

Gender Equality Plan

2022-2024

University of Bordeaux

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Introduction

This gender equality plan (GEP) is the fruit of a collaboration between members of our university community and various European partners. It complies with the obligations imposed by the Public Services Transformation Act,¹ and seeks to build on them in order to meet European expectations regarding gender equality in research, as set out in the Horizon Europe Framework Programme.² This expanded approach exists within the context of the European RESET project - Redesigning Equality and Scientific Excellence Together,³ whose implementation at the University of Bordeaux is overseen by the Human Resources and Social Development Department of the Social Action and Societal Innovation Department. This prominent positioning within our institution is testament to the importance we attach to these matters, and the collective dimension of our ambition.

RESET is a project funded by the Horizon 2020 – Sciences with and for Society (SwafS) program.¹ The project aims to achieve gender equality “from master’s programs up to emeritus professors,” taking into consideration the intersectional nature of discrimination in its many guises, and encouraging all members of the university community to contribute to the development of efforts to promote equality and arrive at a more inclusive definition of scientific excellence. The primary objectives of RESET are:

- > To increase women’s involvement in research and innovation;
- > To improve their career prospects;
- > To work towards gender parity in decision-making bodies;
- > To ensure that gender issues are taken into consideration in research, innovation and teaching;
- > To establish a raft of actions and tools for promoting best practices across the European Research Area.

Questions of equality and diversity are increasingly becoming a legislative priority in France and Europe. Our inclusive gender equality plan is to be launched in 2022 and will run until October 2024, the end date of the RESET program, when it will be reviewed and updated in order ensure the continuity of institutional efforts for equality and diversity, and make sure that they are firmly entrenched in the university’s working practices for the long term. Numerous stakeholders from within the university are charged with monitoring these actions and evaluating their impact.

¹ Law 2019-828 of 6 August 2019 on the Transformation of Public Services, published in the Journal Officiel on 7 August 2019.

² The Horizon Europe framework programme (2021-2027) includes the implementation of a gender equality plan among its eligibility criteria for research teams, along with the need to take sex and gender issues into account in research projects.

³ Collectively redefining equality and scientific excellence.

This document is divided into four sections:

Part 1: Context

Part 2: Main assumptions and frameworks

Part 3: Key findings substantiating the GEP

Part 4: Gender Equality Plan (2022-2024)

The plan is structured with reference to the four themes identified in the European Commission's Horizon Europe framework programme, which are then broken down into objectives and actions:

- > Recruitment, retention, career progression including the availability of family-friendly policies
- > Leadership and decision making
- > Gender dimension in research and knowledge transfer
- > Gender biases and stereotypes, sexism and sexual harassment

The actions contained in this gender equality plan take several forms: data gathering and impact assessments, regulations and procedures, training/awareness-raising and communication. Each action will be overseen by a designated team.

The development and implementation of this plan have been supported by funding from the European RESET project – within the Horizon 2020 framework, in connection with of subsidy No.101006560.

Part 1: Context

National context

The Agreement on equality between women and men in the public sector signed on 30 November 2018 highlights the obligation to implement a multiannual plan for achieving professional equality. This obligation has since been reinforced by the **Public Service Transformation Act**⁴ of August 2019, which introduces coercive measures. The plan in question must contain measures designed to calculate and reduce the pay gap between women and men, to promote gender balance and equal access to different posts and roles, to guarantee a positive work-life balance and to combat all forms of sexist and sexual violence and discrimination. The national government and all public-sector institutions – including universities – are required by law to take such measures.

These recent laws represent the continuation of a trend in national legislation towards greater equality and parity in public services, beginning in **2012 with the Sauvadet Act**, introducing numerical targets for balanced representation at senior management level, and the **Fioraso Act of 2013** which made it compulsory for all French universities to have dedicated equality teams.

In accordance with the **circular of 18 June 2020**, the Human Resources and Social Development Department provides all members of selection committees with annual data set in order to raise awareness of any forms of implicit bias which may be detrimental to the principle of equality in the recruitment of teaching and research staff.

In the interests of monitoring and evaluation, the **decree of 30 November 2020** concerning the Combined Social Report expanded the existing obligation to publish comparative figures for women and men in public-sector organizations, introducing a requirement to provide more detailed information on recent developments and forecasts regarding gender equality, as well as the fight against discrimination and the work done to facilitate the employment of people with disabilities.

In December 2020, the **Research Strategy Act 2021-2030** was passed into law. As well as increasing the proportion of available resources which are dependent upon calls for projects or partnerships between laboratories and businesses, the new law places greater emphasis on the dissemination of academic culture and matters of sustainable development.

Since 2017, **France's National Research Agency** (*Agence Nationale de la Recherche - ANR*) has steadily strengthened its commitment to gender equality, particularly by encouraging institutions to take gender into account in their research, while also reducing gender bias in recruitment and knowledge production. These measures are consistent with European obligations on the inclusion of gender issues in research.

⁴ Law 2019-828 dated 6 August 2019.

University of Bordeaux

The University of Bordeaux is an institution whose academic excellence was once again recognized in 2016 by the renewal of its **I dex label**, a status first awarded in 2011 as part of the “Initiatives for Excellence” call for projects organized under the aegis of the Future Investment Program (PIA). I dex is a program of investments supporting the ongoing transformation of the University of Bordeaux, with a focus on top-tier research, innovative educational work and knowledge transfer.

The University of Bordeaux has a total of **3256 research and teaching staff (56%)** and **2763 BIATSS⁵ staff (46%)**, giving a total workforce of 6019. In the latter category, women are in the majority (**68%**), whereas they make up just **42%** of teaching and research staff. **45%** of university staff are attached to colleges, schools and training institutes, **39%** to research departments, and **16%** to various administrative hubs and divisions.

Since the launch of the university’s **Parity, Equality and Diversity Mission**,⁶ numerous measures have been put in place to promote equality, particularly as part of the **Masterplan for Gender Equality (2015-2020)** and the subsequent **Action Plan for Professional Equality between Women and Men**, launched in **2021**, in accordance with the Public Service Transformation Act.

Decree no. 2020-256 of 13 March 2020 expanded the remit of the Sexual Harassment and Sexist and Homophobic Violence Monitoring Unit (CDVHS) to include all acts of violence, discrimination, psychological and sexual harassment and sexist behavior. The University of Bordeaux is committed to responding to all reports made by staff as well as the student community. In addition to expanding the remit of the CDVHS unit, more advanced training has been provided to the staff involved.

Our gender equality plan thus benefits from a context conducive to its success, closely aligned with other institutional documents which reflect the commitment of the University of Bordeaux to rise to the societal and environmental challenges of our time. The recent reshuffle of the university’s presidency was informed by a desire to successfully deliver on our commitments to the societal and environmental transitions while respecting and championing the contribution of each and every individual, regardless of gender. Multidisciplinarity, collective spirit and scientific integrity are the watchwords of this new term of office. This ambition, already evident in recent years, is now encapsulated in the **Horizon 2030 Strategy**, the fruit of collaborative analyses of our university’s assets and its major strategic priorities for the coming decade.

The University of Bordeaux’s commitment in this field was recognized in 2021 with the ‘Sustainable Development and Societal Responsibility’ label. The measures taken are laid out in detail in the 24 promises which make up our **Roadmap for the Environmental and Societal Transitions** (2021). Since the 2022 elections, the university has had a dedicated Vice-President for these matters. We have also appointed an Equality, Parity and Diversity Officer, closely involved with the construction and implementation of this plan. These members of the university’s governance bodies work in collaboration with all stakeholders within our institution, at both the political and administrative levels.

Under the aegis of the RESET project, the University of Bordeaux is a signatory of the **Joint Statement issued by the seven partner universities involved in this project, setting out**

⁵ BIATSS - library, engineering, administrative, technical, social and health personnel.

⁶ When the University of Bordeaux was formed by the merger of four existing universities in 2014.

our shared commitment to equality, diversity and scientific excellence. Reiterating the major priorities of our institutions in terms of governance, professional equality, the need to incorporate gender issues into research and teaching, and of course the fight against all forms of discrimination and sexist and sexual violence, this declaration is closely aligned with our gender equality strategy.

At the University of Bordeaux, we also have a number of other transformative projects dealing with themes of societal significance. Since 2021, the University of Bordeaux has been a founding member of the **ENLIGHT**⁷ alliance of European universities, alongside 8 partner institutions. The objective of this consortium is to contribute to the transformation of higher education in Europe, equipping students with the knowledge, skills and cutting-edge capacity for innovation they will need to get to grips with the major societal transformations of the future, championing a fairer and more sustainable quality of life. Launched in 2020, the **ACT program**⁸ aims to transform the University of Bordeaux campus, multiplying our living laboratories and incubators nurturing experimental projects at the regional level.

