

# Addressing Gender Disparities in The Uptake of Science-Related Degree Programmes: Toward A Gender-Responsive Model of Inclusion

## DOCUMENTARY ANALYSIS GUIDE- Rumbidzo Gunduza

*(Policies, practices, stats)*

### I. Policies and practices:

#### 1. Learning environment (General)

Does the university create a conducive learning environment that fosters gender inclusivity?

- Policies (Gender policies, sexual harassment, bullying, a board that monitors GRP practices, and SRC's charter)
- Practices (the SRC's activities for gender inclusion, clubs on offer on campus)

#### 2. Learning environment (in the sciences)

Does the university create a conducive learning environment that fosters gender inclusivity in sciences?

- Policies (gender policy for faculties, code of conduct of staff and students)
- Practices (staff recruitment, staff training in GRP practices)

#### 3. Uptake of sciences

Is the university promoting the uptake of sciences among female students through

- policies? (Enrolment policies e.g., affirmative action, quota system. Incentives like scholarships)
- practices? (Advertisement, promotions e.g., early registration perks, the way they advertise and the means of advertising)

### II. Statistics

Student statistics

- total female population in natural sciences compared to social sciences
- female students vs male students in enrolment into sciences over the years
- female student vs male students in graduation from sciences over the years
- female students vs male students in dropout rates

### Questions WOMEN'S UNIVERSITY IN AFRICA EMPLOYMENT CODE OF CONDUCT

- Does the university create a conducive learning environment that fosters gender inclusivity in sciences?
- Is the university promoting the uptake of sciences among female students through?
- Does the CC allow room for a system of the "role models" be established (where females workers are employed more)
- How does it do so?
- Does it spell out how staff is meant to intentionally encourage the students to do level best

- Does it mention anything about awareness of socialisation issues, gender stereotypes and gender issues?
- Does it inform the staff on proper conduct when it comes to dealing with students?
- Does it make it clear on the punishments involved if breach has happened?
- Does the staff have a clear procedure they can embark on for teaching support? (Psycho-social)

#### QUESTIONS FOR THE SRC CONSTITUTION

- How does the SRC ensure well being of students on campus?
- How much power do they have in the governance system?
- Who is meant to constitute the board?
- Is there a clear feedback mechanism that is there between the SRC and the student body?
- How much impact do they really have on campus in regard to the welfare of learners?
- Any notes on SRC code of conduct?