

Gender Inequalities in University Teaching Practice: An Innovative Project at the University of the Basque Country

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Feminist research on gender inequalities in academia has demonstrated the need for policies in universities and scientific institutions to be oriented towards institutional and cultural change in order to promote gender equality. It has also highlighted the role of women's representative groups and the strategies and lines of action that organizations for equality develop through equality plans.

This article describes the training experience carried out with teaching staff of the UPV/EHU, as a result of the Educational Innovation project aimed at incorporating the gender perspective in university teaching. This action is included in the Training axis of the III Equality Plan of our university. The participating professors have expressed the great value and their willingness to implement the gender perspective in all those activities that are included in the teaching practice in a reflexive way to achieve more democratic educational spaces in higher education.

Keywords: gender perspective, educational innovation, higher education, participatory action research (PAR), University of the Basque Country (UPV/EHU)

INTRODUCTION

In recent decades, European countries have carried out important reforms in higher education institutions under the influence of the New Public Management, introducing corporate management strategies - with mechanisms of transparency, evaluation of productivity and quality - both in the areas of knowledge and in the departments and chairs of universities and research institutions. The new mechanisms are overlapped with the previous systems of academic excellence and meritocracy, which govern the functioning of university and scientific institutions (Castaño, 2016). In this context of reforms aimed at the

implementation of market logic in the management of higher education, numerous policies have been implemented to promote gender equality in higher education and academic research, both in English-speaking countries and in the most advanced countries of Central, Northern and Southern Europe (Castaño, 2016). The Lisbon Strategy and the European Commission's Horizon 2020 program have promoted these initiatives by urging Member States to promote gender equality in research as a tool to attract research talent and turn the European Union into the most dynamic and competitive knowledge economy in the world.

However, the debate on gender inequalities in universities has a long history. In the 1980s, following the diagnosis of the scarce presence of women in universities, research attempted to identify the factors that influence the choice of studies and careers by young female students. Thus, concepts such as the differential gender socialization of the "leaky pipeline" were and continue to be key to understanding the feminization or masculinization of the different areas of knowledge. The strategies developed at that time consisted of the implementation of equal opportunity policies (support for individual women) and the fight against gender stereotypes.

In the 1990s, the diagnosis progressed by assuming that women could not be asked to adapt to a male model of university and science. The problem lies in the criteria for the organization of academic and scientific employees, i.e., it is a bias introduced by the institutions themselves (Acker, 1992). The analysis focused on explicit and implicit discrimination in academic and scientific organizations and professions. Policies were oriented toward promoting the attraction, entry, promotion and retention of women in academic careers through affirmative action measures (quotas) and, since 1995 (Beijing Conference), gender mainstreaming (incentive systems for the incorporation and permanence of women).

In 2000, the diagnosis of the deficit of academic institutions deepened the analysis of the norms, values and standards, implicit and apparently neutral, guiding the performance of university institutions, as well as the biased construction of the concept of excellence (European Commission, 2004). Likewise, the key paradigm of the life course perspective (Castaño and Webster, 2011) was introduced, which brings the consideration of the interaction between the institutional and the personal when explaining the abandonment of academic careers by women that is reflected in the dripping pipeline. From that moment on, policies focus on the need for structural and cultural change in universities and scientific institutions (European Commission, 2011 cited in Castaño, 2016).

The balance of recent years on gender policies implemented in universities shows that individual support measures have had good results for the women beneficiaries, but neither the institutions nor the cultures have changed, so that the small advances achieved have not been consolidated. The importance of institutional and cultural change and the key role of women's representative groups and equality bodies are therefore emphasized.

As we mentioned above, in most European countries these policies have been implemented in parallel with the processes of university reforms aimed at introducing the logic of the market into the management of higher education, and in parallel with the process of equalization of the different European university systems. Both processes have introduced greater transparency and mechanisms of competitiveness and business control in universities, questioning the traditional systems of production and reproduction of male power. This questioning may favor equity if it incorporates objectives of inclusion of women and gender equality. However, the analyses show ambivalent results: objectives are introduced, such as increasing the number of women professors and researchers, creating equality entities and drawing up equality plans; but, on the other hand, gender equality seems to become an unattainable objective, given a reality that moves between the rhetoric of equality and the rejection of the gender perspective; between the discourse and the practice that links women only to the family and promotes equality policies that focus on a work-family conciliation that only takes women into account, thus avoiding questioning power structures and masculine practices.

