

ΣΟΦΙΑ—SOPHIA

DOI: <http://dx.doi.org/10.18634/sophiaj.15v.2i.945>

Gender-based violence and arbitrary discrimination in a private Chilean university: An initial exploration*

Eduardo Sandoval Obando**
Juan Carlos Peña***

Article information:

Received: January 8, 2019
Revised: March 22, 2019
Accepted: August 30, 2019

How to cite:

Sandoval, E., Peña, J.C. (2019) Gender-based violence and arbitrary discrimination in a private Chilean university: An initial exploration. *Sophia*, 15(2); 55-70.

* This article presents part of the results obtained by the author as the researcher responsible for the study *Violencia de Género en el Ámbito Académico: Evidencias Empíricas y Estrategias de Intervención para su Abordaje y Comprensión* [Gender Violence in the Academic Environment: Empirical Evidence and Intervention Strategies for Addressing and Understanding It], funded through the VIII Call for Internal Research Funds 2018, Research Directorate of the University SEK (Chile).

**Psychologist, Master in Education, Doctor in Human Sciences and Postdoctorate © in Evolutionary Development. Academician attached to the School of Psychology, Faculty of Social Sciences and Humanities, Universidad Autónoma de Chile, Temuco, Chile. Correspondence to: eduardo.sandoval.o@gmail.com

*** Sociologist and Doctor in Sociology. Academic attached to the Institute of Social and Humanistic Studies of the Faculty of Social Sciences and Humanities, Universidad Autónoma de Chile, Temuco, Chile.



ISSN (electronic): 2346-0806 ISSN (print): 1794-8932

Abstract

The challenges faced by Chilean universities in terms of the prevention of gender violence and arbitrary discrimination reveal the need to implement effective policies that safeguard the fundamental rights of their members. This paper analyzes the discourses provided by members of a Chilean Private University on gender violence. Methodologically, it uses a mixed approach, including the design and submission of a semi-structured online survey. The instrument was answered by 635 people, equivalent to 9.35% of the sample universe. To interpret the data, descriptive statistical analysis and content analysis were used, using SPSS Statistics 23.0 and Atlas Ti 6.2. The results reveal that women show a higher degree of participation (76.5%) than men (23.5%), since they report mostly episodes of psychological violence (18%) and gender violence (6%). Likewise, 78% of the participants stated that they were not fully aware of the Policy for Reporting Cases of Sexual Harassment, Workplace Harassment and Arbitrary Discrimination. In addition, the participants expressed interest in strengthening the areas of awareness and prevention (33%) as well as education and training (26%), transversally integrating the gender perspective in the institutional training processes. Finally, university androcentrism and the pending gender perspective emerge as categories that require a deep and qualitatively complex analysis at the local university level, which would favour the construction of a non-sexist and inclusive education for all.

Keywords: Gender violence, arbitrary discrimination, university androcentrism, awareness-raising, prevention.

Introduction

The citizen mobilizations and protests that have confronted Chilean universities in recent times, as a result of multiple episodes of gender violence and arbitrary discrimination, have revealed the need to implement transparent institutional policies that promote awareness and prevention around this problem, constituting "democratic spaces where all those who make up this community can develop in an environment of respect, equality, dignity and non-discrimination" (Moraga-Contreras, 2018, 465).

However, the 'normalization' of violent behaviors against women and the minimization of their consequences by the authorities in charge have strained the relationships built between the different university strata (academics, support professionals, students, etc.). This can be explained in part by the reproduction of a patriarchal school system that validates the unequal distribution of cultural capital (Gómez, 2017), the objectification of the feminine and the perpetuation of symbolic violence against women (Benería, 1981; Sandoval-Obando, 2018).

The dynamics described are the reflection of a global problem that transcends borders, cultures and customs, affecting the different spheres of Chilean society (Ticho, 2015). An example of the above is the wave of demonstrations led by the Chilean student movement during 2011, in which some students expressed their discontent with the violence displayed by the police in the eviction of the schools that were being 'taken' (Vera, 2011). Currently, more than 7 years have passed since that time, and paradoxically, we continue to see a school that 'changes' according to the needs and requirements of the prevailing economic system, relegating any possibility of structural reform of educational processes in relation to the gender perspective, as well as the valuation and recognition of diversity in terms of race, ethnicity, nation, sexual orientation, among others (Añon, 2001).

In this context of tension, the Policy for the Prevention and Denunciation of Cases of Sexual and Labor Harassment and Arbitrary Discrimination was established by a Chilean private university located in the Metropolitan Region (Chile). Specifically, the

discourses provided by the members of this institution are analyzed around gender violence and arbitrary discrimination. It also seeks to contribute to the generation of spaces for discussion and reflection on new ways of addressing and understanding this phenomenon, acknowledging the emergence of innovative, non-sexist and inclusive pedagogical practices that promote quality public education (Ministry of Education, 2017).

Theoretical background

Gender Inequality: A Problem that Transcends Borders

Currently, there are profound transformations in the world in which it is necessary to rethink the existing relational dynamics in society, as a harmonious, challenging and egalitarian space for its members (Machinea and Hopenhayn, 2005). Specifically, common problems are perpetuated in the Latin American context, such as the unequal valuation of women's talents and skills in the economic system (Yañez, 2004; Unesco, 2012), where women continue to face high rates of unemployment and underemployment. In the same way and although it is evident the growing participation of women in the labor market (Gómez, 2017), the wage gap remains to the detriment of these (Parella, 2003). Proof of this is that there are still low rates of participation of women in managerial positions, despite the fact that in the Chilean context it has been established that it is mandatory to appoint an equitable percentage of women to political positions and senior managers, such representation does not reach satisfactory levels (Zuñiga, Aguilera and Vásquez, 2007).

On the other hand, violence in its various manifestations (physical, psychological, economic, sexual, etc.), continues to have women (girls and adolescents) as its victims. Moreover, sexual violence (incest, sexual abuse and rape) shows increasing rates in the Latin American context (Tjaden and Thoennes, 1998; Jejeebhoy, Shah and Thapa, 2005; Contreras, Both; Guedes and Dartnall, 2010). This shows that new forms of masculinity are not sufficient to advance greater gender equality, with machismo implicitly prevailing, described as men's obsession with and possessiveness over women, reflected in various acts of aggression

and/or status (Mingo, 2006; Sandoval-Obando, 2018). For this reason, the existing process of homogenization and inequality in terms of gender (Tabak, 2005; Comunidad Mujer, 2016) invites us to ask ourselves about the discourses built around gender violence by the members of a Chilean private university, since some studies already indicate that it is a phenomenon that is present but scarcely reported (Ekore, 2012; Nash, 2015).

