Lecturer/Faculty rep

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gender, programmes, sciences, policy, students, girls, class, registrar, called, agenda, requirement, university, war, people, suspect, sexual harassment policy, females, find, social sciences, lady

00:00

In this alright. Okay.

00:04

So in to start us off our interview on Twitter have any thoughts on what barriers that are inhibiting gender inclusion in the science education system? And if so, do you mind mentioning a few? This is in general?

00:24

Yeah, I think part of it is culture. For some reason, I view a divide between people who are confident to do science, the gender divide, the ladies are less willing to do science than guys, particularly school here at war. Over the years, I've found that when we go to other areas, it's easier for us to always maintain the error five to 15%. And much easier than it is in the stem side of things. I think it's a cultural issue, to be honest. Yeah.

01:09

Okay, so the next question was about which barriers do you think that you have mentioned apply to, but I think you already picked that up in terms of the gender issue. And you've also stated that the you mentioned also the gender policy, the 1885 to 15. But there's it's also in practice, you were mentioning that some some of it hasn't been necessarily true in the science programmes and the science programmes. Sorry. Again, saying that you stayed up on the policy the 85% to 15% ratio for enrollment on it to say I wanted to ask that for the sciences, for the sciences. How has been the percentages just from your overall assessment?

02:15

Yeah, yeah, that question was very much interrupted several times. Oh, did you

02:25

Alright, um, I was saying I was asking about the gender policy that you mentioned he said that this that 85% to 15% ratio for males to females in enrollment starts asking that in the science faculties when the science programmes how has been the percentages been in reality on the ground? If the percentage has been

02:55

I've done I have not really thoroughly assessed it. But on the screen I actually have a quick list way I can count I'm just going to do a tally up game boy girl boy girl. The first one I've forgotten whether the tender was a boy or girl. But I will say as if the tender was a girl. Bride and Chanel was a girl and gift was a boy. To know him bow was in kill. Edwards was a boy. And Sharon was a girl. And so I can't remember but I think that was a boy's name. And then the only one was actually a girl. Celine was in jail. Gordon was the guy. And Darius was a guy. Darlington was a guy. Alex was a guy. So let me see 1234567123456 I actually think this class was up enough.

04:29

Okay. Is this a BSc class?

04:33

Parent? Yeah, this was a basic class in tech 25 Yes, it was paid off instead of more girls than guys okay. Yeah. Okay, yeah, one of my count it sounds as if we have more boys but I know that that God on guy was was on At last lift by accident, they shouldn't be there. He was on the previous list, and I don't know how he finds himself on this. So they were equal to each other, when we should have more girls than theirs. But this is not generalizable in the sense that this is not our classes. And in this, I am looking at a combined the isn consigns. Okay. But if we go to other areas like social sciences, have my head and mean, just by the inspection, I can tell you more girls. Non management classes, you're going to have more girls.

05:49

Okay. All right, um, is there a code of conduct for stuff, especially for those in the sciences? In regards to me, I guess gender sensitivity.

06:05

Right. There is, one, we discuss it in the last one, which they seem to be working on. Which for for some reason, I think. Since I came here about three, four years ago, I personally was not taken through any gender training. Okay, I was already gender sensitive, because of some of the work I've done. But to be honest, I know that there hasn't been any form of orientation that lecture has been going through, they were just allowing us to go straight into the classroom. These tacit gender thing where everyone just knows that the back of their mind that here certain gender issues, taken this way or that way. So I do not see anything, but there has been some talk recently about wanting to gender sensitise every academic, okay, worker in particular. Okay.

07:28

And so are there any policies that are there currently that are promoting the optical sciences? But the agenda that is that seems to be, I guess, less in the sciences? So for example, for the females, are there any policies in particular that are promoting the uptick in sciences? That was when carrying out?

07:57

A lot of you, you simply say it by the agenda that seems to be and if I hit you, again, on that,

08:07

saying that at any policies that promote the uptake of sciences, even, especially for the female students?

