		c- Inclusion of the plan on the AMU website.				
		d- Presentation for information in the councils of the departments for training through research (UFR) and at department meetings.	Include a question on knowledge of gender equality (EFH) actions undertaken in the observatory of student live (OVE) survey.	✓	✓	✓
		e- Communication of charters during recruitment (welcome package).				
		f- Event/module in the framework of the online integration seminar.				

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
2.1- Develop an action plan for occupational equality (PAE) within AMU and help with its implementation					
2.1.8 Integrate part of the equality plan in the HRS4R submission Submission for accession to HR excellence in research accreditation awarded by the European commission, with emphasis on the three actions implemented to promote gender equality: a- Facilitate the return to work after parental leave by promoting access to leave to undertake a research project (CRCT) and leave to undertake a pedagogical project (CPP) for teaching personnel, b- Improve collection of internal data on anti-discriminatory measures in order to monitor the impact of our actions (raise awareness, training, etc.), c- Integrate training on gender bias (see Aspect 3) for selection committees assessing candidates for permanent research positions and extend it to selection committees for contract research staff and PhD students.	a- Inform all personnel of this possibility and encourage them to apply, and develop a pool of ATER positions to guarantee course sustainability. b- Conduct surveys to determine perception; Implement follow-up and efficacy indicators for the actions (indicators to be developed depending on the action). c- Extend training to all selection committees (synchronous campaign, as it arises, LRU).	HRS4R application submitted 10 February 2021. Results expected in June 2021. The HRS4R submission can be consulted on the AMU website. a- Percentage of CRCT requests accepted among all applicants returning from parental leave and analysis of reasons for refusal. b- Number of indicators implemented. c- % of selection committees trained; Indicators of participation; Indicators of parity for hearings, rankings, and recruitments, taking into account the gender ratio among candidates.	✓ ✓ ✓ ✓	 ✓ ✓ ✓	 ✓ ✓ ✓
2.2 Strengthen statistical review of the comparative situation for women and men, assess and monitor actions undertaken in terms of equality in the workplace					
2.2.1 Enrich the RSU through the use of gendered statistics and present data from the perspective of staff and students (where relevant)	Complementary staff-student reports at the level of learning and teaching departments, general departments, laboratories, and sub departments. Ranking with respect to national averages.	% reports produced; Study of reports.	✓	✓	✓
2.2.2 Mentor and coordinate the various departments producing data contributing to the RSU.	RSU with coherent data produced in a timely fashion.	Number of meetings; Number of days production of the RSU is delayed.	✓	✓	✓
2.2.3 Communicate results and analysis of the RSU and the complementary reports within the learning and teaching departments, general departments, laboratories, and sub departments.	Publication on the website. Presentation to councils for departments for training through research, general departments, laboratories, and sub departments.	% department for training through research councils informed (reported by reference contacts).	✓	✓	✓

2.2.4	Inform on gender breakdown for results of competitive recruitments and other recruitments and comparison to national and local recruitments.	Competitive recruitment of teachers and lecturer-researchers; BIATSS competitive recruitment; Recruitment of contract staff.	Publication of gendered results on the website.	✓	✓	✓
No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule			
			2021	2022	2023	
2.3 Promote equal investment from men and women in social dialogue						
2.3.1	Monitor the application of regulations relating to gender mixing on lists of candidates for elections of staff representatives Ensure gender mixing in workgroups involving the institution and representatives of trade union organisations.	Gender parity on lists and for workgroups.	Proportion of women candidates; Proportion of women members of workgroups	✓	✓	✓
2.4 Alert the hierarchy to the need for equality in the workplace						
2.4.1	Systematically offer training to all supervisors (including PhD supervisors) on the effects of gender bias, on their responsibilities with respect to this bias and on means for action	A- Include a range of courses specific to gender bias in the plan for in-service training B- Raise awareness of gender bias in the course for compassionate management.	Number of people trained; Production of the short video of the president introducing the course.	✓	✓	✓
2.4.2	Encourage/monitor parity in the University's various instances and committees	Governance team, Council of doctoral schools, etc.	Parity index	✓	✓	✓
2.5 Coordination with our partners						
2.5.1	Organise exchanges with our partners with a view to providing homogeneous actions in favour of gender equality and sharing resources; formalise these actions in the future site contract	Formalisation of commitments in the site contract.	Number of shared actions and review; Development of a regional reference database.	✓	✓	✓

2.5.2 Share tools, actions and protocols developed with our partners - Permanent equality diversity conference (CPED; conférence permanente Egalité Diversité) - All ESR stakeholders - International partners (CIVIS, Téthys, etc.).	Exchange and sharing of good practices; comparison of returns on experience.	Number of shared actions and review.	✓	✓	✓
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ASPECT 2- ASSESSMENT, PREVENTION AND DEALING WITH SALARY DIFFERENCES BETWEEN WOMEN AND MEN

The principle of equal payment, without distinction based on gender, is included in international and European law. In the context of the University, equal treatment of all members of the same professional body or employment sector is guaranteed by the statutes of civil service. Nevertheless, salary differences may persist: at the basic pay rate, they may be induced by recruitment conditions and/or differences in career dynamics between men and women, or the indemnity scale. Consequently, the work relating to differences in salary represents a long-term diagnostic study. The French DGFAP (general directorate for administration and public function) tool is used in complement to the statistical elements deployed by the institution. The sections below present the current status of the analysis of salaries earned by AMU personnel. As payment and recognition methods are very different, data for tenure and contract staff are analysed separately. These analyses will be repeated and extended over the three years of the project, and therefore are included in the action plan described under Aspect 2. As to the corrective measures, they are developed in the equal opportunities aspect (Aspect 3) and the work-life balance aspect (Aspect 4).

3 Current situation and guiding lines

3.1 Tenure staff salaries

Salaries for government employees are determined based on:

- An indexed scale for each body-grade-tier for basic pay;
- Additional indemnities linked to the employer, the role, any overtime, specific difficulties, but also to days bought back from the working time account.

The DGAFP tool was used to analyse payments made in 2019 for 5004 agents, members of 31 professional bodies represented within the University. The amounts and differences are presented as gross monthly income.

Mean annual employment 2019	♂	♀	total	proportion of ♀(%)	proportion of ♀ (%) University lecturers 2018
Annual staff numbers	2448	2556	5004	51.08%	50.90%
Equivalent full-time employees	2437	2485	4923	50.49%	50.40%
Mean rate of part-time work	99.6%	97.2%	98.4%		

In 2019, the University employed almost as many women as men on tenure posts.

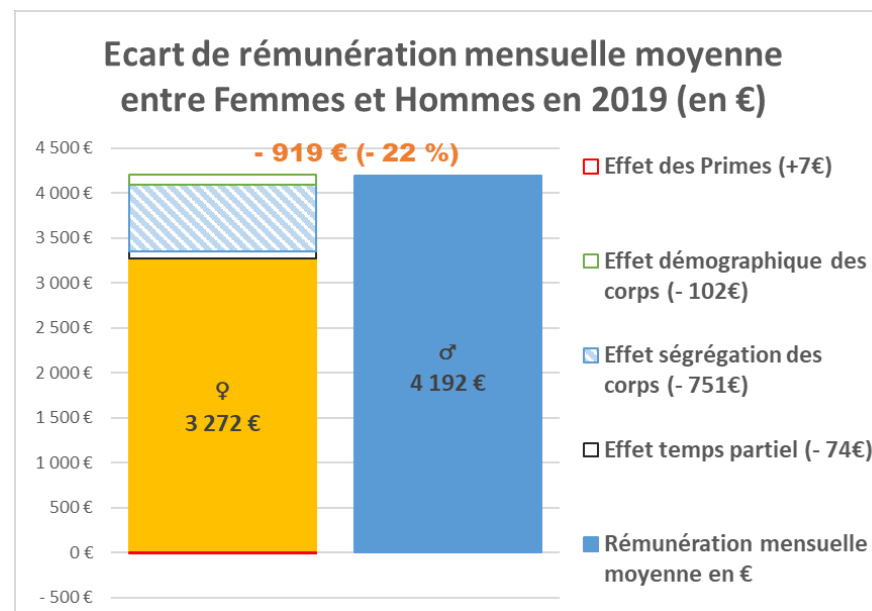
Mean monthly gross salary for 2019 in €	♂	♀	Difference	% (W-M)/M	% (W-M)/M University lecturers 2018
Not corrected for part-time work and presence	€4192	€3272	€-919	-21.94%	-19.90%
Mean monthly salary in € per equivalent full-time	€4210	€3365	€-845	-20.07%	-18.20%

In 2019, the difference in mean gross salary is €919 in favour of male tenure employees of the University.

To understand this considerable difference, the DGAFP tool splits the differences in salary between men and women based on 4 types of effect:

- **Part-time effect:** effect on salary induced by the difference in service hours;
- **Segregation of professional bodies effect:** differences in salary induced by the pyramid of professional bodies and the proportion of women represented at each level;
- **Demographic effect within professional bodies:** induced by positions occupied by men and women within a professional body;
- **Bonus effect:** differences in salary between men and women induced by amounts of bonuses for the same professional body-grade-rank.

In 2019, only the effect of bonuses was more favourable to women than men; the other types of effect reflected a salary advantage for men.



3.1.1 Effects of being a parent on salary

3.1.1.1 *Effects of unpaid parental leave*

The effect of parental leave cannot be directly measured when analysing salaries. Agents do not receive a salary during their parental leave, and are therefore not considered in calculations to determine the equivalent full-time salary.

On the strength of the observation that women more often benefit from parental leave (full-time or part-time), which negatively affects their rate of pay, the University wishes to promote access to annualised modes of organisation of working hours:

- On the one hand availing of the possibility to work part-time - through annualised part-time work, with agreement from the administration in line with the advantages it presents for the department - is likely to be offered as an alternative to full-time parental leave.
- On the other hand, annualised parental leave, is a right for any employee entering into the terms of application of the decree, and throughout the test period which is scheduled to last until 30 June 2022. The deployment of this mode of parental leave could allow employees (full-time and contract employees with at least one year of service) to benefit from an initial period of absence lasting a maximum of 2 consecutive months, then to complete their quota of hours over the remaining 10 months. Their salary would be maintained throughout the period.

For these two systems, the service requirements are set out over the year, and distributed according to a schedule alternating worked and non-worked sequences based on the agreement concluded between the employee and the head of department.

