

THE FACULTY VOICE

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The Professor Who Ran Away

By Professor 'X'

How it started

I was a newly-minted Ph.D. Just prior to graduation I had accepted a job with a large federal agency; one which actually did very good, cutting-edge, research. As graduation approached I was simultaneously looking for housing at the new location, getting ready for my defense, searching for a moving company....Upon graduation I used the short amount of downtime between my academic stint and my new role as public servant re-locating and trying to make the transition as smooth as possible. My selected agency was responsible for dealing with all aspects of air-travel: ground operations, controller operations, in-flight, airport capacityThe division in which I would be working performed research into the measurement and understanding of wake-vortices. The phenomena of wake vortices directly affects how closely spaced two aircraft can be when approaching the runway for landing. This spacing in turn directly affects airport capacity.

This was a very interesting and fulfilling job and one which I looked forward to every day.

Somewhere in the Middle

Eventually, I was given charge to develop and implement an experiment to instrument one of the runways at JFK International Airport in New York to measure jet-blast, another factor which can impact airport capacity. This experience pointed out several things

to me: (1) In general I don't think the general public has an inkling of what goes into ensuring their travel is as safe and trouble-free as possible, (2) It is of paramount importance to ensure that if, during an emergency landing, an airplane has 'safely' left the end of the runway and would have no further damage than the wheels being stuck in the soft sand of the runway run-off area, that equipment from an experiment doesn't inadvertently kill them, (3) the stacks of paper and meetings needed just to get clearance to install a single experiment on an active runway is astronomical, and (4) I might actually die of old-age before I had gotten clearance to install even a single experiment.

Somewhere in all of this, I was asked to go represent the agency at a conference and to try to find some suitable engineering students who might be candidates for employment at our agency. During one of my breaks from the agency's booth, I was wandering around and saw a guy with a name tag which read 'Dean - XYZ University'. My parents were increasing in age and it wouldn't hurt to live a bit closer; working at 'XYZ University' would enable that to happen. We talked a bit and arranged a visit and an interview. Despite everyone's best efforts, the first attempt didn't work out, so I had to stay at 'Agency X' a bit longer than anticipated. Was this a message, a harbinger of things to come? I settled back into my agency job – which I actually did still enjoy – and waited patiently. Eventually an offer did arrive for the upcoming Fall semester and I finally made my move – off to Academia.

Things began smoothly enough: the class

Professor 'X', Continued on page 3



Bill Hanna, longtime UMCP faculty member, social activist, and editor of the Faculty Voice, died September 18. He had laid out much of this issue of the Voice, with an emphasis on Africa, particularly African women. For a celebration of Bill's life, see pages 2, 4 & 8.



Maravene Loeschke, recent past president of Towson University, died last June 25. See page 4.

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The Underrepresentation of Women Teachers in Sub-Saharan Africa

By Nelly P. Stromquist

Professor, International Education Policy, UMCP

In countries with substantially fewer girls than boys in education, there is often a cycle of gender disparity that is difficult to break: few girls in school means few women teachers; few women teachers means few girls in school. Increasing the presence of women teachers in such countries has been found to promote girls' enrollment and permanence in school, as parents trust women teachers and girl students have a role model.

Long considered a distant continent, Africa is receiving increased attention by policy makers and researchers, and the mainstream press has not overlooked Africa's election of a woman president (in Liberia) years before this may happen in the US. Yet the participation of African girls in education—critical as it is—shows large disparities compared to

that of boys. In sub-Saharan Africa, girls represent about 47% of primary school enrollment, but going into secondary their presence drops dramatically. It is estimated that 54% of girls of junior high school age are not attending school. Over the past 10 years, global policies with great visibility such as Education for All and the Millennium Development Goals have sought gender parity at both levels of education, but unfortunately the goal was reached in only a few sub-Saharan African countries. The presence of women teachers is correspondingly low—about 25% of the teaching force at the secondary school level for the region, with some well below this proportion.

Within this reality, over the past five years researchers in the International Education Policy Program in the College of Education have been exploring the factors and dynamics that account for the low proportion of women teachers. This team comprises Professors Steven Klees,

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African Women in the Past Five Decades

By Gloria Chuku

Professor of Africana Studies and Affiliate Professor of Gender and Women's Studies, and Language, Literacy and Culture Ph.D. Program at the University of Maryland, Baltimore County.

Introduction

The past five decades have witnessed a dramatic expansion of studies and literature on African women's history. There have equally been ongoing critical debates on the connections between African women's history and their current status in society; as well as on the issues of economic development, aid and women's agency; and on women's political participation in different African countries. Efforts are being made to correct and present more balanced and nuanced accounts of African women's history against the typical portrayal that they totally lack in autonomy and are objects and victims of customary subjectivity and patriarchal control. This essay explores some of these



Professor Gloria Chuku

debates on African women's roles and status since independence by focusing on three key areas: formal education, political participation and economic development. What role have African women played in these three spheres and how have they been impacted by Western-style education and by political and economic policies pursued in their respective countries? What were the gains made, the challenges and linger-

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An Independent Faculty Newspaper

Edited at College Park by and for all faculty members in the University System of Maryland

Bill Hanna, Social Activist, Humanitarian and Editor of *The Faculty Voice*

By Judith Hanna, *Wife, Lover and Friend*

William John Hanna (Bill), resident of Bethesda, Maryland, was born in Cleveland and later moved to Los Angeles. He passed away from cancer and was buried in Hollywood Forever Cemetery near his parents' graves. He did not want any funeral or memorial service.

After being a world competition bridge player, he earned a Ph.D. at UCLA in political science. Bill and his anthropologist wife, Judith Lynne Hanna, conducted research on students and politics and the relationship between urban areas and the national governments in Nigeria and Uganda. His films and audio recordings for his wife's research there and in Kenya are archived at the Library of Congress. He encouraged and supported Judith in becoming a widely published scholar/writer.

Bill taught for 54 years at Michigan State University, the City University of New York, University of Texas at Dallas (where he was also a dean), and the University of Maryland, Col-

lege Park (UMD), from 1978 to 2013. At UMD he was in the Department of Urban Studies and Planning, emphasizing the challenges of planning and policy-making when crossing cultures. He was devoted to his students, some of whom have remained family friends over the years. He took students to Mexico for summer field work. A student field research project in Langley Park, a community near the university, led to Bill's long term involvement with the immigrants from Central America, Africa, and Asia.

Bill was an activist fighting injustice at the university and Langley Park. Not infrequently he went out in the middle of the night to help a student or immigrant in distress. An advocate for minorities, against bureaucracies and gentrification, he supported preserving neighborhood schools, affordable housing, food trucks, health, and small businesses. He took up the cause of neighborhood Salvadoran women street vendors who sold fruit & soft drinks and provided social settings and home-country cultural continuity.

Bill founded the neighborhood non-

profit Action Langley Park in 1998 and organized annual health and job fairs and folkloric performances. He wrote the biweekly newsletter, Barrio de Langley Park. He gave many lectures on Latino health at the National Institutes of Health, Bethesda, Maryland. The Takoma/Langley Crossroads Development Authority and the Maryland National Capital Park and Planning Commission gave him awards for distinguished community service.

In 2005 Bill became editor of the quarterly Faculty Voice (distributed to the 10,000+ faculty members on Maryland's 13 campuses). He solicited and wrote articles, including occasional restaurant reviews, doing page layout and copyediting. Bill enjoyed discovering faculty members in any discipline who did unique work. In inviting them to share their voices with the broad academic community, he was continually expanding his horizons.