Feminist demands for equality in universities and scientific research reinforced by the equality policies promoted by the European Commission match the reform agenda of academic capitalism and new definitions and measurements of excellence appear as inclusive excellence (Zippel et al., 2016), which combines competition for talent and progress towards gender diversity among the student body and academic staff.

Thus, in terms of gender impact, we could say that transparency constitutes a challenge to the gender-biased hierarchies and practices characteristic of the traditional model of universities, and, in this sense, it could begin to create the conditions for cultural change towards equality, but its gender effects depend on national regulations. On the contrary, the mechanisms of business competitiveness and control, based on quantitative indicators, can reinforce the current inequalities in gender relations in academia, and thus we find women less well placed in the production of publications and concentrated in the most unstable and precarious categories of faculty.

The gender impact, therefore, depends to a large extent on the specific gender legislation of each country. In the context of the Spanish State, the Equality Law (Organic Law 3/2007) requires the elaboration of equality plans as a measure to promote equality, as well as the visibility of disaggregated statistics. It also obliges the administration to promote education and research on equality by offering postgraduate degrees and support for research in this area. Universities, as public administration institutions, are obliged to develop them (Pastor and Acosta, 2016).

Together with legislative development, the request made by research groups in women's and gender studies has been crucial for the institutionalization of the development of gender policies in Spanish universities. This development has taken place in a fairly similar way, although there are differences in both the pace and the intensity of the measures. The similarity stems from the legal mandate to have a structure within the organizational chart that promotes an equality plan as well as the existence of formal and informal networks that guide the sense of gender equality policies. The diversity is largely explained by the intervention of the autonomous governments, among other factors such as the generalist or technical nature of the universities.

Despite the lack of formal and conceptual homogeneity, the strategies and lines of action of the different equality plans fall into the following categories:

- To guarantee the principle of equal opportunities and equal treatment.
- Promote work-family compatibility and co-responsibility.
- Ensure balanced participation and representation.
- Raise awareness and increase the visibility of women.
- Incorporate the gender perspective in teaching and research.
- Incorporate gender *mainstreaming*.
- Promote health and safety at work (Pastor and Acosta, 2016).
- The fight against gender-based violence.

The research action described below is framed in one of these lines of work, specifically in the incorporation of the gender perspective in university teaching in the Faculty of Social Sciences and Communication of the University of the Basque Country. This is a priority line of work promoted by academic feminism to eliminate gender inequalities and transform the process of scientific production of knowledge, i.e., to 'degender science' (Harding, 1996).

The Beginning of the Structural and Cultural Change Towards Equality at the University of the Basque Country (UPV/EHU)

The Governing Council of the UPV/EHU on June 15, 2006 created the Department for Equality, as a unipersonal academic position, with the aim of advancing towards real equality between women and men in this university. The creation of this Directorate was the result of the previous work of an important group of committed people, most of them women, with the fight for equal opportunities in different areas and spaces of the Basque society.

Since its creation, the Department has undertaken many actions aimed at fulfilling both the functions assigned to it and the objectives pursued by the various laws relating to the university environment.

The first Diagnosis on the Situation of Women and Men in the UPV/EHU was drawn up in 2007 by the Directorate for Equality and resulted in a report disaggregated by gender of the university collective - students, administrative and service staff and teaching and research staff- in different aspects of university activity. After carrying out this diagnosis, the creation of the Equality Commission of the UPV/EHU was approved in May 2009 to coordinate the process of drawing up the First Equality Plan for Women and Men

of the UPV/EHU, which was to include the guidelines that were to guide the activity of this University in matters of equality. One year later, the I Equality Plan 2010/2013 was approved by the Governing Council. The Equality Commission belongs to the RUIGEU - Network of Gender Equality Units for University Excellence-.

