



UNIVERSITÀ DELLA CALABRIA



GENDER EQUALITY PLAN

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Introduction

The University of Calabria supports and promotes the formulation of a University Gender Equality Plan (GEP) in line with the objectives of the UN 2030 Agenda for Sustainable Development.

The Equality Plan is a document that is integrated into the University's strategic programming process and aims, according to the European Institute for Gender Equality (EIGE), to "identify and implement innovative strategies to drive cultural change and promote equal opportunities within universities and research centres".

The actions foreseen in the Plan are in line with the Vademecum for the elaboration of the Gender Equality Plan in Italian Universities, curated by the GEP Working Group of the Gender Commission of the CRUI, and in line with the objectives of the Gender Equality Strategy advocated by the new Framework Programme for Research and Innovation Horizon Europe (2021-2027). According to the European Commission (EU Gender Equality Strategy 2020-2025), in order to promote structural changes in policies to promote gender equality and equal opportunities in research, the adoption of a GEP by universities is a mandatory condition for access to funding under the Horizon Europe programme.

1. The University of Calabria and the implementation of equal opportunities policies

In the last few years the University of Calabria has adopted several measures aimed at improving equal opportunities within the University and at making students aware of a culture of respect, in order to create a university environment that is as inclusive and sensitive to gender differences as possible. These are actions that testify to the desire and effort to give concrete form to the values and principles laid down in the University Statute (art. 1.4., c. 4: "The University of Calabria promotes, in accordance with current legislation, positive actions aimed at

The University of Calabria promotes, in accordance with current legislation, positive actions aimed at achieving general guarantees of equal opportunities within the University, eliminating obstacles that prevent the effective implementation of substantive equality and anything else that constitutes discrimination, directly or indirectly, related to gender, as well as any other type of difference, for those who work and study at the University. The University of Calabria will carry out a preventive action against discrimination, both by means of an appropriate gender policy and the promotion of gender studies, and by promoting what is necessary to achieve a working environment oriented towards organisational well-being, and also by committing itself to the elimination of all forms of material, moral or psychological violence internally").

1.2 Bodies and structures of the University of Calabria in charge of protecting and promoting gender equality

The University has various bodies and areas that work in synergy to ensure a level playing field and to promote equal opportunities and inclusion through the planning and implementation of specific actions and interventions.

1.2.1 The University of Calabria's Committee for Equal Opportunities, Well-being of Workers and Anti-Discrimination (CUG) was established in July 2014 and then reconstituted in October 2016 for the four-year period 2016-2020. It works towards the elimination of all forms of direct or indirect discrimination based on gender, age, sexual orientation, ethnicity, disability or language, in all areas, from training to the working environment, with attention to career progression in terms of gender and organisational well-being, through control, review and promotion actions that contribute to improving the quality of life at the University.

1.2.2 The Milly Villa Interdepartmental Centre for Women's Studies

Created in 1996, it is made up of teachers and researchers from different departments and external members. It carries out research in the field of gender and women's studies from a multidisciplinary perspective, promoting their development and strengthening in the Italian university.

It promotes the development and strengthening of Gender and Women's Studies in Italian universities, the creation of a European exchange and research dimension, and local rooting at a didactic and educational level. To this end, it organises scientific conferences and seminars, promotes international projects and acts in various academic and territorial contexts on issues of equal opportunities and against gender violence. In addition, the Centre offers training activities, work placements and internships. At present, 10 of the 14 university departments are affiliated to the Centre.

1.2.3 The Confidential Counsellor

The Confidential Counsellor is a person who is not officially connected to the University and who provides advice and support to the entire University community when requests for listening and protection arise in relation to discrimination, harassment, sexual harassment, mobbing and forms of work discrimination. It implements formal or informal intervention strategies for the purpose of conflict resolution. Anyone studying or working at the University who claims to be a victim of the above-mentioned phenomena can contact the counsellor for advice, support and the possibility of intervention.

1.2.4 Departmental Equal Opportunities Delegates and the Rector's Equal Opportunities Delegate

In accordance with the University's strategic plan, the departments are aware of the need to fully develop human resources and all the wealth of knowledge that they can put at the service of the department itself and the University, without discrimination of any kind and with the promotion of a culture and values of equality. They also undertake to act against any form of direct or indirect discrimination based on gender, age, sexual orientation, ethnicity, disability and language, in any area, including access to treatment, study and working conditions, training, career development and security. Each department has a delegate for equal opportunities, while the Rector's delegate for equal opportunities is responsible for ensuring and implementing equal opportunities, promoting diversity and recognising rights within the University.