Objective: The University wishes to strengthen communication on these systems by making available and informing all personnel of the procedure relative to annualised part-time work from 2021 and into the future.

Objective: The impact of maternity on salaries for contract staff will be studied by analysing salaries by gender, professional body and number of children.

3.1.1.2 Part-time effect

	In €	Proportion of difference between W and M	University lecturers 2018
Part-time	€-74	-8.1%	-7.8%

Women are paid on average €74 less than men each month, as a result of more frequent part-time employment.

Part-time work thus plays a minor role in salary differences between women and men. In addition, part-time work may help staff achieve a good work-life balance if it corresponds to a personal choice.

3.1.2 Effects on basic salary other than part-time work: breakdown for professional bodies and demographics

These can be split into two effects with a negative impact for women:

Effect other than the part-time effect	AMU in €	Proportion of difference between W and M	University lecturers 2018
Breakdown by professional body	€-751	-88.8%	-84.8%
Demographics within professional bodies	€-102	-12.0%	-12.9%

In 2019, the total difference between women and men was linked, in the grand majority - almost 90% - to effects due to segregation between professional bodies.

The detailed analysis of these differences was undertaken for 13 of the 31 professional bodies represented by more than 50 individuals and with a sufficient level of gender mixing. These 13 professional bodies represent more than 94% of the total staff population. The 18 professional bodies not retained either represent a population of less than 50 employees, or the level of gender mixing is insufficient to allow relevant analyses to be performed.

3.1.2.1 Segregation between professional bodies and demographics within professional bodies

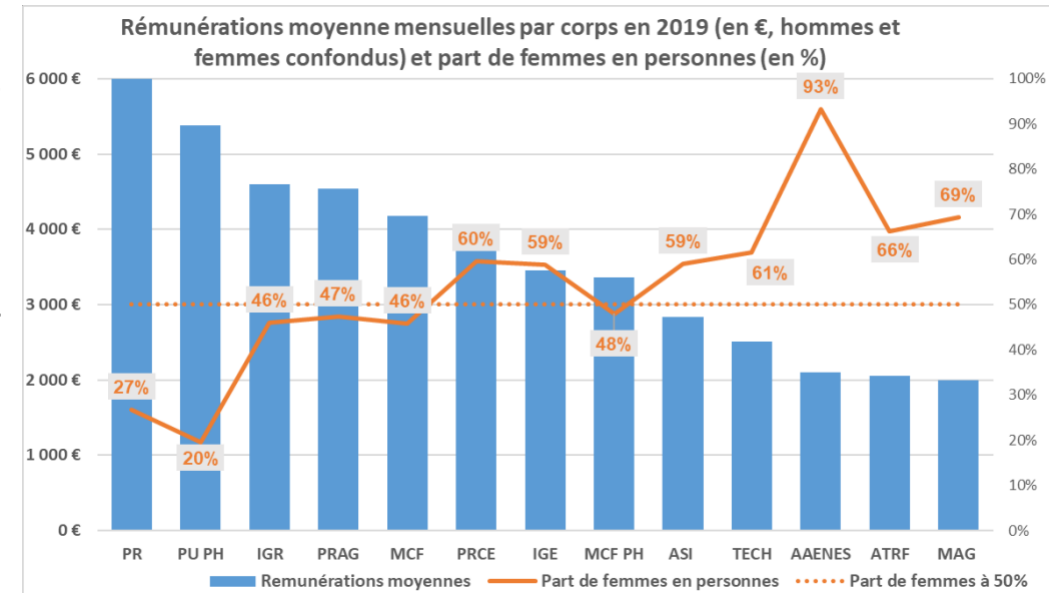
The effect of segregation between professional bodies links the proportion of differences in salaries for men and women to differences in the gender distribution depending on the professional body and levels of pay.

This is the main effect contributing to the difference between men and women for AMU in 2019, amounting to €751, corresponding to almost 90% of the difference found.

The explanation for this segregation between professional bodies can be:

- Sociological, with self-selection (or even self-censorship) of women who more often apply to certain competitive recruitment campaigns, and less to others;
- Linked to a form of discrimination at the time of recruitment to the professional body.

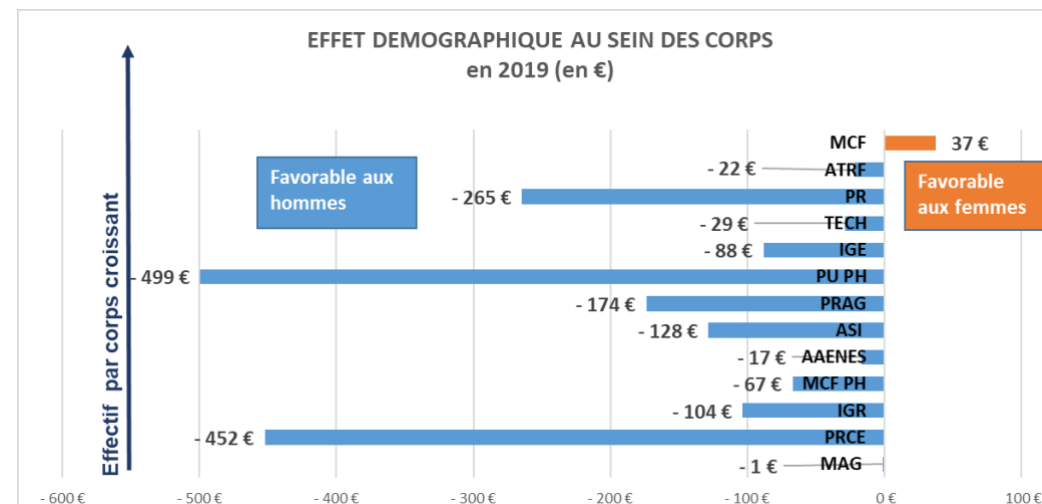
Women are underrepresented in PR (27%) and PR HU (20%), which are the best paid professional bodies, and also overrepresented in categories B and C, the worst paid categories.



Demographic effects are induced by the positions occupied by men and women within a given professional body (age, career history, promotion, etc.). The explanations for these demographic effects are linked to those for the segregation effects; in addition, internal promotion contributes to both effects.

The demographic effect is almost systematically in favour of men, with the exception of women MCF, who are proportionately better represented than men at the top of the MCF scale.

The distribution of women between the professional bodies and within professional bodies arises through the competitive recruitment procedures and promotion effects.



3.1.2.1.1 Promotion of BIATSS personnel

In 2019, shortlists for BIATSS included 72% women, and 61% of those recruited through the competitive process for BIATSS were women, which should be compared to the proportion of women among BIATSS - 65%.

Objective: Attention should be paid to ensure equal treatment in career progression procedures, the guidelines for management (GLM) will be revised in 2021, and should include all the principles of gender equality. Some criteria were already included in our work tables for progression in 2021 (gender, average age, etc.).

3.1.2.1.2 Competitive recruitment of teachers

In 2019, in total 47% of teachers recruited through the competitive process were women, whereas the proportion of women within the teaching body was 39.5%. Nevertheless, the proportion of women recruited through the competitive process for full professor positions was only 28%, whereas the proportion of women recruited as university lecturers was 61%.

The 2019 recruitment session therefore did not correct the differences observed between the proportion of women PR (27%) and the proportion of women MCF (46%) and reproduced the effects of segregation between professional bodies.

Objective: any impact of gender on career dynamics will be studied by analysing average salaries for each professional body and age category.

3.1.2.2 Bonuses, stipends and additional pay

At the level of the institution, the bonus effect is in favour of women by €7, it thus contributes in a minor capacity to differences. This is the only effect which is in favour of women.

Effect other than the part-time effect	AMU in €	Proportion of difference between W and M	University lecturers 2018
Bonuses	€7	0.9%	-2.3%

However, the analysis broken down by professional body reveals significant disparities.

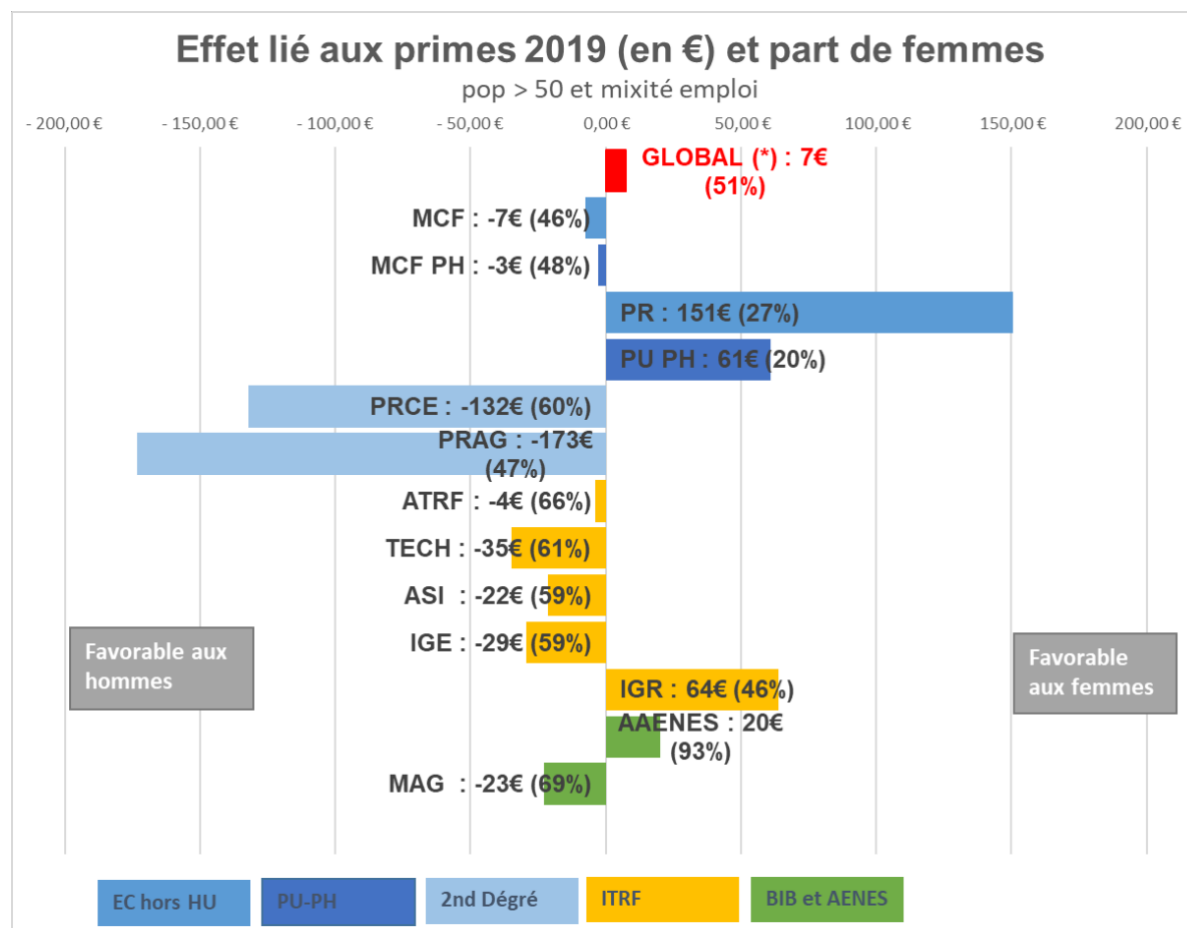
The bonus effects retrace the differences between men and women at equivalent professional body-grade-level-index, for the 13 professional bodies. The overall effect is calculated for all 31 professional bodies.