In the US Bill loved meeting people from different parts of the world and tasting their food. He traveled to Canada, Italy, France, UK, Norway, Sweden, Finland (place of our au pair

daughters), Estonia, USSR, Israel, Turkey, Jordan, Mexico, Jamaica, Puerto Rico, Venezuela, and Ecuador (where he tried to learn Spanish), Japan, Korea, and Indonesia. Music was salve to his soul and he was a theater buff. New operas and folk music were of special interest. He wrote poetry and created Photoshop art, work that appeared in his self-published booklets. Bill was a big sports enthusiast, played tennis, and followed basketball, soccer, tennis, and golf. He coached his sons' soccer teams and when they went off to college, a girls' team. A sense of humor and optimism carried him through life.

Bill is survived by his wife of 53 3/4 years, their son Shawn, daughter-in-law Aletha and grandsons Merrick, 10 years, and Sagan 5 years, and his son Aaron, daughter-in-law Florence and fraternal twin grandsons Emil and Adrian, 6 years.

Bill Hanna loved life and wanted to live to 120. He didn't make it, but he experienced a rich and varied life. He touched the lives of many all over the world.

Taking Health Communication to Zimbabwe



Dr. Muhiuddin Haider making a presentation on health communication

By James Gachau

Dr. Muhiuddin Haider, Clinical Professor in Global Health in the University of Maryland Institute for Applied Environmental Health and the Horowitz Center for Health Literacy, was featured on the home page of UMD's website earlier this year for his work in global health. Dr. Haider possesses a unique and rare combination of skills which enables him to design health programs, sell those programs to communities and assess the behavioral and health changes that occur. The featured story was about his September 2014 mission to Zimbabwe, where he helped build the capacity of Zimbabwean journalists for better health communication. *The Faculty Voice* caught up with him earlier this semester for a sit-down interview to discuss how he acquired his own capacity for effective health communica-

tion.

Haider is originally from Bangladesh. His interest in health communication started in the late 1960s when overpopulation was a big problem leading to the introduction of family planning in the country. As a graduate assistant, Haider did some work for the Family Planning Research and Evaluation Center in Dhaka, the Bangladeshi capital. This grew into wider and deeper interest in delivering effective communication about reproductive health. He started to ask such questions as, "Do people have the right information? Do they interpret it correctly? How do they use it?" He worked as a student volunteer with the agency then known as the United States Information Service, now functioning within the State Department and responsible for public information and diplomacy. It was during this time that he attended a seminar led by the famed founder of

modern mass communication theory, Daniel Lerner, at MIT that greatly influenced his own approaches.

Haider studied at Michigan State University, where he met Dr. Alfred E. Opubor, the first African professor to receive a Ph.D. in mass communication. Opubor was an expert in communication for development, who used mass media to lift formerly colonized nations from ignorance, poverty, and disease. He heavily influenced Dr. Haider's future work at the United States Agency for International Development (USAID). Because 40% of diseases can be prevented through behavior change, the USAID allocates 40% of its budget to health communication.

In 2005, the Speaker's Bureau of International Information Programs at the State Department started the program that sponsored his recent trip to Zimbabwe. He first went to Tajikistan and India, implementing successful programs for health communication. He later traveled to Africa. Zimbabwe, as reported by *The Sunday News*, a local newspaper, has an "HIV and Aids prevalence rate standing at 14.2 percent," which necessitates "behaviour change [be] taken as a serious preventative measure." But how could this occur? According to the *The Sunday News*, "Prof Haider said the most-at-risk populations need to be addressed on the importance of behaviour change through the most influential people that live among them." This echoed what Dr. Haider told *The Faculty Voice* underlies effective communication: while the content is important, the person delivering it is also key. The Zimbabwean Ministry of Health therefore has identified the need to build the capacity of journalists to mobilize their communities for behavior change, and this is where Haider's expertise comes in. He told *The Faculty Voice* that the country's young journalists, through their Young Health Journalists Association, have expressed a keen interest in health journalism, and he is therefore likely to visit the country again sometime soon to carry on the work. His successful programs also have implications for some health problems in the United States.

**The author, originally from Kenya, is a doctoral student in journalism studies*

THE FACULTY VOICE

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Style note: *The Faculty Voice* uses the word "data" as a plural noun; "who" and "whom" are used when referring to people, not "that"; and members of a faculty (or staff) are referred to as "faculty members" ("staff members"), not "faculty" ("staff").

Please submit articles, letters and proposals to the Editor of *The Faculty Voice* via email at facultyvoice@umd.edu or to any member of the Editorial Board.

The Faculty Voice is revamping its editorial operations, and we seek a few interested faculty members from any institutions in the University System. If you might be interested in being part of the editorial process, contact us at facultyvoice@umd.edu.

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load was reasonable (or, so I initially thought until I went to a conference and heard what 'typical' class loads were for other faculty doing research). I was given a one course release, an office, and some lab space; as I mentioned, not bad. The courses I taught were math-intensive, so being somewhat naïve, my expectations were that students who entered those courses actually had the necessary math pre-requisites and skills to successfully traverse the courses. It is 1996, and my expectations are not unfounded. Given, for example – and keeping the numbers simple – that I had a class of 25 students, 20 students would 'cleanly' pass and 5 would clearly flunk. The 'beauty' was – if you could look at it as such, that the 5 students who flunked knew why they'd flunked, didn't blame me – or, anybody else – and just resolved to do better next time (or, perhaps decided to throw in the towel on engineering and switched to another major).

The Beginning of the End

Fast-forward to approximately 2006. I'm sitting in a faculty meeting; the discussion is about student retention, performance, and class attendance. I'm there, paying attention, awake, or so I thought, when I have to do a double-take on the last statement I hear "...and maybe we can call them at home, to get them to come to class...." No, clearly my ears are deceiving me. But, no, again, they are not. That was the actual statement. I try not to create too much commotion at faculty meetings as the sooner we cover all the 'necessary' information, the sooner I'm back to my office/lab doing productive work. However, at this point I have to respond; "...I'm not calling anybody at home ..." If a student can't make it to class by themselves they have almost no

hope of passing the course. This was one of the many turning points along my road of academic employment.

Then came the tenure process. I was turned down...twice, even though my package cleared all of the internal reviews, i.e., the Department, the School, and, even the Dean. Then, why is my package being rejected by somebody, a little bit further up the chain, who used to teach 'Biology' many (many) years ago and who has practically no knowledge of what goes on in my discipline? As I mentioned, this happened twice. At that point I started clearing out my office, slowly – so as not to draw attention – but surely. As my shelves start to clear – and the deadline for the third submission passes (I had already resolved that, as Willie Nelson put it, I'd be '....on the road, again'). Then, out-of-the-blue I get a call from somebody I didn't know, and had never met "...do you have any new material that you can just put together and get to our office?" "Sure", I reply and I did. Lo and behold – tenure and promotion, granted. "Oh, so that's how it works", I thought to myself. Unfortunately, I watched as several of my other colleagues didn't get the call and truly were on the road again, or, at the least taken off tenure-track and reclassified to 'Lecturer'. I comforted myself with the facts that a lot of the students are coming in 'mostly' prepared and math ready, though I noticed the long-term trend is that I'm spending more time on fundamentals which should have been obtained in prior classes.

Fast-forward again to Fall 2014. I'm appointed to head a Faculty Search committee. I spend countless hours vetting resumes, making calls, organizing the internal committee and setting up interviews, fol-

lowed by the interviews themselves which must be arranged over differing time-zones. We interviewed candidates by phone and/or Skype. We vetted the candidates and handed in our report, but somehow our selections are never contacted, or we're informed – at the end of this long process – that actually, there is no money to hire anyone. My time? Essentially wasted.

Then there is the student who didn't do anything all of the prior semester, turns in all of their sub-par work after the end of the semester, flunks, and has now made a visit and/or sent a letter to every administrative office at the University – the President, the Dean, the Department Head, ... blaming me. What they seem to not have understood is that I have uniform standards which apply to every student.