1.2.5. The Women's Library NOSSIDE, which has been operating since 1986 and is linked to the University Library System, is a study, research and documentation centre on issues related to women's studies and equal opportunities.

1.3 Documents

1.3.1 The Code of Ethics

The Code promotes the objective of identifying, communicating and reinforcing the essential values in the performance of teaching, research, study and consultancy activities, and aims to encourage the creation of a professional environment open to dialogue and the protection of human values in all aspects. It recommends strict rules of discipline and acts as a preventive instrument against any behaviour that is offensive to the dignity of the person or that departs from the principle of equal opportunities and pursues personal interests or forms of inappropriate posturing during examinations, competitions and comparative assessments.

1.3.2 The Code of Conduct for the Prevention of and Fight against Moral and Sexual Harassment

The University of Calabria is committed to eliminating all obstacles in order to guarantee the right to study and work in conditions that are conducive to interpersonal and institutional relations, preventing and combating sexual and moral harassment and any form of violation of personal dignity and freedom. In continuity with what has been established in the Code of Ethics regarding sexual harassment, the Code - approved by the Academic Senate in April 2021 and published on the institutional website - is dedicated to the identification and description of the institutional subjects and figures who carry out prevention, monitoring, counselling and assistance in relation to incidents of sexual and moral harassment, defining their roles and responsibilities.

1.3.3 Regulation for the activation and management of an Alias career

Approved by the Academic Senate in May 2021 - the Regulation stems from the need to regulate the activation and management of the Alias career, in order to enable interested parties to have a peaceful study environment as well as adequate safety of confidentiality and individual dignity, also in order to avoid discriminatory behaviour. The Alias career, currently offered in Italy by 33 public universities (out of 68), entails the possibility of activating a new bureaucratic profile for free, valid exclusively within the university and that cannot be extended to official documents. The aim is to limit (and avoid) episodes of discrimination and stigmatization within the University towards students in relation to their own gender identity. The Unical Regulation refers to the Guidelines for the Italian Universities on the implementation of the Alias career of the National Conference of Equality Bodies of Italian Universities, and follows the CRUI's report which recommends its adoption (26 April 2021). It's one of the 7 Italian University Regulations that do not require a medical certificate attesting a gender dysphoria.

1.4. Policies

In order to consolidate equal opportunities policies and strengthen institutional structures, the University of Calabria has embarked on a process of strengthening gender mainstreaming policies, in

addition to the preparation of gender budgets for 2016, 2017 and 2021. These instruments are issued as part of a broader sustainability strategy of the University, as an important implementation measure of the 2030 Agenda, proposed by the United Nations General Assembly to contribute to the realisation of sustainable development worldwide.

Between the different instruments that outline the University's strategy, the aim is to integrate a gender perspective into the University's various activities and to implement significant measures to achieve gender equality in practice:

1. the three-year Positive Action Plan (PAP). In the section dedicated to the University CUG, the Positive Action Plan is published for the three-year period 2021-2023 and will be updated annually, including all the positive actions that the University of Calabria intends to achieve in three years;
2. the University Strategic Plan

2. The Gender Equality Plan (GEP) of the University of Calabria

2.1 The context

The Gender Equality Plan (GEP) of the University of Calabria has identified its own objectives and actions to achieve them.

to achieve them, thanks to the analysis of data that the University has been collecting for many years, also from a gender perspective. In particular, data from the Gender Budgeting 2020 and 2021, the gap analysis carried out for the HRS4R certification and various researches carried out over the years by different structures of the University have been analysed. This section provides a contextual framework which, based on the available data, identifies the University's strengths and weaknesses from a gender perspective.

2.2 Methodology and process for adopting the GEP

The Gender Equality Plan is a flexible instrument that is in line with the gender sensitive policies already in place. The actions described in this public document develop the actions already undertaken and promote new actions, taking into account the specificities and needs of the educational and academic community as a whole. The University of Calabria's GEP is linked to other University policy documents, in particular the 2020-22 Strategic Plan and the HRS4R Action Plan. Finally, the GEP is integrated with the PIAO 2022 (Integrated Activity and Organisational Plan), and the objectives are based by reference to the account managers in accordance with the plan.