Legal framework around gender equity: the Chilean experience

At the international level, there are various international regulations that address and recognize gender equity as a topic of high interest for the development of nations (Bahamonde, 2015). Among them are: the Convention on the Elimination of All Forms of Discrimination against Women - CEDAW (United Nations, 1979), the Convention against Discrimination in Education (UNESCO, 1960), the Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women (Organization of American States, 1994).

In addition, there are the Sustainable Development Goals of the United Nations Development Program (UNDP, 2012), which reinforce the need to guarantee inclusive, equitable and quality education, in addition to promoting lifelong learning opportunities.

In the Chilean experience, there are a series of legal provisions that guide the operation of public and higher education institutions, such as:

- Law 20,066 on Domestic Violence (2005): seeks to prevent, punish and eradicate domestic violence and provide protection to victims. However, it disregards other aspects and areas in which gender violence occurs (educational environment, for example).
- Law 20,005 that typifies and sanctions sexual harassment (2005): defines sexual harassment as that conduct in which a person improperly carries out, by any means, requirements of a sexual nature, not consented to by another person, threatening or damaging his or her work situation or employment opportunities. It also

defines and orients what is related to harassment in the workplace.

- Law 18,834 on Administrative Statute (2005), which governs the public sector, in its article 84 establishes the prohibition of any act that violates the dignity of other officials, including sexual harassment. Similarly, it clearly states that there is no discrimination and that people with disabilities are included in the labor market.
- General Education Law 20,370 (2009): makes explicit the non-discrimination and safeguards the right to education of pregnant students and mothers in all types of educational establishments. Likewise, it ensures a respectful treatment among the members of an educational community, safeguarding personal rights and freedoms.
- Law 20,529 of the National System of Quality Assurance in Education (2011): Through which it seeks to ensure quality and equity in pre-school, elementary and secondary education. To this end, it establishes a regulatory framework for the performance of schools, their supporters, teachers and directors, providing support for the achievement of the goals set and ordering the closure of those educational centers that do not meet minimum operating standards in terms of learning outcomes.
- School Inclusion Law 20,845 (2015): establishes a system based on free and inclusive admission to public schools, ending shared financing and profit in the Chilean school system.
- Gender Commission for Higher Education (MINEDUC, 2018): assumes the task of reviewing existing policies on gender equity, from curriculum to teacher training, with the objective of eliminating any bias by sex and ensuring equal treatment and opportunities for all students at different academic levels, from kindergarten to higher education.

The gender perspective in the university environment: An incipient task

Awareness and prevention actions regarding gender violence require the emergence of research proposals that critically analyze the implementation of the Sexual Harassment protocols adopted by Chilean universities, while recognizing the important role of women in the Academy. In this sense, the UNDP (2004) recognizes its contribution, characterizing it as an intelligent, non-authoritarian and friendly command. For this reason, the inclusion of women in management positions would favor the construction of relational environments that value diversity and flexibility, adopting a collaborative leadership style in which the opinion and suggestions of the educational community are considered in decision-making (Rodríguez, 2006).

Additionally, the gender perspective in education has allowed for a growing visibility in recent decades of the inequality that women experience in their relationships with men in different areas of life (Ugalde, 2008; Contreras and Trujillo, 2014). Moreover, a consensus has been reached that these inequalities have a historical and cultural basis that needs to be rethought, particularly from the academic sphere and the socialization processes that are built there (Butler, 2005; 2011).

As previously mentioned, there is a growing concern to promote 'gender transversality', legitimizing the discussion in society and in the State (Guzmán, 2001). Research such as the ones that support this work, allows for progress in incorporating the gender perspective into Chilean higher education (Servicio Nacional de la Mujer, 2010), positively impacting the formative and organizational quality of universities, as well as the necessary generation of local perspectives and knowledge that integrally analyzes these phenomena (Saracostti, 2006) for their eradication in the short, medium and long term.

Prevalence and risk factors for sexual victimization in Chilean university women

The work developed by Lehrer, Lehrer, Lehrer and Oyarzún (2007) mentions the scarce presence of quantitative studies that have addressed the prevalence or correlates of sexual violence in Chilean university women.

Given this reality, they proceeded to implement an anonymous survey with questions about gender violence, demographic and socioeconomic characteristics, children's experiences with violence, etc. This instrument was administered to students belonging to a public university in Santiago. Descriptive statistics were generated to determine the prevalence and context of sexual victimization experienced by university women. The results show that 9% of the women indicated that the most serious form of unwanted sexual contact experienced since age 14 was rape; 6% indicated attempted rape and 16% another form of sexual victimization. Also, 17% of the participants reported experiencing some form of unwanted sexual contact in the last 12 months alone. Alcohol or other drugs have been used in most cases of rape or attempted rape, either by the victim (6%), the perpetrator (9%) or both (56%).

Psychological Violence in the Dating of Chilean University Students

Guzmán-González, García, Sandoval, Vásquez and Villagrán (2014) developed a study focused on evaluating the differences in romantic attachment and dyadic empathy, according to the presence or absence of psychological violence perpetrated in dating relationships among university youths. The sample was composed of 470 students whose age range was between 18 and 28 years respectively, residents of the city of Antofagasta - Chile. Participants completed the Close Relationship Experience Questionnaire (Brennan, Clark and Shaver, 1998), the Interpersonal Reactivity Index for Couples (Pelochin and Lafontaine, 2010) and the Conflict Tactics Scale (CTS2) (Straus; Hamby; Boney-McCoy and Sugarman, 1996). The data collected from this research, allow us to conclude that people who exercised psychological violence in the last year present high levels of anxiety and low empathic concern.

Furthermore, it shows that the age range between 20-24 years is the one with the highest risk rates of receiving violence, coinciding with the university stage (Lewis and Fremouw, 2001; Tolan, Gorman-Smith and Henry, 2006). On the other hand, levels

of psychological violence are high, fluctuating between 51% (Corral, 2009) and 83% (Rey-Anacona, 2013), with variations depending on the conceptualization of the violence, the type of prevalence evaluated (annual or lifetime) and the instruments used to measure it. Thus, it continues to be the form of aggression most perceived by youth, especially by women (Vizcarra and Póo, 2011; Saldivia and Vizcarra, 2012; Fernández-González, O'Leary and Muñoz-Rivas, 2013; Moura et al. 2013).

