

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



GUIDELINES FOR MAINSTREAMING GENDER IN STAFF RECRUITMENT, RETENTION AND PROMOTION

April, 2023

FOREWORD

Mbeya University of Science and Technology (MUST) is a Public Institution established through the Universities Act No. 7 of 2005 and the Charter of Mbeya University of Science and Technology of 2013 aiming at becoming the leading Centre of excellence for knowledge, skills, and applied education in science and technology through training, research and consultancy.

A number of Acts, Policies, and Regulations have been formulated to make the Universities achieve their goals. These include the Public Service Act, Employment and Labour Relations Act, National Recruitment Policy, *Mwongozo kuhusu Masuala ya Ajira katika Utumishi wa Umma*, and the Standing Orders for Public Servants which have come up with new targets on good practices on acquiring and retaining human resources at workplaces.

The Ministry responsible for Community Development, Gender, Women, and Special Groups (MCDGWSG) has the mandate to oversee the development and implementation of public policies and coordinate programmes about gender issues.

In the same spirit, currently, MUST has revised a Gender Policy (2023) that guides gender mainstreaming in all core functions of the University on academic, research, consultancy, and community outreach services for sustainable development.

The Gender Policy aims at strengthening MUST capacity to effectively fulfill its Vision and Mission in training, research, and provision of consulting services with a gender perspective. The success in achieving the objectives of this Policy is the responsibility of all actors at the University. However, decision-making bodies at various levels had a vital role in policy implementation.

The development of the Gender Policy implementation guidelines could not have been a success without the contribution of different stakeholders within the MUST community. Staff, students, and other MUST community

members have all played a great role by providing information, advice, and opinions to help create comprehensive Gender Policy implementation Guidelines for the MUST community.

It is hoped that the guidelines will go a long way in addressing and providing direction and guidance on all gender-related issues at MUST.

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Vice-Chancellor

Mbeya University of Science and Technology

April, 2023

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LIST OF ABBREVIATIONS AND ACRONYMS

DAHRM	Director of Administration and Human Resources Management
DVC-ARC	Deputy Vice Chancellor-Academic Research and Consultancy
DVC-PFA	Deputy Vice Chancellor-Planning Finance and Administration
GBV	Gender-Based Violence
HoD	Head of Department
M&E	Monitoring and Evaluation
MIST	Mbeya Institute of Science and Technology
MUST	Mbeya University of Science and Technology
MUSTSO	Mbeya University of Science and Technology Students Organization
STEM	Science, Technology Engineering and Mathematics
VC	Vice Chancellor

DEFINITION OF KEY TERMS AND CONCEPTS

In this Guidelines, unless the context otherwise requires-

“Academic Staff” means the professors, lecturers, tutorial assistants, and research fellows who are employed by the University, whether on a fulltime or part-time, permanent or temporary;

“Administrative Staff” means the persons who are employed by the University and are determined by the University Council to be members of the Administrative Staff;

“Employment” means the process of hiring or an agreement between an employer and an employee that the employee will provide certain services in return for salary payment or an hourly wage;

“Gender” means the social and cultural relations, and interaction between men and women in development;

“Sex” means a biological difference between men and women;

“Gender Mainstreaming” means a process that recognizes and addresses gender gaps in an organization and ensures that gender needs are incorporated into the organization’s operations, processes, and systems;

“Gender Awareness” means the situation whereby an individual or a society becomes conscious that individuals or societies are not homogeneous units; It also refers to gender-sensitive attitudes and commitment in effecting changes to uplift the disadvantaged sex;

“Gender Equity” means a quantitative measure referring to a process in which both men and women access an organization’s resources, opportunities, benefits, and obligations with a view to gender equality;

“Gender Equality” means a situation in which men and women enjoy equal rights, opportunities, privileges, and resources in an organization/community;

“Gender Gaps” means a gap occurs when there is a discriminative action in resources, roles, activities allocation, and decision-making between male and female gender;