The GEP of the University of Calabria is part of the broader management cycle of the University's planning, and follows the stages recommended by the European Commission (GEP cycle).

The general structure of the plan is made up of 6 macro-thematic reference areas, which are broken down into specific actions and sub-actions.

and sub-actions to be implemented according to short and medium-term objectives:

Area 1. Work-life balance and organisational culture;

Area 2. Gender balance, leadership and decision-making;

Area 3. Gender equality in recruitment and promotion;

Area 4. Gender mainstreaming in research, teaching, training and public engagement;

Area 5. Combat all forms of gender discrimination and all forms of gender-based violence, including sexual harassment;

Area 6. Institutional communication.

The actions identified in the summaries for each thematic area are the result of a preliminary contextual analysis (gender budgeting) carried out by the working group with the help of the CUG and the teaching and technical-administrative staff involved in the needs assessment phase and an initial impact assessment of the planned institutional procedures and practices.

For each action, both the objectives and the subjects responsible for its implementation, as well as the expected results in terms of outputs and outcomes, will be identified.

Among the main objectives of the document, we highlight the definition of innovative strategies to correct and counteract inequalities in the research, teaching and third mission contexts, as well as in the training and professional courses at the university; the promotion of gender equality among all members of the academic community (teaching and research staff; technical, administrative and library staff; male and female students); the indication of templates and procedures for the purpose of the emergence of gender prejudices and discrimination; the systematic collection of data and the monitoring of the progress of the related policies through effective indicators.

AREA 1 - WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

OBJECTIVE 1.1 - PROMOTE UNICAL'S MISSION AS A FAIR AND INCLUSIVE TRAINING AND WORKING ENVIRONMENT

Action 1.1.1

Collect and systematise quantitative and qualitative data disaggregated by sex and create an integrated system useful for gender statistics; monitor existing measures and define new ones.

Regulations and procedures

SUB-ACTIONS

1. Collection of quantitative and qualitative gender-disaggregated data (on staff and students, research products, research funding, participation in conferences, committees).
2. Systematic analysis of gender budgeting indicators
3. Planning of regular meetings on the progress of the gender equality plan with the key figures of governance and structures in order to facilitate the dissemination of the instrument, strengthen its potential and maximise its impact.

Action 1.2.2

Promoting equal opportunities and gender-sensitive policies in student careers

Regulations and procedures

SUB-ACTIONS

1. Introduction of financial support, guidance and tutoring measures for students returning to study after a career break (updating of regulations, updating of the framework of services for part-time students; incentives to cover the costs of the right to education, formulas for educational flexibility and facilitations for pregnant students and/or students with parental expenses within a certain timeframe).

Action 1.2.3

Encourage the development of guidelines for planning educational and institutional commitments that are compatible with reconciling work and family life.

Regulations and procedures

SUB-ACTIONS

Drafting guidelines/recommendations for a family-friendly organisation aimed at reconciling family and work in the day-to-day management of educational, institutional and administrative activities.

Action 1.2.4

Help with return to work after leave, maternity leave, parental leave and sickness

Regulations and procedures

SUB-ACTIONS

1. Establish guidelines for work benefits (e.g. workload reduction in the 18 months following return) and specific assessment criteria (for staff subject to assessment) for employees returning to work after the birth/adoption of a child or following illness.

AREA 2 - GENDER BALANCE, LEADERSHIP AND DECISION-MAKING

GOAL 2.1 - IMPROVING DECISION-MAKING PROCESSES WITH A VIEW TO INCREASING GENDER EQUALITY

Action 2.1.1

Integration of the activities included in the GEP with the measures foreseen in the University's Strategic Plan, in the Positive Action Plan (PAP) and in the University's programming documents.

Information, communication and guidance

SUB-ACTIONS

1. Periodic integration with the actions of the University Strategic Plan;
2. Periodic integration with regard to the Positive Action Plan (PAP).
3. Joint document GEP-PAP (2023)

OBJECTIVE 2.2 - PROMOTE FEMALE REPRESENTATION IN TOP ROLES

Action 2.2.1

Encouraging gender balance in the composition of the University's bodies, other institutions and selection committees

Regulations and processes

SUB-ACTIONS

1. Develop legal, administrative and financial instruments to promote gender balance in the composition of university bodies, other institutions (consortia, companies, centres, etc.) and selection committees (R1 and R2);
2. Promotion of formative/informative initiatives to overcome gender stereotypes.

