

<https://doi.org/10.23913/ride.v13i25.1341>

Artículos científicos

Gestión organizacional para obtener la Certificación de Igualdad Laboral y No Discriminación del Centro Universitario de Tonalá

Organizational management to obtain the Certification of Labor Equality and Non-Discrimination of the University Center of Tonalá

Gestão organizacional para obter a Certificação de Igualdade de Trabalho e Não Discriminação do Centro Universitário de Tonalá

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Resumen

Para mejorar las prácticas educativas, formativas, investigativas y organizacionales de las universidades se requiere transversalizar la perspectiva de género e instaurar políticas de igualdad que formen parte de la cultura institucional. A partir de acuerdos internacionales y de las demandas de la academia feminista, cada vez es más frecuente que en los planes de desarrollo vigentes de las universidades se establezca la intención de alcanzar ejes estratégicos tales como igualdad, equidad y cultura de paz, lo cual deriva en planes y políticas de acción encaminadas al logro de esas metas y fines. En este artículo se describe el proceso de elaboración e implementación de una política de igualdad laboral y no discriminación que implicó acciones tales como la evaluación del clima laboral, la puesta en marcha de programas de capacitación con igualdades de oportunidades para todo el personal, el despliegue de campañas de sensibilización, la implementación de planes de capacitación en temas de igualdad, no discriminación y perspectiva de género, la adecuación de



espacios físicos, la generación de programas de protección civil accesibles, así como la generación de estrategias, prácticas y legislaciones que faciliten la corresponsabilidad y que permitan alcanzar la igualdad en un espacio laboral de tipo universitario y de carácter público estatal. En la creación, implementación y vigilancia del cumplimiento de la política de igualdad participaron 22 directivas y directivos de la alta dirección y de los mandos medios del Centro Universitario de Tonalá, además de personal administrativo y docente. El resultado de estas acciones permitió obtener la certificación en la norma NMX-R025-SCFI-2015 Igualdad Laboral y No Discriminación del Centro Universitario de Tonalá de la Universidad de Guadalajara con la que se da cuenta de que en el plano de lo práctico opera lo que está estipulado a nivel de vocacionamiento universitario.

Palabras clave: política de igualdad, gestión, corresponsabilidad, universidad, transversalización de género.

Abstract

To improve the educational, training, research and organizational practices of universities, it is necessary to mainstream the gender perspective and establish equality policies that are part of the institutional culture. Based on international agreements and the demands of the feminist academy, it is more and more frequent that the current development plans of the universities establish the intention of achieving strategic axes such as equality, equity and a culture of peace, which derives from in action plans and policies aimed at achieving those goals and objectives. This article describes the process of elaboration and implementation of a labor equality and non-discrimination policy that involved actions such as: the evaluation of the work environment, the implementation of training programs with equal opportunities for all staff, the deployment of awareness campaigns, the implementation of training plans on issues of equality, non-discrimination and gender perspective, the adaptation of physical spaces, the generation of accessible civil protection programs, as well as the generation of strategies, practices and legislation that that facilitate co-responsibility and that allow equality to be achieved in a university-type work space and of a state public nature. In the creation, implementation and monitoring of compliance with the equality policy, 22 directors and managers from the senior management and middle management of the Tonalá University Center participated, in addition to administrative and teaching staff. The result of these actions allowed obtaining the Certification in the Standard NMX-R025-SCFI-2015 Labor Equality and Non-Discrimination of the University Center of Tonalá of the University of Guadalajara with which it realizes that in the practical plane the that is stipulated to vocation.

Keywords: equality policy, management, co-responsibilities, university, gender mainstreaming.

