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GEMPIMS: Gender perspective mentoring Program in Information and Media Studies

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Introduction

GEMPIMS is a mentoring project for professors which seeks to promote the incorporation of the gender perspective in their teaching activity at the Faculty of Information and Media Studies (FIMA) of the University of Barcelona (UB). Within the framework of the UB, the Third University of Barcelona Equality Plan for the period 2020-2022, approved on 7 October 2020 by the UB Governing Council, includes gender mainstreaming in teaching as one of its strategic axes. GEMPIMS is the continuity of the GENDIMS project (2021-2022). This project explored the knowledge, perceptions, evaluations and positions of students and teachers regarding the introduction of the gender perspective in the teaching of the degrees of the FIMA and highlighted the need for actions to provide support and accompaniment to teachers in the incorporation of the gender perspective (Villarroya et al., in press). It is from the results, observations and needs detected in the GENDIMS project that the GEMPIMS project emerges.

This project allows us to carry out collaborative research that promotes critical reflection and, above all, promotes social transformation in the classroom.

Theoretical framework

Gender mainstreaming in teaching, on the one hand, offers an attentive look at the functioning of sex-gender and sexuality inequality in each discipline, in order to keep in mind its incursions throughout the research or learning process (Lovenduski, 1998); and on the other hand, it facilitates students' problematization of the gender norms that underlie society as well as their intersection with other axes of inequality (ethnicity, class, sexual orientation or functional diversity). In short, introducing a gender perspective in university teaching involves subjecting the different aspects that makeup university teaching to a reflective analysis that identifies possible gender

biases and eliminates them (Mora and Pujal, 2009). It also implies reflexively reviewing the competencies that are proposed in a subject, as well as whether they have a gender bias and, if necessary, introducing a specific competence in gender perspective (Mora and Pujal, 2009). Applying a gender perspective to competencies means asking to what extent the design of the competencies contributes to mitigating or maintaining sexism and gender differences.

Methodology

Methodology in our mentoring program will be organized in semesters and throughout the academic year 2022-23. It is set up as follows:

1. Initial phase: once mentors and mentees have been assigned, a group meeting (Currie et al., 2010; Chen, 2016) will be convened by subject area so that the teaching staff are aware of their participation in the mentoring program, as well as being able to resolve initial doubts and concerns. As the subjects are semester-based, this meeting will be held with the teaching staff at the beginning of each semester (1st semester: September 2022 - January 2023; 2nd semester: January 2023 - June 2023). Since it will be a meeting and not a focus group, the data provided in the field diaries will be collected.

2. Teaching application phase: teachers will be accompanied and advised in the incorporation of the gender perspective and communication channels will be established, such as individual monthly meetings (Sánchez and Castro, 2022), while seeking those formulas that facilitate the collection of impressions in the field diary of each researcher in the group will be sought.

3. Closing phase: at the end of each semester, a semi-structured individual interview will be held with the teaching staff who apply for the program in their subject to find out their progress and their impressions in terms of the objectives set.

Expected Results

From the previous project, the need to accompany the teachers in this process was detected and now it is expected that the mentoring programme will give them tools and confidence for incorporating this perspective in their day-to-day life.

We are also enabling a repository of activities on the group's website (https://www.ub.edu/gendims) that will serve to collect and share good practices, make the work of teachers visible in this regard and create a community of teachers interested in this area.

The first call to teachers has been very positive, as we have obtained the commitment and interest of teachers from both lines of FIMA.

Conclusion

GENDIMS already made clear the need to take direct action in this regard. Teachers feel alone and under-resourced and programs like this need to be implemented that directly address their needs and adapt to specific contexts to facilitate gender mainstreaming.

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