Methodological framework

The mixed approach as a research paradigm

This work adopts a mixed approach (Denzin and Lincoln, 2002; Teddlie and Tashakkori, 2009; Pereira, 2011), allowing in-depth access to complex themes and fields of knowledge, amplifying the possibilities of triangulation and saturation of the information collected, as well as the combination of various research techniques, methods and concepts typical of the quantitative or qualitative field (Johnson and Onwuegbuzie, 2004). It also provides greater flexibility in terms of data collection and analysis techniques, using various epistemological instances, allowing a holistic view of the phenomena under study (Gill and Johnson, 2010).

Additionally, the mixed approach facilitates the generation and verification of theories in the same study, compensating in part, the disadvantages observed in qualitative or quantitative methodologies when used separately (Molina, 2010; Flick, 2009). Thus, the findings emerging from this approach are subject to greater validation and understanding of their results, in terms of transferability and applicability (Boeije, 2010).

Research design

This problem has been investigated by the social sciences and education, which is why the research assumes an exploratory character by observing how it occurs in its real and daily context, reflecting its non-experimental character, typical of research under the mixed approach. Likewise, it corresponds to a transversal exploration, since the data are collected during the second semester of 2018, maintaining a flexible design during the course of the study.

Data collection procedure

The semi-structured, confidential, online survey (Casas, Repullo and Donado, 2003; Hernández and Cantín, 2009), was designed by the author and validated by 7 academics from universities in Chile, Argentina and Colombia respectively, who supported the validation process in their role as Expert Judges (Robles and Rojas, 2015). After the improvement process, in terms of validity, self-explanatory capacity, and clarity of format, the instrument is made up of 12 Likert-type items that quantitatively investigate the personal characteristics of the participants (age, sex, function and place of work in the university, types of violence reported; levels of knowledge about institutional policy on gender, etc.) and 4 items with open questions, where the discourses built around gender violence, arbitrary discrimination and the needs for improvement in terms of awareness and prevention of this problem in the local university context are qualitatively analyzed.

Thus, the instrument is sent to a total of 6,785 people registered in the databases updated as of August 1, 2018, as stated by the University Institution. After its application during 1 month (between September 14 and October 14, 2018), it is satisfactorily answered by a total of 635 participants, corresponding to 9.35% of the total members of the university community.

Sampling techniques

Non-probabilistic or convenience sampling is used (Otzen and Manterola, 2017), since subjects are selected as they voluntarily and confidentially participate by answering the instrument designed in this research. Furthermore, it is based on the convenient accessibility and proximity of the subjects to the researcher, not knowing the probability that each participant will be chosen for the sample.

Data analysis and interpretation strategy

For the analysis and interpretation of the data, descriptive statistics and content analysis are used (Strauss and Corbin, 2002), with the support of the

computer tools SPSS Statistics 23.0 and Atlas Ti 6.2 respectively.

Results

The following are the main results obtained through the application of the online survey among the members of the Universidad Privada Chilena that originated this work. With respect to the sex variable, the high percentage of response shown by women (76.5%) in comparison with the group of men (23.5%) stands out, confirming the importance and value given by women to addressing gender violence experienced in the university environment, consistent with what has been observed in the Chilean university context (Moraga-Contreras, 2018).

Accordingly, Table 1 (see next page) shows that the group of participants with the highest response rate was in the age range of 25 to 29 years (23.6%); followed by the age range of 30-34 years (22.4%) and 35-39 years (13.7%) respectively; followed by the age range of 30-34 years (22.4%) and 35-39 years (13.7%) respectively. This information is relevant and valuable at the time of designing, planning and executing the actions built around the Institutional Policy of Prevention and Awareness of Gender Violence, pertinently directing the resources and actions necessary to positively impact the university community. In addition, it is evident that women are the ones who show a greater protagonism in the diagnostic process, probably attributed to the fact that they are the ones who mostly experience different forms and manifestations of violence at the University.

In relation to the manifestations of violence that members of the university community have witnessed or experienced in the university space (classrooms, halls, casinos, bathrooms, offices, etc.), it is possible to observe in Figure 1 (see next page) that 70% of respondents said they had not witnessed or experienced any form of violence at the university. Nevertheless, the participants declared that they had witnessed or experienced episodes of psychological violence (18%), gender violence (6%) and sexual violence (1%), which are especially important for the implementation of effective strategies to address and understand this problem.

Likewise, with regard to other forms of violence (3%), the participants declared that they had witnessed or experienced episodes of high tension and emotional distress, as a result of conflicts generated in the university environment where attitudes marked by verbal aggression (scribbling), ethnic discrimination, denial of access to information and social prejudices anchored in certain gender stereotypes are displayed.

With respect to the role or function of the person identified by the participants as a possible agent of violence in the university environment, it is observed that 7% belong to the student segment, 6% to the academic staff (hired and honorary) and 2% hold a managerial position. However, it is statistically significant that 83% of the participants did not want to respond to this item, declaring themselves as missing values, either because they intentionally omitted to respond or in some cases, they may have referred to people who performed more than one function or role in the university institution.

Another relevant point that identifies the study, revolves around the level of knowledge, understanding or dissemination that has reached in the University community, the Policy and Procedure for Reporting Cases of Sexual Harassment, Labor Harassment and Arbitrary Discrimination, noting that 78% of participants said they did not know in detail this policy, impacting negatively on the identification, conceptualization or approach of these episodes, according to current institutional regulations.