Resumo

Para melhorar as práticas educativas, formativas, de pesquisa e organizacionais das universidades, é necessário integrar a perspectiva de gênero e estabelecer políticas de igualdade que façam parte da cultura institucional. Com base nos acordos internacionais e nas demandas da academia feminista, é cada vez mais frequente que os atuais planos de desenvolvimento das universidades estabeleçam a intenção de alcançar eixos estratégicos como igualdade, equidade e cultura de paz, que derivam em planos de ação e políticas destinadas a atingir essas metas e objetivos. Este artigo descreve o processo de elaboração e implementação de uma política de igualdade e não discriminação laboral que envolveu ações como a avaliação do clima laboral, a implementação de programas de formação com igualdade de oportunidades para todos os funcionários, a implementação de campanhas de sensibilização, a implementação de planos de formação em temas de igualdade, não discriminação e perspectiva de gênero, a adequação dos espaços físicos, a geração de programas de proteção civil acessíveis, bem como a geração de estratégias, práticas e legislações que facilitem a corresponsabilidade e que permitam a igualdade ser realizado em um espaço de trabalho do tipo universitário e de natureza pública estadual. Na criação, implementação e monitoramento do cumprimento da política de igualdade, participaram 22 diretores e gerentes da alta direção e gestão intermediária do Centro Universitário Tonalá, além do pessoal administrativo e docente. O resultado dessas ações permitiu obter a certificação na norma NMX-R025-SCFI-2015 Igualdade no Trabalho e Não Discriminação do Centro Universitário de Tonalá da Universidade de Guadalajara com a qual percebe que no plano prático o que está estipulado ao nível da vocação universitária.

Palavras-chave: política de igualdade, gestão, corresponsabilidade, universidade, integração de gênero.

Fecha Recepción: Abril 2022

Fecha Aceptación: Octubre 2022

Introduction

This article describes the Certification process in the NMX-R025-SCFI-2015 Standard for Labor Equality and Non-Discrimination of the University Center of Tonalá, of the University of Guadalajara. Likewise, the process of elaboration and implementation of a labor equality and non-discrimination policy is presented, which involved the implementation of practices, training and awareness programs, adaptation of physical spaces and generation of co-responsibility strategies to achieve equality in a university-type workplace.

In 2015, world leaders met and established common commitments and goals with which it is intended to eradicate the main problems experienced by subjects in the world. These commitments have been reflected in what is known as the 2030 Agenda, a document that establishes the sustainable development goals (SDGs) (United Nations Organization [UN], 2020). This work is framed and contributes to two of those SDGs. Specifically, to objective 4 that focuses on seeking inclusive and quality education for all, as well as on "building and adapting educational facilities that take into account the needs of children and people with disabilities and gender differences, and that offer safe, non-violent, inclusive and effective learning environments for all" (UN, 2020, para. 1).

In addition, this work contributes to and is related to SDG 5, that is, "achieve gender equality and empower all women and girls", in which, among other things, full participation is sought, with equality of opportunities and effectiveness of women in the decisions of political, economic and public life. For this, it becomes necessary to build institutional policies, laws, codes of conduct and regulations that promote and ensure gender equality at all levels and areas.

Now, the intention and purpose of generating equality policies in higher education are not recent, it did not emerge with the SDGs, nor is it solely due to them, since since the 1980s feminist activism, feminist academics and studies of gender had already talked about the need to build educational environments with equal opportunities for men and women at all educational levels. These demands resulted in global guidelines in which the relevance of mainstreaming gender in education was reflected. In this sense, the Convention on the Elimination of All Forms of Discrimination against Women held on December 18, 1979, the Beijing Conference on Women, the Declaration and Platform for Action of Beijing of 1995, the Inter-American Convention to Prevent, Punish and Eradicate Violence against women entitled Belém Do Pará Convention carried out in 1996, the Optional Protocol to the Convention on the Elimination of all forms of Discrimination against Women signed on October 6 of 1999 and that entered into force on

December 20, 2000. These global guidelines have affected public policies in Mexico, although gradually.

In Mexico, since 2001, a timid recognition of the need to mainstream the gender perspective in public bodies has been observed in the National Development Plans, which led to the Equality Plan proposed by the Women's Institute (Inmujeres) in 2003. The 2007-2012 National Development Plan already speaks of the suitability of building public policies with a gender perspective that are transversal to the entire federal public administration (Government of the Republic, 2007 cited by Montes-de-Oca-O'Reilly, 2019). Based on this, in 2008, a collaboration and joint work agreement was signed between the Ministry of Public Education (SEP) and Inmujeres, which led to an upturn in efforts around gender equity and prevention, care, punishment and eradication of violence against women in educational spaces at all levels.