It relates to the payment of bonuses, stipends and incidental remuneration.

The following payments, specific to each branch, are included in the analysis:

- **For lecturer-researchers:** PRP, PCA, HCC, PEDR, PRES, PES, PEP, patent bonuses, etc.
- **For BIATSS:** RIFSEEP, CET stipend, administrative contract hours, etc.

The bonus effect is particularly strongly in favour of women for professors and hospital university professors, professional bodies where women are very poorly represented.

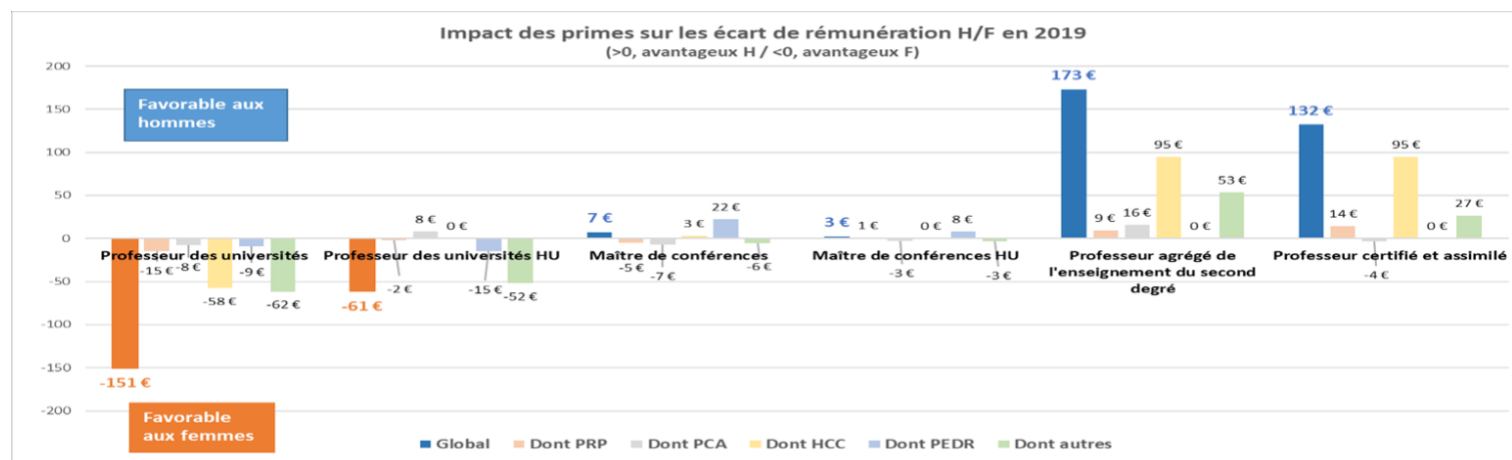


In contrast, the bonus effect gives a significant advantage to men who are qualified professors and holders of the aggregation.

3.1.2.2.1 Bonuses, stipends and additional pay for lecturer-researchers:

The analysis relates to all bonuses, stipends and additional pay received in 2019:

- **PRP:** Bonus for the undertaking of specific teaching responsibilities in addition to service obligations
- **PCA:** Bonus for administrative workload relating to the undertaking of administrative responsibilities or taking responsibility for a temporary mission defined by the institution
- **HCC:** Additional teaching hours
- **PEDR:** Bonus for PhD and research supervision, it is awarded to lecture-researchers for scientific activity that is considered of high level (including PhD supervision) or to represent in exceptional contribution to research, or upon award of a scientific distinction.



Analysis of bonuses indicates that:

- The advantage seen for male PRAG and PRCE is mainly linked to additional teaching hours;
- The overall equivalence of bonuses for MCF makes a considerable effect of reduced award of PEDR to women;
- The advantage noted for female hospital-university professors is mainly linked to awards other than PRP, PCA, HCC and PEDR;
- The advantage noted for female full professors is linked both to the completion of HCC and to bonuses other than PRP, PCA and PEDR.

3.1.2.2.1.1 Focus HCC 2019

The professional body of full university professors presents a notable difference linked to additional teaching hours taken on, which is in favour of women: 68% of women university professors take on HCC as against 54% of men university professors, in addition, women work on average 20% more hours.

Elsewhere, for the professional body of secondary-level teachers, the volume of hours does not favour women: the salary received by male PRAG is 36% higher than that for female PRAG, among PRCE the advantage for men is 26%, despite a comparable proportion of HCC attributed.

Objective: Complete the statistics provided by the DGAP tool through gendered analysis of each type of bonus:

- Bonuses for teachers (PRP, PCA, PEDR, PEP)
- Gendered analysis of additional hours and authorisations to combine activities.

Determine the proportion of women holding a HDR, the results will be used to develop the assistance measures developed in Aspect 3

3.1.2.2.2 Bonuses, stipends and additional pay for BIATSS

The BIATSS indemnity scheme includes numerous bonuses, but the main regime is the “Indemnity scheme taking into account roles, difficulty, expertise and professional commitment” (RIFSEEP), which applies to all BIATSS. Implemented on 1 September 2017, AMU initiated the RIFSEEP approach for BIATSS by setting up the IFSE (stipend for roles, difficulties, and expertise) to convert the PPRS (bonus for participation in

scientific research) amounts. In 2020, AMU continued this approach towards complete application of the RIFSEEP based on systematic ranking of job descriptions to determine the IFSE level (indemnity for roles, difficulty, and expertise). This ranking emerged from an assessment of the weight of the position for the three regulatory criteria (management, technical aspects, difficulty), and aims to objectively determine the stipendiary amount. This stage of ranking of the RIFSEEP is the result of a transversal collaborative project: 1 RIFSEEP workgroup and 17 function subgroups for each BAP and/or professional family. Each subgroup represents a college of professional experts in the field composed of a chair, a reference contact for methods from the Department of human resources, and experts (high level supervisors, experts in competitive recruitment, experts in profession-specific training). The 2214 tenure BIATSS positions were ranked anonymously. The result of the ranking allowed us to apply a scale for each professional body. Additional amounts have been accounted for in specific situations of performance of duties and are added to the scale.

Objective: Complete the statistics provided by the DGAP tool through gendered analysis of each type of bonus; Analysis of the IFSE for BIATSS

3.2 Non-tenure staff salaries

3.2.1 Identification and analysis of differences for contract staff

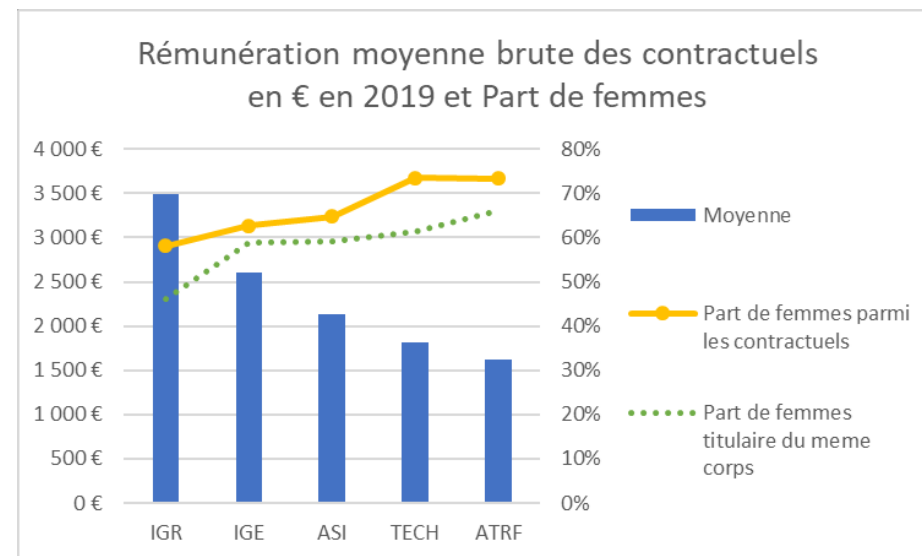
The analysis for contract staff deals only with contract BIATSS personnel (fixed-term and permanent contracts) paid in 2019, the salaries of contract teaching staff are strictly set out in the regulations (ATER, PhD students, etc.). The population consists of 648 agents: 300 category C, 136 category B, and 212 category A.

While we observe a difference in overall salary of 12%, professional body by professional body, the differences in salary between men and women are low, with the exception of contract research engineers. The proportion of women employed on contract is significantly higher than that of women employed on tenure posts within the same professional body. Finally, we observe the same effects of segregation between professional bodies as for tenure positions.

Objective: The impact of maternity on salaries for contract staff will be studied by analysing salaries by gender, professional body and number of children.

3.2.2 Identification and analysis of differences for contract research analysts (CEV) and temporary contract teaching agents (ATV)

Objective: Any differences in salary for men and women employed as CEV and ATV will be studied in order to implement the necessary corrective measures.