The last straw – subjective, though it might be – was my application for Full Professor. I put the package in on time with glowing reference letters from students (the ones who actually studied, learned, and appreciated my teaching), internal and external research collaborators, other department heads, and external entities for whom I had either helped their students, or done pro-bono work. Yes, I admit, I could have used more journal papers (who couldn't?). My research group had been invited to present at international conferences and had done some very nice original, non-derivative, research which had been published in journals. We'd designed successful algorithms, and had done not only theoretical research but designed and built hardware to prove and support our theories.

I was waiting to hear something about the outcome of my package, the notification date having come and gone, and I still hadn't heard

a thing. One day I happened to be in the Department Chair's office on one, or another unrelated issue and he's putting on a tie. I casually inquire "...going to an affair..." "yes," he replies, "it's a thank-you function for people who served on the tenure/promotion review committees." "Hmmm, odd", I thought since I hadn't heard anything about the outcome of my submission. Probing further, I inquire: "Do you know the outcome of my package?" "Uhhh, I'm not sure, but I don't think you made it." "OK, thanks." Similar to my last P&T experience I think to myself "So that's how it works." Next, I try to contact various members of the committee who are supposedly 'in the know' to try to get some review of the review. Nobody is returning my calls – for months. Mute. Dead silence. Not a peep. So, I started thinking long and hard – is it time to make the move that I've been waffling over for so long? Somewhere over the Winter Break of 2014 I made the decision – I'd had enough, I'm leaving.

In the end I don't regret too much of my experience at XYZ University, nor do I regret making the move I made. I took my successful part-time consulting/design business full-time, people tell me I look (much) happier, and more relaxed. It hasn't been particularly easy – while I'm eligible for most of the same research opportunities that I was eligible for at the University, it is a bit harder sell. I'm working every bit as hard as I worked at the University – and, I worked hard. Now, though, I'm actually working harder. But, you know, in the end I sleep much better.

Professor X was at a four-year-plus public university in Maryland.

The Underrepresentation of Women Teachers in Sub-Saharan Africa

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Picture courtesy of "free stock photos": <http://imgarcade.com/1/african-classroom/>

Jing Lin, and Nelly Stromquist. We began by conducting studies in Liberia that focused on primary school teachers, then moved to secondary school teachers in Tanzania, Togo and Uganda. Using qualitative methods that consisted of interviews and focus groups, we got in touch with a wide range of stakeholders—from future and current teachers to faculty in teacher training colleges, teachers' union representatives, government officials (in ministries of education and in other related min-

istries and agencies), international non-governmental officials, and local and national non-governmental organizations (NGOs). The research on secondary school teachers was done in collaboration with the largest and oldest NGO in the world that focuses on girls' education: the Forum for African Women Educationalists (FAWE). A critical element of this research endeavor has been to translate the research findings into an action plan—an effort that was built on conversations

and agreements with the ministries of education of those countries. This is to secure their participation and ownership of a plan whose priorities would be determined through consultation with key players in the educational arena of their respective society.

The study was designed so that information about teachers would be obtained from teachers in pre-service programs, i.e., those in teacher training schools, as well as from teachers already practicing in the field. This way we could assess conditions as experienced at two critical moments of the teaching career. Practicing teachers in the study included those with a good range of experience, from recent graduation to over 20 years in the profession. The study was also designed to cover both urban and rural settings.

Despite differences in history, colonial experience, and degree of economic well-being, strong commonalities emerged in the studies of Liberia, Tanzania, Togo, and Uganda. Cultural norms pressure women in sub-Saharan Africa to become mothers at a young age, which means that many women in teacher training programs already have children to take care of. Teacher training schools, usually residential, however, do not recognize this typical situation. On the contrary, they set up schedules and procedures that

limit the contact these future women teachers can have with their immediate families. The conditions of residential schools are precarious, often with inadequate subsidies for food and other necessities. Once in the field, women teachers experience serious hardships in both city and rural life. Transportation to and from urban area schools can easily take an hour each way and often two connections using crowded and unreliable buses and moto-taxis. In rural areas, distance adds an element of danger due to isolation and, in rainy season, unpassable roads. Affecting women in persistent and debilitating ways in rural areas is the lack of safe and appropriate housing. Arriving in unfamiliar towns and having to find suitable rental housing on an immediate basis becomes a nightmare. For women with children this critical situation is magnified; such basic facilities as health posts and markets are also limited.

Secondary school teachers—as in all countries—face greater preparation demands than primary school teachers. For women teachers in societies that assign women almost full responsibility for provision of care at home, preparation time for courses invades family time and results in labor that extends late into the night, followed by early rising to prepare children and spouse for daily routines. While most teachers

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Dr. Maravene Loeschke, President, Towson University, 2012 -2014

By Dean Esslinger, Professor Emeritus of History, Assoc. V P for International Education (Retired), Towson University

When Dr. Maravene Loeschke passed away on June 25 last summer the University System of Maryland lost one of its best and most beloved university presidents. Chosen to succeed Dr. Robert Caret in 2012, President Loeschke's tenure as the head of Towson University was cut short by cancer after only three years in office. Although her presidency was brief, her time at Towson covered 38 years and her impact on the University was significant.

Her long-time connection to Towson began when she enrolled as a student in 1965. A native of Parkville in Baltimore County, she commuted to campus each day, graduating with a BA in theater in 1969. Although her intent was to pursue a career in acting, her plans abruptly changed when she was persuaded to remain at Towson to fill a temporary faculty position. That temporary position eventually grew into a life-long commitment to higher education as a teacher, writer, actor, and dedicated administrator. Along the way she completed a Master's degree in 1971 and a Ph.D. in 1976.

A natural teacher, Maravene was popular with her colleagues and students



Photo Courtesy Towson University

even though she was demanding. She insisted that students work hard and

make no compromises in pursuing their academic goals. So firm was she in

requiring students to be prepared and be on time that one student who arrived late for a class brought a Maryland state trooper with her to testify that she was delayed in getting to campus because of an accident on the beltway.

Because of the high regard that faculty members and administrators had for Dr. Loeschke, it was no surprise that she rose steadily through the University from instructor to professor, from department chairperson to Dean of the College of Fine Arts and Communication, and eventually to the presidency. No matter what the position, Maravene left a strong impression. She was one of the key members of faculty who helped the Theatre Department earn recognition for the quality of its students, such as John Glover and Rock Dutton, who went on to success on Broadway, TV, and Film. Likewise as a dean, she was instrumental in planning and designing the expansion of the Center for the Arts building. Through it all she continued to maintain her commitment to the arts by publishing books on theater. She wrote a well-regarded book on the art of mime, a tribute to the women who created and shaped community theaters in Baltimore, and wrote a book on Emily Dickinson.

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Tribute to Bill Hanna

Brit Kirwan

Bill Hanna was a dear friend and valued colleague for over 30 years. I first met Bill while serving as Vice President and Provost. From the moment of our initial encounter, I was impressed by his dedication to building a stronger community both within and without the campus' boundaries. Over the ensuing years, I benefitted enormously from his ability to offer forthright but always civil admonitions when he felt the administration had erred.

Bill was fond of good food and rich conversation. His restaurant reviews became a staple and much read column in the Faculty Voice. Some of my fondest memories of Bill are sitting with him at his latest restaurant "find" engaged in robust discussion on the major issues of the day. He was a man who loved ideas and the opportunity to explore those of others, especially over an enjoyable meal and a lingering cup of coffee.

But, Bill was not just about ideas; he was also a man of action. Nowhere was this quality better illustrated than his inspiring efforts to create Action Langley Park, a community center dedicated to supporting the immigrant populations living in challenging circumstances west of the campus. Not only did this center assist countless residents of the area, it enabled Bill to provide his students in urban planning with a "living" laboratory where they could put into practice what they had learned in his classroom.

Perhaps Bill will be best remembered by most for his years of dedicated service as contributor to and then editor of the Faculty Voice. His selfless and tireless devotion during his years as editor has sustained the paper. There could be no better way to honor Bill's memory and work than for others to now take up the cudgel and continue this extremely valuable publication.