Higher education institutions and gender perspective

In the particular case of higher education institutions (HEIs), the topic and study of the intersection of the categories of gender and education is not recent, since there is a profuse and proliferating investigation (Buquet, 2011; Castañeda, Contreras et al., 2019; Palomar, 2011). The work published in this regard has been located in two main lines of work: the analysis of the situation of women in universities and the demands to institutionalize equality and the gender perspective in universities (García, 2018 cited by Hernández and Contreras, 2021).

The first category problematizes and makes visible the different axes of inequality and differentiation that permeate the educational field for reasons of gender. These axes of differentiation have an impact on teaching, research, teaching and university management. In this sense, the works that analyze trajectories can be mentioned (Hernández and Contreras, 2017), as well as educational challenges and experiences differentiated according to the sex of the student body (Hernández and Contreras, 2021; Contreras and Hernández, 2019; Requena, 1998). Similarly, there are studies about female academics and the challenges they face in reconciling the private sphere and work (Cevallos and Villafuerte, 2019; Ruiz-Bravo et al., 2019; Montes and Rasskin-Gutman, 2019). In this group of works, the challenges, challenges and obstacles experienced by women in leadership positions in higher education institutions have been made visible in considerable depth (Castañeda, Parga et al., 2019; Castañeda, Parga, González et al., 2019; Sanchez, 2019).

In this regard, Burton, since 1997 (cited by Ordorika, 2015), points out criticism for the absence of women in the main decision-making spaces in universities. Research has also been carried out to find out the representations and perceptions of directors and managers of higher education institutions about the gender differences experienced by academics or researchers. The results have not been encouraging because they show that it is based on an imaginary that men and women can remain and ascend equally. This without problematizing care work, double and triple shifts, glass ceilings, sticky floors or the institutional culture of gender that permeates and marks the trajectories of permanence and promotion (Montes-de-Oca-O'Reilly, 2015). In this same axis, the increasing number of studies on harassment and sexual harassment of women in HEIs are inscribed. (Barros *et al.*, 2022; Ordorika, 2015).

In the second category of works, demands, suggestions and work agendas are proposed to achieve the institutionalization of the gender perspective in universities. This through higher education policies and programs. Among these works, we can mention those elaborated by Buquet (2011), Castañeda (2019) and Palomar (2011). This article falls into the second category.

Challenges, advances and obstacles for the institutionalization of the gender perspective and the scope of equality

According to Bessiere and Gollac (2020, cited by Hernández and Contreras, 2021), despite the efforts that have been undertaken to make the educational system inclusive, normative and cultural inequalities still persist; For example, there are still mechanisms of choice and academic recognition that start from a masculinized culture of the family and the university, without considering the work of caring for children and the sick that women carry out more frequently and that generate an unequal appropriation of university capital. , which becomes palpable in calls for recognition and economic incentives such as PROESDE or SNI (Castañeda and Contreras, 2021; Contreras, 2019; Castañeda, Contreras et al., 2019).

For Buquet (2011) the difficulty of achieving progress in the effective mainstreaming of the gender perspective lies in the fact that to carry it out, it is necessary to have an impact on three different aspects: research, training and institutionalization. The investigations of Buquet (2011), Buquet et al. (2013), Vélez (2007) and Vélez and Vizcarra (2008) have carried out studies on the three aspects and recount the progress, pending tasks and absences in the three aspects. There is agreement among the authors that the aspect that has involved the greatest difficulties is the institutionalization of gender equality.

On the other hand, in terms of research and training of students in terms of gender, for four decades now, feminist academics and activists have created centers, institutes and specialization and postgraduate programs dedicated to gender studies from which they have produced great theoretical contributions. and methodological in terms of the analysis and visibility of how the gender order crosses the institutional culture.

The difficulty of institutionalization could be due to the lack of regulations and institutional policies aimed at preventing, addressing and eradicating problems related to equality issues. Likewise, it could be linked to the fact that universities operate with a modern and rational logic that has historically been blind to gender and equality, which could lead to problems of resistance to change and lead to the actors that in this institutional culture have had privileged, hegemonic position and with greater power deploy strategies of exclusion for those who threaten their position of privilege (such as women or sexual dissidence groups).