After the execution of the I Plan, after creating, by agreement of April 3, 2014, the Intersectoral Commission for Equality of the UPV/EHU -of the Negotiating Committees of the PDI (Teaching and research staff (Spanish acronym)) and PAS (Administration and service staff (Spanish acronym)) civil servant and PDI and PAS labor- the II Plan for Equality of Women and Men of the University (2014/2017) was elaborated and approved.

Currently in force is the III Plan for Equality of Women and Men (2019/2022), approved by the Governing Board on April 11, 2019, which responds, as did the II Plan, to the philosophy of Law 4/2005, of February 18, for the Equality of Women and Men, as well as Organic Law 3/2007, of March 22, for the Effective Equality of Women and Men, which establishes that both public administrations and companies must draw up equality plans in order to achieve the objectives set out in the various existing regulations.

The preparation of this III Equality Plan has benefited from the contributions of the University Equality Commission, the Equality Commissions of the Centers and the Intersectoral Equality Commission (https://www.ehu.es/eu/web/berdintasuna-direccion_para_la_igualdad/)

Although both the II Plan and the III Plan include the incorporation of the gender perspective in university education as a line of work, in the first case it was done in a transversal form, while in the last Plan it is included as an objective of the first strategic axis, which is training. In order to advance in this line of work in the transition between the two Plans, a close collaboration was established between the Directorate for Equality and the Vice-Rectorate for Undergraduate Studies and Educational Innovation, which introduced in its calls for Educational Innovation Projects among its priority lines: Designs that implement and develop learning experiences linked to social challenges, sustainability, equity and solidarity. In the call for Educational Innovation Projects 2017-2019 we presented the project called: *Teaching with a gender perspective in the degrees of the Faculty of Social Sciences and Communication. Diagnosis and proposals to move forward*. Project that ended in December 2019.

Likewise, after the implementation of the III Equality Plan, the Vice-Rector's Office included the gender perspective in the training courses for university professors, which until then had been non-existent. After receiving the invitation to participate in the courses as trainers, we designed the course: *Advancing in teaching with a gender perspective*. Its contents, the methodology used and the reflections we shared with the teaching staff are the fundamental interest of this article which we will present in the following sections, after briefly explaining the objectives and actions carried out in the teaching innovation project, the results of which revealed that both the teaching-learning process and teaching practice are not gender neutral.

OBJECTIVES OF THE EDUCATIONAL INNOVATION PROJECT

The general objective of this project was to identify the degree of integration of the gender perspective in the curricular development of the five degrees - Journalism, Advertising and Public Relations, Audiovisual Communication, Political Science and Administration and Sociology - of the Faculty of Social Sciences and Communication, approaching the teaching-learning process from the perspective of both students and faculty, with the final aim of designing proposals and improvement strategies for the inclusion of the gender perspective (Mora and Pujal, 2009).

A quantitative and qualitative diagnosis was carried out through content analysis of the teaching guides, the administration of questionnaires, discussion groups and in-depth interviews with students and teachers. After the first results of both the analysis of the teaching guides of the five degrees and the questionnaires administered to the students, group interviews were conducted, paying special attention to the potential specific difficulties faced by female students in their formative itinerary based on the way in which gender norms affect them. Likewise, the practices of the teaching staff were analyzed in terms of the degree of incorporation of the gender perspective in the contents, and the egalitarian treatment in the forms. Special

attention was paid to the reflection on the weight of gender norms in teaching, but also to the consideration of the reception of contents and methodologies by students, especially female students.

Objectives and Actions Carried Out

The project aimed to cooperate in the development of the training actions (axis I) of the III Equality Plan of the UPV/EHU, related to curriculum development, in order to guarantee equality and the integration of the gender perspective and feminist theory, including: a) the non-sexist use of language in the teaching guides; b) inclusion in the teaching guide of bibliographic data reflecting women's knowledge; d) introduction of gender and equality competences allied to the teaching-learning strategy. The objectives that guided the research were as follows:

- To identify the level of integration of the gender perspective in the curricular development of the degrees of the Faculty of Social Sciences and Communication of the UPV-EHU.
- To analyze and measure the degree of application of the gender perspective in the teaching-learning process from the students' point of view and from the teacher's point of view.
- Identify and understand the social representations and the feelings attributed by students and teachers to gender inequalities.
- Detect the type of expectations, especially of students, in relation to the relevance of gender issues, both in their training and in their professional future.
- Design proposals and improvement strategies for the inclusion of the gender perspective in undergraduate university education in the area of social sciences, which will result in the development of the quality of the courses.