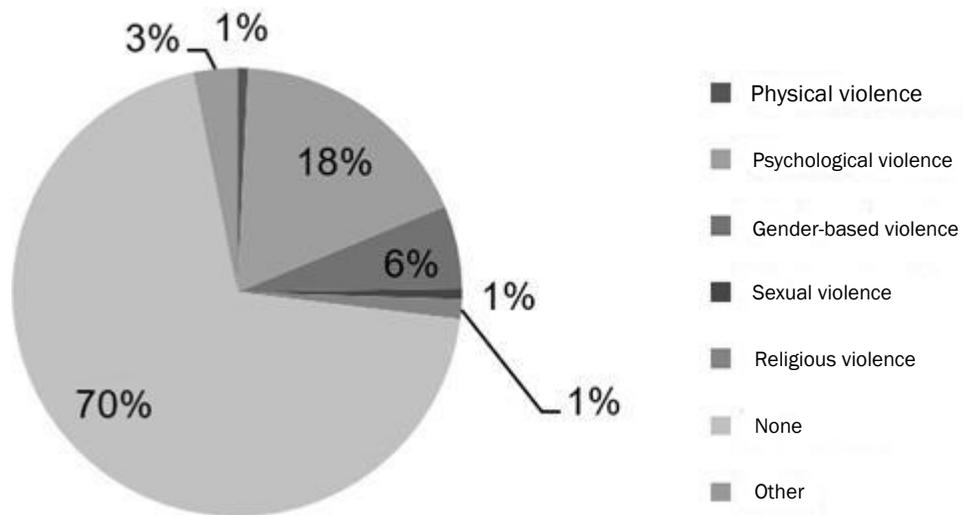
On the other hand, when participants are asked whether or not they would be willing to file a complaint in the event of violence (sexual, labor or psychological) and/or arbitrary discrimination within the institution, they report that 80% would activate the protocol designed to address this problem, 18% would be ambivalent about the event and only 2% would not do anything about the perceived violence, demonstrating a high level of interest in building a university space free of any form of violence.

Table 1. Frequency of responses by age range and sex

AGE RANGE	GENDER		TOTAL	PERCENTAGE
	Female	Male		
15 to 19 years old	2	1	3	.5
20 to 24 years old	42	10	52	8.2
25 to 29 years old	124	26	150	23.6
30 to 34 years old	121	21	142	22.4
35 to 39 years old	70	17	87	13.7
40 to 44 years old	46	21	67	10.6
45 to 49 years old	23	17	40	6.3
50 to 54 years old	21	16	37	5.8
55 to 59 years old	16	7	23	3.6
60 to 64 years old	13	6	19	3.0
65 years old and older	8	7	15	2.4
TOTAL	486	149	635	100.0

Source: own elaboration

Figure 1. Types of violence perceived by participants



Source: own elaboration

In addition, it is necessary to thoroughly analyze the behavior shown by the participants during a possible episode of violence or discrimination within the university community, noting that it is women who would mostly choose to activate the prevention and reporting devices (protocols) institutional (60%) compared to men (19.8%), being more receptive and interested in transforming the existing relationship dynamics, collaborating in the search and promotion of a non-sexist education, which recognizes and protects diversity, respect and tolerance among the different strata that make up the school.

Another area of interest that this work explores, is focused on the processes of improving the institution around the gender perspective in the university environment. The research shows that 33% of the participants would be interested in strengthening the axis of Prevention and Awareness, through different instances and processes: induction of staff, promotion of gender perspective in the academic body and the generation of talks and open seminars where topics related to this issue are addressed. In second place, a 26

% of the participants express their interest in strengthening the area of Education and Training, incorporating the gender perspective transversally in the teaching and academic processes developed by the institution (general training courses, electives focused on related topics, training courses for academics or officials, training of monitors in the prevention of gender violence, etc.). In addition, 22% of the participants raised the need to expand protection and accompaniment strategies for victims, and 19% reported the need to improve institutional reporting procedures.

With regard to the qualitative analysis of the data collected, it is possible to describe in Table 2 (see next page) the main categories (with their respective definitions created by the author based on the interpretation of the speeches provided by the participants), which emerged after the process of coding and reducing the data, following the logic of Strauss and Corbin (2002):

Discussion

Some of the results of the field work are discussed below. First of all, it is important to mention that women have a high response rate to the instrument (76.5%) compared to men (23.5%), which is consistent with the data reported by MINEDUC (2018)¹, which shows that although women have a greater presence in the area of enrollment (53%) and in the general level of the system (56%, 6%), continue to face gender stereotypes perpetuated daily within the space and time of the university "...women have much to defend and demonstrate, which men do not, we women are required more even if we have spent the same years in college. ..." (Participant² 4). Moreover, the strong female presence in higher education represents an interesting contrast with the gender parity index (GPI)³ observed in primary and secondary education, showing a global situation marked globally by parity at the lower end of the 0.97-1.03 range in both primary and secondary education and by female over-representation in higher education (UNESCO, 2012).

In addition, response rates by age range are higher in all subgroups, confirming the fact that it is women who experience various processes of discrimination "...making differences in salaries, responsibilities and workloads between men and women...". (Participant 87), segregation and violence within society, but particularly in higher education "... When a person with greater responsibility in the university abuses power, making decisions that can harm the

-
1. Information extracted from the press release published by Diario La Tercera, regarding the study (in process of publication), developed by MINEDUC, on the gender map in Higher Education. For more information, you can analyze the complete note at: <https://www.latercera.com/hacional/noticia/mapa-del-mineduc-equidad-genero-la-educacion-superior/226532/>
 2. Throughout this section, we will refer to the speeches made by the different participants who made this study possible, reflecting qualitatively their vision about the issues addressed in this discussion of results. To ensure levels of confidentiality, we refer to them with the random number assigned in the descriptive statistical process of their responses.
 3. The Gender Parity Index (GPI) is the ratio of women to men, therefore it is one when the number of men and women is equal, less than one when there is more male presence and greater than one when there is more female presence.

Table 2. Categories generated in qualitative data analysis

CATEGORY	DESCRIPTION
University Androcentrism	A set of socially learned mechanisms and relational dynamics in which the masculine is privileged as a fundamental pillar of society. This historical and social construction perpetuates the invisibility of women and their world, the arbitrary denial of the feminine and the consequent minimization of the diverse contributions generated by women in the different spheres of society, validating the abuse of power, hierarchical asymmetries, the different forms of discrimination and violence against women within university space and time.
Arbitrary Discrimination	A pattern of behavior characterized by implicit or explicit mechanisms of distinction, exclusion or segregation without reasonable justification against a person or group, on grounds of race, ethnicity, ideology, religion or opinion. This biased and unfounded practice results in the deprivation, disruption, or threat to the fundamental rights of those affected, in disregard of the institutional norms and principles in force in this area, causing a significant impairment of opportunities for development in university space and time.
Behavior Guidelines Related to Workplace Harassment	Relational dynamics (implicit or explicit), abusive and premeditated deployed by a manager or person in a position of power, carried out in a systematic and repetitive manner over time, against a person (generally located in a position of subordination, such as administrative staff, student, etc.) where the dignity, stability and psychological or physical integrity of the affected person is violated. This conduct is based on gender stereotypes that validate the domination or subordination of the affected person, significantly limiting their possibilities of professional development or student at the university.
Pending Gender Perspective	A set of discourses and perceptions installed in the university culture in which abusive, discriminatory and exclusionary practices against a person or group are evident, strictly on the basis of gender, disregarding institutional prevention policies and protocols. This practice, intentional or not, implies a denial of fundamental human rights (right to opinion, freedom, full exercise of sexuality, etc.) by reproducing gender stereotypes that encourage sexist and heteronormative educational practices.
Gender-based Violence	Set of discourses, perceptions and patterns of behavior deployed within the university environment where women are mostly attacked, intimidated, harassed, denigrated or subordinated, protected in a highly male-dominated and unequal society. It is observed in systematic and repeated episodes over time, explicit or implicit, where different forms of violence (physical, economic, psychological, verbal, etc.) are exercised against women. This type of behavior seriously violates women's human rights, negatively impacting their quality of life and possibilities of development in the different areas of society.