In keeping with these commitments, **transition delegates** have been appointed within all of the university's research departments and laboratories. These delegates, along with the Equality Officers appointed by certain laboratories, have an important role to play in nurturing the discussion within our university community on matters of gender equality and diversity, and the deployment of the plan at all levels of the institution.

Within the University of Bordeaux, there are a number of structures and committees responsible for the operational deployment of the Gender Equality Plan. The first is the **Gender Equality Board (GEB)**, an internal structure present in all of the RESET partner institutions, dedicated to championing gender equality within the university community. The board oversees the inclusive gender equality plan and its membership is representative of the stakeholders concerned, with senior and intermediate-level managers as well as members of other governance bodies. The GEB oversees the strategic design and implementation of this plan. It meets three times each year. The board has thus played a crucial role in the design and deployment of our first gender equality plan (2022), and will also be instrumental in the revised versions which will be published following the conclusion of the RESET project in 2024.

The university's central administrative departments and intermediate-level structures are all involved in the implementation of this plan, led by the Human Resources and Social Development Department.

More broadly, in a spirit of openness and participation, all university staff were involved in the audit which informed the definition and prioritization of the actions contained in the present plan.

This GEP applies to all university staff. In accordance with our obligations under national law, as well as the expectations expressed by the European Commission, the plan focuses primarily on professional equality, as well as the public service provided by universities in the production and transfer of knowledge. This document is thus, indirectly, aimed at the student community too. It is important to note that the student-focused initiatives contained in our action plan for 2021-2024 will continue to run in parallel with the present GEP.

⁷ ENLIGHT - European University Network to promote Equitable Quality of Life, Sustainability, and Global Engagement through Higher Education Transformation.

⁸ ACT - Augmented university for Campus and world Transition.

Part 2: Main assumptions and frameworks of the Gender Equality Plan

Mission

The University of Bordeaux's inclusive gender equality plan exists within an environment conducive to equality and diversity. It contains concrete measures designed to enable our institution to rise to contemporary societal challenges, maintaining our commitment to excellence with the utmost respect for our staff and users, championing their contributions while combatting discrimination in all its forms. Professional equality for all is one of our driving ambitions. Recent developments at European level have inspired us to continue working towards achieving HRS4R accreditation, particularly by implementing the principles of the European Research Charter and the Code of Conduct for the Recruitment of Researchers (2005)⁹.

Aims

This GEP is designed to support the progressive, lasting creation of a culture of gender equality at the University of Bordeaux. Having a document of this nature will help us to prioritize our actions and work impactfully at every level – academic and administrative. The fundamental principles which underpin this GEP are a commitment to **co-designing actions** and taking into **account the multitude of factors which may give rise to instances of inequality or discrimination**. The former principle is embodied in the collective manner in which this strategy was drafted, from the analytical phase through to the design and monitoring of our concrete actions. The latter is informed by a perspective inspired by Gender Studies, which holds that inequalities between women and men must be understood in light of their intersectional relationship to other social factors (including class, background and skin color, and of course sexual orientation, disabilities and other social characteristics). In addition to a detailed local audit, our GEP has been informed by working sessions and exchanges of best practices made possible by our membership of the RESET consortium.

Strategic plan

The methodology employed in the preparation of this GEP was inspired by the **GEAR tool** (Gender Equality in Academia and Research) developed by the European Institute for Gender Equality - EIGE. This tool provides tips and tools for higher education institutions and research agencies, with a view to galvanizing the institutional shift towards gender equality, from the adoption of a gender equality plan to the evaluation of its real impact. The methodology consists of 6 stages, from preparation (1) to auditing (2), drafting (3),

⁹ https://cdn2.euraxess.org/sites/default/files/brochures/eur_21620_en-fr.pdf

implementation (4) and evaluation (5), through to follow-up work to guide the future of these actions and ensure that they have a lasting impact on the institution (6).¹⁰

Conducting a detailed audit

Our gender equality plan is informed by a detailed audit which took up the whole first year of the project, addressing the four key themes identified by the European Commission:

- > Recruitment, retention, career progression including the availability of family-friendly policies
- > Leadership and decision making
- > Gender dimension in research and knowledge transfer
- > Gender biases and stereotypes, sexism and sexual harassment

We commenced our audit by **analyzing data** from 2019-2020 – gathered from different departments across the university (the HRSD department, the College of Doctoral Schools, Observatory for Training and University Life). Thereafter, in July and August 2021, **two questionnaires** focusing on gender equality within our professional environment were sent out to all members of staff – one to BIATSS staff (221 responses), the other to research and teaching staff (157 responses). The questionnaires covered the four themes listed above, with particular reference to the consequences of the Covid crisis. We then organized **three group discussion sessions**, specifically for BIATSS staff, research and teaching staff and members of governance structures. These periods of collective reflection were structured around semi-directive discussions of the four themes listed above. Finally, and specifically for the first two themes, co-design and best practice sessions were organized with each of the universities affiliated with the RESET project, in collaboration with our partners.

Drafting the strategy

A first draft of this GEP was prepared on the basis of the University of Bordeaux's **Plan for Professional Equality between Women and Men, approved in 2020**. The actions identified, some of which are already in progress, are consistent with the legislation on professional equality in the public services, and particularly in higher education and research. Based on the points identified in the audit, and a review of the existing literature in this field as well as the action strategies adopted by other organizations in France and Europe, we then developed proposals for additional actions. Stakeholders from across the university then volunteered their own perspectives, advice and suggestions in line with their expertise. At the first two meetings of the Gender Equality Board, a certain number of themes were discussed and proposed actions were explored in further detail. We used the "World Café" method, prioritizing action proposals put forward by members.

The GEP was presented to all of the university's decision-making bodies during the first half of 2022, and has been enriched by the feedback from these discussions.

¹⁰ *Gender equality in academia and research step-by-step guide for research organisations, universities and public bodies*, European Institute for Gender Equality.

Our ambition is for all members of staff at the University of Bordeaux to get to grips with this document, to engage with its actions as objectives which are precise, measurable and deliverable in the short-to-medium term. Subsequently, once this institutional document has received final approval, a raft of initiatives will be put in place to inform, educate and encourage the university community to fully integrate this agenda-setting strategy for gender equality.

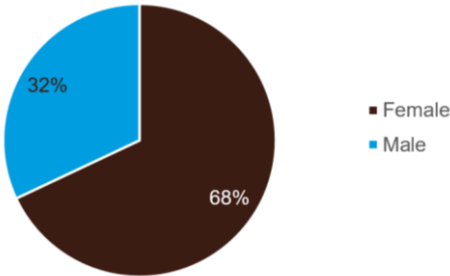
Transposing these actions into our objectives-resources-services contracts, as well as the work of the university's intermediate-level structures, will allow us to disseminate the plan and its actions more broadly. The work done to champion and implement this document by the Equality Officers within laboratories and, by 2024, within teaching units, will contribute to the institutional dissemination of its objectives.

Part 3: Key findings substantiating the GEP

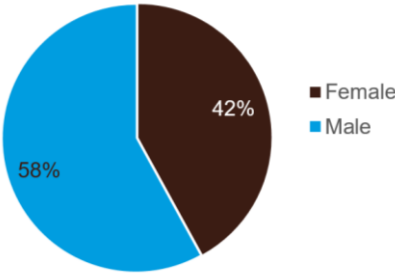
Within the framework of the RESET project, we conducted a **qualitative and quantitative audit** to determine the principal characteristics and needs of the University of Bordeaux in terms of equality and diversity.

On the one hand, we can observe the presence of **horizontal differentiation** between women and men. Women are over-represented among BIATSS staff (68%), while men are over-represented among research and teaching staff (58%).