4 Detailed action plan for Aspect 2

No. and description of the action		Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
				2021	2022	2023
4.1 Annual analysis and breakdown of any differences in salaries between men and women						
4.1.1	Communicate the results of analyses of salaries for tenure staff produced using the DGAFP tool (analysis of salaries and bonuses)	Annual production of the data in a timely fashion	Communication	✓	✓	✓
4.1.2	Measure the impact of gender on career dynamics	Annual production of the data in a timely fashion	Mean salary for each age range and gender		✓	✓
4.1.3	Strengthen the principles of gender equality in the next version of the institution's guidelines for management (GLM) to guarantee their application in promotion procedures	Update the GLM	Updated GLM; impact on the number of W/M among those promoted each year (parity index on candidates eligible for promotion/put forward/promoted)		✓	✓
4.1.4	Complete the statistics provided by the DGAP tool through gendered analysis for each type of bonus - Bonuses for teachers (PRP, PCA, PEDR, PEP) - Gendered analysis of additional hours and authorisations to combine activities - Analysis of the IFSE for BIATSS	Annual production of the data in a timely fashion	Gendered analysis of the amounts awarded	✓	✓	✓
4.1.5	Monitoring of the differences in salary for contract staff, and in particular any differences for category A staff	Annual production of data	Differences in mean salary for each professional body and gender	✓	✓	✓
4.1.6	Determine the proportion of women holding a HDR, the results will be used to develop the assistance measures included in Aspect 3 (see action 3.2.3)	Annual production of data	Proportion of women holding a HDR		✓	✓
4.1.7	Determine and analyse differences in salary for CEV and ATV	Annual production of data	Differences in mean salary for each professional body and gender		✓	✓

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
4.2 Determine and limit the effects of maternity on salaries for tenure staff					
4.2.1 Identify any impact of family situation on salaries for women and men (mean salary as a function of the number of children) A- For tenure staff B- For contract staff	Annual production of the data in a timely fashion	A: Mean salary for tenure staff broken down by gender and number of children B. Mean salary for contract staff broken down by gender and number of children		✓	✓
4.2.2 Limit the effects of parental leave by promoting annualised part-time conditions for BIATSS	Follow-up indicators	Number on parental leave and number of annualised part-time contracts; Proportion M/W		✓	✓

ASPECT 3: GUARANTEE EQUAL ACCESS FOR MEN AND WOMEN TO ALL PROFESSIONAL BODIES, GRADES AND POSITIONS

5 Current situation

Since the creation of a mission dedicated to gender equality and combating all types of discrimination in 2012, which was transformed in 2016 into the deputy vice presidency, and then in 2020 into the functional vice presidency, AMU has developed and expanded its ambitious action plan aiming to promote equality, inclusion, and diversity. Every year, AMU organises 20 to 30 events (exhibitions, conferences, debates around films, shows, competitions) according to a schedule aligning with the calendar for various national and international days (LGBTI awareness day, violence towards women, women and science, women's rights, education to counteract racism and anti-semitism, etc.) and systematically relays national campaigns (DILCRAH, Secretary of State, Violence, Sexism, etc.). All of these campaigns are and will be repeated, expanded and added to new actions developed in the context of the present action plan, centred on the analysis and development of diversity in professions on the one hand, and on assisting trajectories, and equal access to occupational responsibilities on the other. As indicated in Aspect 1, the campaigns will be developed based on the results from research into social stereotypes and their effects on cognitive performance and decision-making in terms of recruitment and promotion as a guiding line for the proposals deployed in the context of this aspect.

5.1 **Analyse and develop diversity in professions**

5.1.1 **Analysis**

Statistical knowledge of the comparative situation for women and men is an essential element to identify the actions that should be undertaken to promote equality. Since January 2021, AMU has completed its analysis of the RSU with reports relying on various parity indexes, statistical analyses, a finer-grained level of analysis (e.g., sub departments within learning and teaching departments), and an objective view of the gendered breakdown of lecture-researchers and students.

Examples of indicators applied for lecturer-researchers (EC)

Indicateurs sur les EC

- % de femmes **MCF** et % de femmes **PU** parmi l'ensemble des femmes EC en poste
- % d'hommes **MCF** et % d'hommes **PU** parmi l'ensemble des hommes EC en poste
- % de postes de **MCF** et % de postes **PU** parmi l'ensemble des postes EC

Exemple:



- Adverse Impact: indice de parité qui tient compte du vivier

$$P_f = n_f / N_f$$

$$P_m = n_m / N_m$$

$$AI = P_f / P_m$$



AI = 1 → **parité**

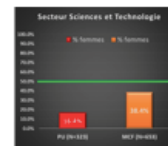
AI > 1 → **décisions en faveur des femmes**

AI < 1 → **décisions en faveur des hommes**

$$AI_{PU} = 0.43$$

$$\chi^2 = 33,19 \quad p < 0,001$$

- % de femmes par rapport aux hommes parmi les MCF
- % de femmes par rapport aux hommes parmi les PU



- % de femmes par rapport aux hommes sur l'ensemble des postes EC

Total  = 31.1 %

Observations (a few examples):

- Underrepresentation of women in STEM sectors, whatever the professional body, but non-negligible disciplinary variations exist.
- Underrepresentation of women in leadership roles and University Professor roles (glass ceiling) in almost all disciplines, including human and social sciences.
- Overrepresentation of women in categories B and C among BIATSS.

- The comparison with applications and student numbers, particularly at PhD-level, indicates that a female pool is available. Gender bias could therefore be one of the factors contributing to the underrepresentation of women in certain roles. The effects of this bias can lead either to “self-censorship” by the candidate herself, or to discrimination during recruitment and promotion.
- Underrepresentation of women candidates for echelon advancement among lecturer-researchers, the gendered percentage breakdown of people promoted sometimes indicate aggravated consequences as a result of promotion decisions favouring men.

5.1.2 Actions

The actions implemented by AMU to develop diversity among professions mainly focus on two aspects: communication on professions without gender stereotypes, whether internal or as part of outreach, and training of personnel and students on how gender stereotypes affect cognitive function (whether in terms of self-assessment and academic performance, choice of career path, or judgement and assessment of the skills of others). All of these actions were developed in line with the results of research. For example, actions consisting in promoting female role models in science seek to propose appropriate role models for the target population in order to encourage identification with the role model [9]. It is also necessary to counteract the stereotypical associations ingrained in memory by presenting associations between women and science. To do so, particular attention is paid to how to communicate and present the female role models of success. As several studies have demonstrated linguistic gender bias in letters of recommendation that has a negative impact on female candidates, the University of Arizona has proposed a guide for drafting such letters, which AMU chose to communicate. Similarly, studies indicate that educating students on how social stereotypes affect self-assessment and cognitive performance allows them to understand and resist the influence of such stereotypes [10,11]. Modules have therefore been included in certain courses and Master’s trajectories. Finally, it is important to remember that even if parity in the various instances and decision-making bodies is essential, it is not enough to guarantee a lack of discrimination [12].

-Internal communication on diversity in professions:

- **Required courses on gender stereotypes and how they affect academic performance:** since 2018, three hours of lectures and four hours of tutorials on gender stereotypes have been included in a required teaching unit for primary degrees in the science faculty (over 60 tutorial groups and 50 teachers) and lectures are included in several AMU Master’s courses.

- **Guidelines for drafting letters of recommendation without linguistic gender bias (University of Arizona) published on the website.**
- **Promotion of female role models of success in science:** Science in the Feminine exhibition (6 portraits of scientific women from Aix-Marseille University); production of portraits of AMU awardees of the Young Talents prize for France 2020 awarded by L'Oréal-UNESCO for Women and Science; AMU is a partner in the "La Science taille XX elles" created by the CNRS and the Association Women & Science which will take place in Marseille in 2022.
- **Communication campaign every year on the occasion of the Women in Science day and international women's day:** promotion of role models of success in science, organisation of scientific conferences on the subject.
- **Bonus for Student Commitment to Gender Equality:** pedagogical bonus proposed every semester for undergraduate and first-year Master's courses. This bonus is awarded in recognition of participation from students at AMU (more than 100 per year) in activities such as mentoring, tutoring, patronage, workshops in schools, or individual or group projects developed with associations or organisations known to AMU and involved in the fields of gender equality and combating discrimination.



-Outreach communication on diversity in university professions:

- **Short films to break down gender stereotypes among and by young people:** Since 2020, AMU has partnered with the Association Polly Maggoo to create cinema-science workshops to break down gender stereotypes among young people. These workshops introduce young people to scientific studies on the subject of gender stereotypes and they are encouraged to create their own short film.
Example 1: "Few words" "It's a well-known fact, girls are rubbish at maths, and football is for boys! But how can you be so sure? As you will see, sometimes a few words are enough to deconstruct stereotypes..." <https://vimeo.com/492112999>
Example 2: Filming ongoing (October 2020 - June 2021) at the Centre J.B Fouque with 12 young people between 16 and 25 years of age assisted by the film director Lisa Billuart Monet.
- **The Institute for mathematics in Marseille** contributes to the promotion of gender equality through the organisation every year of a week dedicated to mathematics targeting a group of 20 high-school-level girls (one year before leaving school).
- **Partnerships with companies** to communicate on gender stereotypes and their effects on business: in February 2020, AMU signed the Charter for Gender Equality in Business, initiated by the NGO International Federation of Business and Professional Women (BPW). Since then, a partnership has been developed with BPW which led to the organisation of conferences and the participation of BPW in the AMU Business Week scheduled in October 2021. Another partnership has been developed with the Regional Institute for business owners on the theme of *Female business acquisitions*: conferences, surveys, and development of a whitepaper.
- An agreement has been signed with the Rector's office in Nice to set up training for trainers on gender stereotypes.

- Numerous collaborations with the Rector's office in Aix-Marseille, the Préfecture, and the Association les petits débrouillards, to promote equal opportunities for all genders (*Challenge equality!*)

5.2 Mentoring for trajectories and equal access to positions of responsibility

During the lecturer-researcher recruitment campaign for 2020 (April-May), AMU set up a campaign to alert selection committees to implicit gender bias. It was not a question of making members feel guilty or of assessing members of the selection committees. Implicit gender bias is, in fact, a powerful reflex acquired over time by most individuals - whatever their gender - and which can influence even the most careful committees¹⁻³. The present campaign is based on the results of research showing that alerting people to the existence of this bias and explaining the subtle process by which it influences cognitive decisions helps them to identify and, when necessary, counteract it when assessing and ranking candidates.³⁻⁶ This campaign was undertaken in 2020, targeting 15 selection committees for the faculty of science.