good of the university community...". (Participant 544), being consistent with what Figueredo, Jiménez-Moya, Paredes and González (2017) have said, who point out that Chilean women continue to face inferior conditions to men in the political and professional fields, revealing that their work outside the home could affect the relationships and links they establish with their children, as well as the dynamics within the university classroom "...When a professor, for example, makes decisions without considering the opinion of the students, just because of his position as a teacher...". (Participant 452), among other factors.

On the other hand, women in the 20-34 age range (corresponding to 45% of the total number of participants) show an open interest in critically reflecting on gender violence "...responds to an unequal relationship in which women suffer the consequences of a highly macho, patriarchal and androcentric society...". (Participant 290), reflected in the high participation shown in front of the study.

This is of interest because it is linked to the reports of the Observatory against Street Harassment in Chile (OCAC), which shows that 76% of the women surveyed reported having suffered some type of sexual harassment in the last year, a figure that rises to 97% in the case of women between 18 and 34 years of age (OCAC Chile, 2015). Therefore, discrimination against women is still very present in society and is shown in a transversal way in different contexts and through diverse practices "...machismo is the main cause of gender violence in universities...". (Participant 490). This contrasts sharply with the proportion of men to women with research jobs, reaching 71% to 29% respectively. In the majority (54) of the 90 countries for which data exist, the presence of women in research ranges from 25% to 45% (Unesco, 2012).

With regard to the various manifestations of violence perceived by participants in the university environment, the study shows that 7070% of those

surveyed stated that they had not witnessed or experienced any form of violence. Specifically, 30% of participants report some manifestation of violence within the university institution "...both verbal, psychological or physical aggression on women or men within the university term...". (Participant 424). Furthermore, it is noted that 18% of the participants declare to have witnessed or experienced episodes of psychological violence "...It is a type of psychological violence exercised against any person or group of persons...this impacts negatively on their identity and social well-being...it can be carried out among professors, among students, students and professors, etc. this means not accepting the other and violating their right to freedom...". (Participant 130), an aspect that acquires relevance in the implementation of effective strategies of approach and critical understanding of this problem. In relation to the above, it is paradoxical that this type of violence is precisely the least researched (Moura et al. 2013), increasing the social and scientific value of this research, providing updated knowledge regarding the identification of relational dynamics, behavioral patterns and factors related to this problem in the local university environment.

On the other hand, when investigating the role or function of the person identified by the participants as a possible causal agent of violence in the university environment, it is observed that 7% would belong to the segment of students "... physical and verbal abuse between peers and students...". (Participant 319), 6% would correspond to the rank of academics "...When a teacher uses his power as a teacher in order to get something from one or one of his students...". (Participant 86) and 2% would be in a managerial position "...Abuse by the institution's managers...". (Participant 344), respectively. However, 83% of the participants did not want to answer this item, declaring themselves as lost values, either because they intentionally omitted the answer or in some cases, they could have referred to people who perform more than one function or role in the institution. This data is difficult to compare with the reality lived by other Chilean Universities, when approaching a present and permanently changing thematic, added to the fact that there are studies (still in design or development) that could enrich or contribute updated figures on who or how violence is

manifested within the university environment "...gender violence is exercised against any person or group of persons, based on their sex or gender, this impacts negatively on their identity and social welfare... If we take this to the university environment, it can be carried out among professors, among students... it means not accepting the other person and violating their right to freedom..." (Participant 130).

Recent research such as that of Schuster, Krahé, Ilabaca and Muñoz-Reyes (2016) has analyzed the prevalence of sexually aggressive behavior in university students, finding that 30% of students would have displayed this type of behavior (Swartout; Swartout; Brennan and White, 2015; Dardis; Murphy; Bill and Gidycz, 2016). Similarly, in Germany the overall prevalence of the perpetration of sexually aggressive behavior in the male population was lower, but still substantial, at 13.2% (Krahé and Berger, 2013). Thus, the rates of perpetration are generally lower for women than for men (D'Abreu, Krahé and Bazón, 2013; Tomaszewska and Krahé, 2018), but it is clear that aggressive sexual behavior is not limited only to men.

Another topic that this study addresses, revolves around the level of knowledge, understanding and dissemination that has reached in the University community, the Policy and Procedure for Reporting Cases linked to episodes of Sexual Harassment, Workplace Harassment "... which refers to when there is psychological damage such as sexual harassment, insults, denigrating comments, etc. and physical damage such as blows, pushing, affecting the integrity of the violent...". (Participant 589) and Arbitrary Discrimination "...A type of discrimination that has no basis, that is carried out in an unfounded manner and that violates the rights of a person in any of the fields due to his/her gender, social, sexual, religious condition, etc..." (Participant 152), noting that 78% of the participants indicated that they did not know this policy in detail, which had a negative impact on the identification, conceptualization, or approach to these episodes, according to current institutional regulations. In this regard, this situation would be related to what was reported by the University of Chile (2018), indicating that the majority of victims do not report, due to ignorance of the procedures, the fear of retaliation or that their career

will be affected, and distrust of university institutions and their research mechanisms.

In short, the qualitative analysis of the speeches given by the participants reveals a pending gender perspective in the university community. That is, despite the fact that women's access to higher education and female participation in the labor force have gradually increased, society is not being able to diminish occupational segregation, wage gaps between men and women, and the unequal distribution of domestic and family work (Parella, 2003; Sandoval-Obando, 2018). On the contrary, women attend to the less qualified, less paid and less valued jobs, showing a scarce presence in management and responsibility positions (Maruani, Rogerat and Torns, 2000).