Sex ratio of administrative personnel UBx (2020)



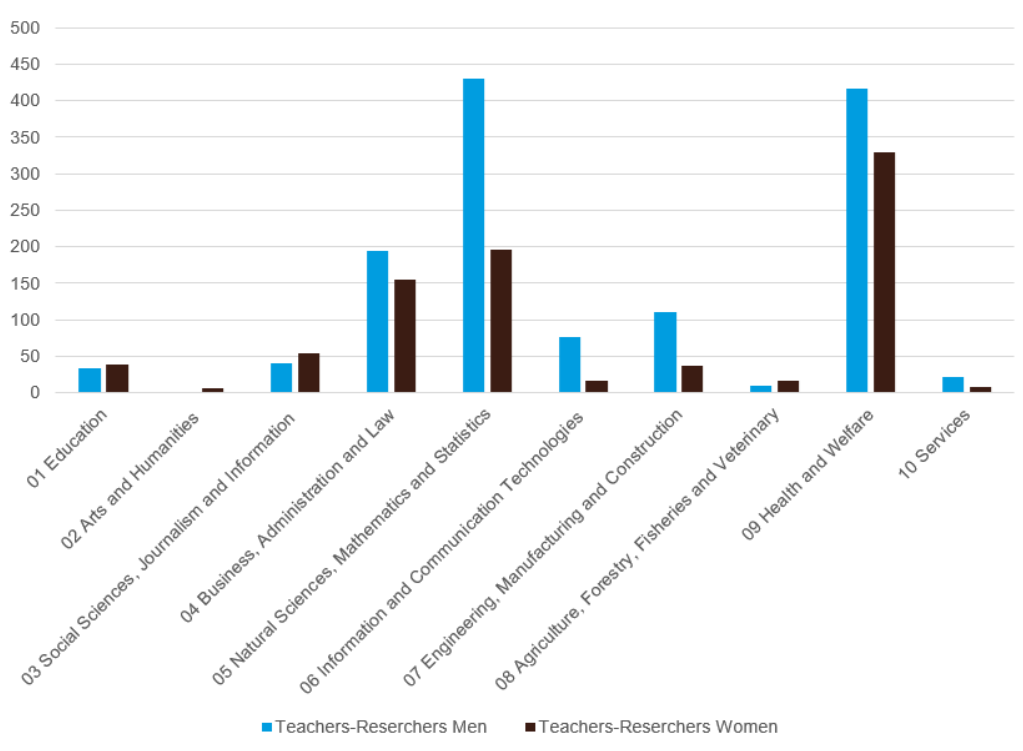
Sex ratio of teacher-researchers UBx (2020)



Source: University of Bordeaux social audit, 2020

As illustrated by these data, and numerous European studies in this field, women are less likely than men to pursue careers in research. Another manifestation of this horizontal gender differentiation is the distribution of research and teaching staff by gender and by academic discipline. In keeping with what we see at the national – and European – levels, we find more women in disciplines affiliated with the social sciences and Education Studies, and more men in disciplines such as Life Sciences, Mathematics, Engineering and ICT.

Gender distribution of research and teaching staff at UB by scientific field

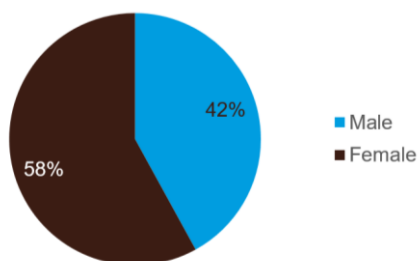


Source: Situation report for the University of Bordeaux, RESET, 2021

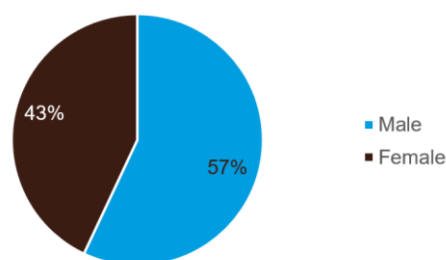
We can also observe a phenomenon of **vertical differentiation**, with a gap between the proportion of women on masters programs (58% women) and engaged in doctoral studies (43% women). This inequality becomes progressively worse the higher up the academic career ladder we look, a phenomenon sometimes referred to as the “leaden sky” or the “leaking pipeline,”¹¹ impeding the advancement of women in research careers.

¹¹ The theory goes that the higher you climb in the research career ladder, the lower the proportion of women will be, in spite of the fact that they often outnumber men on master’s programs. ALPER J. (1993), ‘The Pipeline Is Leaking Women All the Way Along’, Science, vol. 260, n°516.

**Sex ratio of Ma students
UBx 2019-2020**



**Sex ratio of PhD students
UBx 2019-2020**



Source: Situation report for the University of Bordeaux, RESET, 2021

Women account for just **23% of professors at UB**, and just **24% of the assistant professors** who have successfully attained Accreditation to Supervise Research.¹²

The qualitative data makes clear that women generally devote more time to their teaching commitments than men. Finally, among our BIATSS employees, although men are in the minority (32%), 36% of them hold Category A positions.

Moreover, one of the key elements to emerge from our analysis is the fact that some employees have difficulty maintaining an effective work-life balance. For example, part-time working is not easily compatible with senior management roles. And yet, women are more likely to work part-time. They also count for a disproportionately high number of fixed-term contracts and jobs at the lower end of the pay scale. The difficulties encountered in replacing staff members on parental leave, or caused by clashing schedules, can create extra work for some teams.

Maternity leave often comes at a key moment in women's careers, slowing down their professional advancement. Mechanisms exist to facilitate a better work-life balance, but these mechanisms are often poorly understood and thus under-utilized. During the audit process, we observed a certain ambivalence with regard to these work-life balancing measures: while some members of staff complained about the fact that the university's work patterns are organized around the school calendar, giving undue priority to parents of young children, others felt that the measures and efforts deployed in this direction remain insufficient.

The major contribution of BIATSS staff to both the delivery of research and the reputation of the university is widely regarded as being unrecognised and underappreciated. Moreover, gender equality and diversity are virtually absent from our teaching programs, and researchers appear to lack the necessary tools and training to comply with the imperatives of the Horizon Europe framework program, addressing issues of gender in the research sphere.

Finally, with regard to the fight against discrimination and violence, the university is perceived as being inclusive, but there have nonetheless been cases of harassment and discrimination, which highlights the need to raise awareness of these issues within the university community.

¹² Figures provided by the Analysis, Outlook and HR Strategy Direction, 2019.

Part 4: Gender Equality Plan

I/ Recruitment, retention, career progression including the availability of family-friendly policies

Issue no. 1: The way in which posts are presented, or a lack of transparency in job offers, can be discriminating factors with an impact on applications (some job titles are advertised only in their masculine form, details may be lacking with regard to accessibility, offers and opportunities for post-doctoral work elsewhere are not always published etc.)

> **Objective:** To ensure that job offers are written in a manner which makes all potential candidates feel recognized.

Action no. 1: Consolidating the dissemination of codes, guidelines and charters governing recruitment practices ¹³ at all levels within the university, in order to promote the systematic, equally accessible and transparent publication ¹⁴ of job offers.			Timeframe: in progress. Progress report in 2023. ¹⁵
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction Managers responsible for writing job offers	Potential female candidates Managers looking to recruit	Use of male/female pronouns, gender neutral terms, details of the post, digital accessibility	Human resources Recruitment tool – ATS ¹⁶ (in development)

¹³ European Code of Conduct for the Recruitment of Researchers (2005), Recruitment Guide for Contractual and Permanent BIATSS and Research Staff, University of Bordeaux (2020), Best Practice Guide: Recruiting, Welcoming and Integrating Colleagues without Discrimination - MESRI (2022).

¹⁴ Accessible and transparent: provide as much information as possible (location, nature of missions, travel requirements, availability, working hours etc .) so that potential applicants can decide whether or not the job suits them (for example: people with disabilities, parents of young children, people unable/unwilling to travel etc.)

¹⁵ A legend explaining the color code can be found on p.50.

¹⁶ The ATS (*Applicant Tracking System*) is a software tool combining a number of tools for managing applications during the recruitment process. It will make it easier to enter and manage job offers.

Issue no. 2: Recruitment processes are beset by bias and stereotypes, which are detrimental to equal opportunities.

> **Objective:** To guarantee the absence of discrimination in all recruitment processes

Action no. 2: In accordance with the MESRI circular dated 2 July 2020, we must raise awareness of gender stereotypes among the members of selection committees, during our annual information meetings.			Timeframe: To be launched in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Recruitment Direction	<u>Primary:</u> Members of the Selection Committees (COS) <u>Secondary:</u> Candidates	List of COS members present at information meeting	Reference document focusing on bias and discrimination in recruitment, including practical exercise (cf. document created in 2021)
Action no. 3: Ensuring that we maintain the gender balance of selection committees and panels for BIATSS staff and lecturer-researchers			Timeframe: in progress Annual progress report (CSR ¹⁷)
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction	<u>Primary:</u> Staff responsible for recruitment Managers <u>Secondary:</u> Candidates	Gender balance of panels (CSR) Achieving a minimum of 40% of each gender on all selection panels and committees by 2024	/

¹⁷ Combined Social Report.