“Gender Balance” means a situation whereby male and female members of an organization or community are given an equal opportunity to enjoy the resources, and responsibilities as well as participate in planning and decision-making;

“Gender Blind” means ignoring or failing to address the gender dimensions;

“Gender Sensitization” means a process of making individuals, society/organization to recognize that socio-cultural relationships between men and women in society are socially constructed for the benefit of all groups;

“Gender-based Violence” means an umbrella term for any harmful act that is perpetrated against a person’s will, and that is based on socially ascribed (gender) differences between males and females;

“GBV Clubs” means a group of students/staff formed for the purpose of advocating GBV issues within the MUST community;

“MUST community” means staff, students, service providers, and MUST residents;

“Peer educator” means a staff/student who provides education to the University community on GBV issues;

“Sex Disaggregated Data” means collected, analyzed, and presented quantitative data based on male and female criteria;

“Sexual harassment” means any unwelcome, usually repeated, and unreciprocated sexual advance; unsolicited sexual attention; demand for sexual access or favors; sexual innuendo or other verbal or physical conduct of a sexual nature; and display of pornographic material when it interferes with work is made a condition of

employment or creates an intimidating, hostile, or offensive work environment; and

“Recruiting” means a process of generating a pool of qualified applicants for organizational jobs;

1.0 INTRODUCTION

1.1. Background

Mbeya University of Science and Technology (MUST) is a result of the transformation of the Mbeya Institute of Science and Technology (MIST) through the Universities Act No. 7 (2005) and Charter of Mbeya University of Science and Technology (2013). The Universities Act requires Universities to draft Charters and have them approved as a condition for providing University Education. In compliance with the requirements of the Universities Act, Mbeya University of Science and Technology has been established through part II, Section 3(1) of the Mbeya University of Science and Technology Charter, (2013).

1.2. Vision

The Vision of Mbeya University of Science and Technology is to become the leading centre of excellence for knowledge, skills, and applied education in science and technology.

1.3. Mission

The Mission of Mbeya University of Science and Technology is to develop academically, technologically, and socially competent students, staff, and other stakeholders who will be responsive to the broader needs and challenges of the society specified through the following objectives;

- (i) Facilitating appropriate tuition, practical training, and support according to the needs of students and other customers.
- (ii) Encouraging staff commitment to quality education and services including research, consultancy, and innovation;
- (iii) Fostering lifelong learning, honesty, and responsibility
- (iv) Promoting an environment conducive to human development; and
- (v) Promoting effective entrepreneurship and usage of appropriate technology that meets national and international needs and

standards through skills and practical-oriented training, research, and consultancy.

1.4. Strategic Mandate

Strategic mandate of the University is derived from the phrase “Science and Technology” in its name. This mandate is to provide tertiary and higher education, promote technology development, undertake research and consultancy, disseminate knowledge, and foster relationships with other agencies for the development of the nation.

1.5. MUST Motto

Endeavouring to lead in Science and Technology.

1.6. Directorate of Gender Studies

The Directorate started in 2021. The core function of the directorate is to advise and cross-check the gender issues in all University subsystems including staff recruitment, appointments, promotion, community outreach activities, research and consultancy, and academic programmes. The advising and cross-checking is done to ensure gender compliance with the Gender Policy formulated in 2018 and reviewed in 2023, national and international standards.

1.7. The goal of the Guidelines

The overall goal of these guidelines is to establish and set equitably guiding practices in staff recruitment, appointments, and promotion processes.

1.8. Objectives of the Guidelines

The Guidelines aim at achieving the following objectives:

- (i) Set minimum criteria for staff recruitment, appointments, and promotion processes;
- (ii) Provide gender sensitivity in all areas pertaining to human resources recruitment and development;

- (iii) Establish tools for monitoring the implementation of the Gender Policy in the areas of staff recruitment, appointments, and promotion; and
- (iv) Provide responsibilities for several organs and offices in implementing Gender Policy.