This last objective has been the context in which the training courses for university professors from our university have been developed in the first four courses and for professors from other universities in their fifth and, for the moment, last edition.

Methodology: Actions Carried Out

Analysis of the content of the published teaching guides, through content analysis of the curriculum of the five degrees, examining the degree of compliance with article 33.2 of Law 4/2005 in the competencies of the degrees and subjects, the content programs and the bibliography, in order to evaluate the integration of the gender perspective, the use of a non-sexist use of language and the incorporation of women's knowledge and their social and historical contribution to the development of Humanity. A total of 310 teaching guides were analyzed.

Prior to the design of the quantitative phase and in order to investigate the social representations and meanings attributed by students and teachers to gender inequalities, a first qualitative phase was carried out using two different techniques: on the one hand, the technique of discussion groups with students; and, on the other hand, in-depth interviews with teachers who are experts in feminist and gender studies.

Analysis of the perception and incorporation of the gender perspective by students, through surveys that have made it possible to measure the degree of knowledge of students of the concept of gender and its implications in academic and professional experience, paying special attention to the weight of gender norms in the learning process and in the acquisition of professional competencies. Likewise, another of the objectives to be achieved through the administration of the surveys was to ascertain the perception of the type of contents with a gender perspective received in the undergraduate programs.

First approach to a proposal of teaching practice in the university that integrates the gender perspective from the dialogue between Participatory Action Research and cooperative work in one of the degrees. The development of this PAR includes the training courses carried out with teachers from other faculties and universities.

Results

Diagnosis of the Integration of the Gender Perspective From the Formal Dimension: Content Analysis of Teaching Guides

The data presented from the analysis of the 310 guides that make up the five degrees taught in the Faculty of Social Sciences and Communication, as well as their corresponding sections, show unfavorable conclusions with respect to the incorporation of the gender perspective.

First, and according to the data collected, only 15% of the guides incorporate gender issues, which constitutes 6% of the sections studied, although there are differences between the degrees that deserve to be pointed out. Thus, a greater incorporation of this perspective is found in the Sociology degree (17% of the topics). Secondly, the analysis of the data shows that there is a constant invisibilization of the knowledge produced by women. On the one hand, almost 50% of the 310 teaching guides analyzed use the bibliographic citation through initials, a fact that initially makes invisible the presence of women in the bibliographic materials of each subject. On the other hand, only 15% of the total number of works cited have been written by women, either as individual or collective productions. Finally, regarding the works that incorporate a gender perspective, the data show that these constitute only 4% of the total number of bibliographic references. Thirdly, the results obtained regarding the use of inclusive language are not very positive: 16% of the sections of the teaching guides use masculinized and exclusionary forms of language, 41% in the case of content. Taking into consideration the dimensions analyzed, it is concluded that there is neither sufficient nor satisfactory incorporation of the gender perspective in any of the five degrees taught in the Faculty of Social Sciences and Communication.

Diagnosis of Gender Mainstreaming From the Relational Dimension: Students' Perception of the Existence of Sexism in Student-Student and Teacher-Student Interaction

From the results of the surveys administered to students regarding student-student interaction, it can be seen that 63% believe that sexist behaviors and comments among students are reproduced very frequently (12%) or occur on some occasion (51%), these attitudes occurring, as 82% of the students surveyed point out, mostly from students towards female students. We went deeper into the qualitative dimension of this data through the testimonies collected in the discussion groups, based on the five dimensions that articulated the discourse: (1) Group conformation criteria, (2) Roles assumed within the group, (3) Invisibilization of tasks performed in the group, (4) Presentation of the group's spokesperson and (5) Corporality in the public exhibition of the group's work.