Action no. 4: Insisting upon the importance of promoting balanced gender representation in our calls for applications for honorary doctorates and visiting professorships			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Vice-President for Training Vice-President for Research Heads of Colleges	Scientific and teaching teams Heads of Colleges and research Departments VP Training VP Research	For new appointments in 2022-2024, ensuring that at least 40% of honorary doctorates are awarded to women When appointing visiting professors, aiming to achieve at least 40% representation of the gender which is under-represented in each college	/
Action no. 5: Defining objective recruitment criteria, particularly for research and teaching staff in order to avoid selection bias			Timeframe: in progress Progress report in 2024.
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction Structures recruiting staff	All applicants for positions within UB	/	Recruitment evaluation forms

Issue no. 3: There is a clear gender imbalance in terms of career advancement – women often see their careers develop more slowly than men.

> **Objective:** To present career advancement opportunities in a transparent manner

Action no. 6: To continue striving to put professional equality at the heart of management guidelines, particularly by identifying the gender balance of employees eligible for promotion, and those listed in the career advancement table who are due to be promoted.			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Department ¹⁸ University administrative departments concerned	Staff eligible for promotion	Gendered data on staff eligible for promotion and those actually promoted (CSR ¹⁹)	Combined Social Report
Action no. 7: To organize an annual presentation on career progression and the key steps in academic careers, aimed at teaching and research staff			Timeframe: To be reinforced from the start of the 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Department Individual and collective management department	All teaching and research staff (with a particular focus on young assistant professors)	Gender balance of those present at the annual meeting	Indicators from the CSR report RESET indicators She Figures ²⁰ (European Commission)

¹⁸ HRSD Department - Human Resources and Social Development

¹⁹ The University's Combined Social Report.

²⁰ She Figures is an annual publication containing the latest available statistics on the gender balance in research and innovation in Europe, based on 88 indicators.

Issue no. 4: Staff at the University of Bordeaux make little use of their existing rights in terms of achieving a better work-life balance, despite reporting difficulties in this area (exacerbated by the Covid crisis)

> **Objective:** To create an environment conducive to a better work-life balance

Action no. 8: In coordination with the RESET project, and adopting a participatory approach, we will invite staff and students to take part in working groups exploring more equal approaches to parenthood			Timeframe: To be launched in late 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team	All employees affected by this issue	Census of actions in place to create a better balance between work/studies and personal life, impact assessments and lessons learned from the RESET project – scheduled for 2023	Documents created for RESET The <i>Parenthood, Personal Events and Professional Life</i> handbook (UB)

> **Objective:** To encourage staff to make more use of available tools for managing their work-life balance

Action no. 9: Rolling out communication actions highlighting the available rights and tools for managing the work-life balance. The RESET Media Campaign for 2023 will focus on balancing professional life with parenthood.			Timeframe: To be rolled out across 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Social Action and Societal Innovation Direction (DASIS) Staff Management and Social Relations Direction Communication Direction	UB staff	List of actions taken Content of the Call for	Funding from the Call for Submissions for the Professional Equality Fund for the three main branches of the civil service in 2022 The budget of the Communication Direction Resources available for

RESET team		Submissions ²¹ for the Professional Equality Fund for the three main branches of the Civil Service in 2022	the RESET 'Faces of Campus' campaign <i>The Parenthood, Personal Events and Professional Life</i> handbook
Action no. 10: Training managers so that they can better advise their teams about work-life balance measures			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Skills Development Direction Social Action and Societal Innovation Direction	Managers	List of managers attending training sessions	Budget of the Skills Development Department
Action no. 11: Organizing collective (optional) information sessions for staff focusing on the various existing work-life balance measures			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Social Action and Societal Innovation Direction (social workers) Staff Management and Social Relations Direction	University staff	Gender balance of those present at these information sessions (data gathered by the DASIS)	<i>The Parenthood, Personal Events and Professional Life</i> handbook

²¹ 'Informing Staff on how to Access Measures for Working Parents' – a call for projects run by the Professional Equality Fund for the three main branches of the Civil Service in 2022- Ministry for Transformation and the Civil Service, Ministry for Territorial Cohesion and Relations with Local Authorities, Ministry for Health and Solidarity.

Action no. 12: Encouraging managers to organize individual interviews before and/or after long periods of leave, in order to discuss career development options and current projects, and point people towards the right people and resources (e.g. available training options)			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Managers dealing directly with people: heads of laboratories, training units, research departments Structures wishing to take part HRSD Department	Staff leaving for / returning from long periods of leave	/	The <i>Parenthood, Personal Events and Professional Life</i> handbook Training for managers

Issue no. 5: There is a *gender gap* between M2 (the second year of master's programs - 58% women), doctoral studies (43% women) and the career prospects of those completing doctoral studies.

> **Objective:** To develop actions encouraging women to pursue careers in research

Action no. 13: Actions raising awareness of research careers (combatting discrimination, recruitment, gender equality etc.) within the student community, from M1 through to doctoral level.			Timeframe: Start of the 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer VP for Students Colleges and training units College of Doctoral Schools RESET team Student associations	Students on master's programs Doctoral students	To reach 10% of doctoral students and 5% of master's students in 2023. Working towards 20% and 10% respectively by the end of 2024 Qualitative questionnaires at the end of information sessions Gender breakdown of master's/doctoral programs	RESET materials RESET data She Figures data Data from College of Doctoral Schools Data from the Training and University Life Observatory

Action no. 14: Ensuring that there is no gender bias in the criteria used to award doctoral contracts, thesis prizes and post-doc funding			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer College of Doctoral Schools ²² Research departments	Doctoral Schools Council Research departments	/	/
Action no. 15: Campaigns celebrating the careers of young researchers to mark 11 February – International Day of Women and Girls in Science			Timeframe: To be continued from 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction	Second-year master's students The university community	Report/article on this campaign	RESET materials

²² Sometimes ED, for *Ecoles Doctorales*.

Issue no. 6: There is a pay gap between women and men, linked to unequal career progression and both vertical and horizontal differentiation.

> **Objective:** Calculate and publish pay gaps, to help drive them down.

Action no. 16: Identifying and analyzing, annually, the gender pay gap for all employees, using the tool developed by DGAFP. Communicating transparently about these disparities (see annex 1, only available in French)			Timeframe: in progress Progress reports in January 2023 and January 2024
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Analysis, Outlook and HR Strategy Direction	UB staff	Results obtained using the DGAFP tool (supplemented with indicators for categories A, B, C) Combined Social Report	DGAFP tool
Action no. 17: Communicating transparently about the promotion policy and the way that bonuses are awarded			Timeframe: in progress Progress reports in January 2023 and January 2024
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Analysis, Outlook and HR Strategy Department	UB staff	Results of the DGAFP tool Social audit	DGAFP tool

II/ Leadership and decision-making

Issue no. 1: A recent audit reveals the need for more institutional leadership on matters of equality and diversity.

> **Objective:** Demonstrating our institutional commitment to equality, drawing upon and disseminating official documents.

Action no. 1: To collate and revise all of the university's fundamental texts, with a focus on equality and diversity. Propose changes if necessary			Timeframe: A partir de Juin 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction Legal Affairs Direction RESET team Other transformative projects (ENLIGHT, ACT)	The university community	Data collected by the RESET project	UB fundamental texts Experience of RESET partners RESET Joint Statement on Equality, Diversity and Scientific Excellence

Action no. 2: Disseminating and institutionalizing, within the University of Bordeaux, the documents drafted under the aegis of the RESET project ²³			Timeframe: June 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
University Governance Communication Direction ILS ²⁴ RESET team	The university community	Data collected by the RESET project Published materials relating to the Joint statement and Roadmap	RESET Joint statement and Roadmap for RESET Gender Equality Plan 2022

> **Objective:** To promote the co-designing of equality and diversity actions, with the involvement of university stakeholders

Action no. 3: Organizing at least two meetings per year of the Gender Equality Board			Timeframe: In progress; updates in December 2022 - December 2023 - December 2024
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Members of the GEB RESET team	Members of the GEB	Minutes of GEB meetings List of attendees	RESET presentation materials

²³ The RESET Joint Statement on our engagement for Equality, Diversity and Excellence in Research, and the RESET Joint Roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence (June 2022).

²⁴ Intermediate-Level Structures within the University.