1.9. Situational analysis

Developing and maintaining gender-responsive community is one of the challenges facing many Universities/Institutes/Colleges in Tanzania. The phenomenon has been the result of several barriers including organizational culture, social backgrounds, workplace diversity and less enrolment and completion rate from Universities, and unfair playgrounds during recruitment processes. Despite the efforts made by MUST in promoting gender equality, the gap still exists. The disadvantageous group has been facing some challenges including a low rate of applicants during recruitment and ultimately low number of female staff at workplaces. Low number has some impacts to promotion as well as retention programmes. With that regard, it is of paramount importance to have in place gender-sensitive policy guidelines for staff recruitment, promotion and retention at the University.

1.10. Justification

The existing gap in the ratio of male and female staff at MUST, there has been a need to promote the number of female staff. Lack of guidance and procedures on promoting gender-sensitive in recruitment, promotion, and retention is another area that needs to be addressed.

The trend has shown low level of female staff participation in decision-making bodies among other factors is contributed by the organizational culture. Female staff fear to show up on occasions when openings are available.

In this regard, it is important to have policy guidelines to address the existing challenges and provide procedures in staff recruitment, promotion and retention processes to enhance the equality community.

2.0. PRINCIPLES AND PROCEDURES

2.1 Introduction

The Director for Gender Studies (DGS) has the responsibility to monitor the provision of facilities and equipment to staff and students with special needs and disabilities through the Special Needs Coordinator. The Special Needs Coordinator among other duties is responsible to coordinate and implement the effective management of services, facilities, and equipment at acceptable standards.

In order to assist the Centre for Gender Studies, the following systems and tools shall be used;

2.2. Systems

- (i) Staff Recruitment System;
- (ii) Human Capital Information System (Lawson);
- (iii) Staff Training and Development System;
- (iv) Staff Promotion System;
- (v) Leadership Searching System; and
- (vi) Institutional Succession Plan.

2.3. Tools

The following forms will be used in monitoring issues relating to staff recruitment, promotion, and retention processes:

- (i) GS-ERR-01: Monitoring and gathering information on recruitment, selection, and hiring. The Form to be filled by the applicant and new employee staff
- (ii) GS-ERR-02: Monitoring and gathering information on Training and Development. The Form to be filled by staff
- (iii) GS-ERR-03: Monitoring and gathering information on Promotion. The Form to be filled by staff
- (iv) GS-ERR-04: Monitoring and gathering information on university status in promoting or limiting the retention of employees. The Form to be filled by staff

- (v) GS-ERR-5: General Logic model for awareness-raising measures (Employment seminars, workshops) for university staff. To be filled by CGS as a post follow-up outcome.

3.0 MONITORING AND EVALUATION

The following are key factors in Monitoring and Evaluation of gender-responsive for Recruitment, Retention, and Promotion.

3.1. Recruitment

3.1.1. Review Human Resources Processes

University's success in creating gender diversity in the workplace depends on fair and unbiased Human Resource systems, through a review of HR policies and practices in the following areas: recruitment, screening, selection, training, and development; promotion and succession; and retention and termination. To ensure mentioned issues, the following parameters will be monitored and evaluated:

- (i) Number of advertised jobs (differentiated by the type of jobs, qualification level, etc.);
- (ii) Standard interview formats, committees involved, and process reports.
- (iii) Percentage of staff by sex and level of education;
- (iv) Number of newly appointed staff by gender;
- (v) Criteria checklist for appointments;
- (vi) Staff development procedures; checklist criteria for training, percentage of teachers who receive training on gender issues.
- (vii) Percentage of education leaders and managers by sex and level of education;
- (viii) Developed human resource plan with a gender perspective;
- (ix) Percentages of staff leaving the organisation; and
- (x) Gender-segregated data collection for several stages of the appointment procedure.