The institutionalization of the gender perspective is necessary, in the first instance, to recognize the obstacles and difficulties faced by university women (academics, workers and students) to access, remain and move up in the educational field due to the social gender order that it generates roles, stereotypes, double shifts, prejudice or discrimination that translate into structural inequality for women. In the second instance, to create policies, programs, action plans and laws that correct these inequalities and that have impacts in the administrative, academic and training fields (Buquet, 2011).

According to Buquet (2011), some ways to achieve this mainstreaming of the gender perspective at the institutional level are:

- Carry out processes of collection, data analysis and dissemination of institutional statistics considering distinctions by sex that allow visualizing the prevailing asymmetries in gender relations in the institution.
- Have university legislation with a gender perspective (rules, regulations, statutes in all university processes).
- Conduct training and awareness campaigns on gender issues.
- Carry out gender-related activities aimed at all staff (authorities, administrative, academic).
- Use inclusive and non-sexist language in all its processes.

Now, it is necessary to recognize that there are advances in some universities, since they have created policies or raised gender equity in their statutes as part of their fundamental principles. There are also efforts to develop campaigns, programs and protocols to prevent and eradicate sexual harassment, discrimination and sexual harassment (Ordorika, 2015). In this sense, the work

carried out by Maquieira (2019) can be mentioned, in which he documents the actions carried out by the Autonomous University of Madrid or the work of Patron et al. (2019) that expose the case of the actions undertaken in the context of EMULIES about women leaders of HEIs.

According to Ordorika (2015), the institutionalization of the gender perspective in higher education requires legislative modifications, strategies that generate equal opportunities that ensure the possibility of reconciling private and work life, having statistics and diagnoses with perspective of gender, ensure a non-sexist and inclusive language and carry out actions to raise awareness in terms of gender in the university community. These strategies in turn are subdivided into actions. For example, according to the author, in the case of legislation, it is necessary to ensure that there is equality and equity in the regulations and codes of ethics of HEIs to allow and promote equal opportunities; It is also advisable to create equality commissions in the councils or governing bodies of universities, guarantee an allocation of specific annual resources to implement specific programs and activities in favor of gender equality, generate equality plans and monitor compliance, have regulations for the monitoring and punishment of violent or discriminatory behavior for reasons of gender, harmonize institutional regulations with state and federal regulations on non-discrimination and life free of violence.

On the other hand, for the author, equal opportunities would be achieved through an institutional policy that ensures the equitable participation of men and women in all university areas (academic, student, managerial and administrative), the review and adaptation of the internal regulations for hiring, promotion and finality, the promotion of women to decision-making positions, guaranteeing gender parity in the commissions or councils of responsibility.

In the case of reconciling professional and family life, Ordorika (2015) suggests creating nurseries, child development centers or lactation rooms, expanding paternity leave and, in the case of maternity leave, guaranteeing the financing of substitutes and reintegration to work at the end of the leave. With regard to raising awareness in the university community, Ordorika suggests implementing permanent processes to raise awareness in terms of gender among the different people who are part of the university community, as well as creating dissemination campaigns in favor of gender equality, generating distinctions for people or instances of the community that favor equality between men and women with their actions, and design workshops on gender equality.

Theoretical approach to transversality and equality policies

Gender equality in this work is understood as the equitable assessment in terms of rights, responsibilities and opportunities of men and women regardless of biological differences. However, it is recognized that for gender equality to really be put into practice, it is necessary to question values, traditional gender roles, culture, among other categories of subordination (Ruiz and Sánchez, 2019).

With the intention of eradicating gender inequality, equal opportunity policies were created with which it is sought that people can access the different areas of development. These initiatives can start from a logic of formal equality that considers that all social actors are equal, or from a logic of substantive equality that maintains that it is necessary to carry out positive actions to correct the initial positions of disadvantage in which some find themselves. social actors. Both ways of understanding equality require a transversal approach (Ruiz and Sánchez, 2019).