With Bill's passing, we have lost a person of uncommon value to our community. Great universities are not just built by amassing the collective work of its individual scholars and teachers. Great universities are ones where the whole is greater than the sum of its parts. I can think of few people over my 51-year history at the university who better understood the importance of our university not being just a place that supported scholarship and learn-

ing but also a community that fostered a sense of shared purpose. He will be sorely missed.

Gaspar F. Colon

Dr. Bill Hanna was a friend and colleague who passionately lived what he "preached" when it came to community development, human rights, government policy, gentrification issues, neighborhood safety, and the involvement of average citizens to voice their concerns in community forums. His untiring work with Action Langley Park was an inspiration to those of us who taught Urban Ministry at other universities. Since 2002 I have had the privilege of serving with Bill in Action Langley Park and other initiatives.

As professor of practical theology and director of The Center for Metropolitan Ministry at Columbia Union College (now Washington Adventist University), I was inspired, challenged, and mentored by Bill's enthusiasm, wit, and vision for diverse communities to strive and fight for the wellbeing of its citizens. Bill was willing to lead the charge in correcting ills that could only be voiced by the people in the community. His networking skills, his persistence, shamed many of us to wake up and participate in actions that would improve and defend the quality of life of the inhabitants of Langley Park (and Prince Georges County). That is why I had many of my own Urban Ministry students do their internships with Action Langley Park.

Those of us who worked with Bill will always remember his penchant for listening to people and strengthening their voices for the reform and development of their community. We will never see community work the same. We are changed because we walked by his side. Rest in Peace Bill—We will continue to agitate.

Christine Melikian

I have known Bill since 1999 when I started my master's in the Urban Studies and Planning Program at UMD. He was my professor and academic mentor. He was one of the most eclectic, inspiring, passionate persons I have ever met. He was a terrific professor who got great debates going. He wanted students to share ideas, especially if they opposed his.

Bill was very active in Action Lang-

ley Park, a non-profit organization he created to advocate for the immigrant community in the area and to encourage their participation in community life. He worked endlessly helping residents and business owners to obtain the services they needed and to which they were entitled. He raised the ire of many local government officials for his advocacy. He was especially concerned with how the police handled Hispanic immigrants, and showed cases in which the police were wrong. But since he was very pragmatic and argued well, they came to appreciate him.

As part of the master's program, we have a "studio" project. We select a planning issue in the surrounding community and work as a team to solve a problem. One studio organized by Bill took us to Mexico City. He encouraged us every day to go into the field. We took the micro-buses to go to the community we were studying. I remember him standing up on the bus, all doubled up to fit in it.

At his retirement party there was a huge array of people: those from the university (colleagues and students), representatives of the Police Department, the local government, the business community, community advocates, and personal friends. At this party, the Prince George's County Police made him an honorary police officer.

Joanna Marguerite Nurmis

"Congratulations on another well designed issue. Peace, Bill." As far as I am concerned, as the last full time layout editor of Faculty Voice under Bill Hanna's leadership – these were his final words. They were addressed to me in an email on May 6th, after we had just sent the fourth (and last) issue of the 2014/2015 year to the printer.

Our working relationship was almost entirely virtual: after meeting once in his well-loved New Deal Café, in Greenbelt, we only ever corresponded by email - there was not even one phone call. At the beginning of my tenure as layout editor, I was given a key to the Faculty Voice office, but I never once used it. In fact, I lived in California the entire year we were producing issues for distribution across the University System of Maryland campuses. And in this way we managed to bring out four

issues of the faculty newsletter that Bill has been so devoted to for years.

Based on this information, you can tell I didn't know Bill very well. However, I can say that he treated me with fairness, humor and compassion as I was learning the ropes of putting together this publication. I had a particular respect for his "day job" – Faculty Voice was his hobby – since it was the same as my mother's: professor of Urban Studies and Planning. I deeply regret not asking him for more information about his community activism in Langley Park and his progressive, working-class friendly views on urban planning. As usual, there was an opportunity to learn and to be inspired, and I did not reach for it. In Poland, we have a saying: "Hurry to love people, for they are so quickly gone." Bill's passing makes those words as true as a string of tears.

We've had our awkward moments – last April, after I announced coyly and with excitement that I was expecting a child, he wrote back with unexpected cynicism: "Well, if pregnancy is what you want, then congratulations!". Even before I began working for him, I remember my outrage at one of his poems, published in the Faculty Voice, about a professor's grading dilemmas. This oeuvre included a line where the professor seemed to be taking into account a female student's looks in his grading decisions. Later I understood, as other mildly outraged feminists of College Park did, that he was trying to artistically mock any professor who would use such criteria. We didn't get it, but the incident was a reminder of the pitfalls of the religion of political correctness. After all, he was an old man with a razor-sharp mind, and if he wanted to write inappropriate poems and publish them in God-awful Comic Sans, who could cast a stone?

Bill never once hinted at his illness, except in some of his poems and at one point where he had to take a week off in hospital and our production schedule was delayed. I didn't ask, and he didn't tell, how serious his condition was. I will miss him, and I am honored to have been his last full-time assistant on a publication he championed and worked so tirelessly to put together despite minimal support and resources.

Thank you, Bill!

Senryū by Robert Deluty, UMBC/Psychology

a sophomore
wondering what part of
speech is Zup

her right-wing Dad
regarding Vassar and Smith
as expensive cults

via e-mail
a student asking Which genes
make you look fat?

post-commencement . . .
retiring Brown professor
shredding his necktie

linguists debating
the worst surname for a nurse:
Paine, Schott or Hertz

linguists debating
the best surname for a judge:
Stern, Wise or Grace

frat hazing . . .
forcing the Ole Miss freshman
to read Beowulf

English teacher
referring to the past tense
as back talk

doctoral defense . . .
striving to remain focused
despite shingles

a college senior
explaining her absences:
Parking's tough

young professor
reading the student's eval:
Too kind to morons

old professor
reading the student's eval:
Needs to whiten teeth

college dean
defining tenure as
fire safety

the biologist
screaming at his young son
Evolve already!

in rainy Stockholm,
three Nobel winners sharing
one small umbrella

Capital of Chad? . . .
the scholar, drawing a blank,
fearing Alzheimer's

ESL student
assuming see-sucker
is pornographic

the professor
hoping that, in heaven,
he'll be called *Doctor*



Books

The Faculty Voice hopes to note the publication of books by faculty and staff members, so readers-authors are encouraged to send us the necessary information. In this issue, we note a book on the future of the arts.

•Curtains?: The Future of the Arts in America

by Michael M. Kaiser, Chairman of the DeVos Institute of Arts Management at the University of Maryland