Action no. 4: Developing collaborative working sessions involving university staff and staff from RESET partner universities, focusing on issues pertaining to recruitment, career advancement and the work-life balance.			Timeframe: Late 2021 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET teams	UB staff	Minutes of these sessions Tables summarizing the data gathered	Work flow for co-design sessions, prepared as part of the RESET project RESET toolbox for co-design techniques
Action no. 5: Incorporating the objectives and actions of the Gender Equality Plan into objectives-resources-services contracts (COM)			Timeframe: in progress Progress report in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
VP for Finances and Resources RESET team	UB staff	Minutes of working sessions / meetings	/

Issue no. 2: The indicators used to measure academic productivity are primarily quantitative in nature (bibliometrics, number of prizes won, number of participations in conferences), and these criteria also determine researchers' career advancement and likelihood of reaching leadership positions. However, women generally devote less time to research than men (spending more time on their teaching responsibilities, and experiencing greater difficulties when it comes to career mobility or the work-life balance).

> **Objective:** Helping teaching and research staff to better manage and balance their working hours between their research functions and their teaching responsibilities.

Action no. 6: Promoting the idea of rotating responsibilities for overseeing teaching (subjects, master's programs, studies) in a manner consistent with the disciplinary context and tempo of each college, and helping colleges to put this principle into practice			<u>Timeframe:</u> 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Heads of Colleges and Training Units RESET team	Teaching and research staff	Annual publication of ex-disaggregated data regarding teaching responsibilities	Discussion of this principle and the desired effects with the Colleges
Action no. 7: Promoting the idea of rotating managerial responsibilities within research teams, and helping laboratories to put this principle into practice			<u>Timeframe:</u> 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Research departments Research laboratories	Teaching and research staff	Annual publication of sex-disaggregated data regarding scientific responsibilities	Discussion of this principle and the desired effects with departments

Action no. 8: Continuing to promote the mechanism which allows teacher-researchers to adjust their teaching workload – Section 4 – to accommodate more research activities, and after a period of leave			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Heads of colleges Designated HR managers within these structures	Teaching and research staff returning from leave of 10 weeks or more	Number of employees making use of this option, as a proportion of all of those taking leave of 10 weeks or more	Creating an email template to be sent to all colleges <i>(Message not to be sent to colleagues on sick leave)</i>

Issue no. 3: Women are in the minority among teacher-researchers (42%) and positions of responsibility (they account for just 23% of professors).

> **Objective:** To implement measures conducive to a more balanced representation of women and men in decision-making posts.

Action no. 9: Consolidating the parity of selection committees, as required by French law, by promoting equal access to chairperson positions for women and men.			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Administrative Board	Selection Committees (primarily women)	Gender balance of selection committees and their chairs	Combined Social Report

Action no. 10: Continuing and making compulsory the practice of publishing the letter of the President of UB to the selection committees, reiterating the university's objectives in terms of increasing the number of female professors			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction	Recruitment panels	/	Letter from the President
Action no. 11: Making use of new promotion and recruitment methods to achieve a more equal gender balance among professors, depending on available talent			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Department	Assistant professors	Statistics on the use of these mechanisms	Research Scheduling Act
Action no. 12: Organizing an awareness-raising seminar for the College of Doctoral Schools focusing on steps to achieving professional equality in the academic sphere, recruitment, discrimination and sexist and sexual violence			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer College of Doctoral Schools Analysis, Outlook and HR Strategy Direction RESET team	Doctoral students	Names (and genders) of people participating in training	RESET materials

Issue no. 4: We have observed a lack of representativeness and diversity within the university community.

> **Objective:** To obtain robust data regarding potential forms of intersectional discrimination faced by university staff

Action no. 13: Launching and overseeing qualitative research work to understand potential experiences of intersectional discrimination by BIATSS staff at UB			Timeframe: September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Directors of HS master's and thesis supervisors	Minoritized groups (BIATSS)	Results / audit of existing perceptions	Supervision of research theses on this topic at UB (qualitative interviews)
Action no. 14: Launching and overseeing qualitative research work to understand potential experiences of intersectional discrimination by teacher-researchers and researchers.			Timeframe: September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Directors of HS master's and thesis supervisors	Minoritized groups (teacher-researchers and researchers)	Results / audit of existing perceptions	Supervision of research theses on this topic at UB (qualitative interviews)

> **Objective:** To study the welcome and support extended to doctoral and post-doctoral researchers

Action no. 15: Launching and overseeing qualitative research work to understand the welcome and support received by international doctoral students and post-docs			Timeframe: September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer College of Doctoral Schools Heads of Doctoral Schools	Minoritized groups (international doctoral students and post-docs)	Results / audit of existing perceptions	Supervision of research theses on this topic at UB (qualitative interviews)
Action no. 16: Continuing to compile data and raise awareness of discrimination affecting doctoral students and post-docs			Timeframe: in progress To be reinforced from September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer	Minoritized groups	Sex-disaggregated data	Presentation/training materials

> **Objective:** To work with European networks promoting diversity

<p>Action no. 17: Taking part in the innovative actions conducted by the ENLIGHT network of European universities (webinars, workshops, lectures, platforms, working groups, equity core groups, conferences), in collaboration with both staff and the student community.</p>			<p>Timeframe: 2022 onwards Annual update every January</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>RESET team ENLIGHT</p>	<p>The university community</p>	<p>List of actions taken and related documents (list of attendees, minutes, articles etc.)</p>	<p>/</p>
<p>Action no. 18: Participating in meetings between local, national and European stakeholders, organized by the European Commission with a view to promoting equality and diversity. Involving these stakeholders as much as possible in UB events relevant to equality and diversity</p>			<p>Timeframe: 2022 onwards Annual update every January</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>RESET team Other transformative projects within (ACT, ENLIGHT) Parity, Equality and Diversity Officer</p>	<p>The university community Local, national and European stakeholders</p>	<p>List of meetings/events held and related documents (list of attendees, minutes, articles etc.)</p>	<p>/</p>

Action no. 19: In connection with ENLIGHT Rise, and with the help of RESET, developing international networks of students and doctoral students. Continuing with efforts to raise awareness of these and other international networks concerned with questions of gender balance in research, career development and the fight against sexist and sexual violence.			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Doctoral schools Student associations ENLIGHT Rise	Young researchers just starting their careers	List of networks and the work they do (theme, membership etc.)	RESET network materials Resources from other institutional projects

Issue no. 5: Staff with managerial responsibilities rarely make use of part-time working or other work-life balancing measures (partly due to being overburdened, and the persistence of stereotypes whereby these options are not applicable to staff in positions of responsibility)

> **Objective:** To ensure that managers are able to strike the right balance between their personal and professional lives.

Action no. 20: Developing our understanding of the situation in order to promote a better work-life balance for staff in management positions (adapting their working hours or going part-time)			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Hub Parity, Equality and Diversity Officer	Managers interested in working part-time or adjusting their working hours	Time management tool Feedback from staff who have adjusted their working hours or gone part-time	Testimony from members of staff who have benefited from these measures

III/ Gender dimension in research and knowledge transfer

Issue no. 1: Despite the growing awareness of equality and diversity issues among our staff, the recent audit has revealed a need for more information, and the importance of prioritizing target groups to disseminate this information.

> **Objective:** To educate and inform the entire university community on matters of equality and diversity

<p>Action no. 1: Continuing and expanding efforts to educate and inform BIATSS and teaching and research staff about the importance of gender equality and the fight against all forms of discrimination, with close attention to the gender balance of speakers. The target audience between now and 2024 is:</p>			<p>Timeframe: To be continued from 2022 onwards.</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>Skills Development Direction</p> <p>Parity, Equality and Diversity Officer</p> <p>RESET team</p>	<p>Managers:</p> <ol style="list-style-type: none"> 1. Gender bias in professional practices and scientific excellence – included in UB training strategy for 2022 2. Actu-cadre and Campus–cadre 2022 3. From 2023 onwards: Annual training session on professional equality, led by an external agency (EGAE) 	<p>Reach 100% of management staff by 2024</p> <p>Attendance sheets</p> <p>Satisfaction survey after training</p>	<p>/</p>

<p>Parity, Equality and Diversity Officer</p> <p>RESET team</p>	<p>Teaching staff, doctoral students and researchers: the need to incorporate gender considerations into research, recruitment and scientific excellence – RESET team, multiannual training throughout the duration of the project</p>	<p>Reach 15% of teaching and research staff by 2023 and 30% in 2024</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	
<p>Skills Development Direction</p> <p>RESET team</p> <p>MAPI²⁵</p> <p>INSPE²⁶</p>	<p>Junior assistant professors: raising awareness of gender bias in research and teaching, producing non-stereotypical teaching materials (form and content), discussing inequality in career advancement – during the annual training session for newly-recruited assistant professors. September 2022 onwards</p>	<p>Reach 100% of junior assistant professors every year</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	
<p>Parity, Equality and Diversity Officer</p> <p>RESET team</p> <p>SMSP²⁷</p>	<p>Research support staff: ‘The Gender Issue in European Funding and Programs for Excellence,’ from 2023 + importance of using the checklist for RESET team and SMSP</p>	<p>Inform 25% of research support staff by 2024</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	
<p>Skills Development Direction</p> <p>Parity, Equality and Diversity Officer</p> <p>RESET team</p>	<p>Members of governance bodies and the Gender Equality Board: education/information about fighting gender inequality in higher education and research– GEB sessions (2021 onwards)</p>	<p>Reach 100% of top management by 2024</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	

²⁵ MAPI – Support for Teaching and Innovation.