3.1.2. Creating Gender-Responsive Job Posting

Internally evaluating roles during a discovery stage of the recruitment process to help create gender-neutral job descriptions and anticipate how potential applicants perceive roles is vital for gender-sensitive recruitment process. To ensure this, the following shall be monitored and evaluated:

- (i) Share job advertisements that are gender-sensitive;
- (ii) Number of training courses/workshops offered;
- (iii) Number of male and female participants per training course/workshop;
- (iv) Gender-segregated data collection for several stages of the appointment procedure;
- (v) Encouraging female applicants to apply for the job advertised positions;
- (vi) Encouraging female gender-responsive interns; and
- (vii) Proper application of recruitment policies and laws.

3.2. Training and Development

Training and career development are extremely important to individual employees and the organization as a whole. Training and development programmes at University include but are not limited to; on-the-job, out-of-the-job training, leaves for studies, and other types of training. A review checklist to determine gender inclusivity in training and development is needed. The following will be used to monitor and evaluate staff training and development programmes;

- (i) Staff awareness programmes on training opportunities;
- (ii) Creation of gender-responsive budget for staff training schemes;
- (iii) Staff succession plan based on gender;
- (iv) Staff awareness on criteria for training and development; and
- (v) Awareness creation to leaders of all levels on gender equality and diversity targets.

Ensure leaders' involvement and responsibility during recruitment, retention, and promotion processes.

3.3. Retention and Termination

University provides significant investment to the new employees. Their retention is a critically important issue for the sustainability and accomplishment of the institution. Research indicates that it costs roughly four times as much to recruit and train replacement staff as it does to provide optimal conditions for the job satisfaction of existing personnel. A supportive and flexible workplace University culture can significantly reduce the labour turnover rate and enhance the morale, loyalty, and engagement of existing employees which in turn, has a positive impact on productivity. The following will be adhered to ensure staff retention:

- (i) Determine the influence of the University's policies and practices on promoting the retention of employees;
- (ii) Promotion of gender-responsive training and development programmes;
- (iii) Promote proper performance assessment and reward systems that are acceptable to staff and management;
- (iv) Ensuring proportionate of women in University leadership positions;
- (v) Refrain from all forms of harassment and intimidation;
- (vi) Developing an effective communication system that allows a smooth flow of information;
- (vii) Employing a friendly leadership style that promotes a superior-subordinate friendly working environment;
- (viii) Provide staff participation in the planning and execution of institutional objectives; and
- (ix) Gather information regarding women's economic participation status in the labour market (both formal and informal), and the gender gap in wages and employment conditions.

3.4. Hire and Promote Women into Management Positions

Women are less likely percentage than men to be promoted from entry-level to management positions. One particular barrier revolves around parental upbringing that promotes males. In some cases, women often feel overlooked for promotions, excluded from mentorship opportunities, or find barriers to

re-entering the workforce. MUST is committed to ensuring the creation of equal opportunities community for both men and women in all matters pertaining to its workforce. This will be done by;

- (i) Ensuring equality in the appointment of leaders;
- (ii) Hire staff based on criteria set in employment schemes, laws, and procedures;
- (iii) Narrowing the gender gap exists in the number of male and female staff;
- (iv) Create gender-responsive training and development opportunities; and
- (v) Establish the database for female succession plan.

4.0 RESPONSIBILITIES IN MONITORING AND EVALUATION

4.1 Top Management Team

The top Management team consists of the Vice Chancellor, Deputy Vice-Chancellor of Academic, Research, and Consultancy (DVC-ARC) as well as Deputy Vice-Chancellor of Planning, Finance, and Administration (DVC-PFA). They have a role to play in monitoring and evaluating the management of human resources at the workplace through close follow-up and decision-making on reported workforce issues. To report to the Senate and Council on issues related to recruitment, promotion, and retention of human resources.

4.1.1 Vice Chancellor

- (i) As the Chief Executive Officer of the University, he/she is responsible for day-to-day gender assurance activities;
- (ii) Ensure short-, medium- and long-term implementation of gender programmes;
- (iii) Ensure gender balance is achieved in decision-making positions;
- (iv) Approve financial and other resources for the implementation of the policy; and
- (v) Ensure University needs to be place where discriminatory gender roles are challenged and revisited.