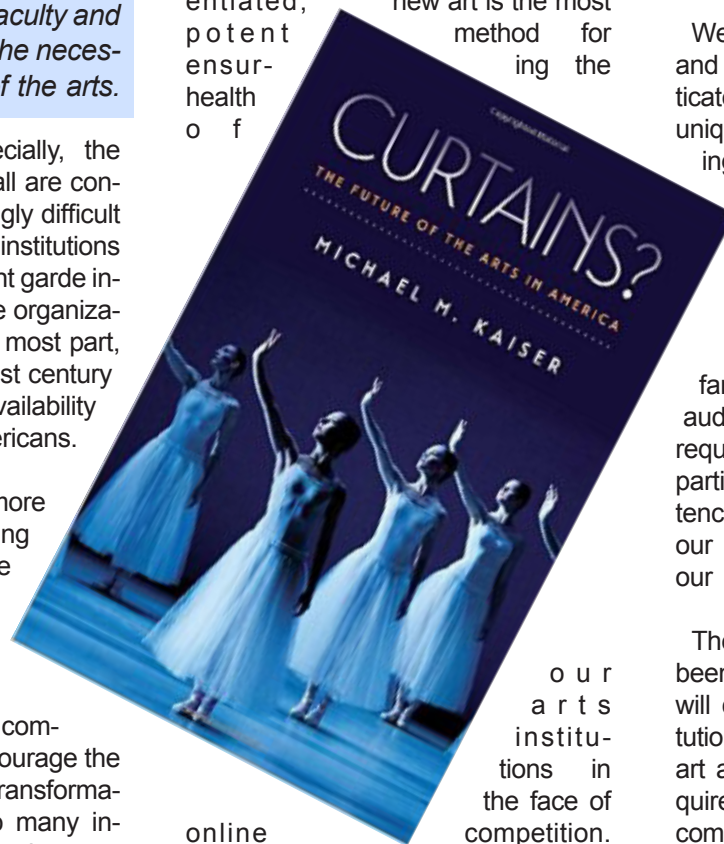
Earlier this year, my book, *Curtains? The Future of the Arts in America*, was published by Brandeis University Press. The book reviews the history of arts institutions in this nation, examines the many factors that have been affecting these institutions in the past decade, and projects into future to ask: if prevailing trends continue, what will the arts ecology look like 20 years from now?

The picture is not a pretty one. The massive reduction of arts education in our public schools, the aging of our audience and donor base, the reduction in the number of subscriptions sold by most arts institutions, the availability of alternative online sources of

entertainment, and, especially, the online distribution of arts, all are conspiring to make it increasingly difficult for mid-sized regional arts institutions and diverse, rural, and avant garde institutions to survive. These organizations were created, for the most part, in the second half of the last century and have increased the availability of arts to virtually all Americans.

But I was hoping to be more than a Cassandra in writing this book. I believe there are specific steps arts institutions and arts funders can take to prevent a substantial reduction in arts accessibility over the coming decades. We must encourage the development of exciting, transformational arts projects. In too many instances, arts institutions have become too conservative in their art-making; in fear of taking risks, they have become boring. Creating important, differ-

entiated, potent, ensuring health of new art is the most method for ing the



online Mounting requires a longer-term artistic plan that most institutions currently create.

our arts institutions in the face of competition.

We must also teach arts leaders and board members to do the sophisticated marketing required to build a unique institutional image. Marketing is far more than sending out brochures and emails; we must create a dynamic set of events that present a compelling case for participation.

And we must work to build the far larger families of supporters, audience members, and volunteers required to thrive in the future. In particular, we must focus on the potency of our boards and ensure that our boards change and evolve as our organizations grow and mature.

These steps are vital. People have been creating art for millennia and will continue to do so. But the institutions that support the delivery of art and that produce the art that requires ensemble (orchestras, dance companies, theater companies) are precious; losing them will diminish the quality of life for all of us.

Image courtesy of amazon.com

News and Notes

Chinese Students

A startling number of Chinese students are getting kicked out of American colleges. According to a white paper published by WholeRen, a Pittsburgh-based consultancy, an estimated 8,000 students from China were expelled from universities and colleges across the United States in 2013-4. The vast majority of these students—around 80 percent—were removed due to cheating or failing their classes. As long as universities have existed, students have found a way to get expelled from them. But the prevalence of expulsions of Chinese students should be a source of alarm for American university administrators. According to the Institute of International Education, 274,439 students from China attended school in the United States in 2013-4, a 16 percent jump from the year before. Chinese students represent 31 percent of all international students in the country and contributed an estimated \$22 billion to the U.S. economy in 2014. "American universities are addicted to Chinese students." (Source: *The Atlantic*, 30

May 2015)

The University of Maryland Children's Hospital Tuesday unveiled a new expanded \$30 million neonatal intensive care unit that will offer more specialty treatments. The Drs. Rouben and Violet Jiji Neonatal Intensive Care Unit was opened in conjunction with the University of Maryland School of Medicine's Department of Pediatrics. The school's division of neonatology will provide advanced treatments for premature babies, including nutritional management and surgical interventions for birth defects including congenital heart disease, abdominal wall defects, cleft lip/palate repair and brain malformations. (*Balt. Sun*)

UM virology institute to fight HIV/AIDS in Botswana with \$24.5 million grant

The Institute of Human Virology at the University of Maryland School of Medicine has received a \$24.5 million federal grant to combat AIDS in Botswana. The institute will use the funds from the U.S. Centers for Disease

Control and Prevention to partner with the government of Botswana to create treatment programs. (*Balt. Sun*)

Kevin Kornegay, Morgan State

A Morgan State University research team has received a grant for nearly \$1 million from the National Science Foundation. The funding will go toward a project addressing security data issues in electronic devices. The research team — led by Morgan State electrical and computer engineering professor Kevin T. Kornegay — received a Research Infrastructure for Science and Engineering award, which targets historically black colleges and universities.

Hopkins and UMD

Johns Hopkins University and the University of Maryland have opened one of the country's largest computing center. State support for the facility is \$30 million. The joint supercomputing center is made up of 19,000 processors and 17 petabytes — or 17 million gigabytes — of storage capacity, officials said, and will provide digital

processing power to researchers from both institutions. It is roughly the size of 100 refrigerators. The center is to be located near the Johns Hopkins Bayview Medical Center campus in Baltimore but will also be accessible remotely to researchers.

Patrick O'Shea, vice president for research at the University of Maryland, thinks that the center reflects a trend of data analytics. "Taking advantage of the revolutionary potential of research involving large data sets to transform knowledge and improve human lives requires expanding the computing resources available to researchers. This new joint supercomputing center will do just that."

(Source: *Baltimore Sun* 7 July 2015)

Tenure

Wisconsin Governor Scott Walker, a Republican candidate for president, faces criticism from higher education circles because his state budget makes significant cuts to the University of Wisconsin system and significantly reduces tenure protections for faculty.

MORE NEWS AND NOTES at FACULTYVOICE.UMD.EDU

Maravene Loeschke continued from page 4

In 2002 she was recruited to become the Provost at Wilkes University in Pennsylvania. During her tenure there, she became an advocate for women's leadership in higher education and for focusing the university's attention on student development. After six years at Wilkes, she was selected to become the president of Mansfield University, a small public university in northern Pennsylvania. She led that institution through the tough times of the Recession, even eliminating the football program in order to save funding for the academic program. At the end of 2012, she was selected to become the 13th president of Towson University.

Maravene Loeschke's return to Towson in 2012 came at a most appropriate time, both for her and for the University. As former Chancellor Britt Kirwan said at the time, "Clearly Dr. Loeschke brings a philosophical alignment with the USM goals of closing student achievement gaps, increasing the number of young

people in Maryland with college degrees, and responding to the state's work force, and economic development needs." Picking up where Dr. Caret left off, Maravene continued the expansion of the University into the town center of nearby Towson as well as opening the new satellite campus in Harford County. Enrollment continued to grow, reaching nearly 23,000 students, and offering over 100 undergraduate degrees and nearly 50 graduate degrees. She quickly established a student-centric administration with an open door to listen to the needs of the students. She created a new Leadership in Education program, and opened the new SECU Arena for sports. And although her plans for Towson's future were cut short, she left her imprint on this period of the University.

For a celebration by Towson University of Maravene Loeschke's life, see: <http://tunews.towson.edu/in-tribute-to-president-emerita-maravene-s-loeschke-ph-d/>

Women Teachers continued from page 3

express liking their profession and enjoy sharing their knowledge with children, they describe their professional life as lacking in resources complicated by salaries that hardly meet survival needs. Salary payments are often late forcing teachers to obtain loans from relatives or local lenders or to travel to the nearest (still usually distant) education office to secure direct payment, also a slow process. The weak sanitation infrastructure (water and latrines) has been found to affect the attendance of adolescent girls during their menstrual periods. In our study we found the lack of these facilities also affects women teachers' attendance.