The system implemented is highly structured and standardised, including at the level of communication.

- Awareness-raising tools derived from research:
 - Test of implicit science-gender associations with individual feedback (Nosek. et al., 2009, *PNAS*).
 - Videos presenting results of scientific research explaining the effects of gender bias on the assessment of women's scientific competence and decisions relating to recruitment and promotion (Moss-Racusin et al., 2018, *J Exp Psychol Appl*; CERCA Institute, Recruitment Bias in Research Institutes (Awareness-raising video). 2016).
 - Standardised order of use of these tools.
- The action is monitored thanks to several indicators:
 - indicator of participation in the process (anonymised);
 - number of women and men interviewed, ranked, placed in the top three positions;
 - parity index for decisions taking into account the number of candidates of each gender ("Adverse Impact");
 - comparison to previous years.

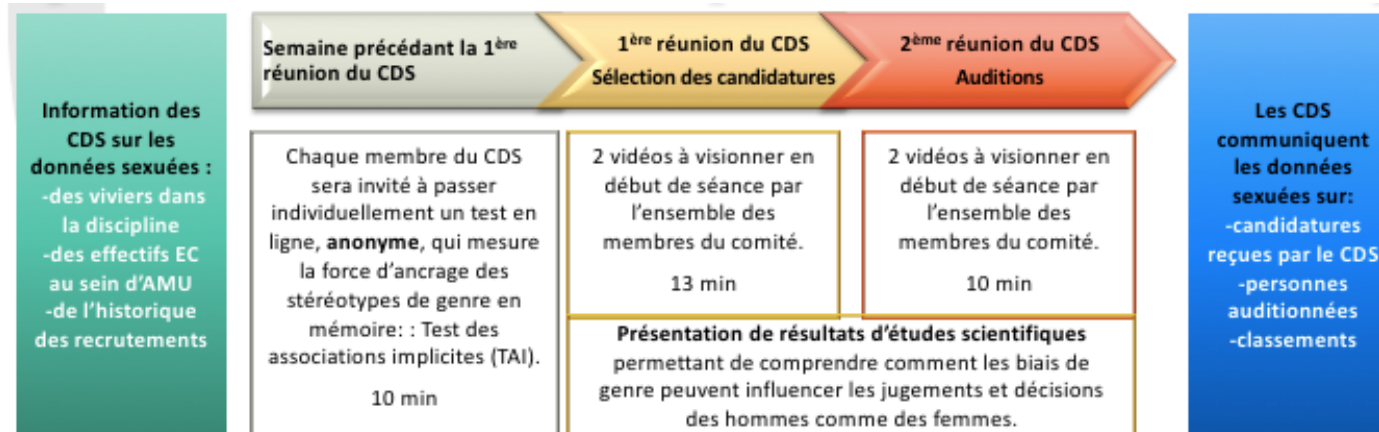
Even if, obviously, it is not possible to draw conclusions in terms of causal relationships, there was no decrease in the number of women recruited to the faculty of science in 2022 despite the health crisis, and it was even above the national average in terms of recruitment of university professors - with 43% women recruited to rank A positions at AMU in science. This campaign to raise awareness of gender bias, which meets the



Target Article: Madera, J. M., Hebl, M. R., & Martin, R. C. (2009). Gender and letters of recommendation for academia: Agentic and communal differences. *Journal of Applied Psychology*, 94, 1591-1599.

recommendations of the MESRI decree of 18 June 2020, has been included in the action plan for equality at AMU and was generalised to all AMU selection committees for the ongoing 2021 lecturer-researcher recruitment campaign (57 committees). The 2021 version of the process takes into account the recommendation in the decree of 18 June 2020 to provide committee members with gendered information on the status of 1) CNU qualifications in the discipline being considered for the recruitment by their committee over the last 5 years, 2) current lecturer-researcher numbers in the learning and teaching department/general department/laboratory where the position is to be created, and 3) recruitments made in the last 5 years to the learning and teaching department/general department.

Organisational chart of the process to raise awareness around gender bias



This process has recently been shared with other universities and EPST. It is currently being extended and adapted for use by other committees, as well as being developed as more extensive training sessions. Other actions, such as mentorship, will be deployed and are presented table below detailing the action plan.

6 Detailed action plan for Aspect 3

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
6.1 Analyse and develop diversity in professions					
6.1.1 Establish the current situation, at the scale of the institution, of professional diversity a- Consult social reviews and previous reviews of comparative situations, and the future RSU. b- Enrich the RSU with information from complementary reports allowing finer-grained analysis (departments, sub departments, etc.), and comparisons between the situation for staff and students (where relevant).	Enrich the RSU. Analyse reports. Gendered staff numbers, ratio of women/men, intrasex ratios for each professional body, parity index (Adverse Impact).	Availability of results and analyses.	✓	✓	✓
6.1.2 Communicate on professions without gender stereotypes a- Perform a critical review of AMU’s communication practices and enhance the visibility of female experts (see appendix). b- Develop/expand internal communication on diversity in professions. c- Develop/expand outreach communication on diversity in professions. Integrate neutral communication and orientation counselling during the various events targeting high school students and help the numerous stakeholders involved in orientation, whether within or outside the institution, to take care to avoid gender bias.	a Develop a communication charter aiming to promote parity and diversity. b Strengthen the courses offered during initial training and continued professional development on gender stereotypes; Propose guidelines for drafting letters of recommendation without linguistic gender bias; Generalise the promotion of female role models of success in science; organise awareness-raising campaigns throughout the year and during dedicated international days (conferences, roundtables, debates, exhibitions, etc.). C Continue to develop partnerships with associations, social centres, and companies as well as the national education system to promote awareness-raising actions and training beyond the University. Partnership to be developed with the rector's office. Train SUIO agents on gender bias.	a- Dissemination and availability of the charter on the website; annual review of its application. b- Number of course hours and number of target students; Type and number of actions implemented. c- List of partners and actions implemented. b, c and d- Annual reviews of actions implemented and target audiences.	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
6.1.3 Training to combat the effects of gender stereotypes a- Use results from scientific research on gender bias to define the contents and format of training, and to understand the conditions required for it to be effective (see action 1.1.2 in Aspect 1). b- Create and train a team of trainers c- Train managers (governance, learning and teaching departments, general departments, laboratories, sub departments) d- Train public servants (doctoral schools, new arrivals, partnerships with the Rector's office)	Integrate courses in the training plan for agents and management-level training. Train 100% of managers at directorate - DU-deans level over 3 years.	Number of sessions per year and number of people trained; Annual review of training courses (descriptive statistics); Annual review of the pool of trainers.	✓	✓	✓
6.2 Mentoring for trajectories and equal access to positions of responsibility					
6.2.1 Ensure equal treatment and combat gender bias in recruitment procedures a-Train members of selection committees on how gender bias affects cognitive performance among candidates and committee members during ranking and decision-making. Inform them of the gendered status of the pool in the discipline(s) targeted by the position (in line with decree of 18 June 2020). Adapt training depending on the gendered issue for the discipline (underrepresentation of women versus men). b- Share the tools and training protocol described in a- with French and foreign universities. c- Ensure alternation of women/men as committee Presidents d- Generalise this training, offering it to ad hoc committees responsible for career progression and bonuses and to committees responsible for BIATSS competitive recruitment. e- Alert committees to the importance of facilitating the use of teleconference formats for hearings, in particular for pregnant women.	a and d- 100% of committees. Committees awarding PhD grants.	a- Number of committees trained. Annual gendered review of recruitments (parity index taking into account the ratio of women/men among candidates) and comparison with previous years. b- List of destination universities and EPST. c- Gendered reviews.	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
6.2.2 Ensure equal access to promotion, elective career advancement, and bonuses a- Encourage women and men to apply for advancement, HDR, PEDR, if one gender is underrepresented relative to the pool of candidates or eligible persons; and monitor to avoid discrimination in promotion procedures. Take care to account for differences in how men and women approach specific responsibilities included in the assessment grid for advancement and promotion b- Develop mentoring programmes for Master's and PhD students, and postdocs. c- Raise awareness around gender bias among members of the CAC	a Increase the number of candidates applying relative to the available pool. Train assessors on the effects of gender bias. b Encourage laboratories and doctoral schools to set up mentorship programmes.	a- Annual gendered review of candidates applying and accepted, and comparison with previous years. Number of people trained. b- Number of laboratories and doctoral schools having set up mentorship programmes.	✓	✓	✓
			✓	✓	✓

ASPECT 4: ADAPTATION OF THE ORGANISATION OF WORK AND WORKING HOURS

7 Review of the elements affecting gender equality

As early as 2017, the University committed to a plan to improve quality of life in the workplace, in concert with trade union organisations. AMU recognises the crucial nature of the balance between personal and professional life as a determinant factor in the promotion of gender equality in the workplace, and in the overall well-being of its personnel. Thus, the institution committed, by signing various charters, to promoting the development of a managerial culture favourable to flexible working, and capable of guaranteeing better quality of life in the workplace.

- The ***charter for work-life balance***, adopted on 28 June 2016, implemented actions both in terms of communication and training, as well as work organisation.
- The ***charter for responsible management***, adopted on 19 July 2018, defined the managerial model to both strengthen the preventive system and help new supervisors when they take on their role. This charter is built around 8 values broken down into good professional practices.
- The ***charter for the right to disconnect***, adopted on 27 October 2020, is part of the continuation of the process started in 2016 to achieve a balance between professional and private life. This charter extends the aforementioned principles of balance by raising awareness among agents and supervisors around the use of digital work tools, sets out good practices and implements occupational training.
- The ***charter for working from home***, adopted on 27 October 2020, promoted the implementation of specific adaptations in terms of organisation of work for all AMU personnel when working from home, another private space or remote site. Implementation of this charter is associated with training for agents working from home, and for their hierarchical superiors. Each year, the system will be reviewed and presented to the competent authorities.

Objective: In addition, to maintain coherence between the charters indicated above and needs, AMU is committed to updating the charters, between 2021 and 2023, as often as necessary and in concert with trade union organisations and the competent authorities.

7.1 Awareness-raising training for agents and supervisors

As we are aware that in-service training is one of the main vectors to raise awareness among staff on problems specifically related to interactions between professional and private life, AMU is committed to maintaining and extending its in-service training actions on the following themes:

- The right to disconnect
- Working from home
- Responsible management

Objective: AMU will commit to deploying the above-mentioned training sessions every year from the start of the action plan for gender equality.