²⁶ INSPE –National Institute for Professors and Education.

²⁷ SMSP – Project Preparation and Monitoring Service.

<p>Action no. 2: Raising awareness among the staff of the Project Preparation and Monitoring Service (SMSP), encouraging them to share the RESET checklist when supporting researchers with their projects. This will require practical support with the tool, informed by feedback from users.</p>			<p>Timeframe: 2022 onwards</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>RESET team</p> <p>Project Preparation and Monitoring Service (SMSP)</p>	<p>Researchers</p>	<p>Written feedback on the checklist from researchers (create a form)</p>	<p>RESET Checklist</p> <p>EIGE materials</p>
<p>Action no. 3: To raise awareness of gender equality issues and the fight against discrimination among Transition delegates, providing them with key information and tools on subjects pertaining to gender equality and diversity, so that they can share them within their organizations</p>			<p>Timeframe: 2022 onwards</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>Parity, Equality and Diversity Officer</p> <p>RESET team</p> <p>Skills Development Direction</p> <p>TRUST²⁸ Direction</p>	<p>Transition delegates</p>	<p>Gender balance of participants in training</p> <p>Satisfaction/evaluation questionnaires</p>	<p>Training budget</p>

²⁸ Institutional transition, social responsibility, territorial development

Issue no. 2: Equality and diversity still do not feature prominently enough in the university's teaching, working practices and events

> **Objective:** To raise awareness of the need to take gender and diversity into consideration in the way we teach and work, and the events we host

Action no. 4: Publishing guides highlighting the need to ensure that education is equal and does not discriminate against anybody, holding training sessions for interested teaching staff and teaching and research staff (ensuring that reading lists are diverse, treating male and female students equally, not assigning stereotypically male or female tasks to students etc.)			Timeframe: To be launched in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
MAPI Training, Professional Integration and University Life Department RESET team	Teaching and research staff Student community	Census of teaching resources available	RESET toolbox ²⁹
Action no. 5: Systematically including a gender balance analysis in surveys of the university community			Timeframe: To be reinforced from 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Observatory for Training and University Life Survey managers	People responding to surveys / reading results of surveys	List of questions with a gendered dimension Statistics on the gender balance of respondents	Analytical reports of survey results

²⁹ Toolbox for the creation of equal/inclusive teaching materials and training program, drawn up as part of RESET – due to be completed by end of 2023.

Action no. 6: Ensuring gender balance/parity among speakers at conferences/events organized by UB			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Structures organizing events	Speakers at conferences/events	Academic events: questionnaire to be completed on the gender breakdown of speakers All events: list indicating the gender of speakers	/

> **Objective:** Producing content addressing gender issues in our teaching

Action no. 7: Working to put in place multidisciplinary teaching programs on gender equality and the inclusion of gender considerations in research – similar in nature to the existing programs tackling discrimination. Increasing uptake of these voluntary programs among the student community			Timeframe: 2024 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
VP for Training Parity, Equality and Diversity Officer Course directors RESET team	Students	List of teaching options available Gender balance of participants	Existing teaching programs: Multidisciplinary in HSS: Discrimination Part of the RESET project's work to define best practices on gender equality and diversity in teaching

Issue no. 3: Taking issues of sex and gender into consideration in research projects has now become compulsory for projects hoping to obtain Horizon Europe funding, and is strongly encouraged by the ANR. Nevertheless, researchers do not receive nearly enough training or support in such matters.

> **Objective:** To develop and disseminate tools to help the academic community take gender into consideration in their research and teaching

Action no. 8: Informing the university community about GIA tools (Gender Impact Assessment) and supporting users, including visits by RESET teams to laboratories			Timeframe: In progress (update due in December 2022)
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
GEB RESET team Heads of laboratories Heads of departments Equality Officers within laboratories Project Preparation and Monitoring Department	Academic community	/	RESET materials EIGE website ³⁰ – Gender Impact Assessment RESET Checklist
Action no. 9: Mobilizing the members of STEM, HSS and BMS ³¹ research teams to use, assess and develop GIA tools. Overseeing the process of adapting the checklist to the specificities of these three major scientific fields.			Timeframe: 2022 onward
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Research team leaders Heads of laboratories	Researchers and their teams	Feedback from researchers (questionnaire on the checklist) List of people consulting and contributing to the checklist	RESET Checklist Questionnaire

³⁰ EIGE – European Institute for Gender Equality

³¹ STEM – Sciences, Technologies, Engineering, Mathematics / HSS – Human and Social Sciences / BMS – Biological and Medical Sciences

Action no. 10: Organizing awareness-raising sessions for the doctoral community (during conferences, meetings etc.) focusing on the impact of taking issues of sex and gender into consideration in research work.			Timeframe: 2022 onward
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Project Preparation and Monitoring Department	Doctoral student community	To reach 10% of doctoral students by the end of 2023 and 20% by the end of 2024.	RESET materials

Issue no. 4: The role that everybody has to play in achieving a culture of equality and scientific excellence is not always clear and should be championed.

> **Objective:** Mobilizing laboratories on matters of equality

Action no. 11: Continuing to encourage, support and champions initiatives taken by laboratories to promote equality and diversity. Making RESET a resource			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction Research departments Research laboratories	European universities RESET Network Laboratories	Attendance at events Satisfaction surveys Overview of existing initiatives Regular census of Equality Officers within all laboratories	RESET platform Laboratory budgets

Action no. 12: Encouraging laboratories to appoint their own Equality and Diversity Officers. Ensuring that these officers work in coordination with their counterparts elsewhere in the university, providing training on matters of equality and diversity			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Heads of departments Laboratory directors	Researchers working in laboratories	Sex-disaggregated list of officers within the laboratories	/
Action no. 13: Organizing sessions where we can exchange best practices on gender equality and how to take gender into account in research projects, with representatives of different laboratories from the University of Bordeaux and the RESET network			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Heads of laboratories Research teams	Researchers working in laboratories	Census of practices in place to promote equality Outcomes of these exchanges	RESET report on gender equality initiatives implemented by laboratories within their communities RESET Network

> **Objective:** To promote the key role played by all research, teaching and BIATSS staff in developing the university's research and scientific excellence

Action no. 14: Recognizing and promoting the involvement of all staff in research, particularly by means of the RESET media campaign 'Faces of Campus'			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction	Research support staff The university community	/	RESET resources assigned to the 'Faces of Campus' media campaign

Issue no. 5: There is a lack of pertinent data concerning gender inequality in research

> **Objective:** To obtain a clearer picture of the funding gap between women and men

Action no. 15: Expanding and making systematic the publication of sex-disaggregated data on research funding for individual programs. Systematically recording the gender of applicants for and recipients of funding from programs.			Timeframe: To be launched in 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
SMSP Strategic Development Support Department Administrative and Financial Coordination Department	Teaching and research staff	Gendered data on funding and applicants	Gendered data on funding and applicants (CSR)

> **Objective:** To track the proportion of women and men pursuing academic careers after completing doctoral studies

Action no. 16: Data regarding the gender balance of post-doctoral researchers			Timeframe: To be launched in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Observatory for Training and University Life HRSD Department (post- doc contracts)	Post-doc researchers	Sex-disaggregated data	/

IV/ Gender biases and stereotypes, sexism and sexual harassment

Issue no. 1: There have been cases of sexist and sexual violence and discrimination at the University of Bordeaux. We need to act now to put an end to this.