Men teachers can resort to outside activities to supplement their income, such as offering tutorial classes after school hours; in contrast, women teachers face difficulty in raising additional income given their roles as care providers at home. Men can more easily live away from their families, so deployment to rural areas does not affect the household to the same extent it does with women teachers. Although teaching salaries are also small for men, teaching remains a desirable occupation because in most developing countries, including those in Africa, teaching is a civil service job, which comes with features such as job security, health insurance, pensions, and (however tenuous) promotion. Given a dominant and unstable informal sector in their country, men seek to join the small formal economy by entering the civil service and thus crowd women out.

African women are increasing their participation in university studies. Their own cost-benefit analysis, however, often leads them to careers that offer greater remuneration such as being nurses, bank tellers, or secretaries in good firms. The women's accounts of their teaching experience shows that, when training to be teachers, there is little discussion of the realities of the teaching profession, particularly the nature of rural life. For their part, ministry of education officials consider the difficulties that women teachers face to be entirely a private matter these women should resolve on their own. There is clearly a disjuncture between women teachers' needs and institutional responses.

And this is a major issue: The research literature shows that women teachers make a significant contribution to the success of girls'

schooling in terms of attendance and retention. Women teachers provide not only professional role models for adolescent girls, but also a crucial source of advice—a person with whom the girls can talk about personal problems seldom discussed in their own homes—a practice confirmed in our study. On the other hand, while educational policies specify government commitments to increase girls' access to education, such important elements as the roles of women teachers in the process are neglected. Addressing women teachers' needs will require, at a minimum, investments in housing and sanitation infrastructure; it will also require modification in teacher salaries to provide remuneration congruent with the economic needs teachers must resolve.

Over the past year, FAWE, our partner, has held several meetings with ministry officials in the countries covered in this study. The educational sector faces severe financial challenges in most countries and, when confronted with multiple crises, government officials tend to sacrifice education in favor of more visible sectors such as health and the economy. The dialogue and willingness to address girls' education through the formulation and implementation of the action plans facilitated by our study cannot be underestimated. Realistic, yet still optimistic, we can assert that women teachers have gained visibility through our study (as has the presence of the University of Maryland). The UN's new global effort, the Sustainable Development Goals (SDGs), clearly identifies the importance of education. Goal 4 seeks education for all, and its top priority is to "ensure that all girls and boys have access to free, equitable and quality primary and secondary education." The SDGs will orient global action during the next 15 years. A main ingredient in their successful implementation will be securing sufficient financial support from both domestic and international sources. Initiatives are under way to mobilize this support. Here lies the promise and the challenge. The University of Maryland has managed to contribute to the policy dialogue. It will be up to the national governments and international agencies to move forward with determination. A gender-balanced population of educated people is a key to national social and economic well-being.

African Women in the Past Five Decades continued from page 1

ing problems facing African women as they navigate the rough and complex terrains of modern Africa and global world?

Due to the far-reaching and differential consequences of European colonialism on Africans, it is important to trace the history of African women's status to the colonial period (1880-1960) when, in spite of multiple barriers, women were able to exploit the spaces and opportunities created by colonial rule to assert greater autonomy and agency. Individually and collectively, African women manipulated and negotiated economic, political, legal and social structures, institutions and practices as well as spatial, ideological, class, and gender boundaries that shaped their lives in colonial Africa as they struggled to migrate from old ways of life to new ones, defend their womanhood, and achieve socioeconomic mobility. They were among the most formidable groups that resisted colonial conquest and rule and regularly challenged colonial authorities and their agents in the continent. African women were a formidable force in the decolonization politics and campaigns that ended colonialism and ushered in modern African countries. Whether they were adequately rewarded for their decolonization efforts by independent African governments and their leadership depended on the particularities of individual countries of Africa. Suffice it to say that African women have continued to exercise their agency in efforts toward building and strengthening democratic institutions and political stability as well as sustainable economic development in their respective countries.

Before discussing the three areas that shaped women's lives and were shaped by women's agency in the past fifty years, it is important to note that Africa's diversity is fundamental to understanding the continent and its peoples. Africa is a continent of 54 countries of stable democracies and those embroiled in civil wars, with relatively high educated populations and some with barely literate populations; thousands of ethnic nationalities and languages; diverse cultural institutions and practices; religious beliefs and worldviews; climatic conditions, vegetation zones and economic resources; and historical experiences. Equally significant is the heterogeneity of African women and the diverse socio-cultural, economic and political contexts they lived and operated, a key to minimizing sweeping generalizations about them. Rather than the voiceless passive observers who lacked any agency, this essay argues that there are layered and complex realities of African women's existential experiences and resilience, shaped by age, class, religious, ethnic, racial, ideological and geographical boundaries. Thus, in order to understand the status of African women, their challenges and barriers, and enormous contributions to the continent, it is important to analyze their historical experiences according to their relational identities and the cultural contexts and logic of their individual societies. However, due to space constraint, only a representative rather than an inclusive analysis of African women's history since the past fifty years is presented here.

Education

Contrary to colonial and early post-independence educational systems in which the education of women and girls was geared towards their roles as wives and mothers in the emergent elite circles, and in spite of the historical disadvantages they have suffered since colonialism, the past fifty years have witnessed a steady increase in terms of access to formal education and the utilization of its credentials by African women and their daughters. African women and girls now compete favorably with men and boys in admissions to post-primary and high-

er education and in different fields of specialization. Some countries, such as Botswana, Mauritius, Cameroon, South Africa, Republic of the Congo, Gabon, Namibia and Swaziland, have done better than others. The entrance of international organizations, such as UNESCO, the World Bank, the United Nations and global women's movement in the past decades has added impetus to the debate on the need for critical assessment of the particularities of barriers to African women's access to education and the utilization of its credentials. Formal education has had the most transformative impact on African women. It has at all levels, especially secondary and tertiary, offered women opportunities for socioeconomic mobility, professional growth, leadership and social mobilization as well as promoted economic growth with a greater positive impact on their families, children and societies. It has been proven that a well trained and well informed African female population has a multiplier effect on the family, community, country, the continent and the larger world.

Yet, despite the substantial gains made, women still trail behind men in gender representation at all levels of African educational systems and in gendered disciplinary specialization. The appreciable progress in enrollment across the continent has not been matched with retention rates of girls at various levels of education due to a number of reasons, including early marriage and early pregnancy, lack of parental support and religious opposition. For instance, in 2004, only 46% of girls enrolled in school in sub-Saharan Africa completed primary school. Secondary school completion rates for girls were worse and could be as low as 4% in Niger, and 9% in Burundi. Early marriage and early pregnancy as major causes of high rates of female dropouts were widespread in many parts of Africa where, for instance, 60% of girls married by the age of 18 in Niger, 47% in Chad and 32% in Nigeria. In spite of the heterogeneity of African Muslim countries and communities, deficiency in women's education is worse there because female formal education is largely viewed as antithetical to Islamic doctrine and values. For instance, female attainment at the secondary and post-secondary education is higher by 15.5% among Christians and 5% for Muslims. Early marriage and bride-wealth are important factors lowering the educational enrolment of Muslim girls. For example, a more educated Muslim girl in Sudan attracts lower bride-wealth while in other non-Muslim countries, a girl with more education commands a higher bride-wealth than one with less education.