In this work, transversality is understood as the devices that are intertwined in all the processes, systems, structures and relationships in a field (eg, education) (Montes-de-Oca-O'Reilly, 2015). In equality and gender studies, the term transversality has been widely accepted and popular because, although in the 1980s equality policies were sought to level out the distinctions between men and women in education, in the 1990s feminist academics and activists realized that gender perspective knowledge, efforts and programs were usually the subject of greater interest by women than by men, which evidenced the need to implement actions to mainstream the gender perspective and involve all actors in the educational field in the process.

The University Center of Tonalá and its mystique related to equality

The training and processes carried out by universities occur from a current development model (Hernández and Contreras, 2021). The University of Guadalajara works with a network model that is made up of 17 centers, of which 6 are thematic, 10 regional, and a virtual university. Each of these has built and developed its own center development model, but based on the Institutional Development Plan 2019-2025 Vision 2030 (PDI) of the University of Guadalajara, which governs and determines the purposes, objectives, goals, actions and indicators of the current development model in that institution.

The University Center of Tonalá, in which this work is inscribed, has reflected in the Cutonalá Development Plan 2019-2025, vision 2030 Tradition and change (PDCUT) its mystique and vocation, as well as the transversal axes that define it and the substantive purposes that guide

it. In this document, the culture of peace, equity and equality are established as transversal axes and values. In relation to the culture of peace, it seeks to promote harmonious, peaceful and inclusive interpersonal relationships that are characterized by being based on respect. While equity implies working to close gaps and lags, as well as meeting the specific needs of each person to reasonably balance the disadvantages that afflict vulnerable and disadvantaged groups. Equality seeks to avoid making distinctions, exclusions or restrictions based on age, disability, nationality, ethnic origin, economic or cultural social condition, sex, gender identity, sexual preferences or any other condition that prevents and annuls recognition.

Therefore, the Tonalá University Center, from its creation to the present date, has been committed to equality, university social responsibility, the culture of peace, inclusion and non-discrimination of the entire university community. With the intention of materializing and specifying the commitment embodied in the PDCUT, in 2021 the University Center of Tonalá carried out the process of Certification of Labor Equality and Non-Discrimination. This involved the implementation of practices, policies, regulations, efforts and action plans for the university community, made up of 8,395 undergraduate and postgraduate students and 835 workers, of whom 83 are managers, 129 administrative, 45 staff operational and the rest are full-time subject teachers (Activity Report, 2021).

It should be noted that it was decided to achieve certification in labor equality and non-discrimination because it is a mechanism that accounts for compliance with the priority values for the University of Guadalajara, which are established in both the University's Code of Conduct and Ethics. of Guadalajara, such as promoting and guaranteeing equal opportunities between men and women, non-discrimination in access to employment and the prevention, care and eradication of workplace harassment and gender violence.

The Mexican standard NMX-R025-SCFI-2015

The certification in the Mexican standard NMX-R-025-SCFI-2015 Labor Equality and Non-Discrimination is a voluntary mechanism to recognize work centers that have practices in the field of labor equality and non-discrimination that favor the integral development of their collaborators and collaborators. This recognition is granted by the Inter-institutional Council made up of the National Institute for Women (Inmujeres), the National Council to Prevent Discrimination (Conapred) and the Ministry of Labor and Social Welfare (STP). The objectives pursued by the Mexican standard on labor equality and non-discrimination are:

- 1) Promote a work culture where gender, age, disability, health status or any other condition are not an obstacle to labor inclusion and where the social responsibility of work centers with the most disadvantaged sectors of society is a value.
- 2) Incorporate the gender perspective and non-discrimination in the processes of recruitment, selection, mobility and training.
- 3) Guarantee equal pay.
- 4) Implement actions to prevent and deal with workplace violence.
- 5) Carry out actions of co-responsibility between the work, family and personal life of its workers, with equal treatment and opportunities.

In addition, this Mexican labor equality standard contributes to:

1. Create a positive image of the Tonalá University Center and its products or services.
2. Generate greater commitment, loyalty and identity towards the university center on the part of the staff.
3. Ensure and demonstrate that in the University Center of Tonalá there is a work environment in favor of diversity, equality, inclusion.
4. Reduce the incidence of discriminatory practices and violence, and facilitate their identification, treatment, solution and eradication.
5. Promote the balance between the family, work and personal responsibilities of the workers.
6. Promote a healthy, harmonious and competitive work environment.
7. Ensure that there are sufficient and pertinent regulations at the Tonalá University Center to ensure labor equality and non-discrimination, such as the Code of Ethics, the Code of Conduct, the Regulation of Sanctions and Responsibilities and the Protocol of Prevention, Attention and Punishment of Gender Violence.