4.1.2 Deputy Vice Chancellor-Academic Research and Consultancy

- (i) Ensures that qualified academic staff are employed, developed, and capacity-building based on gender related programmes;
- (ii) Appoint a task force to accomplish various gender tasks related to programme, curriculum and others;
- (iii) Lead coordination of the gender policy and guidelines implementation strategies;
- (iv) Evaluate with gender perspectives the current progress of academics and recommend future programmes (i.e., enrollment, retention, recruitment, and completion);
- (v) Recommend approval of appropriate gender responsive budgets;
- (vi) Ensure the operationalization of the work plan;
- (vii) Coordinate and establish gender-responsive academic programmes;
- (viii) Oversee admission processes that are gender-responsive;
- (ix) Plan and oversee the preparation gender responsive and related activities for sensitization in other education settings like secondary schools;
- (x) Ensure and oversee gender-responsive research and consultancy activities at the University.
- (xi) Translate the Gender Policy into implementable action plans.
- (xii) Coordinate, monitor, and evaluate all gender-related activities within the University.

4.1.3 Deputy Vice Chancellor-Planning, Finance and Administration

- (i) Mobilize and allocate resources for the implementation of the Gender Policy Guidelines;
- (ii) Handles all financial matters for required activities, materials, and facilities;

- (iii) Recommend gender-responsive budgets for the implementation of the Gender Policy Guidelines; and
- (iv) Ensure the design of construction of gender-responsive infrastructures.

4.2 Directorate of Gender Studies

- (i) Check that teaching-learning processes, learning materials, related activities such as sports, cultural activities, choice of subjects, and access to infrastructure are gender just.
- (ii) Audit, report, and advise Top Management on gender issues related to the university activities and programmes;
- (iii) Compile various gender reports from Stakeholders, Stakeholders' reports, evaluation form results, and propose a way forward;
- (iv) Conduct various research and statistics on gender and make all statistics gender-sensitive to identify differences between the genders.
- (v) Check on capacity building, coordinate, prepare, and facilitate seminars and training related to gender issues;
- (vi) Provide gender services, pre-advocacy services, and recommend measures;
- (vii) To promote the concept of gender equality and look at all the University activities from a gender lens;
- (viii) Prepare work plan as per developed policy and guidelines;
- (ix) Provide long and short courses on gender-related gender-related issues;
- (x) Establish network linkages with other stakeholders;
- (xi) Ensure a gender-sensitive choice of images when preparing any public relations materials within University;
- (xii) Realize the importance of developing gender responsiveness of the University towards the needs of women and men and transgender staff and students; and
- (xiii) Check gender compliance on national and international standards.

4.3 Principals and Directors

The role of Principals and Directors in making colleges and directorate gender-sensitive are:

- (i) Act as a central role in the college and directorate in establishing a gender-responsive environment.
- (ii) Understand what is happening in the college and take a proactive role in bringing about positive change;
- (iii) Be role models and gender champions for gender equality; and
- (iv) Promote gender equality and be seen to practise it through education.

4.5 Head of Departments

- (i) Take a lead in promoting gender equality within the department;
- (ii) Discusses with staff the importance of making gender-responsive curricula;
- (iii) Where possible, embedding gender equality in the curriculum and teaching and learning materials;
- (iv) Observe lecturers as a way of helping to improve gender practice;
- (v) Observe gender during staff requisitions; and
- (vi) Advise Principals and directors in all gender matters.