Enrolment rates in secondary school in conflict-affected countries of Africa—Sudan, Liberia, Sierra Leone, Democratic Republic of the Congo—were nearly one-third lower and girls accounted for 30% of refugees' secondary school enrolment in 2009. Conflict-ridden countries, such as Sudan and the Democratic Republic of the Congo, have experienced decline in enrolment rates of female education with 50% of out-of-school children due to physical insecurity, ruined or poorly maintained social and physical infrastructure. Epidemic diseases such as the HIV/AIDS have negatively affected female education in different parts of Africa. This is because girls are at greater risk of contracting the disease than boys, and much likely to miss or drop out of school in order to attend to sick family members. Other factors that determine the levels of female education in Africa include, family and national socioeconomic conditions, poverty, differential social values and expectations placed on sons and daughters, societal norms regarding women's education, gendered socialization and divisions of household labor, belief that investing in women's education has lower economic returns due to limited

continued on next page

Two Poems By Bill Hanna

The Waiting Room

*Nine old men
Waiting for the doc
And one of those old men
Is me!
Maybe some day soon
There will be only eight
One by one we'll disappear
We must obey our fate.*

What am I to do?

*My body feels like ninety,
My brain's like thirty-two.
When one outlives the other,
What am I to do?*

African Women in the Past Five Decades continued from previous page

employment opportunities for them and loss of their contribution to the natal household upon marriage, personal aspirations, governmental policies and attitudes of employers to women's occupational mobility. It is imperative to close the gender gap in education and its corollary, economic security, because an educated female population is a necessary human capital that must be tapped for positive transformation of society and advancement of new frontiers for Africa's development and competitiveness in the global community. In addition to assessing conditions under which women and girls receive education in their respective African countries and the utility of the credentials received, the educational levels for girls and women must meet international standards to enable them to fully participate in all arenas.

Political Arena

In African communities and states prior to European colonial rule, women occupied high political offices and had specific avenues to express their political will and wield political influence. But women's power diminished as colonial officials ignored them and indigenous institutions that guaranteed their authority and influence prior to colonial domination, and appointed African men as chiefs and local administrative agents. Since independence, African women have enjoyed a variety of avenues through which they accessed and wielded authority and influence in their respective societies and countries. Different models of women's leadership roles in Africa demonstrate their ability to negotiate for power and authority in both lineage-based parallel sex systems and the complex state-based political structures. The wave of democratization processes; the dramatic changes in women's mobilization through active and autonomous movement's movements across the continent since the late 1980s; the impact of gender-sensitive international campaigns and norms championed by global women's movements and the United Nations, especially the UN Decade for Women (1975-85), the 1985 and 1995 conferences on women; postconflict constitutional reforms among other factors have added some momentum to women's political engagements in different African countries. African women since the 1990s have made significant strides in occupying high positions in ministerial and other governmental structures as well as in legislative representations. For instance, women's legislative representation increased from 0.94% in 1960 to 7.78% in 1990 and 17.4% in 2007.

A number of individual African countries have done better than others in the election of women to local, provincial, state or national offices. These are largely countries which have adopted different forms of electoral and institutional gender-based policies such as quota systems in favor of women. Adoption of constitutional electoral quotas in Rwanda and Uganda and political party quotas in South Africa

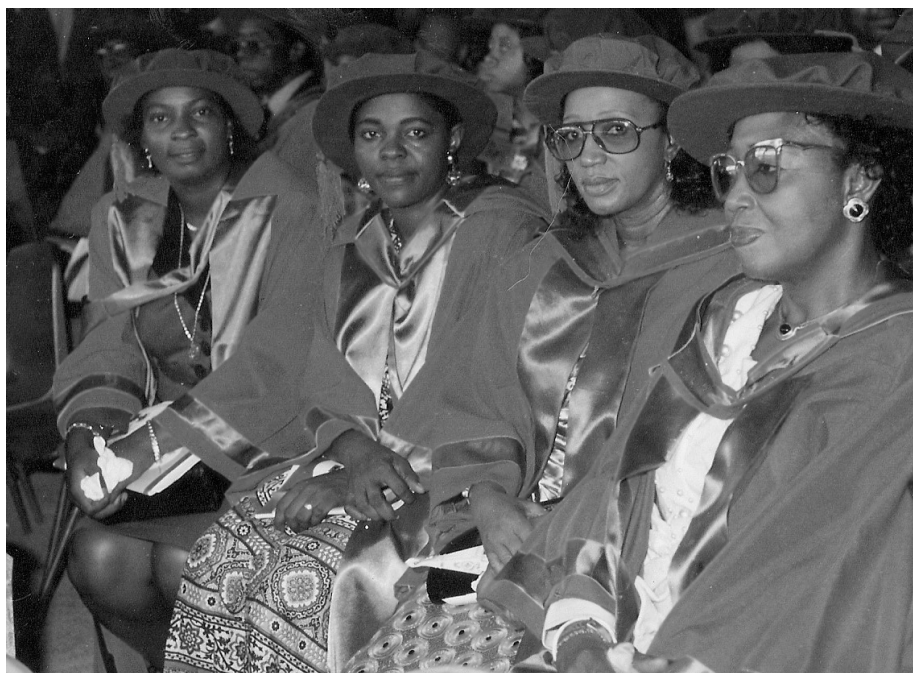
and Mozambique have resulted in increased number of women parliamentarians in these countries. Rwanda led the world with 48.8%; Mozambique, South Africa, Angola, Uganda, Burundi, Senegal, Seychelles, Tanzania, and Zimbabwe had a range of 47% to 31% between 2003 and 2012. Senegal, for example, has passed a law requiring political parties to ensure that half of their candidates for local and national elections were women. The result is that in 2013, women made up nearly half of the legislative body in Senegal with a woman as the prime minister. African women have also occupied national political positions as speakers of national assemblies as in the cases of Baleka Mbete of South Africa, Rebecca Kadaga of Uganda, and Nthoi Motsamai of Lesotho; vice and interim presidents as in the cases of Carmen Pereira of Guinea-Bissau; Sylvie Kinigi

At the continental and international levels, a number of African women have occupied important leadership positions such as South African Nkosazana D. Zuma, head of the African Union Commission; Navanethen Pillay of South Africa as the United Nations High Commissioner of Human Rights; Nigerian Ngozi Okonjo-Iweala, managing director of World Bank; and South African Mamphela Ramphele, managing director of the World Bank and Vice Chancellor of the University of Cape Town. Others have been recognized internationally for their outstanding leadership roles in helping to improve lives and advance humanity. Among them were South African Nadine Gordimer (1923-2014), who received the Nobel Peace in Literature in 1991 for her literary prowess and political activism; Kenyan Wangari Maathai (1940-2011), who won the Nobel Peace Prize in

women have been politically marginalized. Women's domestic and familial responsibilities, including childbearing, are detrimental to their participation in politics especially where sustained effort and time for party engagement is required to achieve leadership positions in highly competitive party politics. Married women are often required to secure the consent and support of their husbands before they could venture into party politics. Women are also discouraged from participating in aggressive political commitment, which is often seen as unfeminine and unhealthy. They are also intimidated by harassment and electoral violence. All over the world, party elections are expensive endeavors. Due to financial constraints, African female politicians always trail behind their male counterparts in political party formation, party membership mobilization, effective campaign strategies, administrative expenses, and in participation in governance and decision-making. In all democracies of the world, access to political power, leadership and decision-making typically starts at the political party level. Unfortunately, the structure of the political parties in Africa has privileged men who founded them more than women. Often, women belonged to "Women's Wings" of such parties and were rewarded with token appointments.

In view of the above barriers, it is important that gender-responsive initiatives are rigorously pursued by African countries in order to increase the participation of women in democratic institutions and mechanisms and their representation in governance and decision-making. Increasing women's number in leadership positions is vital to democratic development and sustainability in Africa. Some have suggested the "virtuous circle of representation" in which women's political participation and mobilization will increase the number of women in decision-making office, and consequently, enable them to influence decision-making regarding national budgets, policy priorities and ideological underpinnings of government policies and programs. Although African women are not homogenous and having a critical mass of women in governance and decision-making may not necessarily translate to representing women and advancing their interests, it has been demonstrated that countries with a significant number of women legislators have seen some positive changes in family laws, land rights, gender-based violence, and public perceptions of women's roles in society. It is believed that having more women in government is likely to increase government effectiveness and also improve governance. While it is important for women to work in partnership with men to build trust and achieve consensus, the political will and commitment of government leaders are of essence.