Action 2.2.2

Communication campaign to ensure the visibility of researchers belonging to the under-represented gender in each disciplinary field.

Information, communication, and orientation

OBJECTIVE 2.3 – PROMOTING GENDER EQUALITY WITHIN CULTURE, PROCESSES, AND INSTITUTIONAL PRACTICES.

Action 2.3.1

Coordination desk within Gender Equality and Gender Policies with functions of planning, implementation, annual monitoring and updating of the University's strategic objectives (GEP, PAP and Gender Budget).

Infrastructure and policies

AREA 3 - GENDER EQUALITY IN RECRUITMENT AND PROMOTION

OBJECTIVE 3.1 – IMPROVING GENDER EQUALITY IN CAREER PROGRESSION

Action 3.1.1

Promote gender equality and inclusiveness in the organisation of scientific and educational event agendas and their visibility.

Guidelines and procedures

Action 3.1.2

Strengthening gender balance in recruitment and career development.

Regulations and procedures

SUB-ACTIONS

1. Feasibility study to identify actions aimed at reinforcing gender balance in recruitment and career progression (incentives in terms of staff points, places allocated, etc.).

2. Promoting initiatives aimed at collecting, analysing and discussing data on recruitment and career progression by gender.

3. Developing career support initiatives (mentoring, exposure to senior figures and role models).

AREA 4 - INTEGRATING GENDER MAINSTREAMING INTO RESEARCH, EDUCATION, TRAINING AND PUBLIC ENGAGEMENT

OBJECTIVE 4.1 – PROMOTING A CULTURE OF NON-DISCRIMINATION AND A CULTURE OF VALUING DIFFERENCES TO COMBAT GENDER STEREOTYPES.

Action 4.1.1

Strategic interventions to promote a culture of non-discrimination

Education and awareness raising

SUB-ACTIONS

1. Encourage professors to dedicate one or more classes to the scientific contribution of women in the different disciplines, as well as to issues related to gender equality, especially in relation to the subject being taught.

2. Organise workshops and conferences with interdisciplinary training on the issue of gender violence in the month of November each year.

3. Establishing formative internships in university structures that deal with gender issues.

4. Promote study sessions, workshop activities, conferences on gender identity, non-violence, non-discrimination and gender equality.

5. Launching a call for proposals to award an annual prize to final theses on topics such as gender equality, women's empowerment, anti-gender violence and gender identity.

6. Establish courses to enhance and/or educate post-graduate students on the right not to be discriminated against, on measures against gender-based violence and on gender equality.

Action 4.1.2

Undergraduate education: interdisciplinary course (with ECTS recognition)

Education and awareness raising

SUB-ACTIONS

Designing and planning formative activities on gender issues and bias in occupational and career choices

Action 4.1.4

Preventing horizontal segregation within study programmes, especially in STEM subjects.

Information, communication, and orientation

SUB-ACTIONS

Establish scholarships based on merit and income to be awarded to women applying to the most gender segregated courses, particularly in STEM subjects.

OBJECTIVE 4.2 – GENDER DIMENSION IN INCOMING, ONGOING AND OUTGOING ORIENTATION; DECONSTRUCTION OF GENDER STEREOTYPES IN THE CHOICE OF STUDIES AND PROFESSIONAL PROFILES

Action 4.2.1

Raising awareness of the influence of gender stereotypes in the choice of one's own studies and professional project

Information, communication, and orientation

SUBACTIONS

1. Planning and organising orientation days in the form of workshops in secondary schools
2. Organising workshops and formative sessions in high schools to promote STEM careers; organising motivational sessions for female students studying STEM subjects with the help of testimonials and alumnae who have graduated in the same field. Presentations with testimonials
3. Collaboration with public and private institutions, professional associations, civil society organisations with third mission initiatives and scientific dissemination aimed at giving visibility to researchers engaged in projects relevant to the objectives of the GEP.
4. Establishing agreements with local institutions to organise events (e.g. summer schools or STEM open week).

Action 4.3.2

Include gender equality in research funding programmes.

Regulations and procedures

SUB-ACTIONS

1. Adoption of award points for the equitable creation of research groups in relation to calls for proposals for university-funded research and/or projects focusing on gender issues and/or gender-sensitive topics.
2. Adopt guidelines

Action 4.3.3

Exploratory research on the inmates of penal institutions on a national scale

Regulations and procedures

SUB-ACTIONS

Qualitative and quantitative research to monitor the number of prisoners who can be reached by university education programmes.