With regard to teacher-student interaction, the data obtained through the following question: "Do you remember any occasion in which the teacher has made sexist comments or behaved in a way that could be considered as such in the classroom?" 40% of students say that they have never perceived sexist attitudes, compared to 34% who say that they have occurred sporadically, 23% who say that they have seen them more than once and 3% who consider that they have been confronted with these situations quite often. When asked about the origin of these behaviors, 92% of the students indicated that they come from teachers, while 8% indicated that they come from female teachers. When asked whether this type of behavior occurs among students, 37% considered that it does not, 12% that it occurs very frequently and 51% that it occurs on some occasion. Looking more deeply into this question, it is noted that these sexist attitudes occur mostly from students towards female students (82%), followed by students towards non-binary people (11%), female students towards male students (6%) and female students towards non-binary people (1%).

On The Understanding of Gender Norms and the Relevance of Gender Mainstreaming in Teaching Practice

In order to measure the degree of knowledge of gender issues among students, the surveys included a pre-question on the ability to explain the origin of these attitudes. Thus, 25.5% of students admitted that they could not explain the reason why these sexist comments and behaviors occur, compared to 38% who could explain it (36% did not answer). This being the case, we asked that 25.5%: "Would you like to understand and therefore be able to explain the origin of these behaviors?" Of that 25.5%, only 3% answered no and the rest answered in the affirmative.

Thus, a plurality of approaches to the gender issue can be observed among the students of the Faculty of Social Sciences and Communication, ranging from what we have called an “absent view” (part of the student body does not consider the relevance of this issue) to a “close view” (present in another part of the student body, which either considers it necessary to incorporate this perspective, or has already incorporated it). Likewise, it is observed that the reactive discourse to gender issues either does not exist, or at least is not significant (only 3% refuse to understand the origin of sexist behaviors).

However, the training and diagnostic workshops carried out with faculty from other faculties reveal a logic that is not as coherent as that of the UPV-EHU. Thus, the five degrees of the Faculty of Social Sciences share a series of curricular elements and views that differ greatly from those that can be found in degrees or faculties a) more biased in terms of the participation of one or the other gender (more masculinized or feminized), or b) that deal with curricular contents in which the gender dimension is more difficult to work with, or c) that deal with curricular contents in which the gender dimension is more difficult to work with.

A Proposal for Teaching Practice Between Cooperative Work, Participatory Action Research and the Gender Perspective

The principles and methodologies of both perspectives oriented to the incorporation of the gender perspective allow us to propose an approach that, regardless of the incorporation or not of the gender perspective in the formal curriculum, will at least guarantee the consideration of this perspective in classroom relations among students in the framework of cooperative work. The proposal consists of a battery of resources that first aim to know the reality, then to make visible the relevance of this perspective, and finally to allow a subsequent collective reflection.

DESIGN OF THE TEACHER TRAINING COURSE “MOVING TOWARDS TEACHING WITH A GENDER PERSPECTIVE”

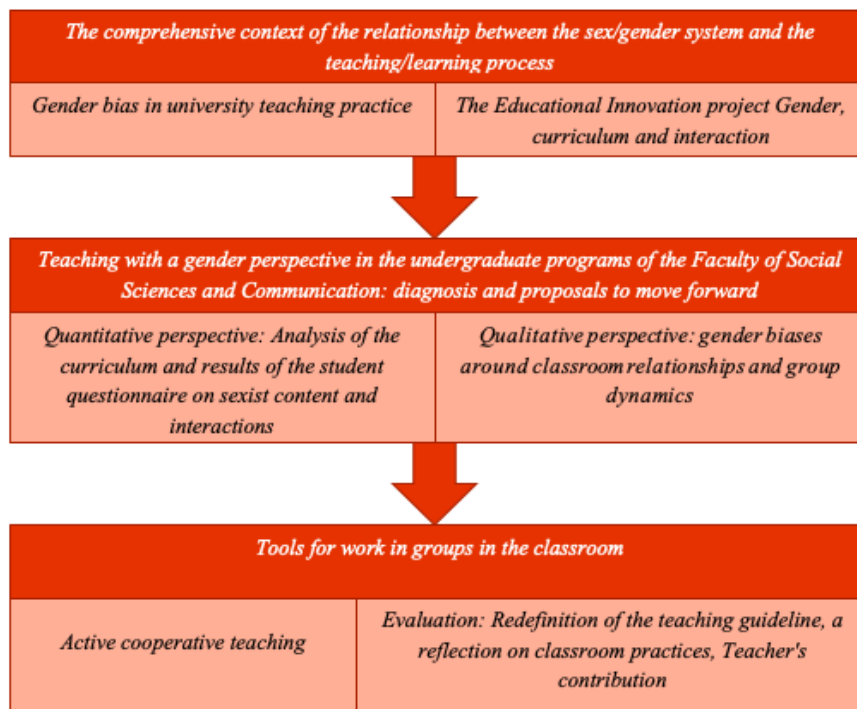
The course has been addressed to university professors with sensitivity on gender issues. Aware of the hostile context (García de León, 2016) that still prevails in our university regarding gender equality, hidden under the mirage of equality (Arranz, 2001). Although the people who have participated in the courses have had not only sensitivity but also a knowledge in many cases very broad on the central themes of feminist and gender studies, we thought it was necessary to design an introduction that collected the fundamental issues, in some cases to remember and in others to deepen and to share a comprehensive framework with which we could move forward. We presented the course to our colleagues as a humble exercise, under construction, and proposed in a horizontal and participatory way. Thus, the objectives on which the course was designed were, first of all, as we have already mentioned, to share a comprehensive framework, to learn about the reality, to make visible the relevance of the introduction of the gender perspective and to promote a collective reflection that will allow us to reach new diagnostics.