08:16

Oh, no, not as a policy to be honest, because what I know, is we just don't say, as a matter of policy, we want females or what, there is just a general 85 to 15%, which cuts across every programming war. Okay. Yeah. But again, it then conflicts with another policy issue in terms of our viability as a private university, we try to say, we don't want a class that is less than 12 students because we will suffer viability issues. And sometimes to catch that. Don't be surprised we may end up wanting to, to recruit more guys for the sake of filling those numbers. And you must realise that STEM is one difficult area to find students, very few students go for, or let me say fewer students go for STEM than other subjects at a level. Yes. As a result, as a result, you tend to find that those few are what we compete for is all universities in the country. Those that are at the lowest levels of the food chain will not be as attractive as the ones that are higher. So All because of that we find ourselves struggling to achieve our numbers. And I have not really experienced it in that physical sense, but I suspect one day should we find ourselves facing that challenge? We may have to just take more guys than girls.

10:23

Okay. But we can continue.

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Yeah, that is not to say we have not had STEM classes that had more girls than guys. I remember a class where I only one boy for the various more plus though I suspect

11:00

Okay, so

11:08

hello,

11:09

yes, I can hear you No.

11:13

All right, I think our network which is going up and down, was saying, I've taught a class where I had more girls than boys. All right. And the literally one guy was in that class. And I do not, I would not know how the class started. Remember, when when you start a class in intake? You you have some dropouts along the way, for several reasons. By the time you reach your final year, you probably don't have that many of either gender, by the gender distribution may be disturbed by issues that are not to do with the recruitment. Okay. So that's why I'm saying it's difficult for me to judge on the basis of the classes I teach. I've never taught first years.

12:17

Okay. All right. So what what do you think was currently doing in terms of promoting sciences? He mentioned that there's not necessarily like a policy, but like, what are the actions is the university taking to also, you know, encourage people to take up sciences or to put them to put the university you know, out there for people to know that there are certain programmes that who is offering and the requirements that they have.

12:59

I would say literally, we have we've developed the design side a lot. Remember when we were started, it had no science at all.

13:22

Hello, talk I think your network just dropped again.

13:26

near you.

13:28

Okay, I Yep. Back. You can continue.

13:33

Yeah, I'm saying when we were started, it did not have him. So there was when I came, I found that there was already a strategy to build a Faculty of Sciences. And this probably I suspect resonated with the time when the Jonathan Moyo dispensation wanted the scientists to grow so they started sponsoring even undergraduate sorry, a level students to study scientists. Yes. And there were free scholarships for students just.

14:33

There are three scholarships for students to

14:37

study scientists at the same time.

14:52

I can go on to bed. Maybe let me connect with my With my computer rather than my phone

15:04

okay because I can see that the phone is seeming to be problematic

15:18

I do that you get new Do you know the meeting ID of your head

15:28

seven three to 674-467-4464 Where is that number again? 3595 and let's see where

15:55

let's see what the

16:05

Okay, so I was saying the the was definitely a strategic build the scientists. And my strong suspicion is it was part of the national strategy. And I think when I came I introduced the Department of Sciences of the Department of of technology, which is bad Come on, I'm missing the proper name of it. It's which is the the one with computers and information systems. Oh, God, this won't be right. This my mother's name. Really? Yeah, but why not? Okay. So, I'm connecting, I think I'll end up needing to cut this one moment, this one is connected. Alright, once we live for the call, it will never move nasty feedback. So that's the policy, which is by and large could just be easily described is is in strategy within the organisation rather than in policy. recording in progress now I'm having to cut the This one must.

17:50

Alright, mute yourself.

17:54

Let's go for it.

17:56

Okay, thank you. Is it still deep? Do you know if it's still going on the this policy and achieve funders students to take up sciences? Do you think it's still going on? Small

18:09

on a goal? It's all going but I can tell you that we are on our way to build a real Faculty of Sciences rather than department.

