



Table 1: Distribution of the University of Buea teaching staff by gender, rank and year (2002 and 2007)

Rank of teachers	2002				Total		2007				Total	
	Male		Female				Male		Female			
	n	%	n	%	n	%	n	%	n	%	n	%
Professor	6	2.6	2	0.9	8	3.5	12	5.0	1	0.4	13	5.4
Assistant Professor	11	4.9	2	0.9	13	5.8	9	3.7	4	1.7	13	5.4
Lecturer	44	19.5	8	3.5	52	23	91	37.6	17	7.0	108	44.6
Assistant Lecturer	107	47.3	40	17.7	147	65	56	23.1	29	12	85	35.1
Instructor	5	2.2	1	0.4	6	2.6	17	7.0	6	2.5	23	9.5
Total	173	76.6	53	23.4	226	100	185	76.4	57	23.6	242	100

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## Literature review and conceptual framework

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- Support for interventions or actions that will reduce female students' ( ) u , u u u

- The identification of appropriate targets, indicators, time frames, and
- Support for the use of gender-sensitive language in all oral and written
- Advocacy for pedagogic training in order to mainstream gender in all the
- Encouragement of punishment for persons guilty of sexual harassment;
- Encouragement of research on the level of sexual harassment on campus,
- Support for a gendered perspective to be considered in research proposals;
- Organisation of seminars/workshops to encourage academics (women and )
- Advocating that the state provide grants and other resources to support
- Empowerment
- Co-operation
- Equity
- Sustainability
- Security

Table 2: Conceptual framework on gender-inclusive culture: Principles and indicators

Principle for fostering a gender-inclusive culture	Gender-inclusive indicators
Empowerment	<ul style="list-style-type: none"> <li>• Support for interventions that reduce female students' and women's labour in order that more time can be invested in academic work.</li> <li>• Support for a gender perspective being considered in research proposals.</li> <li>• Support for appropriate targets, indicators, time frames and monitoring and evaluation strategies that are sensitive to promoting the advancement of women.</li> </ul>
Co-operation	<ul style="list-style-type: none"> <li>• Support for women and men sharing household management and childrearing in order that women have enough time to pursue academic careers.</li> </ul>
Equity	<ul style="list-style-type: none"> <li>• Support for the use of gender-sensitive language in all oral and written communication, for example he/she; chairperson instead of chairman etc.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Advocacy for pedagogic training in order to mainstream gender in all the courses in the existing faculties and schools in higher education.</li> <li>• Advocacy for the state to provide grants and other resources to support men and women who opt to pursue academic careers.</li> </ul>
Security	<ul style="list-style-type: none"> <li>• Encouraging the punishment of persons guilty of sexual harassment.</li> <li>• Encouraging research on the level of sexual harassment on campus, its impact on both men and women and how it can be redressed.</li> </ul>

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**Methodology**

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### Brief overview of UB's effort to integrate and address gender concerns in management and campus

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### Receptivity to feminism and feminist practices and actions

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### *The place of feminism in the Cameroon context*

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*Feminism as an academic subject*

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Teachers' willingness to support networks for women on campus

Results from a survey of 100 teachers at a large university in the United States are presented. The survey asked teachers to indicate their level of agreement with various statements regarding their willingness to support networks for women on campus. The results are presented in Table 1. The table shows that the majority of teachers (70%) agree or strongly agree with the statement "I would be willing to support a network for women on campus." Other statements include "I would be willing to support a network for women on campus if it were to be organized by a woman," "I would be willing to support a network for women on campus if it were to be organized by a man," and "I would be willing to support a network for women on campus if it were to be organized by a group of people." The results show that teachers are generally willing to support networks for women on campus, but they are more likely to support a network organized by a woman or a group of people.

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### Teachers' disposition to actions aimed at promoting gender responsiveness at UB

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### An assessment of UB actions vis-à-vis the indicators of gender-inclusive culture

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### Empowerment

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Table 3: Extent of UB's implementation of actions that promote gender-inclusive culture

Gender-inclusive culture – indicator	Level of implementation
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Gender-inclusive culture – indicator	Level of implementation
<ul style="list-style-type: none"> <li>Support for women and men to take part in household management and childrearing in order for women to have enough time to pursue academic careers.</li> </ul>	Very little has been done.
<ul style="list-style-type: none"> <li>Support for the use of gender-sensitive language in all oral and written communication, for example he/she; chairperson instead of chairman etc.</li> </ul>	This measure is being carried out even though there is no formal policy.
<ul style="list-style-type: none"> <li>Advocacy for pedagogic training in order to mainstream gender in all the courses in the existing faculties and schools in higher education.</li> </ul>	Very little has been done.
<ul style="list-style-type: none"> <li>Advocacy for the state to provide grants and other resources to support men and women who choose to pursue academic careers.</li> </ul>	This has been partially done.
<ul style="list-style-type: none"> <li>Encouraging the punishment of persons guilty of sexual harassment.</li> </ul>	No action has been taken.
<ul style="list-style-type: none"> <li>Encouraging research on the level of sexual harassment on campus, its impact on both men and women and how it can be redressed.</li> </ul>	This has recently been done.

**T UB Standard ( ●● )**

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### Teachers' attitudes towards indicators of gender-inclusive culture

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**Conclusion**

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**Endnotes**

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T ( 00 ) *The Impact of Lecturers' Perception of Feminism on the Promotion of a Gender-inclusive Culture at the University of Buea*.

The work is a master's dissertation under the supervision of Professor Endeley.

- 3 These were adapted from *Creating an Enabling and Empowering Environment for Women in Tertiary Education: A Handbook for African Universities* by FAWE (1998) and "Gender analysis in the field of education: A Zimbabwean example" by R. Gaidzanwa in Imam, A. *et al.* eds. *Engendering African Social Sciences*.
- 4 FAWE (2001: 12); FAWE (1998: 6).
- 5 Unesco (1998b: 3).
- 6 Lyonga and Endeley (2006: 57).