7.1.1 Setting a framework for meeting times to ensure compatibility with private life and family constraints

By setting a framework for meeting times, we are committing to better management of work time and personal and family time. Thus, the University is committed to the idea that work meetings should be scheduled within a timeframe compatible with effective juggling of the different lives that staff lead.

Objective: AMU is committed to extending communication campaigns, in particular through the revision of the terms of the charter for work-life balance before 2023, on the need to set a framework for scheduling meetings between 8:30 AM and 6 PM.

7.1.2 Deployment of working from home for AMU personnel

In line with the commitments made in the context of the charter for working from home adopted in October 2020, AMU is committed to maintaining the generalised deployment of the possibility to work from home for its BIATSS personnel.

For pregnant women, the generalisation of working from home makes it possible to limit travel, which is associated with risk factors. The University also commits to communicating, to pregnant women, on the possibility to go beyond the maximum number of days worked from home if the University's preventive medicine department (SUMPP) considers it necessary.



Objective: AMU commits to making it possible for at least 30% of its BIATSS personnel to work from home before 2023 in conditions allowing an optimal organisation and compatible with the safety and health of the staff benefiting from this arrangement. To ensure these conditions are met, it will make “working from home kits” available.

7.1.3 Accounting for personal situations in work organisation

As far as possible and in line with the functioning and continuity of services, flexible and personalised working hours will be proposed as an option to staff in one of the following personal situations:

- Parents of young children (under 3 years of age)
- Single-parent families
- Parents of large families (3 or more children)
- Parents of children with a disability or state of health requiring extended parental presence

Objective: Communication campaigns will be undertaken in particular during the periods when staff apply for annual leave, reminding them of the rules setting out priorities, and the need for compassion when considering these situations.

7.2 Support for parenthood

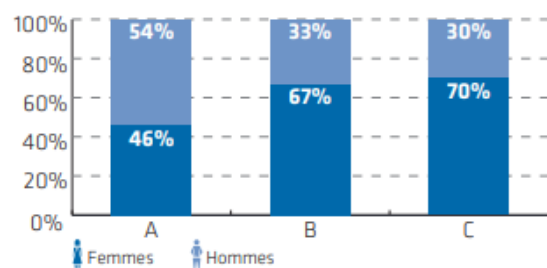
7.2.1 Develop communication campaigns around coparenting to facilitate access

The gender distribution of staff taking advantage of part-time positions reveals a significant imbalance between women and men, in particular for category C personnel.

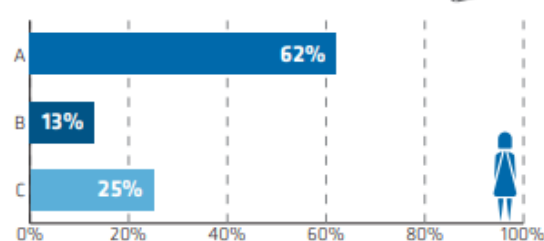
7.2.1.1 Data from the 2019 social review

Qualité	Statut	Sexe	agents à <50%	agents à 50%	agents à 60%	agents à 70%	agents à 80%	agents à 90%	agents à temps partiel	agents à 100%	Total
BIATSS	Contractuels	F	6	1	15	12	65	9	108	669	777
		H	3	-	1	2	2	2	10	427	437
	Total contractuels		9	1	16	14	67	11	118	1 096	1 214
	Fonctionnaires	F	-	9	8	7	266	54	344	1 127	1 471
		H	-	6	3	-	24	6	39	749	788
	Total fonctionnaires		-	15	11	7	290	60	383	1 876	2 259
Total BIATSS			9	16	27	21	357	71	501	2 972	3 473
EC, ens, chercheurs et doc	Contractuels	F	-	34	1	-	1	-	36	705	741
		H	-	66	1	-	-	2	69	739	808
	Total contractuels		-	100	2	-	1	2	105	1 444	1 549
	Fonctionnaires	F	-	7	1	-	17	3	28	1 103	1 131
		H	-	7	1	1	8	3	20	1 697	1 717
	Total fonctionnaires		-	14	2	1	25	6	48	2 800	2 848
Total EC, ens, chercheurs et doc		-	114	4	1	26	8	153	4 244	4 397	
Total général			9	130	31	22	383	79	654	7 216	7 870

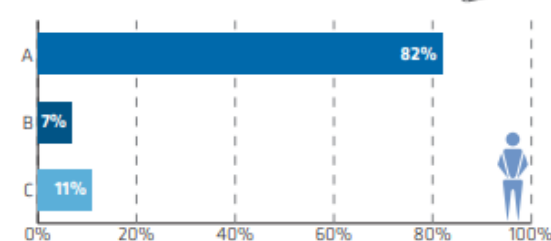
Répartition des femmes et des hommes par catégorie



Pyramide catégorielle des femmes



Pyramide catégorielle des hommes



Objective: Based on these observations, AMU has set the objective of contributing to eliminating inhibitions among men wishing to fully invest in their family and personal lives but who fear being penalised or stigmatised. Thus, the University is committed to deploying communication campaigns targeting the whole community, with the aim of changing mentalities and rebalancing the distribution of part-time work between women and men:

- Production of a “parent's guide” distributed to all AMU staff from 2022, to raise awareness among personnel of their rights as parents;
- Enhance communication relating to coparenting and in particular presenting the parental leave for educational needs option to men as well as women, thus contributing to equal sharing of responsibilities between the two parents;
- Inform personnel of the existing options if a relative is unwell (leave for parental presence, leave for home carers, family solidarity leave, donation of leave days), through annual communication campaigns;
- Recall the principles of non-discrimination against parents, and present the conditions whereby government employees during their probation period and contract staff can benefit from family leave in the same way as tenure government employees.

7.2.2 Facilitate the return to employment after leave for family motives

The people benefiting from leave for family motives are mainly women; this is logical as 75% of family leave corresponds to maternity leave. The University reaffirms its policy of support for personnel in balancing their professional and family lives, through systems facilitating application for family leave and the return to work after such leave. Thus:

- All personnel will be reminded of these policies, in particular through the “parent's guide” but also on the human resources directorate website, reminding them that any staff-member who is a parent and/or pregnant, can request an interview with the directorate for human resources on the campus, during which all of their rights will be explained and help will be proposed if a need is identified. The University

also reaffirms that each member of staff returning to work following parental leave for educational needs will systematically benefit from an interview with the human resources directorate on the campus and, as far as possible, with the structure where they are appointed.

- The campaigns relating to working time accounts within AMU will take into consideration the situations of parents and will recall the regulatory possibility, for any staff-member, to use saved days at the end of maternity leave, leave for adoption, paternity leave and leave to welcome a child into a family, or leave for family solidarity, and that the need for service cannot be presented as an argument opposing any such request.
- Access to leave to undertake research or switch themes (CRCT) and to leave to undertake a pedagogical project (CPP) will be facilitated for lecturer-researchers after long-term leave for family motives by modifying the criteria for attribution of such leave.

Objective: The University is committed to undertaking the necessary communication campaigns to facilitate the return to work for employees after leave for family reasons throughout the duration of the present action plan.

7.2.3 Facilitate temporary cover for staff-members absent due to maternity leave

The University is committed to developing a policy to provide temporary cover for staff-members absent on maternity leave to limit the impact of motherhood on professional life. To do so, initially, supervisors will be asked to anticipate the periods of absence as far as possible - as soon as the pregnancy is declared by the interested party.

In addition, the deployment of a team of substitutes within AMU will be a determinant factor in facilitating the replacement of personnel who are absent for a prolonged period, including for maternity leave. The various structures can call on this team to cover their needs.

Objective: The University commits to increasing, from 2021, the level of temporary cover for people absent on maternity leave, and to adapt the size of the team of substitutes depending on the needs of the various departments.

7.2.4 Limit the impact of maternity leave on pay

In line with the regulatory terms applicable to contract staff on maternity leave, up to now, the daily stipend provided by the social insurance system was transferred directly to the interested parties. As a consequence, the recipient had to partially reimburse the University due to overpayment, the reimbursement procedures in place often involved withholding a certain amount on salaries.

Objective: Aware of the potentially problematic nature of the current situation, the University is committed to setting out conventions, at the latest in 2022, with the social insurance organisations to implement a subrogation system.

7.2.5 Creation of spaces for nursing mothers

The University has observed that, in line with current medical recommendations, many women do not wish to give up nursing their child at the end of their maternity leave. Consequently, AMU wishes to implement measures to support its personnel who wish to continue breastfeeding.

Objective: Adequate nursing spaces will be set up within the different AMU campuses to facilitate the return to work for mothers who wish to continue breastfeeding. In parallel, supervisors will authorise absences, within the limit of one hour per day, to allow women to effectively avail of their right to nurse their child.

7.2.6 Promote access to aid for childcare

The University, through the central social activities department (SCASC), has set up numerous systems to allow its staff to benefit in particular from social assistance for themselves or their children. The SCASC with its teams and social workers has created an extensive range of social and cultural actions within AMU. For example, in 2019 the childhood framework was signed for a duration of 4 years. Among the social services offered, several contribute to optimising the work-life balance and offer help to new parents: to maintain quality of life in the workplace, AMU currently funds places in two crèches, one near the Luminy campus and the other on the Aix-en-Provence campus. Thanks to this setup, 15 families were helped and 15 children accessed two places; however, 25 children remain on the waiting list.

Objective: From 2021 on, the University is committed to studying any possibility for development of a crèche near to one of the Marseille campuses (Etoile or Saint-Charles).

7.2.6.1 Crèche places (Data from the 2019 Social Review, p.225):

	2018		2019	
	Pop Corn Luminy	Babilou Aix-en-Pce	Pop Corn Luminy	Babilou Aix-en-Pce
Nombre de berceaux	6	16	8	16
Familles bénéficiaires	8	28	15	28
Nombre d'heures de garde	10 900	23 262	18 009	23 262
Coût total (en €)	63 000	70 215	89 200	64 783
Subvention CAF - CEJ (en €)	16 619	17 635	9 807	23 323

- The SCASC helps any staff-member requesting assistance to apply on-line to take advantage of the CESU payment method to pay for childcare for children under 6 years of age, in addition the SCASC can help staff-members to request access to SRIAS places.
- Holiday camps, multi-day activities and one-shot leisure activities for children during school holidays as well as social work payments related to childcare.
- The availability of offices on each of the different campuses facilitates access by staff-members to social workers with the necessary skills and availability to help them in their role as parents.