It is worth mentioning that in Mexico, until the end of 2021, there was no state-type public university certified in this standard.

Method

The certification process began in July 2021. To carry out the required activities and actions, 22 senior and middle managers of the Tonalá University Center participated. In addition, administrative and teaching staff participated as support in specific actions or specific tasks.

Two directives acted as coordinators of all the processes; however, the rest of the directors joined and had an active and committed participation in at least one of the three committees that

were created for certification purposes. These committees were 1) the technical support group for certification; 2) the committee for monitoring and surveillance of compliance with the labor equality and non-discrimination policy, and 3) the technical group of internal auditors. It should be noted that in these three committees there was representation by area of work and gender.

The first group (Technical Support Group for Certification in Labor Equality and Non-Discrimination) analyzed the requirements of the standard, established communication with the National Women's Institute to request additional information and guidance in this regard, and received training regarding the requirements. specific to the standard. Based on the knowledge acquired, this committee made a self-diagnosis of the conditions that the university center had in terms of labor equality and non-discrimination in the University Center of Tonalá. The self-diagnosis allowed to identify the potentialities, the strengths, the absences and the challenges in terms of implementation and effective achievement of all the requirements to effectively achieve equality and comply with the norm. Once these requirements were identified, the committee made an action plan that included a) particular objectives associated with each requirement of the standard, b) affirmative actions, c) corrective actions, d) complementary actions to be implemented, e) a schedule with dates, f) actors (administrative, teachers and directors) involved in achieving the stated objective. Subsequently, the members of the Technical Support Group for Certification met with each of the key actors of each requirement with the intention of presenting them with the results of the self-diagnosis and entrusting them with the actions and practices to be implemented to meet the objective. raised for a particular requirement. The key actors were willing and cooperative, and established commitments and progress delivery dates.

Once responsibilities were assigned to the directors of the university center, based on the agreed agenda, follow-up calls were made to explore the progress, as well as to explore the obstacles that arose in each area for the implementation of actions, plans or activities necessary to achieve the objective. In some cases, it was necessary to hold several meetings with the key actors of some of the requirements of the standard to resolve doubts, comment on progress, provide feedback on documents or review training or awareness plans on equality for all staff working in the center. In other cases, it was only necessary to review remotely and with comments, suggestions and change control the written progress of the accessibility and inclusive civil protection plans. All this allowed the plans, programs and activities to have greater quality and relevance and to have uniformity in the documents.

Additionally, this technical support group was in charge of applying a survey to measure the work environment and non-discrimination among the personnel of the Tonalá University Center. This consisted of 70 reagents, distributed in 10 dimensions, which are the following: 1) sociodemographic data (14 items); 2) recruitment and selection of personnel (4 items); 3) education and training (4 items); 4) permanence and promotion (6 items); 5) joint responsibility for work, family and personal life (9 items); 6) work environment free of violence (14 items); 7) bullying and harassment (8 items); 8) accessibility (5 items); 9) regarding diversity (2 items), and 10) general working conditions (10 items). The survey was answered by 420 workers, of whom 210 were women and 210 men. The surveys were analyzed considering differences by gender, type of contract and seniority, and based on the results, the training plan with equal opportunities for all staff was created; training and awareness plans on issues of equality, human rights, gender perspective, and action protocols in cases of violence, among others.

Once each of the areas implemented the corresponding actions, it delivered a report of activities, evidence and materials that allowed corroborating the correct fulfillment of the affirmative, corrective and complementary actions undertaken to bring the policy of labor equality and non-discrimination. So the self-diagnosis was carried out again, which allowed evaluating the progress in compliance with the implementation of the equality policy and to check if it was in a position to carry out the internal audit (critical requirement of the certification).