> **Objective:** To ensure awareness across the university community of our zero-tolerance policy on sexist and sexual violence and discrimination

Action no. 1: Creating and disseminating communication tools (the 'alertometer' and comic strips) and pamphlets on this subject within university libraries			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Social Action and Societal Innovation Direction Documentation Direction Communication Direction Network of local partners	The university community	Minutes of working group meetings Results of working groups	Funding obtained from the MESRI ³² call for projects

³² Supporting Institutions of Higher Education and Research in the Fight against Sexist and Sexual Violence, Ministry for Higher Education, Research and Innovation (MESRI) 2021

Action no. 2: Continuing our collaborations and expanding our network of local partners (within the greater Bordeaux area) in order to combat sexist and sexual violence and discrimination (public-sector institutions, associations, other institutions of higher education etc.)			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Social Action and Societal Innovation Direction RESET team	Local network (local authorities, Charles Perrens Hospital, associations etc.)	Minutes of meetings Measures taken / events organized	Funding obtained from the MESRI call for projects Mix'Egalité network ³³
Action no. 3: Systematically organizing an event or official statement to mark the International Day for the Elimination of Violence against Women (25 November)			Timeframe: in progress Annual progress reports
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Communication Direction	The university community	/	/

³³ Network led by Bordeaux Metropole, bringing together people working for equality in public service organizations in the New Aquitaine Region.

Action no. 4: Continuing with efforts to raise awareness and educate BIATSS and teaching and research staff about the fight against sexist and sexual violence and all forms of discrimination, encouraging a gender balance among speakers. The target audience for the period to 2024 is:			Timeframe: To be continued in 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Skills Development Direction	Members of the Monitoring Committee: handling and following up on situations of sexist and sexual violence, gender bias, non-discriminatory communication – included in UB training plan for 2022 – training by external agency in 2022	100% of Monitoring Committee trained by end of 2022	External service provider
Parity, Equality and Diversity Officer RESET team Skills Development Direction	Managers: Campus–cadre 2022 (awareness of the fight against discrimination)	Reach 15% of managers in 2023 and 30% in 2024	
Parity, Equality and Diversity Officer RESET team	Teaching staff, doctoral students and researchers	Reach 15% of teaching staff, doctoral students and researchers by 2023 and 30% by 2024	
Parity, Equality and Diversity Officer Skills Development Department MAPI INSPE RESET team	Junior assistant professors From September 2022 (with MAPI and INSPE)	Reach 100% of new assistant professors each year	

RESET team Parity, Equality and Diversity Officer	Members of governance bodies and Gender Equality Board – sessions during GEB meetings (since 2021)	100% of governance body members trained by 2024	
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> **Objective:** To facilitate reporting procedures and encourage victims to make use of the CDVHS

Action no. 5: Launching and promoting awareness of a secure reporting system for cases of sexist and sexual violence or discriminations, and handling the reports submitted online			Timeframe: To be launched in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer IT Services Direction Social Action and Societal Innovation Direction RESET team Human Resources and Social Development Training and Life on Campus	Beneficiaries (the whole university community)	Annual report on alerts raised and measures taken in response	Material and financial
Action no. 6: Publishing an annual report on the university website detailing the work of this unit (reports, punishments, affected groups), including data on staff and the student community.			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer HRSD Department	The university community	Publication of a report	/

FIPVU Department			
Communication Direction			
Members of the CDVHS			

Action no. 7: Continuing to present the monitoring cell's annual report to the university's governing bodies (CDS ³⁴ , CT ³⁵ , CA ³⁶)			Timeframe: in progress Annual progress reports
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer HRSD Department FIPVU Department	Members of these bodies (governance structures, employee representatives)	CDS agenda CT agenda CA agenda	/
Action no. 8: Showing a video explaining the work of the monitoring unit at the start-of-year meetings held in lecture theatres			Timeframe: From start of 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Communication Direction	Student community	/	Video to be created

³⁴ CDS – Social Dialogue Commission

³⁵ CT – Technical Committee

³⁶ CA – Administrative Board

Issue no. 2: The way in which we communicate may contribute to the perpetuation of stereotypes, or encourage or spark discriminatory or violent behavior

> **Objective:** To continue our efforts to communicate in a manner that promotes equality and the fight against discrimination

Action no. 9: Adapting the RESET toolbox to promote gender equality in our institutional communication in French. Taking (digital) accessibility into account			Timeframe: in progress Progress report in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction RESET team Parity, Equality and Diversity Officer Disabilities Officer Accessibility Officer	The university community	/	RESET Toolbox for gender-neutral, diversity- oriented institutional communication
Action no. 10: Continuing with our efforts to make our online content accessible			Timeframe: in progress Progress report in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction Disabilities Officer Accessibility Officer	People likely to experience difficulty accessing online content (disabilities, non-French speakers)	/	Resources produced by the Disabilities Officer and Accessibility Officer


Action no. 11: Giving the university's buildings and amphitheatres names that represent our diversity			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
UB Governance Heritage and Environment Department Communication Direction RESET team	The university community	List of names	/
Action no. 12: Running sessions with administrative department and ILS to raise awareness of the importance of equal communication and accessibility.			Timeframe: To be launched at the start of the 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction Social Action and Societal Innovation Direction RESET team Departments ILS	Administrative staff	List of participants Satisfaction surveys	External service provider: Mots-Clés ³⁷

³⁷ <https://www.motscles.net/>

Action no. 13: Continuing to publicize our work to promote equality and diversity in the dedicated section of the University of Bordeaux website			Timeframe: in progress To be continued in 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction RESET team Parity, Equality and Diversity Officer	University community and general public	Analysis of dedicated pages or published articles	Website / networks
Action no. 14: Sharing the results of the RESET project with: <ul style="list-style-type: none"> ➤ members of the UB community (data from the audit, deliverables shared with the public...) ➤ other institutions of higher education in France (deliverables shared with the public) ➤ the European Research Area, through academic publications and dissemination of the project's results 			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction	The university community	/	Results of the RESET project

Caption:

 Action already initiated, to be pursued

 Action to be implemented

Concluding remarks

The strategy of establishment of this Gender Equality Plan includes dissemination within the University of Bordeaux. Members of the University community may and are encouraged to take ownership of this document and become active stakeholders of its implementation. The four thematic areas developed in this GEP seek to impulse a progressive structural change by disseminating culture of equality.

This document provides concrete tools to perform transformation towards more equality and diversity – via planning of actions and monitoring of indicators to assess their impact in a short and long-term perspective.

Cultural change can only be effective when resulting from a collective effort. Specific teams, services and/or individuals were identified and appointed as resources responsible for the implementation and monitoring of measures. Their know-how and well-established cooperation enable efficiency and impact of the current GEP.

This Gender Equality Plan meets the requirements of national and European funding bodies, as well as the objectives of the RESET project. In accordance with contemporary societal transitions, its establishment intends to support institutional stakeholders in the application of a fair, equal and diverse working and studying environment.

Resulting from a collaborative work of different representatives of personnel, and adopted by Technique Committee, this document is tailored to the specificities and needs of the University of Bordeaux. It takes its roots in the long-dated commitment of the institution towards principles of equality and diversity.

The implementation of different kind of actions: impact assessment, regulations and frameworks, communication and training relies on a set of resources that are developed within the RESET.

The next three years present an opportunity for the University of Bordeaux to pursue its engagement in terms of gender equality and diversity, and monitor the impact of proposed actions. The evaluation of the current version of the Plan will impulse an update in 2024.

Annexe : Calcul des écarts de rémunération à l'université de Bordeaux – données 2021

Calcul des écarts de rémunération – mobilisation de l'outil DGAFP

L'outil DGAFP calcule les écarts de rémunération à partir d'indicateurs globaux au niveau de l'employeur et les résultats détaillés par corps, cadre d'emploi ou équivalent. Au-delà de l'établissement du salaire mensuel moyen par tête, le référentiel décompose les écarts salariaux pour les expliquer en tenant compte de plusieurs effets :

- > Effet temps de travail : il s'agit de mesurer l'écart de rémunération mensuelle entre les femmes et les hommes lié au seul effet de la différence de recours au temps partiel ;
- > Effet ségrégation des corps : il quantifie la part de l'écart liée à une part différente des femmes et des hommes par corps plus ou moins bien rémunérés (effet différentiel de mixité des métiers) ;
- > Effet démographique au sein des corps : il mesure l'écart lié à des positionnements différents des femmes et des hommes dans les grades et échelons au sein des corps (effet d'âge, d'ancienneté, de promotion...) ;
- > Effet primes à corps-grade-échelon identique : il est lui-même décomposé selon la nomenclature des indemnités renseignée.