Conclusions

In conclusion, the findings reflect that gender violence, in addition to being independent of age, social class, culture and academic level, also exists in university contexts (Larena and Molina, 2010), negatively impacting the personal and professional lives of victims, and also those who support them (Puigvert, 2008). For these reasons, this research responds to current demands in Chilean higher education (Ticho, 2015; Sánchez, 2017), and is consistent with the protocols implemented by the MINEDUC with regard to gender equity. Furthermore, it characterizes university androcentrism as that set of socially learned mechanisms and relational dynamics in which the masculine is privileged as a fundamental pillar of society. This historical and social construction perpetuates the invisibility of women and their world, validating the abuse of power, hierarchical asymmetries, discrimination and violence against women, within university space and time.

Finally, and in line with what Saracostti (2006) has said, the incorporation of the gender perspective in higher education sets up a series of new and complex questions for future research that will positively impact on the formative and organizational quality of Chilean universities, hoping that the axes

improvement that are installed, will allow an integrated approach to gender relations, correcting the inequalities that currently exist, promoting democratization processes and justice in society (Buquet, Cooper, Rodríguez, 2010).

Reference list

- Añón, M. (2001). *Igualdad, Diferencias y Desigualdades*. Ciudad de México: Fontamara.
- Bahamonde, M. (2015). La Falsa Concepción de la Acción Positiva a favor de las Mujeres como Medida de Discriminación Directa. *USFQ Law Review - Revista Del Colegio de Jurisprudencia USFQ*, 2(1), 31-56.
- Benería, L. (1981). Reproducción, Producción y División Sexual del Trabajo. *Mientras Tanto*, 6, 47-84.
- Boeije, H. (2010). *Analysis in Qualitative Research*. Londres: SAGE Publications.
- Brennan, K., Clark, C. & Shaver, P. (1998). Self-Report Measurement of Adult Attachment: An Integrative Overview. In J. Simpson & W. Rholes (Eds.), *Attachment Theory and Close Relationships* (pp. 46-76). New York: Guilford Press.
- Buquet, A., Cooper, J. & Rodríguez, H. (2010). *Sistema de Indicadores para la Equidad de Género en Instituciones de Educación Superior*. Ciudad de México: Universidad Nacional Autónoma de México, Programa Universitario de Estudios de Género, Instituto Nacional de las Mujeres.
- Butler, J. (2005). Regulaciones de género. La Ventana. *Revista de Estudios de Género*, (23), 7-35.
- Butler, J. (2011). *El Género en Disputa. El Feminismo y la Subversión de la Identidad*. Madrid: Paidós.
- Casas, J., Repullo, J. & Donado, J. (2003). La Encuesta como Técnica de Investigación. Elaboración de Cuestionarios y Tratamiento Estadístico de los Datos. *Atención Primaria*, 31(8), 527-538.

- ComunidadMujer. (2016). Informe GET. Género, Educación y Trabajo. La Brecha Persistente. Primer Estudio sobre la Desigualdad de Género en el Ciclo de Vida. Una revisión de los últimos 25 años. In: http://www.informeget.cl/wp-content/uploads/2016/04/GET_Cmujer-RE-web-2604-1-1.pdf
- Contreras, P. & Trujillo, M. (2014). Coeducación para la Equidad: A Propósito del Corpus Curricular de la Educación Chilena. Análisis desde una Perspectiva de Género. *Cuestiones de Género, De la Igualdad y la Diferencia*, (9), 29-49
- Contreras, J.; Bott, S.; Guedes, A. & Dartnall, E. (2010). Violencia sexual en Latinoamérica y el Caribe: Análisis de datos secundarios. Iniciativa de Investigación sobre la Violencia Sexual. En: <http://www.clacaidigital.info:8080/handle/123456789/980>
- Corral, C. (2009). Estudio de la Violencia en el Noviazgo en Jóvenes Universitarios/as: Cronicidad, Severidad y Mutualidad de las Conductas Violentas. *Psicopatología Clínica Legal y Forense*, 9(1), 29-48.
- D'Abreu, L.; Krahe, B. & Bazon, M. (2013). Sexual aggression among Brazilian college students: prevalence of victimization and perpetration in men and women. *J. Sex Res.* 50, 795-807.
- Dardis, C.; Murphy, M.; Bill, A. & Gidycz, C. (2016). An investigation of the tenets of social norms theory as they relate to sexually aggressive attitudes and sexual assault perpetration: a comparison of men and their friends. *Psychol. Violence* 6, 163-171.
- Denzin, N. & Lincoln, Y. (2002). The Qualitative Inquiry Reader. El lector de Investigación cualitativa. Forum: Qualitative Social Research, 3(4), Art. 35. En: <http://www.qualitative-research.net/index.php/fqs/article/viewArticle/780/1692>
- Ekore, J. (2012). Gender differences in perception of sexual Harassment Among University Students. *Gender & Behaviour*, 10(1), 4358 - 4369.
- Fernández-González, L., O'Leary, K. & Muñoz-Rivas, M. (2013). We Are Not Joking: Need for Controls in Reports of Dating Violence. *Journal of Interpersonal Violence*, 28(3), 602-620.
- Figuereido, A.; Jiménez-Moya, G.; Paredes, V. y González, A. (2017). Módulo 5: Brechas y actitudes: la desigualdad entre hombres y mujeres y los roles de género. Estudio Longitudinal Social de Chile (ELSOC). Santiago, Chile. in: www.coes.cl/publicaciones
- Flick, U. (2009). An Introduction to Qualitative Research (4th edition) London: SAGE Publications .
- Gill, J. y Johnson, P. (2010). Research Methods for Managers (4th edition) London: SAGE Publications .
- Gómez, P. (2017). Género y Educación Profesional Universitaria. Transformaciones y Continuidades. Thesis for the Master's degree in Sociology. Department of Sociology, Faculty of Social Sciences, Universidad Alberto Hurtado. Print.
- Guzmán, V. (2001). La Institucionalidad de Género en el Estado: Nuevas Perspectivas de Análisis. Santiago de Chile: CepaL / ECLAC.
- Guzmán-González, M.; García, S.; Sandoval, B.; Vásquez, N. & Villagrán, C. (2014). Violencia Psicológica en el Noviazgo en Estudiantes Universitarios Chilenos: Diferencias en el Apego y la Empatía Diádica. *Revista Interamericana de Psicología*, 48(2), 350-358.
- Hernández, M. & Cantín, S. (2009). Estudio de Encuestas. In: <http://biblioteca.iplacex.cl/RCA/Estudio%20de%20encuestas.pdf>
- Jejeebhoy, S., Shah, I., & Thapa, S. (2005). Sex Without Consent: Young People in Developing Countries (Eds.). Londres: Zed Books.
- Johnson, B. & Onwuegbuzie, A. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14-26