AREA 5 - COMBATING ALL FORMS OF GENDER DISCRIMINATION AND ALL FORMS OF GENDER-BASED VIOLENCE, INCLUDING SEXUAL HARASSMENT

OBJECTIVE 5.1 PREVENTION, DETECTION AND HANDLING OF CASES OF SEXUAL HARASSMENT AMONG STAFF AND STUDENTS

Action 5.1.1

Prevention of gender-based violence, in particular sexual harassment, among teaching, research, technical-administrative staff and students

Information, communication, and orientation

SUB-ACTIONS

1. Screening of short videos at each introductory lecture at the beginning of each academic year on all the instruments (policies, bodies, University Code of Ethics) put in place to prevent and combat all forms of discrimination, harassment and violence within the University.
2. Awareness-raising campaign and dissemination of the anti-harassment code and the confidence adviser.
3. Agreements, Memoranda of Understanding and Territorial Coordination Committees with territorial institutions and other stakeholders.

Action 5.1.2

Adaptation and monitoring of the "alias career" scheme to include teaching, research and technical-administrative staff.

Regulations and processes

Action 5.1.3

In-service training for teachers and technical-administrative staff - Training module on sexual harassment and combating sexism

Education and awareness-raising

SUB-ACTIONS

1. Design, planning and implementation of training activities (module on sexual harassment and combating sexism);
2. Monitoring of results

Action 5.1.4

Recognising and dealing with cases of sexual harassment and, more generally, gender-based violence and harassment among teaching and research staff, technical and administrative staff and students.

Regulations and procedures

SUB-ACTIONS

1. Promoting the role of the confidential counsellor within the University;
2. Dissemination of the University's Anti-Violence Policy, including through the creation of a dedicated section on departmental websites;
3. Creation of a working group to develop a vademecum for reporting discriminatory behaviour and situations of sexual harassment;
4. Promoting and strengthening the Anti-Harassment Desk;

5. Conducting periodic monitoring research on the issue of gender harassment in the study and work environment at the University.

Action 5.1.5

Support for orphans of femicide victims

Regulation and procedures

SUB-ACTIONS

1. Establishment of scholarships to cover fees and services for orphans of femicide victims;
2. Establishment of special counselling and tutoring services;
3. Ad hoc training for university staff (counselling, orientation)

Action 5.1.6

Feasibility study on the creation of "safe spaces" on campus

Information, communication, and orientation

SUB-ACTIONS

1. Feasibility study for the creation of safe routes on campus as part of a wider mobility plan project ('pink' parking, sustainable routes, etc.);
2. Feasibility study for a monitoring app

AREA 6 INSTITUTIONAL COMMUNICATION

OBJECTIVE 6.1 PROMOTING GENDER EQUALITY IN CULTURE, PROCESSES AND INSTITUTIONAL PRACTICES

Action 6.1.1

Promoting a gender perspective in institutional communication

Information, communication, and orientation

SUB-ACTIONS

1. Raising the awareness of the different University bodies/offices on the use of inclusive institutional language through the dissemination of guidelines on the correct use of gendered language in the different University activities;
2. Recognition of the University's documents and initiating the work of adapting and revising documents and forms with a focus on gender declination;
3. Creation of an equal opportunities section on departmental websites;
4. Creation of a University logo to be applied to all initiatives and/or projects related to equal opportunities and gender violence.

Action 6.1.2

Define an easily accessible information system that provides an overview of University initiatives (actions and services) to promote gender equality.

Information, communication, and orientation

SUB-ACTIONS

1. Design and implementation of an ad hoc section on the institutional website dedicated to gender equality;
2. Preparation and distribution of information brochures;

3.Design and implementation of a platform for the exchange of ideas and initiatives (dynamic information exchange).

OBJECTIVE 6.2 RAISING AWARENESS OF GENDER INEQUALITIES AND DISCRIMINATION INSIDE AND OUTSIDE THE UNIVERSITY, INCLUDING CONTRIBUTING TO THE DECONSTRUCTION OF GENDER STEREOTYPES

Action 6.2.1

Communication campaigns to support the different actions of the GEP

Information, communication, and orientation

SUB-ACTIONS

- 1.Designing and organising communication campaigns to support GEP actions;
- 2.Design and planning of training activities on gender equality in the academy. Training and information activities on equal opportunities and gender equality in the university context (work-life balance, gender asymmetries, legal framework, policies).