18:19

Oh, I see. Okay, so

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we now have a department but we're going forward to to have a proper if county

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All right. Okay, so when it comes to staff development, I know you mentioned that there isn't any orientation per se that the staff that you are recruiting are going through but is there any Okay, I think maybe I just you might have already touched on that question. Alright. So, let me just ask about the issue about academic programme planning and design all right, is there a requirement for gender to be included in all programmes at war?

19:15

Exactly. There is certainly

19:19

yes, okay. And every

19:22

every, every every degree programme is informed by what is called the minimum body of knowledge or minimum body of knowledge is the courses that you must teach as part of any degree programme prescribed by the Public Council for Higher Education. And you are left with the free 80% which you can put whatever you want Okay, in addition to what is prescribed for you, so, what we put is gender and entrepreneurship that is mandatory for every course. So, that is part of our one this we are trying to promote intrapreneurs almost

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so far from the migrating Alright, really? Yes. Now can you

20:41

connect external mic?

20:44

Well, this one is okay. I can hear you clearly.

20:47

Yeah, but I think now I have an external mic. Okay. Did not go off? Lighting up? Yeah, now it's flickering. Okay. Well, okay, fine. Go ahead.

21:09

And is there an agenda equality goals and objectives included in programme designs? In the sciences? Like, are they when it comes to the IQ programme designs for your science programmes? Do you include any, like gender? inclusiveness aspects?

21:35

No, as I said, we actually have the particular gender studies as a module. Everyone at war takes so that that aspect is going to get us sensitised every student who studied at work, then the thing that I'm not sure about is whether programme development being done by individuals is going to have some gender sensitivity. I am not sure about that. But that being a one ish, it's something that I think we probably need to do. And I have I've developed some programmes and in areas that I wasn't really maybe case studies where I would probably concentrate on your boss is interested in doing this. And then I say she is rather than he is, I did not really witness any such thing as a requirement that is given by the university. Okay, so they probably may not be, but I am not one of the pioneers of war. I mean, a new Beard who are, to some extent, getting to be a bit older. But to be honest, I have not seen any requirement for that. I can't say it's not there. Although everyone has got this thing, and they're in the back of their mind. Generally. That game of the university. All right, I

24:00

see. I guess this was going to tie no meanings. My other question, which was going to be about Bucha is the agenda needs assessment to ensure participants, participation of males and females. In the sciences, so gender needs assessment. So making sure that okay, when there's participation in the class, it is maximum participation from both ends and parties, not just necessarily mostly one particular agenda that's doing most of the participation.

24:39

Right. But that you will find that in general, there's always this thing which is like a tacit, you know, you have got explicit in tacit things universal When we organising ourselves in whatever we do at war, we almost always say women we are the ones we must be in front of of all this. But when we come to the class and is people who are teaching people who are conducting lessons, I think it boils down to the individual lecture, because once again, I did not see any such requirement being given. While I you, you do not see that requirements being given, but my assumption is if you have more girls than boys, eventually, you will find that the girls will assume some dominance. But I will say for instance, I've only had one class rep was not a girl. Okay, it's just once otherwise, all the time, the NBA or the class representatives have always been girls in my classes. And I teach the Tim flavour of Business Studies, which is a business and E commerce. And otherwise, I teach the it. But I've always seen ladies in leadership, but the requirement which says, lectures, encouraged to strike a balance between the genders. I have not seen it written anyway. But I will have to look at the manuals, the the orientation manual was, like I said, there isn't any orientation processes going on at the moment. But there has been, they definitely is agenda policy. Right. Okay, so I don't know what whether anyone shared the gender policy with you.

27:11

I'm yet to get the hard copy that in half the soft copy, and the one that I'm going to get to the soft copies the sexual harassment policy, and then the gender policy because as I talked to the Pro Vice Chancellor, she has equity, it's more of like a draft, or my satiates, a associate, like a finalised item, but she said that she can send me the sexual harassment policy in particular. So yeah.