1.1 – Calcul de l'écart de rémunération des personnels titulaires

Parmi les titulaires, l'écart de rémunération par équivalent temps plein est de 25% au détriment des femmes en 2021. L'effet de la ségrégation par corps est massif et explique près de 84% des écarts constatés. Au sein des corps, l'effet démographique joue également à titre secondaire (pour 12.5% des écarts salariaux). Un effet prime à corps et grades-échelon identique joue, marginalement (pour 3.9% de l'écart). La majeure partie de l'écart total de salaire en équivalent temps plein provient du fait que les hommes sont proportionnellement plus souvent présents dans des corps mieux rémunérés. La démographie au sein des corps contribue à accentuer l'écart salarial au détriment des femmes. Cet aspect sous-tend une ancienneté moyenne par corps plus élevée pour les hommes, notamment dans les corps les mieux rémunérés.

Les indicateurs de mixité calculent la part en emploi ou salaires des personnels travaillant dans des corps ou emploi où il y a des personnes des deux sexes. Ces

indicateurs doivent être le plus proche possible de 1. Au sein de l'université de Bordeaux, les emplois/grades éloignés de la mixité attendue sont constitués par :

- > les secrétaires administratives de l'éducation nationale et de l'enseignement supérieur
- > les bibliothécaires assistantes spécialisées

Ainsi que les corps dont la liste suit :

1095 - Conservateur des bibliothèques
1096 - Bibliothécaire
1035 - Professeur des écoles
0545 - Astronome adjoint et physiciens adjoints
1672 - Infirmier de l'Éducation nationale
1518 - Professeur de lycée professionnel
0521 - Professeur des universités odontologiste des services de consultations dentaires
0000 - Emplois fonctionnels
0544 - Astronome et physicien
1094 - Conservateur général des bibliothèques
0564 - Conseiller principal d'éducation
1423 - Assistant de l'enseignement supérieur (en voie d'extinction)
1555 - Infirmier du ministère de l'Éducation nationale
1728 - Conseiller technique des services sociaux des administrations de l'État
1727 - Assistant de service social des administrations de l'État
1682 - Conseiller technique de service social des administrations de l'État
1683 - Assistant de service social des administrations de l'État
0598 - Adjoint technique de recherche et de formation du ministère de l'Éducation nationale

Pour les titulaires, les écarts de rémunération entre les femmes et les hommes liés aux effets démographiques des corps sont plus fréquents du côté des personnels enseignants-chercheurs, enseignants et chercheurs, que du côté des personnels BIATSS. Il est de 416 € chez les professeurs des universités (PU), 663 € chez les professeurs des universités praticiens hospitaliers (PUPH), 371 € chez les professeurs certifiés, 70 € chez les professeurs des écoles, 883 € chez les astronomes adjoints (en faveur des femmes), 27 € chez les professeurs de lycée professionnel, 1315 € chez les professeurs d'odontologie (en faveur des femmes). Cet écart est de 230 € chez les ingénieurs de recherche et de 1136 € parmi les emplois fonctionnels. Concernant les personnels contractuels, l'écart de rémunération équivalent temps plein est de 0.7%.

1.2 Focus sur quelques compléments de rémunération

Au-delà du constat des écarts salariaux liés massivement à l'effet corps, et secondairement à l'effet démographique, quelques éléments de rémunération sont à prendre en compte pour l'ensemble de la population (fonctionnaire et contractuelle).

> Effet primes

L'écart de rémunération s'explique en partie par l'effet primes. Alors que parmi les bénéficiaires de primes chez les BIATSS, on trouve 67% de femmes, soit

proche de leur part relative chez les BIATSS (68%), les bénéficiaires de primes chez les EC sont un peu plus souvent des hommes (près de 62% des bénéficiaires), au-delà de leur part dans la population des EC (58%). Alors que les primes sont équitablement distribuées aux femmes et aux hommes BIATSS, parmi les EC, elles reviennent un peu plus sensiblement aux hommes. En outre, les montants des primes sont significativement plus élevés quand les hommes les perçoivent : l'écart moyen commun aux BIATSS et EC est de 189 €, avec des écarts entre les sexes importants pour les primes perçues en moyenne par les EC (810 €) et par les BIATSS (959 €), ce qui éclaire en partie les écarts moyens de rémunération constatés chez les BIATSS, notamment catégorie A et les PU.

Primes versées en 2020 par type de population à l'université de Bordeaux

	Nb de bénéficiaires		Montant total	Montant moyen par versement	Montant moyen par bénéficiaire			
	Global	dont femmes			Global	Hommes	Femmes	Ecart F/H
Enseignants	2 150	820	5 669 K€	180 €	2 637 €	2 946 €	2 136 €	-810 €
BIATSS	2 540	1 711	8 556 K€	176 €	3 369 €	4 019 €	3 060 €	-959 €
Communes	5 593	2 821	3 048 K€	41 €	657 €	760 €	571 €	-189 €
	5 566	3 022	17 633 K€	108 €	3 153 €	3 499 €	2 858 €	-641 €

Source : Université de Bordeaux, Bilan social 2020

> Effet temps de travail

Moins d'EC sont en temps partiel (18) en 2020 qu'en 2014 (42) parmi lesquels 11 femmes et 7 hommes (contre 12 hommes et 30 femmes en 2019). Plus de BIATSS que d'EC sont en temps partiel (149) en 2020, parmi lesquels 131 femmes et 18 hommes. Parmi les temps partiels de l'université, les femmes sont largement majoritaires (85%). En 2020, l'effet temps partiel hommes-femmes est de 2.75%.

Part des temps personnels travaillant à temps partiel à l'université de Bordeaux en 2020

		50%		60%		70%		80%		90%		Total	
		Eff.	%f	Eff.	%f	Eff.	%f	Eff.	%f	Eff.	%f	Eff.	%f
Enseignants et enseignants-chercheurs	Astronomes et physiciens	1	100%									1	100%
	Ens. 2nd degré	3	33%	1	100%			1	100%			5	60%
	Ens. chercheurs	3	67%	1				5	40%	3	100%	12	58%
		7	57%	2	50%			6	50%	3	100%	18	61%
Personnels BIATSS	AENESR	2	100%			1	100%	12	100%	5	100%	20	100%
	Bibliothèques - Musées	1	100%					13	77%	1		15	73%
	ITRF	9	67%	2	100%	2	100%	82	87%	13	100%	108	87%
	Médicaux sociaux							4	100%	2	100%	6	100%
		12	75%	2	100%	3	100%	111	87%	21	95%	149	88%
	19	68%	4	75%	3	100%	117	85%	24	96%	167	85%	

Source : Université de Bordeaux, Bilan social 2020

Extraction de l'outil DGAFP sur les rémunérations des personnels titulaires, 2021 :

Direction générale de l'administration et de la fonction publique		Dgafp		DRH de l'Etat	
nombre de corps pris en compte		31			
emploi annuel moyen :	hommes	femmes	total	part des femmes	
effectifs annuels	1 671	1 816	3 487	52,1%	
équivalents temps plein	1 659	1 783	3 441	51,8%	
taux moyen de temps partiel	99,3%	98,2%	98,7%		
Rémunération mensuelle moyenne en € non redressée du temps partiel (et de la présence partielle dans le mois)					
	€/mois	€/mois	€/mois	% (F-H)/H	
Hommes	4 242 €	Femmes 3 146 €	écart -1 096 €	-25,8%	
Rémunération mensuelle moyenne en € par équivalent temps plein					
Hommes	4 274 €	Femmes 3 204 €	écart -1 070 €	-25,0%	
décomposition des écarts :					
			€/mois	% effet/(F-H) par	
	effet temps partiel		-27 €	2,5%	
	effet ségrégation des corps		-893 €	83,5%	
	effet démographique au sein des corps		-134 €	12,5%	
	dont sur primes		10 €	-0,9%	
	effet primes à corps-Grade-échelon identique		-42 €	3,9%	
	dont	sur-rémunération temps partiel (80% ou 90%)	3 €	-0,3%	
		temps ou aux cycles de travail	-10 €	0,9%	
		géographie et aux mobilités non forcées	0 €	0,0%	
		résultats / performance / engagement professionnel	-14 €	1,3%	
		rémunérations accessoires	-1 €	0,1%	
		fonctions / sujétions indexées sur le traitement	0 €	0,0%	
		fonctions / sujétions non indexées sur le traitement	-19 €	1,8%	
		restructurations ou mobilités forcées	0 €	0,0%	
			0 €	0,0%	
			0 €	0,0%	
		autres primes et écarts résiduels sur traitement	-2 €	0,2%	

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