

1

0:00:00

This is a question I have more problem answering because I am a historian and I never faced this kind of problem, though I do know of course something. In general, regarding gender, I would say that the business of the university should be to accommodate as much as possible individual choices. I think we should really make individual preferences and choices our guiding light. And to make these choices as free as possible. That is to grant the individual of any gender, of any background, can pursue what they really want to pursue. So we should really go down to the individual as much as possible. And refrain from using, you know, overarching categories that at times can be very, very dangerous in their use also because they produce consequences. So of course there are problems of balances, there are problems of justice, of equality, but again I would say that here at the University we should never forget that we are the highest

2

0:01:28

institution of learning.

1

0:01:29

That as the highest institution of learning we should pay attention to the individual and to their own needs as individuals, what they want. This is, to me, is crucial. STEM, of course, I already addressed this before, but needless to say, if I study, if I'm in what we call in Italy a physical experimental and experimental physicist, I don't know, who needs a synchrotron to make experiments, how can you teach without that machine? It goes without saying, or you need an electronic microscope, or you need these huge rooms where they make aerodynamics or whatever. So of course, then, but this is experimental stuff, because for example, mathematicians or theoretical physicists, their needs are not different from mine. It's a pen, a piece of paper, you think. I have many friends that are theoretical physicists or mathematicians. Actually, they need less than I do. Because they do things with their mind all the time. So, even this category at times looks like a too large a category. I would much differentiate it between disciplines that need real big infrastructure. and discipline which for example medical doctors do need huge physical infrastructure, hospitals and universities have to provide hospitals which is not easy. So this is what I would say and of course also in the way people study, this is different because a person working with great infrastructure, very often they work in large team. And they teach and they learn together. But people working like, again, not to say historians or as Marilena is a paleography. Let's say a pure mathematician. It works alone. She works alone. So, that's step, right, too. Again, to understand the needs of the specific person is very important. I think the university must have, and do have the capacity to have this, say, does have the capacity to do this. A very good university should look at this and should address as much as possible different A very good university should look at this and should address as much as possible different people in different ways.