The second group, the Technical Group of Internal Auditors, was summoned to a first meeting whose objective was to present the Standard on Labor Equality and Non-Discrimination and designate them as internal auditors in the aforementioned standard. At that meeting, the lead auditor for the process was selected and appointed. Subsequently, the auditors participated in a three-day external training in which they were trained as auditors and as experts in the Labor Equality and Non-Discrimination Standard. With the knowledge of the standard and the audit processes acquired, the auditors built formats and established the audit plan. The lead auditor convened the areas corresponding to the internal audit process, which lasted two days. Once the audit was carried out, the technical group of internal auditors met and evaluated the degree of compliance with each of the requirements of the standard. The group of internal auditors delivered a report on the results of the audit and some recommendations. These suggestions were addressed by the Technical Support Group for Certification in Labor Equality and Non-Discrimination. Once this group corrected the observations, it was in a position to proceed with the external audit process.

Finally, the third group (Technical Committee for the Evaluation and Monitoring of Compliance with the Labor Equality and Non-Discrimination Policy), since it was established as a

committee, established several meetings to define the functions, establish the operating guidelines and the plan of annual work, as well as to analyze the recommendations and the results of the external audit and, where appropriate, begin to correct the priority and most urgent aspects. Since this is a permanent committee, it currently continues to work to maintain and monitor the operation of training plans, accessibility awareness with equal and inclusive opportunities, as well as to receive complaints, denounce or evaluate emerging problems that arise in the university center. around labor equality and non-discrimination.

Results

Based on the work of these three committees, on December 15, 2021, the University Center of Tonalá obtained the NMX 025 Labor Equality and Non-Discrimination certification, with which it became the first university center of the University of Guadalajara to obtain it.

It is worth noting that to achieve this certification, the Tonalá University Center implemented the following actions:

1. The technical support group responsible for generating the center's equality and non-discrimination project was created and installed.
2. A labor equality and non-discrimination policy was developed for the Tonalá University Center, which was approved and disseminated among all staff by the highest authority of the Tonalá University Center through email, the official website and videos. with non-sexist and inclusive language.
3. A committee was created in charge of monitoring the development and implementation of labor equality and non-discrimination practices in the center, which was represented by gender and area of work. So the committee was made up of academic, administrative and managerial staff from the center. The guidelines and operating directives of this committee were also constructed.
4. It was evidenced that there is a process of recruitment and selection of personnel free of discrimination and with equal opportunities, for which all the calls for admission and the job description manuals were reviewed, as well as the related statements and communications. to the hiring of personnel.
5. A technical support group was set up to carry out an internal audit and verify compliance with the requirements for certification. Additionally, an internal audit was carried out that allowed the center to identify the strengths and pending tasks in terms of equality.

6. The work environment and non-discrimination at the Tonalá University Center were measured through a survey validated and authorized by InMujeres, which was answered by 420 workers.
7. It was shown that there are sufficient and pertinent regulations at the University of Guadalajara to ensure labor equality and non-discrimination, such as the Code of Ethics, the Code of Conduct, the Regulations on Sanctions and Responsibilities and the Protocol for Prevention, Care and Punishment of Gender Violence.
8. It was shown that equal pay and benefits are guaranteed to all staff.
9. It was shown that there are promotion and permanence processes with equal opportunities among all staff and that they are public through calls that are published in the university gazette and in official media.
10. It was demonstrated that there are education, training and training processes for all staff with equal opportunities.
11. A training plan and an awareness campaign on labor equality and non-discrimination were created and implemented, in which a total of 1,527 workers participated, who participated in up to 2 or 3 workshops.
12. The use of inclusive, non-sexist and accessible language was implemented in all oral and written communication established in the center. To facilitate the process of appropriation and use of this language, manuals and infographics were created on its correct use, which were disseminated to all staff by email.
13. Actions were implemented for co-responsibility of work, family and personal life with equal opportunities.
14. A lactation room was implemented at the Tonalá University Center.
15. It was shown that the Tonalá University Center has accessibility to physical spaces, as well as an inclusive civil protection program and a web page accessible to everyone.
16. Finally, it was shown that there are sufficient and necessary mechanisms and regulations in the center to prevent, attend to, and punish practices of discrimination and workplace violence. Among these mechanisms we can mention the existence of a protocol for dealing with cases of gender-based violence and the presence of an impartial mediator figure independent of the center's organizational structure.