The logic of moving forward means that it is the training process itself that identifies new challenges, new needs, new expectations and also new tools.

Contents

The training design was structured in three main sections:

**FIGURE 1
TRAINING PROCESS**



Source: Author's elaboration

The contents of the first include central issues in feminist and gender studies:

- The sex-gender system. Differential gender socialization.
- Diagnosis of inequalities between women and men.
- Equality policies. Evolution and concepts.
- Feminisms and feminist empowerment.
- Construction of masculinities, challenges, changes and resistances.

In the first three courses all the sessions were face-to-face, but the last two editions were semi-presential, using the video conference tool of our university for the face-to-face sessions. This first section was not face-to-face; the dynamics has been based on basic training and applied reflection work. For each topic a reading, a test, and two discussions, one for doubts and the other for applied examples, have been included. Complementary materials have also been provided so that those who wanted to, could go deeper into the different topics raised. With the forums we have tried to establish a dialogue among the teaching staff, a minimum of interaction and communication, which obviously has not been able to replace the relationships and communication that took place in the previous courses that were face-to-face.

In the face-to-face videoconference sessions, the central elements of the comprehensive framework were taken up again, the quantitative and qualitative results of the innovation project carried out were presented and a proposal for group work with a gender perspective was put forward, which places the students at the center of the identification and management of inequalities thanks to the principles of cooperative work. Specifically:

- In the first session we framed the educational practice in a context defined by the logics of the sex-gender domination system. After analyzing and presenting some of the axes of this system, we unveiled the reason for the gender blindness of teachers in their teaching practice, as well as in the experience of students in the teaching-learning process, i.e., we noted the existence of gender biases in the teaching-learning process.

Below we present the preliminary results of the educational innovation project, which show a snapshot of the faculty in relation to the students' perception of these issues and the level of integration of this perspective in the formal curriculum. The data from the analysis of the teaching guides of the five degrees show that we continue to transmit an androcentric knowledge. Likewise, the results of the students' perception of the existence of sexist attitudes both on the part of the teaching staff towards the students and among the students in the teaching-learning process show that this process is not gender neutral. A significant proportion admits not understanding why such sexist relationships are maintained and would like to be able to do so, which allows us to affirm the relevance of the introduction of the gender perspective in university teaching.

After the presentation of the data showing the reality of our faculty, a group discussion is opened on gender biases in our teaching practices, followed by a collective reflection.

–In the second session, we tried to analyze the way in which gender biases affect classroom relationships and students' work dynamics. We propose a qualitative view that goes from the teachers to the students, but also from the students to their teachers based on the experiences reported by them, especially in the classroom. Their narratives reaffirm the conclusions drawn from the quantitative data by revealing the reproduction of gender norms in the different spaces and moments of the teaching-learning process: As are the relationships in the classroom and group work, among the students, in issues such as the criteria for group conformation, the roles assumed in the group, stereotypes, gender norms, the invisibilization of the tasks performed in group, the ostentation of the spokespersonship, the importance of corporality in the exhibitions, participation in the classroom. Between teaching staff and students, in teacher awareness, differences between male and female teachers, the language they use, as well as the materials and tools, interaction in mentoring, the reference teachers, the choice of the Final Degree Project and the introduction of issues such as intersectionality.