- Krahé, B. & Berger, A. (2013). Men and women as perpetrators and victims of sexual aggression in heterosexual and same-sex encounters: a study of first-year college students in Germany. *Aggress. Behav.* 39, 391-404.
- Larena, R. & Molina, S. (2010). Violencia de Género en las Universidades: Investigaciones y Medidas para Prevenirla. Trabajo Social Global. *Revista de Investigaciones en Intervención Social*, 1(2), 202-219.
- Law N° 18.834. Texto Refundido, Coordinado y Sistematizado sobre Estatuto Administrativo. , Diario Oficial de la República de Chile Santiago de Chile (16 de marzo 2005). In: <https://www.leychile.cl/Navegar?idNorma=236392>
- Law N° 20.005. Tipifica y Sanciona el Acoso Sexual. , Diario Oficial de la República de Chile Santiago de Chile (March 18, 2005). En: <https://www.leychile.cl/Navegar?idNorma=236425>
- Law N° 20.066. Ley de Violencia Intrafamiliar. , Diario Oficial de la República de Chile Santiago de Chile (October 7, 2005). En: <https://www.leychile.cl/Navegar?idNorma=242648>
- Law N° 20.370. Ley General de Educación. , Diario Oficial de la República de Chile Santiago de Chile (September 12, 2009). En: <https://www.leychile.cl/Navegar?idNorma=1006043>
- Law N° 20.529. Sistema Nacional de Aseguramiento de la Calidad de la Educación Parvularia, Básica y Media y su Fiscalización. Diario Oficial de la República de Chile, Santiago de Chile (August 27 2011). In: <https://www.leychile.cl/Navegar?idNorma=1028635>
- Law N° 20.845. De Inclusión Escolar que regula la Admisión de los y las Estudiantes, Elimina el Financiamiento Compartido y Prohíbe el Lucro en Establecimientos Educativos que reciben Aportes del Estado. Diario Oficial de la República de Chile, Santiago de Chile (June 8, 2015). In: <https://www.leychile.cl/Navegar?idNorma=1078172>
- Sexual Victimization in College Women in Chile. *International Family Planning*, 33, 168-175. In: <https://doi.org/10.1363/3316807>
- Lewis, S. & Fremouw, W. (2001). Dating violence: A critical review of the Literature. *Clinical Psychology Review*, 21(1), 105-127
- Machinea, J. & Hopenhayn, M. (2005). La Esquiva Equidad en el Desarrollo Latinoamericano. Una Visión Estructural, Una Aproximación Multifacética, Serie Informes y Estudios Especiales 14 . Santiago de Chile: CEPAL.
- Maruani, M., Rogerat, C., & Torns, T. (2000). *Las Nuevas Fronteras de la Desigualdad. Hombres y Mujeres en el Mercado del Trabajo*. Barcelona: Icaria Editorial.
- Ministry of Education (2017). Educación para la Igualdad de Género. Plan 2015 - 2018. In: <https://www.mineduc.cl/wp-content/uploads/sites/19/2017/01/CartillaUEG.pdf>
- Ministry of Education (2018). Datos oficiales de Matrícula 2018 en Educación Superior. Santiago de Chile: MINEDUC. In: https://gallery.mailchimp.com/39350c1a2c6a1c07797b85ded/f/iles/9dfa4076-ac09-4438-b49b57f6a4ec4e99/PPT_MATR%C3%8DCULA_SIES_2018_26062018.pdf
- Mingo, A. (2006). ¿Quién mordió la manzana? Sexo, Origen Social y Desempeño en la Universidad. Ciudad de México: Fondo de Cultura Económica / UNAM.
- Molina, J. (2010). Mixed Methods Research in Strategic Management: Impact and Applications. *Organizational Research Methods*, 15(1), 33-56.
- Moraga-Contreras, C. (2018). Inequidades de Género en Espacios Universitarios. Una Nueva Ola Feminista se Levanta en Chile. *Interciencia*, 43 (7), 465-467.
- Moura, L., Nunes, M., Almeida, A., Basílio, C., Mattos, B., Kimey, J... Castellani, G. (2013). Panorama da Violência entre Parceiros Íntimos: Uma Revisão Crítica da Literatura. *Revista Interamericana de Psicología*, 47(1), 91-100