27:48

Yeah, yeah. Because I'm trying to open the repository of, of the policies that I have. Although,

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if you can send me any soft copies that you have. I'm not sure

28:05

if that is going to be there. I'm trying to open things that I put together myself out wanting to you. Oh, I'm may not have that. But I can look. That's okay. Find it?

28:28

All right. Oh, well, I'm sorry. I think this has basically been most of our questions, because some of the things you were also answering challenge Lacombe at in terms of the things that I wanted to ask. So thank you so much. The only things that I wanted to ask were, where can I get some of these statistics in terms of those who are taking AP science programmes versus those who are taking AP social sciences? And things like retention and completion ratios for the programmes? Yeah.

29:11

To mean, it's not something that needs serious calculations, because how do you do that?

29:20

Even if it's not necessarily already calculated, but something I can calculate on my own. So it's really like being able to get okay, if total students who have taken up social sciences, maybe it can be from a certain year like 2019 from now. And then or the actual calculations, I'm very much willing to do that on myself by myself. It's just the data that I need, at least the basic data,

29:52

ways of doing it, which are simple to do to succeed in doing that. The easiest way is to come to a department called register called admissions and other Demick registry. Okay, admissions can tell you how many students were recruited last year. And it can tell you by the time they should be graduating how many of them graduated. So if you take a script of proceedings or something for graduations record for graduates and you compare it with three years ago when these students joined the University should be able to say due to to come up with those statistics. Okay. Yeah, you'll be you'll be saying When did we get when did we employ come on when did we recruit students who are graduating this year and then you go to that same year and then you say

31:12

how many of them in terms of gender distribution do we have now? Okay, I think you may get humid, humid, humid, you may sort of extrapolate on your own that way.

31:28

Okay. Does academic registry fall under senior registrar?

31:35

It will be it will fall under under the registrar yourself, the registrar would be

31:48

the lady called Barbara.

31:51

No, Barbara is Senior Assistant registrar. Is it supposed to you know, there is let me find the proper way of putting it. You will find that in a university and the the the registrar you have people who are called senior citizen registrar, one responsible for Academic Affairs, the other one responsible for HR. In some of them actually. administrators were like, okay, yeah, no, no, I'm being called to leave some of them. So, a senior system registrar is poor. In IT administrators, so if Barbara is a Senior Assistant pa have the is that

32:58

is that she is what

33:01

is senior officer, okay. of the university is different from the junior ones who have just joined. Okay. That's all that means. So don't take it. Seriously. There is a lady called Mrs. Ole who is in charge of, of the recruitment of students the admissions. Then there is Mrs. Mrs. Marissa, this is Marissa is in charge of both admissions and registrar and the registration and exams. And also the when the graduation takes place, she actually knows. She's in charge of how many numbers have graduated? What are the statistics? Students that if queries that queries of academic nature, she's the one who handles that department fully. So if you to work with those, those two people, they should be able to say what number of people graduated in what year? What? Okay, then when you find that out, then you can say, well, it was 5045 It was 8515. And then by the time they graduated, with the numbers still the same then you can calculate directly.

34:40

All right, that's okay. So thank you.

34:47

Alright, so let me rush on being cold all right. Thank

35:03

you so much for the meeting with me, and if everything else that I'll need or just let you know.

35:13

Alright, but by the way, I am not the agenda experts and I suspect you would have needed to talk to people who are gender experts who may not be stem experts because because the trouble with talking to me as a stem expert alone while I'm not a gender expert, is you know there are certain things certain aspects of gender that you will find from people like this lady called Muslim lady called Dr. Linda knight or Hello and welcome. I was like gym experts to give you a very solid theme on gender Yeah, because I'm thinking you can't find the holistic picture for everyone. Okay. You

36:31

know, right, it's okay.

36:34

So, let me go just Alright, bye. Thank you. Bye