Objective: AMU is committed to maintaining and increasing communication by the SCASC on the assistance available for childcare for AMU staff.

7.2.7 Making the situation of pregnant women safer

For a number of years, the situation of pregnant women has been the subject of particular focus within AMU in order to limit health and safety risks. Thus, the University has deployed actions to adapt the conditions in which pregnant women fulfil their roles and to ensure their safety:

- Systematic monitoring of pregnant women by the University preventive medicine department (SUMPP), following the transmission of declarations of pregnancy by the departments. In addition, further medical monitoring can be implemented in case of exposure to specific risks as a result of the woman's position;
- A “maternity guide” is provided to each woman declaring a pregnancy;
- Authorisations of absence, on the condition that they do not affect the need for continued service and after approval by the SUMPP, from the start of the third month of pregnancy, within the limit of **one hour per day** to attend antenatal courses and regulation medical appointments.

Objective: Maintain and enhance existing monitoring of pregnant staff-members throughout the duration of the action plan.

8 Detailed action plan for Aspect 4

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
8.1 Adaptation of the organisation of work and working hours					
8.1.1 Review of the elements affecting gender equality <u>in collaboration with workgroups</u> A. Charter relating to work-life balance B. Charter relating to the right to disconnect C. Charter relating to working from home D. Charter relating to responsible management	Annual updates	Number of charters updated each year	✓	✓	✓
8.1.2 Communication on charters and deployment of training to raise awareness among agents and supervisors A On the right to disconnect B On working from home C On responsible management	All charters available on the AMU website XX people trained per year	Number of people effectively trained	✓	✓	✓
8.1.3 Setting a framework for meeting times to ensure compatibility with private life No meeting scheduled outside normal working hours (in particular before 8:30 AM and after 6 PM)	Integration in the charter relating to work-life balance	Survey to monitor perception among users	✓	✓	✓
8.1.4 Deployment of working from home within AMU	30% of BIATSS staff-members to be able to work from home in 2023	Number of staff-members benefiting from the possibility to work from home; Number of working from home kits distributed	✓	✓	✓
8.1.5 Take into account individual personal situations (single-parent families, large families, small children, children with disabilities, etc.) A In the organisation of annual leave B When adapting working hours	1 annual communication campaign targeting all staff-members (agents and supervisors) during the period when staff apply for annual leave	Number of communication campaigns	✓	✓	✓
8.1.6 Develop communication campaigns relating to annualised part-time work and annualised parental leave (see Aspect 2) targeting both men and women	Communication of the procedure relating to annualised part-time work	Number of requests for annualised part-time work accepted	✓	✓	✓

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
8.2 Support for parenthood					
8.2.1 Develop communication campaigns (in particular on the human resources website) around coparenting in order to facilitate access A. Draw up and communicate a “parent's guide” B. Inform agents of their rights related to coparenting, in particular the possibility for men to apply for parental leave for educational needs C. Inform on the existing options in case of illness (leave for parental presence, leave for home carers, family solidarity leave, donation of leave days) - Parents and home carers - available to both women and men D. Recall the principles of non-discrimination against parents (in particular the conditions in which government employees during their probation period and contract staff can benefit from family leave)	Production of a parent’s guide Balance the number of women and men for whom parental leave for educational needs is accorded 1 communication campaign per year targeting AMU staff through the human resources website	Effective availability of the “parent’s guide” Proportion of men/women taking advantage of parental leave for educational needs Number of communication campaigns		✓	✓
8.2.2 Facilitate the return to employment after leave for family motives A. Generalise interviews for assistance with being a parent, with human resources on campus/within structures B. Promote the use of CET for BIATSS at the end of leave for family motives (maternity leave, parental leave, personal leave or leave related to a child) C. After long-term family leave, promote access by lecturer-researchers to CRCT or CPP by modifying the criteria for attribution (in line with action 1.8), and access to CPF for BIATSS	Increase the number of interviews with human resources on campus/within structures before or after leave for family motives Increase the number of CET days used following family leave Increase the number of CRCT awarded following family leave Increase the number of CPF awarded following family leave	Number of interviews undertaken by human resources on campus. Number of CET days used following leave for family motives. Modification of due deliberation relating to the criteria for attribution of local CRCT. Number and duration of CRCT following family leave.		✓	✓

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
8.2- Support for parenthood					
8.2.3 Facilitate temporary cover for staff-members absent for parental motives if their absence significantly perturbs service A. Anticipate maternity leave in order to share transversal roles B. Deploy the system of teams of substitutes C. And, as applicable, make use of fixed-term contracts to provide replacement during family leave	Deployment of temporary-cover teams Use fixed-term contracts to cover short-term replacements	Number of members in the temporary-cover team Number of days covered by the temporary-cover team	✓ ✓	✓ ✓	✓ ✓
8.2.4 Limit the impact of maternity leave on salary for contract staff: agreement signed with the social insurance organisation to allow the University to ensure salary is maintained and to directly perceive daily social insurance stipends	Reduce and ultimately eliminate overpayments generated during maternity leave for contract staff; Sign the agreement	Agreement implemented		✓	✓
8.2.5 Set up dedicated spaces for nursing mothers on the different AMU campuses	Follow-up indicators	M2 implemented	✓	✓	✓
8.2.6 Promote access to aid for childcare A- Maintain and increase the number of on-campus crèches in collaboration with the SCASC (Aix-Luminy today - Etoile or Saint-Charles to be considered) B- Develop communication around “holiday camps and activity weeks for children” during school holidays as well as social work payments offered by the SCASC related to childcare. C- Inform on the existence of government assistance for childcare and help with applications: Financial assistance (CESU payment scheme) SRIAS crèche places	Result of the ongoing study with the DDPI At least 2 communication campaigns per year	Number of places in crèches attributed to AMU staff-members; Number of children availing of activities and holiday camps; Number of communication campaigns each year.	✓	✓	✓
8.2.7 Making the situation of pregnant women safer A Guarantee occupational health monitoring by systematically communicating with women who have declared a pregnancy B- Communicate on the possibility to circumvent the maximum number of days per week worked from home and/or other remote site, following approval from the occupational physician	At least 1 communication campaign per year	Number of communication campaigns; Number of requests for working from home exemptions	✓	✓	✓

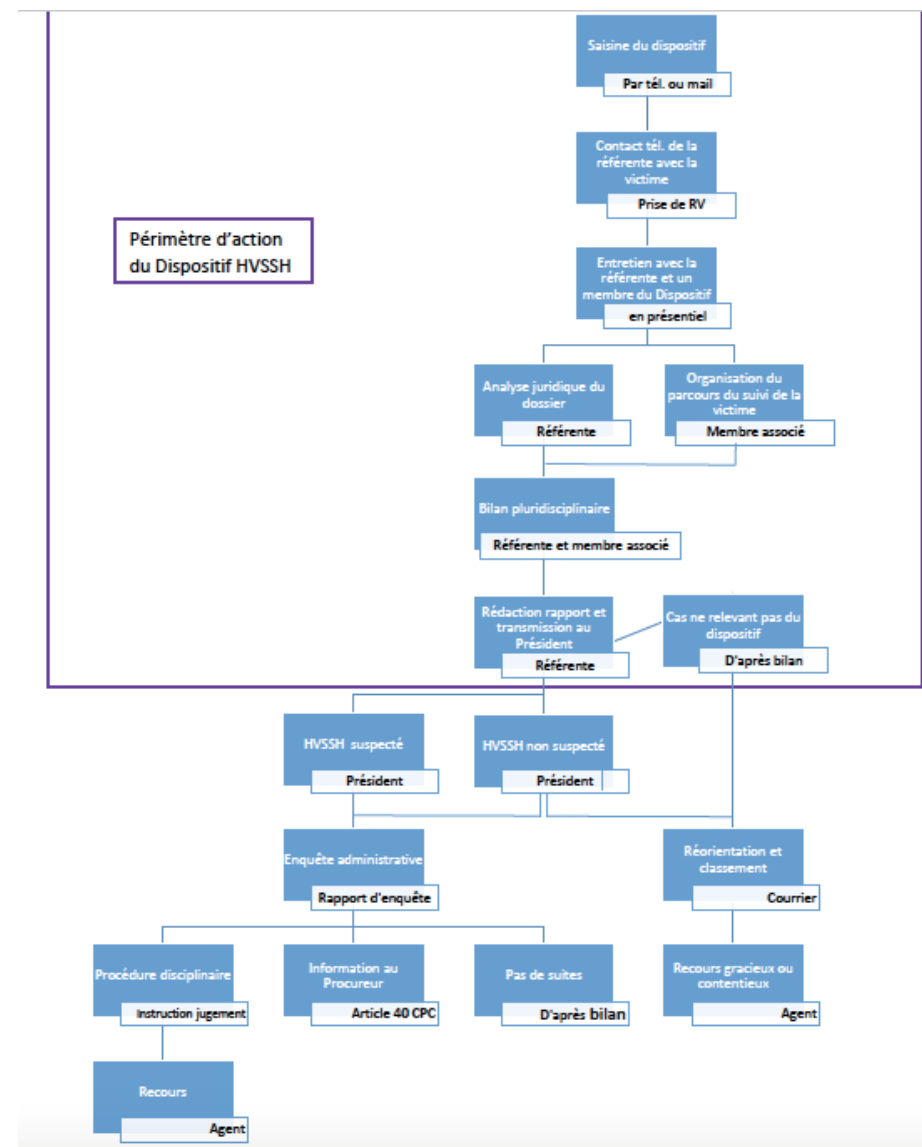
ASPECT 5: COMBATING SEXUAL VIOLENCE AND SEXISM, HARASSMENT AND DISCRIMINATION

9 Current situation

On 28 June 2016, the administrative Council of AMU adopted the creation of a system to combat sexual harassment, thus meeting the requirements of decree No. 2015-193 of 25 November 2015 relating to the prevention and treatment of sexual harassment in French public higher education and research institutions affiliated with the corresponding ministry (MENESR). At the start of the 2019 academic year, the perimeter of the system implemented by AMU was extended to harassment and sexist behaviour, sexual violence, and LGBTphobia (HVSSH) based on, in particular:

- Changes to the recommendations made by the Ministry relating to combating sexist behaviour and sexual violence in higher education and research (letter of recommendation of 20 December 2016);
- The charter for LGBTI Commitment signed by AMU, adopted by its administrative Council on 23 January 2018;
- The decree of 9 March 2018 relating to combating sexual violence and sexist behaviour in public function;
- The terms of the law relating to the transformation of public service handed down on 7 August 2019.