It should be noted that the work of elaboration and implementation of the labor equality and non-discrimination policy required a joint effort, the sum of wills and collaborative and constant work.

Discussion

In the literature (Buquet et al., 2013; Palomar, 2011; Vélez, 2007) there is a certain consensus regarding the difficulty of institutionalizing equality and gender mainstreaming; therefore, in this work it was decided to undertake actions in this sense, which was done following the recommendations of Buquet (2011). So that in this process of implementing the equality policy, it was reviewed and ensured that the university legislation was on track and would allow equality to be achieved. It should be noted that this university legislation is in place because in 2017 the University of Guadalajara joined the National Network of Higher Education Institutions, Pathways for Gender Equality. Since then, the University of Guadalajara has advanced in the creation and approval of the necessary regulations to ensure equality. In this sense, on March 2, 2018, the Code of Ethics was approved, and in June 2021 the Code of Conduct and the Regulation of Sanctions and Responsibilities. In addition, it has a Protocol for the Prevention, Attention and Punishment of cases of Violence. All this together is relevant because it ensures that the necessary mechanisms exist to build an egalitarian institutional culture and sanction any expression of violence or contempt for it.

In addition, awareness and training campaigns were carried out on human rights, culture of peace, non-discrimination, equality and gender perspective. Likewise, the use of non-sexist and inclusive language was implemented in all communication established in the institution. All these elements and aspects that the author emphasizes and recommends.

On the other hand, according to Ordorika (2015), management for equality also requires generating strategies that ensure the possibility of reconciling private and work life. In this regard, in the University Center of Tonalá a lactation room was adapted, it was confirmed that there are paternity permits, which is important to achieve co-responsibility in parenting and care; Likewise, there are permits for reduced hours according to the needs and convenience of the worker, as well as complementary support for daycare centers.

Conclusions

The certification work experience at the University Center of Tonalá was a demanding but satisfying process. However, the task and the challenges to achieve effective equality are not over yet. A pending task is to grant extra paternity leave to those established by law (and which are 5 days) to fathers. We even realized that many workers are not even aware of these paternity leaves. Therefore, there are two major challenges that we will undertake in the future: on the one hand, seek to modify university legislation so that male fathers can have at least a couple of more days of paternity leave, since these permits are relevant to facilitate the co-responsibility and conciliation.

From this work we have identified the need to prepare induction courses around the model of equality and gender mainstreaming for academic and administrative staff who are recently joining the university center.

Likewise, we note that it is necessary to carry out affirmative actions that facilitate the leadership of women, through courses and training in strategic planning, leadership or other issues.

Another of the actions that we still consider necessary to achieve an effective reconciliation between work and private life is that in evaluations of calls for economic incentives for teachers, the work of caring for infants and/or sick people that can be carried out by both men and women is considered. . This with the intention of reducing gaps and achieving equity.

Finally, we recognize the need to make visible and socialize among the staff the complaint protocols, the regulations and legislations and the committees related to equality that the University of Guadalajara has. This in order that people can more easily make use of them if required.

Future lines of research

Among the actions carried out within the framework of the implementation process of the labor equality and non-discrimination policy, we identified that the education, training and training processes are essential to facilitate the promotion and promotion of all personnel with equal opportunities. For this reason, we consider that it is necessary that from the planning and programming of the budget its continuity be ensured. It is also relevant that universities allocate budgets for research, teaching and extension with a gender perspective. Due to the above, we believe that future work could focus on building, documenting and exposing the process of elaboration, implementation and evaluation of equality plans in Mexico that have objectives, strategies and lines of action in each of these topics (research, extension, teaching), as well as other

exercises, strategies and innovative actions through which the mainstreaming of the gender perspective and equality in HEIs is being achieved.

On the other hand, we consider it relevant that campaigns, talks, courses and other awareness-raising activities on equality be carried out in universities. This with the purpose of eradicating and reducing the resistance and reactances that may derive in the hegemonic groups from the new equality policies that are sought to be implemented in the Universities.

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