Some of the students' reports, for example, show that when it comes to forming work groups, the young women show insecurities and distrust about how the relationship with their peers will affect their work, they say they perceive in them, and they themselves assume, traditional roles: *'It seems that they have more recognition, visibility, intellectual capacity... In the boys' groups I had not realized that the figure of the secretary is associated with us as non-women. When you have to write, they look directly at you or you assume it as your task because you don't speak well in public'* This leads to the invisibility of the tasks performed in the group by the female students, while the young men are the spokespersons of the group. The young women are also aware of the importance of corporeality in the public exhibition of the group work, *'When it was time to present, I would stand behind the table; if I could be seated, all the better. I wanted as little of my body as possible to be seen'*.

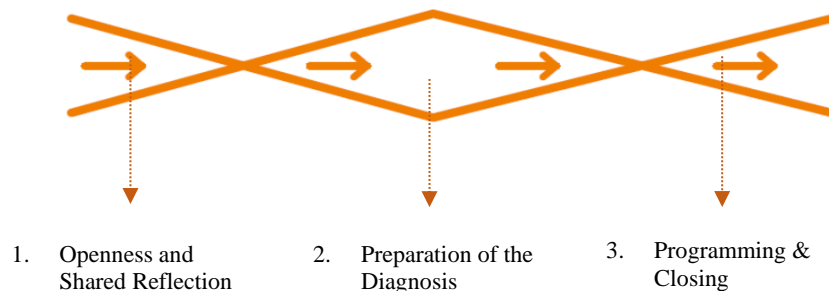
After sharing the students' stories, the discussion is opened again in groups to facilitate subsequent collective reflection.

- In the third session we work on two aspects: how to make the importance of the gender perspective visible among students, in order to establish cooperative teaching strategies based on certain premises that guarantee self-control of the students themselves and avoid or minimize the consequences of gender prejudices in group work in the classroom. We ended the sessions by proposing a series of tools to advance in the incorporation of the gender perspective in teaching: cooperative work tools, women's group dynamics, leadership and negotiation, materials for diagnosis and evaluation.

Methodology

The methodology used in the training sessions has taken into consideration the methodological model of participatory action research, which is structured in different opening and closing phases that vary according to the different contexts (Martí, 2002), but the following could be considered as fundamental:

**FIGURE 2
PHASES OF THE PROCESS**



The closing phase and the scheduling of improvement actions have been diverse and have depended on the time constraints conditioned by the intensification of teaching and research work and the pandemic situation in which the last two training courses have been developed, which has further complicated the work, family and personal reconciliation and co-responsibility of the people who have participated in them. Taking into consideration this context, the options for closing the training have been various, as we show below in the evaluation section.

Evaluation

The evaluation criteria used were attendance, participation in the sessions and the completion of an exercise to be chosen among the three proposals presented:

- Redefinition of the teaching guide. The idea is to redefine a teaching guide for one of the subjects they teach, taking care of the formal and informal dimensions in its redesign (inclusive language, bibliography in which women's knowledge is recognized, methodologies with a gender perspective, redefinition of the topics to incorporate the gender perspective if feasible).
- Reflection on classroom practices. Using a form provided, a reflection is requested on the classroom practices analyzed from a gender perspective in order to rethink them around issues such as the distribution of spaces in the classroom, the forms and rules for participation, our mistakes in deepening inequalities, etc.
- Design of an attractive strategy. Using the examples of the third session, students are asked to design a strategy adapted to their subjects to show them the relevance of the analysis of inequalities from a gender perspective for their profession or teaching career. This strategy can take the form of a sequence of dynamics in one of the sessions, or of a strategy deployed throughout the course.

In the last two blended editions, in order to evaluate the contents of the first part, 5 tests were provided, of which at least 4 had to be completed and at least 3 of the 5 proposed forums had to be participated in.