- Nash, C. (2015). Orientaciones para Enfrentar el Acoso Sexual en la Universidad de Chile. Santiago de Chile: Vicerrectoría de Extensión y Comunicaciones / Oficina de Igualdad de Oportunidades de Género, Universidad de Chile.
- Observatorio contra el Acoso Callejero Chile (2015). ¿Está Chile dispuesto a Sancionar el Acoso Callejero? Estudio de Caracterización y Opinión sobre El acoso Sexual Callejero y sus posibles sanciones. Santiago de Chile: OCAC Chile. In: <http://www.ocac.cl/wp-content/uploads/2015/03/Informe-Encuesta-OCAC-2015.pdf>
- Organización de Estados Americanos (1994). Convención Interamericana para Prevenir, Sancionar y Erradicar la Violencia contra la Mujer. Belem do Para: OEA.
- Organización de las Naciones Unidas [United Nations Organization] (1979). Convención sobre la Eliminación de Todas las Formas de Discriminación contra la Mujer. In: <http://www.un.org/womenwatch/daw/cedaw/text/sconvention.htm>
- Otzen, T. & Manterola, C. (2017). Técnicas de Muestreo sobre una Población a Estudio. *International Journal of Morphology*, 35(1), 227-232. In: <https://dx.doi.org/10.4067/S0717-95022017000100037>
- Parella, S. (2003). Repensando la Participación de las Mujeres en el Desarrollo desde una Perspectiva de Género. Barcelona: Universidad Autónoma de Barcelona, Departamento de Sociología, Paper 69.
- Péloquin, K. & Lafontaine. M. (2010). Measuring Empathy in Couples: Validity and Reliability of the Interpersonal Reactivity Index for Couples. *Journal of Personality Assessment*, 92(2), 146-157.
- Pereira, Z. (2011). Los Diseños de Método Mixto en la Investigación en Educación: Una Experiencia Concreta. *Educare*, 15(1), 15-29.
- United Nations Development Programme (2012). Objetivos de Desarrollo Sostenible. In: <http://www.undp.org/content/undp/es/home/sustainable-development-goals/background.html>
- United Nations Development Programme (2004) El poder: ¿Para qué y Para Quién? Santiago de Chile: Desarrollo Humano en Chile.
- Puigvert, L. (2008). Breaking the silence: The Struggle Against Gender Violence in Universities. *The International Journal of Critical Pedagogy*, 1(1), 1-6.
- Rey-Anacona, C. (2013). Prevalencia y Tipos de Maltrato en el Noviazgo en Adolescentes y Adultos Jóvenes. *Terapia Psicológica*, 31(2), 143-154.
- Robles, P. & Rojas, M. (2015). La validación por juicio de expertos: dos investigaciones cualitativas en Lingüística aplicada. *Revista Nebrija De Lingüística Aplicada a La Enseñanza De Lenguas*, 9(18), 124-139. In: <https://doi.org/10.26378/rnlael918259>
- Rodríguez, E. (2006) El Proceso de Toma de Decisiones Estratégicas en las Universidades Públicas. *Calidad en la Educación*, (24), 49-63.
- Saldivia, C. & Vizcarra, B. (2012). Consumo de Drogas y Violencia en el Noviazgo en Estudiantes Universitarios del Sur de Chile. *Terapia Psicológica*, 2(30), 43-49.
- Sánchez, C. (2017). Campus Violento. Qué Pasa. En: <http://www.quepasa.cl/articulo/actualidad/2017/08/campus-violento.shtml/>
- Sandoval-Obando, E. (2018). Nudos Críticos en torno a la Educación No Sexista: Una Deconstrucción Necesaria para Todxs. Otras Voces en Educación. En: <http://otrasvoceseneducacion.org/archivos/281088>
- Saracostti, M. (2006). Mujeres en la Alta Dirección de Educación Superior: Posibilidades, Tensiones y Nuevas Interrogantes. *Calidad de la Educación*, (25), 243-259.
- Servicio Nacional de la Mujer (2010). Plan de Igualdad entre Mujeres y Hombres 2010 - 2020: para el Chile Bicentenario. Santiago de Chile: SERNAM.

- Schuster, I., Krahe, B., Ilabaca, P. & Muñoz-Reyes, J. (2016). Sexual Aggression Victimization and Perpetration among Male and Female College Students in Chile. *Frontiers in Psychology*, 7, 1-12. In: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5030277/>
- Strauss, A. & Corbin, J. (2002). *Bases de la Investigación Cualitativa. Técnicas y Procedimientos para Desarrollar la Teoría Fundamentada*. Antioquia: Universidad de Antioquia.
- Straus, M., Hamby, S., Boney-McCoy, S. & Sugarman, D. (1996). The Revised Conflict Tactics Scales (CTS2) Development and Preliminary Psychometric Data. *Journal of Family Issues*, 17(3), 283-316.
- Swartout, K., Swartout, A., Brennan, C. & White, J. (2015). Trajectories of male sexual aggression from adolescence through college: a latent class growth analysis. *Aggress. Behav.* 41, 467-477.
- Tabak, F. (2005). Cómo ampliar la Masa Crítica en Ciencia y Tecnología: La Contribución de las Mujeres. En N. Blazquez, y J. Flores (Eds.), *Ciencia, Tecnología y Género en Iberoamérica* (pp. 199-212). Ciudad de México: Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades, UNAM.
- Teddlie, C. & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. Thousand Oaks: Sage.
- Ticho, A. (2015). Las Luchadoras Inspiradoras: El Papel de las Mujeres en los Movimientos Estudiantiles Chilenos. Independent Study Project, 2273. En: https://digitalcollections.sit.edu/isp_collection/2273
- Tjaden, P. & Thoennes, N. (1998). *Prevalence, Incidence, and Consequences of Violence Against Women: Findings from the National Violence Against Women Survey*. Research in Brief. Atlanta: National Institute of Justice; Centers for Disease Control and Prevention (DHHS/PHS).
- Tolan, P., Gorman-Smith & Henry, D. (2006). Family Violence. *Annual Review of Psychology*, 57(1), 557-583.
- Tomaszewska, P. & Krahe, B. (2018). Sexual aggression victimization and perpetration among female and male university students in Poland. *J. Interpers. Violence*. 33(4), 571-594.
- Ugalde, P. (2008). *Análisis Del Sistema Educativo Chileno Desde La Perspectiva de Género año 2005*. Santiago de Chile: Ministerio de Educación, División de Planificación y Presupuesto Departamento de Estudios y Desarrollo.
- Unesco (2012). *Atlas Mundial de la Igualdad de Género en la Educación*. Paris: Harper Collins Publishers.
- Unesco (1960). *Convención relativa a la Lucha contra las Discriminaciones en la Esfera de la Enseñanza*. París: UNESCO. In: http://portal.unesco.org/es/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Universidad de Chile (2018). *Acoso en el Campus: Violencia Sexual en la Universidad de Chile*. Santiago de Chile: Dirección de Igualdad de género, Universidad de Chile. In: <http://www.uchile.cl/portal/presentacion/rectoria/direccion-de-igualdad-de-genero/142828/estudios-y-publicaciones>
- Vera, S. (2011). *Cronología de conflicto: El movimiento estudiantil en Chile, 2011*. *Anuari del Conflicte Social*, 247-251.
- Vizcarra, M. & Póo, A. (2011). *Violencia de Pareja en Estudiantes Universitarios del Sur de Chile*. *Universitas Psychologica*, 10(1), 89-98.
- Yáñez, S. (2004). *La Flexibilidad Laboral como Nuevo Eje de la Producción y la Reproducción*. En R. Todaro y S. Yáñez (Eds.), *El Trabajo se Transforma: Relaciones de Producción y Relaciones de Género* (pp. 35-73). Santiago de Chile: Centro de Estudios de la Mujer.
- Zuñiga, A., Aguilera, D. & Vásquez, A. (2007). *Lejos del Poder: Hacia la Implementación de una Ley de Cuotas en Chile*. *Revista de Derecho*, 20(2), 9-30