***Part 2 of this article will appear in the next edition of The Faculty Voice.**



Igbo Women at their Ph.D. Graduation

of Burundi, Specioza W. Kazibwe of Uganda, Rose F. Rogombe of Gabon, Monique Ohsan-Bellepeau of Mauritius; and prime ministers such as Agathe Uwilingiyimana of Rwanda, Maria das Neves and Maria do Carmo Silveira of Sao Tome and Principe, Luisa Diogo of Mozambique, Cecile Manoroahanta of Madagascar, Cisse Mariam K. Sidibe of Mali, and Aminata Toure of Senegal. Joyce Hilda Banda of Malawi and Catherine Samba-Panza of Central African Republic have served as presidents of their respective countries. In 2005, African women and others celebrated the election of Ellen Johnson Sirleaf as the first executive female president of Liberia and the first woman to be elected president in the continent. African women have demonstrated enviable resilience in the face of civil and inter-state wars and genocides, especially in Nigeria, Sudan, Democratic Republic of Congo, Rwanda, Sierra Leone, Liberia, Burundi, Central African Republic and recently, South Sudan. They have served in peace negotiations and prevention of violence.

2004 for her promotion of environmental conservation and economic empowerment of women through her Green Belt Movement; and two Liberians in 2011: Ellen Johnson Sirleaf for her leadership in peace-building and national unity; and Leymah Gbowee, who was recognized for her peace movement and rehabilitation of child soldiers in her country.

Despite the samples of progress shown above, records from many African countries show a history of unequal participation and representation of women in politics and decision-making. Women from many African countries still struggle to navigate socioeconomic, political and cultural barriers that prevent their inclusion in both customary and democratic governance. The entrenched patriarchal sensibilities that have been reinforced by religious ideologies, in which family control and participation in governance and decision-making processes are entrusted to men and women's primary roles seen as wives and mothers, constitute fundamental reasons why African

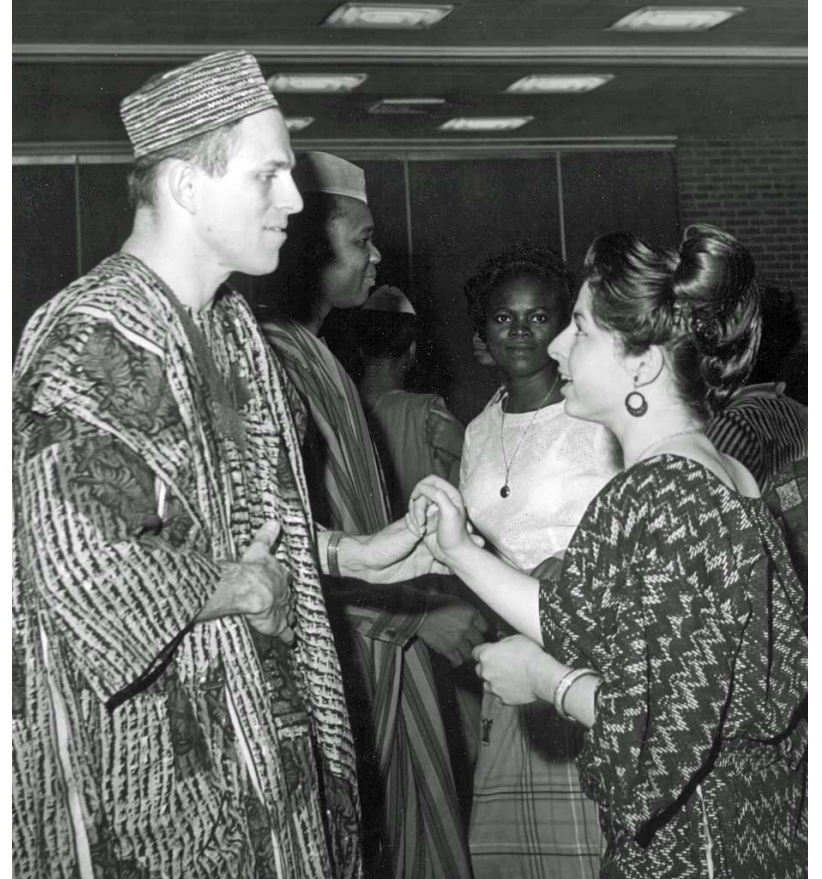
Remembering Bill Hanna



Bill and Judy, Retirement



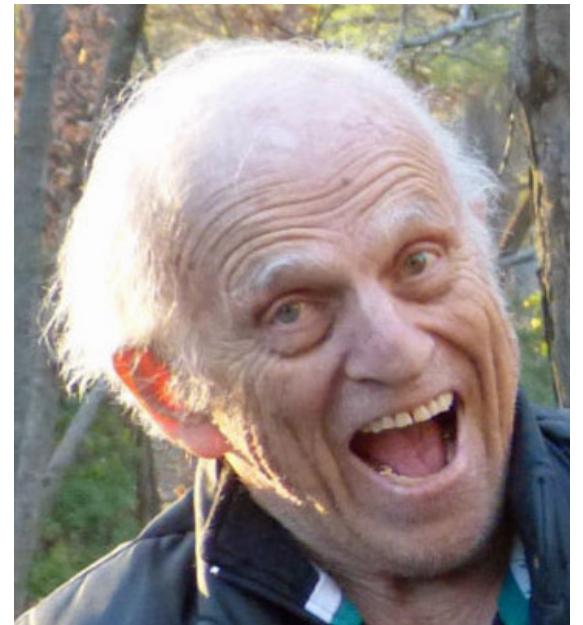
Bill at Hollywood Professional School



Bill and Judy in Nigeria, 1962



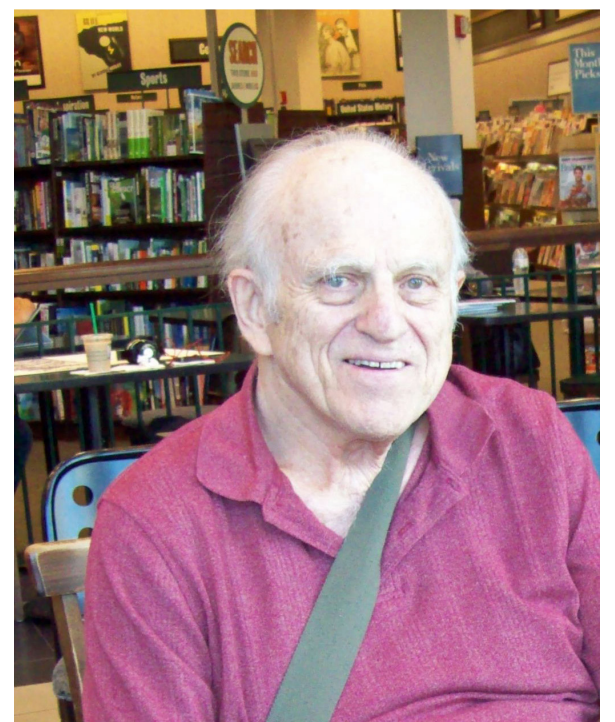
Bill and Judy, dancing at a wedding



Bill fooling around, 2014



At one of the community fairs Bill organized



Bill at Barnes and Noble

Action Langley Park is a 501c3 nonprofit organization dedicated to improving the quality of life in and around Langley Park, Maryland. Our efforts include information exchange, advocacy, and the organization of health services - primarily with "Health Check" in the Fall and the health fair that is part of Langley Park Day in the Spring. Barrio de Langley Park is published by Action Langley Park with support from the Langley Park Project of the University of Maryland. For information about Action Langley Park and/or its biweekly newsletter, Barrio de Langley Park, write to actionlangleypark@yahoo.com.