4.6 Course Facilitators

This includes module masters, lecturers, instructors, or tutors. They are experts responsible for facilitating teachings, preparing teaching materials, and marking exams. Their responsibilities are to:

- (i) Understand the number and ratio of male and female students and those with disabilities and gender sensitive nature within a class or during project supervision;
- (ii) Ensure teaching and learning materials used in the University portray men and women of varying socio-economic, ethnic and religious backgrounds, including those with disabilities, with equal prominence, potential and respect;

- (iii) Prepare course outline or study guide, assessment plan, and teaching materials such as notes/practicals for the module/subject and ensure materials are readable to everyone during delivery;
- (iv) Prepare, arrange and plan lecture rooms and lessons so that male and women students and those with disabilities are given equal opportunities to participate and learn;
- (v) Guide students with or without disabilities in their area of specialisation and projects;
- (vi) Where possible, sensitise in the right perspective way all issues related to gender within their modules; and
- (vii) Be a good example and act as role model for gender equality in University and in the community.

5.0. PARAMETERS TO BE MONITORED

In order monitoring of gender-responsive in recruitment, retention, and promotion to take place, it needs GS-ERP 1-6 Forms to be filled out to facilitate evaluation and data analysis in relation to the following:

- (i) Recruitment and selection processes;
- (ii) Staff Training and Development practices;
- (iii) Staff Promotion process; and
- (iv) Staff Retention practices.

5.1. Indicators for Monitoring

The following will be regarded as evidence for monitoring and evaluation of recruitment, promotion, and retention of staff:

- (a) Existing documents stipulating institutional commitments on recruitment and leadership based on gender equality;
- (b) Leadership appointments and roles. To provide a conceptual picture of gender diversity at all management levels;
- (c) Evaluation of leadership positions in existing labour unions and Committees;
- (d) Employment statistics to determine gender representations in;

- (i) Recruitment and Selection processes - determine applied applicants and the successes rate by gender;
 - (ii) Review of exit interviews sessions;
 - (iii) Analyse language and imagery of marketing materials such as website and newsletters job advertising to examine the existence of any negative stereotypes; and
 - (iv) Review of reported staff reports after the selection process.
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- (e) Availability of gender-sensitive Human Resources reports;
 - (f) Existence of transparent Staff Training and Development schedules;
 - (g) Establishment of transparent Staff Promotions plan; and
 - (h) Existence and applicable University incentive and well-being schemes.

5.2. Monitoring Tools

Staff recruitment, promotion, and retention procedures and practices will be monitored and evaluated through the use of a checklist and other tools as indicated in Appendices by filling out the Forms (GS-ERR-01 - 05). The collected data will be analyzed and a written report will be presented as findings to the Committee or Management as feedback. Committee recommendations will be presented to the Management for action.

6.0. APPENDICES

FORM NO. GS-ERR-01

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE FOR GENDER STUDIES

Monitoring recruitment, selection, and hiring Processes

To be filled by the applicant and new employee staff

Sex:

- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help the University to improve the effectiveness of the recruitment, selection, and hiring processes.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
Fair distribution of women and men hired for internal and external job vacancies					
Advertising methods use to promote the institution's vision on gender diverse workforce and are explicitly gender inclusive.					
Job opportunities are well-advertised throughout the University.					
Advertising methods promote the institution's vision on respect human dignity and an inclusive workforce.					
The use of electronic job posting vacancies increases overseas applications					
Recruitment methods draw on a variety of approaches to ensure a diverse applicant pool including outreach to local advocacy organizations.					
University's recruitment practices are inclusive of women and sensitive to cultural differences and languages.					
University's job advertisements clearly outline essential job requirements					
When screening applications, the University takes into consideration potential career gaps existing.					
Skills gained from volunteer and former work are valued in the organization's hiring processes.					
To ensure fair and unbiased hiring, the university avoids the use of gender					

stereotypes.					
The university has a diverse panel of interviewers so all candidates feel welcome.					
The university interview questions have been carefully reviewed for inherent biases and stereotypes.					
The university has a standard process for assessing all interview questions to support the choice of a particular candidate.					
Employee selection processes are transparent. The criteria for employee selection are available and accessible to everyone.					
TOTAL SCORE					

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE FOR GENDER STUDIES

Monitoring Staff's Training and Development

To be filled by staff

Sex:

- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help the University to improve the effectiveness of the training and development programmes.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
The University keeps records of participation by gender at training events.					
Staff training needs originate from performance management tools.					
All staff receive the same training that is relevant to their jobs					
HR personnel are trained to support female and male employees during training					
The university has addressed accessibility and timeframes for training sites.					
The organization offers off-site training or conferences within a convenient distance to reduce disturbances to its employees.					
The organization offers on -the -job training to enhance the participation of many employees.					
Both male and female senior employees mentor junior employees at MUST.					
The University pays for all required contributions for staff to attend training.					
All MUST staff have an equal opportunity to attend the training.					
The University considers appropriate training expenses for its staff.					
MUST have organization gender diversity training schedules available for managers.					
Training provides outcomes that advance gender diversity like evidencing on improvements in the number of women promoted into leadership roles.					
TOTAL SCORE					

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE FOR GENDER STUDIES

Monitoring Promotion Process

Form to be filled by staff

Sex:

- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help the University to improve the effectiveness of staff promotion practices.
- i) The university has consulted with unions on training and other measures that may be taken to improve support for gender diversity in promotions.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- ii) The performance evaluations are based on the same basic criteria for each job category.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- iii) The university has analysed your evaluations for gender bias.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- iv) Information about job rotations, special assignments, and opportunities for temporary senior positions is available to everyone.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- v) Managerial performance evaluations enable fair distribution of promotions and lateral moves to both men and women.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- vi) The University has bridged positions and lateral moves to appropriate jobs to avoid the bottleneck effect in the promotion.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- vii) The university actively encourages women to apply for internal opportunities.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- viii) Succession plan is practiced based on gender disparities.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- ix) Equal access to opportunities such as special assignments and acting positions is given to both men and women.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- x) The university provides skills development opportunities for women to move into occupations and leadership roles where they are under-represented.

Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*



DIRECTORATE FOR GENDER STUDIES

Monitoring and Promoting Staff Retention

To be filled by staff

Sex:

- ❖ This is an anonymous questionnaire. Please do not write your name anywhere.
- ❖ Your participation is voluntary.
- ❖ Your answers will not be shared.
- ❖ This information will help the University to improve retention programmes.
- i) The University conducts exit interviews to clarify exactly why an employee is leaving the university.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- ii) The University conducts surveys to identify issues relevant to workplace attitudes and behaviors as they relate to progress with gender diversity.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- iii) The University has effective anti-discrimination and harassment policies.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- iv) The University's disciplinary procedures are applied equally to all employees.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- v) The University has effective staff well-being programs like housing and financial support for all staff.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- vi) The University has clearly defined job-related and objective criteria for layoff and termination.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- vii) All employees are provided with information on policies regarding layoffs, recall, disciplinary action, and termination, in all accessible formats.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- viii) The University has a well-defined structure that supports smooth operations.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- ix) The university has a set of policies that guides management and staff actions.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- x) The University has strong leadership that supports the development of individuals and the organization as a whole.
 Strongly Agree *Agree* *Disagree* *Strongly Disagree* *I Don't Know*
- xi) Accommodations for training and work benefit everyone in the University.

Strongly Agree Agree Disagree Strongly Disagree I Don't Know

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE FOR GENDER STUDIES

General Logic Model for Awareness-raising Measures (Employment seminars, workshops) for University Staff

To be filled by CGS as a post follow-up outcome

	Resource/ Input		Activity	Output	Outcome	Impact				
Description	Seminar concept, target group, trainers/experts		Selection process, seminar, or workshop held	Completed seminars, participants	Participants carry out their everyday work in a more gender-competent manner	Decision-making bodies behave differently				
Target	Concept is developed, trainers are available, and the target group is invited		Seminars/ workshops are held according to schedule	Participants complete training as expected	Participants apply the content of the training in their everyday work	Decisions are made without an implicit gender bias.				
Indicator	YES	NO	Number of seminars	Number of participants by gender and other relevant criteria (e.g. target group)	Number of participants who apply the content of the training in their everyday work	Share of women at different stages of appointment procedures				
							F	M	F	M