Teacher Reflection and Assessment

In the five editions, more female professors than male professors have participated, although in recent editions the number of the latter has increased. They come from all areas of knowledge, although to a greater extent from the areas of Engineering and Science and Technology, and they are both new and consolidated professors. The composition of the groups is a reflection of the structural reality of our universities in terms of gender inequalities in the teaching and research staff.

As we said at the beginning of this section, the professors who have participated in all the editions are highly aware of the gender inequalities that they observe both in their interaction in the classroom with the students and in the structure of the university institution itself, as shown in their interventions in the forums and in the face-to-face sessions. Their observations confirm the diagnosis of the stagnation of equality policies in the majority of Spanish universities mentioned in the introduction to this article - in their environment, the scissors effect, the leaky pipeline, the masculinization of the areas of Engineering, Science

and Technology and the feminization of the Human, Social and Health Sciences. In many cases they do not feel accompanied nor do they perceive a real will for change on the part of the institution in general; in their opinion, there is a lot of voluntarism and individual commitment. They are aware that changing structural gender inequality is a slow process and full of resistance.

However, most of them rated the training as very satisfactory (88%), considered that it met their expectations (83.5%), thought it would be very useful for the development of their work (84.5%), rated very positively (score of 8 to 10) the conceptual knowledge (know-how) and/or procedural knowledge (know-how) of the course, also rated very positively (score of 8 to 10) the proposed learning activities (tasks, exercises, problems or work requested) and, most relevantly, all of them believe that the training should continue to be offered in the next edition of the Teacher Training Plan.

DISCUSSION

The introduction of the gender perspective in university teaching allows us to reflect on gender biases both in the transmission of knowledge and in the process of its production, as well as to innovate and advance in the achievement of a more egalitarian higher education that avoids these discriminations. However, resistance to initiatives to transform this androcentric knowledge is deeply rooted in the scientific practice of our universities, characterized by male organizational cultures (Bagilhole, 2016) that constitute hostile contexts (García de León, 2016) to the implementation of the lines of work proposed by the different equality policies. The androcentric mentality that still predominates in the academic community, the detection of indirect, invisible and informal discriminations hidden by the mirage of formal equality and the belief in meritocracy, as well as addressing the lack of discussion between areas of knowledge on these issues, hinder the effectiveness of equality plans and the involvement of the academic community in them, are challenges to overcome that have much to do with the dynamics of scientific practice (Pastor and Acosta, 2016).

CONCLUSIONS

Incorporating the gender - and intersectional - perspective in university teacher training plans can be an effective measure to advance in the transformation of knowledge, in its transmission, production and transfer to society. A necessary transformation if we want to eliminate gender inequalities in university contexts, as well as in other areas of society.

The professors who have participated in this training seem to share this idea, even though they are well aware of the structural and cultural resistance of the universities where they work. They have expressed their willingness to continue implementing the gender perspective in all those activities that are included in the teaching practice in a reflexive way. Thus, they have begun, above all, to address the contents of the formal curriculum through the redefinition of the teaching guides of their subjects, but they have also reflected on their daily classroom practice, identifying biases and proposing measures to avoid them. Fewer have dared to design an attractive strategy aimed at students to demonstrate the relevance of the analysis of inequalities from a gender perspective for their professional future, and also for their daily lives. They perceive difficulties in working with students, and also in forming teaching teams with their colleagues, who are unable to question the mirage of formal equality, the neutrality of excellence and meritocracy and, therefore, do not consider gender as a tool for the production of scientific knowledge.

Participants who are sensitive to and/or trained in feminist and gender studies are still a minority in Spanish universities, but a qualitative minority that can and does exert influence in their daily activities in teaching, research and transfer. And that is the purpose of this and other training initiatives: to weave formal and informal networks that are involved in the implementation of equality policies in university contexts, because laws are not enough.

Implementing a gender - and intersectional - perspective in university teaching is absolutely necessary to guarantee an egalitarian education. This is hard work, which requires a lot of collaboration, reflection

and shared practice. These training courses are the beginning of a long road that we have to travel together with other colleagues to achieve a more democratic higher education.

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