The system set up relies on a reference contact for sexual harassment, appointed by the president, who is responsible for the first levels of action set out in the judicial and regulatory framework for reports of sexual harassment. This person works alongside a multidisciplinary group, some members of which may be called on to act as first-contact person for victims. A work group on sexual harassment - in which the CHSCT is represented - meets regularly to examine the review, perfect the initial contact procedure and how complaints are dealt with, and to propose preventive measures.



2020 communication campaign



The AMU system to combat harassment, sexual violence, sexist and homophobic behaviour was associated with a **communication campaign** in 2016, which was repeated in 2020 (see posters opposite), and with **training on “harassment and violence” for personnel**. This training was launched in December 2018 in the form of a convention with the CIDFF 13 to train staff-members working in the department, which at the time only dealt with sexual harassment. This initial training was used to set up **training on “harassment and violence”** dispensed by AMU staff (legal and psychology colleagues) from 2019 to an audience of members of the CHSCT, RAD (with enrolment through GEFORP), and the doctoral schools. These training courses are open to partners of the site contract and were repeated in 2021 with a broader audience. Since 2019, sessions to **raise awareness of how to combat LGBTphobia** are also delivered by partner associations (Autre Cercle, SOS Homophobie). Close collaboration with the central printing department at AMU has made it possible to regularly undertake poster campaigns, national and international communication campaigns, and to organise various events at AMU on the subject. Numerous awareness-raising and informative events have been organised on the campus in partnership with various AMU departments and associations, in particular student associations (well-being day, debate, roundtables, exhibitions, colloquia and scientific conferences, Wendo verbal and physical self defence workshops).

In the four years it has existed, **65 complaints** were made through the system, of which **35 by personnel and 26 by students** (4 complaints were made by people who wished to remain anonymous). The vast majority of complaints (75%) were made by women, who made statements through the system either as victims or as witnesses. Sexual harassment and/or sexist behaviour represented 50% of complaints; the other main subject of complaints was psychological harassment. The majority of complaints gave rise to legal, psychological, or medical assistance, directing victims to the appropriate AMU departments or external structures, depending on the requests. A minority of complaints led to official investigation, disciplinary proceedings, or even legal proceedings.

The review and return on experience of the system revealed a certain number of weaknesses which could explain the relatively low number of complaints for a university host to around 80,000 students and 8000 personnel: under-staffed system (leading to a lack of reactivity), excessive partitioning between contributors to the system, defiance on the part of users and OS, system not well known to personnel and students.

Following this realisation, AMU wished to revise its system to achieve three objectives:

- Improve handling of complaints for sexual harassment, sexual, sexist and homophobic violence;
- Take into account psychological harassment (in line with article 6 quater A of law 83-634 of 6 August 2019 relating to the transformation of public service);
- Take into account racism and anti-Semitism.

In order to achieve these objectives, a **workgroup was created in December 2020**, which included the members of the current system (and representatives of the various departments involved: SIUMPPS, SUMPP, DAJI, SCASC, DEVE, CROUS, DRH, DGS), representatives of the OS, and the QVT, health and disability, and gender equality vice presidencies. The benchmark determined for other French and French-speaking universities allowed us to identify a particularly inspiring and relevant model given the size of our University: the **Bureau d'Intervention en Matière de Harcèlement (BIMH; office for intervention in cases of harassment) at the University of Montréal** (around 70,000 students and over 7400 staff). A total of **642** complaints are made annually, of which **313 requests for intervention** (76% of the behaviour reported are of a psychological nature and 17% are of a sexual nature). Following on from discussions with Mrs. Isabelle Chagnon, current director of the BIMH, it emerges that at least three key characteristics contribute to the efficacy of the BIMH:

1- Structure created by and for the University but that remains independent of other departments, learning and teaching departments, and governance (almost considered an external structure; *"it's a question of perception"*).

2- Multidisciplinary team of six full-time personnel, organised to ensure continuous presence:

- confirmed experts in their field (1 criminologist, 2 psychologists, 1 lawyer, 2 mediators), aged between 45 and 60 years
- trained in compassionate listening
- with perfect knowledge of the University

3- Very extensive communication and training strategy:

- Obligatory training lasting 20 to 45 minutes (virtual format) for everyone, staff and students
- Intense and regular communication on social networks - Facebook, Instagram, LinkedIn

On the basis of these discussions and observations, it was decided **to create a structure** that would be:

- **unique**, taking charge of psychological harassment, sexual harassment, sexist, sexual and homophobic violence, as well as racism and anti-Semitism;
- **Internal but independent**;
- With **3 full-time employees**, and support from reference contacts as well as a monitoring committee;
- Working in close collaboration with the internal departments and structures as well as entities external to AMU (Maison des femmes à Marseille; Le Défenseur des Droits; Maison Départementale de Lutte contre les Discriminations, etc.)

The workgroup is currently in the process of defining the operational aspects of this new structure (see actions in the detailed plan below).

10 Detailed action plan for Aspect 5

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
10.1 Extend the current system at AMU from “combating harassment, sexual, sexist and homophobic violence” to include assistance in cases of psychological harassment, racism and anti-Semitism, and improve how the system functions					
10.1.1 Set up a workgroup with the various departments involved and trade union organisations to review and extend the current system a- Critically determine the current status of the system at AMU, which has been in existence since 2016 b- Perform a benchmark comparison with respect to other French and French-speaking universities c- Identify local partners to help assist victims	Set up a single entry-point.	Single entry-point set up: yes/no	✓		
10.1.2 Extend the current system to include assistance in case of psychological harassment, racism and anti-Semitism a- Appoint reference contacts for psychological harassment, racism and anti-Semitism. b- Ensure reporting, treatment and follow-up of psychological harassment, and racist and anti-Semitic actions.	Set up a single entry-point.	Single entry-point set up: yes/no	✓		

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
10.1- Extend the current system at AMU from “combating harassment, sexual, sexist and homophobic violence” to include assistance in case of psychological harassment, racism and anti-Semitism, and improve how the system functions					
10.1.3 Improve internal functioning of the system a- Create a “bureau of intervention” by and for AMU, but which is autonomous and independent in order to guarantee neutrality, confidentiality, and confidence. b- Nominate a multidisciplinary team of three full-time personnel to manage the system, with support from reference contacts. c- Create a steering group that is representative of the University and includes personnel representatives to assess the efficacy of the system, create and coordinate prevention programmes, educational programmes and awareness-raising campaigns, and make recommendations. d- In addition to helping victims, propose assistance for people who think they may be the subject of a report or complaint	Set up a single entry-point. Convene the steering committee regularly (at least four times per year) to assess how the system functions.	Regular reviews. Annual review. Update of new procedures.	✓	✓	✓
10.1.4 Coordinate the actions of the system with various internal and external structures a- Internal structures: preventive medicine, social services, human resources, CVSP, etc. b- External structures (Maison départementale de lutte contre les discriminations; Maison des femmes de Marseille; Le Défenseur des Droits; and some associations) and develop cooperation modalities	Meetings depending on the number of complaints per month.	Number of actions undertaken following meetings.	✓	✓	✓
10.1.5 Improve communication on the system a- Inform staff and students of the existence of the system and how it works and in particular enhance communication and events in University libraries. b- Draw up clear recommendations on the procedure to follow for victims, witnesses, and interested parties within AMU in parallel to the actions undertaken by the system (e.g.What should be done if harassment occurs on the site of an internship?) c- Inform on the follow-through provided by the system: complaints, assistance, sanctions	a, b- Create short videos, information booklets, serious games for the start of the academic year, etc. 100% of staff and students informed Set up an interactive roundtable with a twice-yearly survey of the system. c- Communicate internally and externally on sanctions imposed in order to remain transparent and encourage prevention.	a- Surveys, quizzes. Dates of roundtables convened and review of survey data. b- Guides, booklets, short videos uploaded to the website, delivered at the start of each academic year, and reminders provided during the academic year.	✓	✓	✓

No. and description of the action	Objectives to be attained (in numbers)	Follow-up and assessment indicators	Schedule		
			2021	2022	2023
10.2 Train key audiences in prevention and combating discrimination, violence, harassment or sexual misconduct and sexist behaviour					
10.2.1 Make the full-time members of the system, and the expert reference contacts contributing to it, professionals in the sector	100% of individuals.	Number of people trained	✓	✓	✓
10.2.2 Systematically train - Supervisors - Heads of administration - Equality and inclusiveness reference contacts - Heads of courses - HR department personnel and managers - Personnel representatives - PhD students	100% of staff trained. For personnel, integration of the course in GEFORP.	Ratio of people trained over number of key people. Integration in GEFORP: YES/NO	✓ ✓	✓ ✓	✓ ✓

ACRONYMS AND ABBREVIATIONS

AAENES	Administrative assistants employed by the French Department for national and higher-level education
ASI	Assistant engineers employed by the French Ministry for education
ATRF	Technical research and training assistants employed by the French Ministry for education
CPP	Leave to undertake a pedagogical project
CRCT	Leave to undertake research or switch research theme
HCC	Additional teaching hours
HETD	Hour equivalent to tutorial
IGE	Study engineers employed by the French Department for national education
IGR	Research engineers employed by the French Ministry for education
MAG	Library stacks staff
MCF	University lecturers
MCF PH	University Lecturer-hospital practitioners, practising medicine, dentistry and pharmaceutical disciplines
PCA	Bonus for administrative workload relating to the undertaking of administrative responsibilities or taking responsibility for a temporary mission defined by the institution
PEDR	Bonus for supervision of a PhD student and for research
PR	University professors
PRAG	Secondary-level teachers who have passed aggregation
PRCE	Qualified teachers and equivalent
PRP	Bonus for the undertaking of specific teaching responsibilities in addition to service obligations
PU PH	University professor-hospital practitioners
RIFSEEP	Indemnity scheme taking into account roles, difficulty, expertise and professional commitment
TECH	Research and training technicians employed by the French Ministry for education

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