

# School of Education

## BLACK WOMEN IN HIGHER EDUCATION: THE HOWARD UNIVERSITY EXPERIENCE



**ALEXCIA M. KILGORE**

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CENTER FOR  
**WOMEN,  
GENDER  
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LEADERSHIP**



# The Center for Women, Gender and Global Leadership

The Center is an interdisciplinary program with a vision to be a Center of Excellence for Black women and Black feminist consciousness, activism, and global leadership. The Center aims to meet this vision through programming that promotes transformational leadership, global engagement, research, service learning, and building impactful partnerships. The mission of the Center is to promote global excellence for Black women and gender issues, feminist activism, and transformational leadership through global engagement, research, service learning, and impactful partnerships.

The GWGGL Working Paper Series examines issues related to women, gender, and sexuality with a particular focus on the Black experience. It provides a platform for scholars working on issues from all disciplines to share research on a broad range of topics such as science and technology, health, politics and public policy, law, social justice, business and entrepreneurship, medicine, environmental justice, and climate, diversity and inclusion, arts and the humanities.

*Black Women in Higher Education: The Howard University Experience is a special edition of the Working Paper Series (WPS) of the Center for Women, Gender and Global Leadership. The reports in this series form part of the Women in Leadership: A Storytelling Project, which uses oral narratives to document the experiences and journeys of women leaders at Howard University. The storytelling project is available on the Center's YouTube page.*



# Black Women in Higher Education: The Howard University Experience

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## **A Special Edition of the Working Paper Series by the Center for Women, Gender and Global Leadership**

The historic launch of the Howard University Center for Women, Gender and Global Leadership on October 4, 2020, was the culmination of many years of women and feminist organizing and activism at Howard University. The Center stands as an homage to the women and men who have advocated for, advanced, and established programs, initiatives, courses and other forms of activism for women and gender issues in the long history of Howard University.

Howard is known as a place of many firsts, yet the history of women remains largely in the archives. For example, women have established or led seven centers in areas ranging from the Center for Sickle Cell Disease to the Center for Women and Global Leadership. The contributors have also identified notable women faculty, students and staff from the Howard University archives that have not received much attention in existing literature on Howard's history.

Howard's administration has made recent strides in cultivating Black women leaders as deans and leaders in critical administrative positions. Still, there has been little analysis of how gender equity is practiced among faculty, the board of trustees, and executive leadership. The election of Kamala Harris, a Howard alumna, as the first woman vice president of the United States in 2020 reinvigorated Howard University's position as a leading Historically Black College and University (HBCU) in the United States and abroad. Howard University has produced several pioneer Black figures and leaders in the United States, including a Supreme Court judge, members of Congress, leaders of big companies and movie stars. Yet, we know little about the women and men faculty who teach, train and develop these leaders.

Black Women in Higher Education: The Howard University Experience is the culmination of a two-year research project designed by J. Jarpa Dawuni, Ph.D., and Anita Plummer, Ph.D., and carried out by graduate students and faculty that documents the past and present status of women faculty, students, and administrators at Howard University. Each working paper provides historical and contemporary data and case studies of women at the institution in areas ranging from their role in leadership positions, faculty rank, salary, retention, post-graduate work, exposure to violence and discrimination, and more. The data reveal a complex story of individuals and groups of women addressing gender inequity spanning the University's over 150-year history.

As a center focused on global leadership, this project draws on the United Nations Sustainable Development Goals (goal number five) which calls on nations and institutions to work towards achieving gender equality. Equally, goal number four (#4) calls for quality education. Recent efforts to promote diversity, equity, inclusion and access (DEIA) require data and informed research to provide a baseline for assessing where progress has been made and where more work needs to be done. This Working Paper Series (WPS) provides the needed baseline for further research on the topic of women's representation at institutions of higher education—specifically within HBCUs.

Collectively, the working papers document critical areas of women's experiences in different academic departments, colleges, and schools. In 2022, women students comprised 74% of the student body at Howard. It is well documented that women today have more access to education than at any other point in history. *(Continued)*

## PREFACE

Persistent gender inequality and inequity point to institutional failures at Howard and in higher education broadly. In 2019-2020, women comprised 55% of the faculty at Howard; however, when divided by rank, 66.81% of full professors and 53.27% of associate professors are men (College Factual, 2020). Lectureships, assistant professors, instructors, and adjuncts are predominantly held by women. Education is viewed as an equalizer, and this working paper series examines how women at the institution that graduates the highest number of Black professionals in medicine, dentistry, pharmacy, engineering, nursing, law, social work, and education fare in ensuring women are equally represented in those fields at Howard and beyond.

Representation in administrative leadership and faculty is essential in understanding the story of women's evolving roles at Howard University. Each paper focuses on three aspects of women's roles at the institution. It begins with a microhistory of each college or school, followed by an analysis of women's intellectual contributions in their disciplines over the institution's history. The second area focuses on contemporary data (up to the year 2020) on gender in administrative, faculty, and non-faculty teaching positions. The final part of each paper examines the societal and institutional practices and culture contributing to gender inequality and provides policy recommendations that may help address disparities in Black women's representation in higher education leadership.

### **Significance and Contribution**

The role and experiences of Black women in higher education have been documented in the literature, especially in Predominately White Institutions (PWIs).

This WPS extends the literature by highlighting the following areas:

- The historical evolution of Black women faculty, administrators and students at Howard University.
- The formal institutional barriers Black women administrators and faculty encounter and the strategies used to address them.
- The informal cultural challenges faculty and administrators experience.
- Feminist theoretical perspectives that specifically focus on gender and race as critical dimensions to framing Black women in higher education.
- Highlights the broader implications of inequality and inequity on women in underrepresented sectors, especially in science and medicine.

This working paper series is the first project that shines a light on the role of women academics and administrators at Howard University. Each paper provides policy recommendations that can help Howard University and similar institutions advance gender equality and inclusion on campus. This project will contribute to existing scholarship on Black women in higher education by using Howard University as a case study.

J. Jarpa Dawuni, Ph.D. (Editor-in-Chief)

**Founding Director, CWGGL**

Associate Professor of Political Science

Anita Plummer, Ph.D. (Associate Editor)

**Associate Director for Research & Faculty Engagement, CWGGL**

Associate Professor of African Studies

Mouhamadou Moustapha Hoyeck (Managing Editor)

**Outreach Coordinator, CWGGL**

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# Black Women in Higher Education: The Howard University Experience School of Education<sup>1</sup>

Alexcia M. Kilgore  
alexcia.kilgore@bison.howard.edu

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## ABSTRACT

Howard University's School of Education (HUSOE) has produced educational leaders since 1867. The women in HUSOE have played an instrumental role in this legacy, as students, lecturers, faculty members, and administrators. Approximately 28 women have been documented as tenured and 24 as deans, associate deans, and department chairs. Today, 15 women are tenured, and five are in administrative roles. Although women are predominant in HUSOE, they have not always held leadership roles. However, the university's recent efforts to be more inclusive can result in more women in leadership in the near future.

## BACKGROUND

HUSOE has roots that predate its establishment in 1867. Miner Hall has a storied and unique connection to teacher preparation in the United States. Myrtilla Miner is regarded as the first person to establish a teacher-preparing institution for Negro women (Daniel, 1949). Miner Normal School became Miner Teachers College in 1930 and played a significant role in preparing educators in Washington DC. It merged with Wilson Teachers College in 1955 and became DC Teachers College.

HUSOE was established in 1867 and has undergone numerous name changes: the Normal and Preparatory Department (1867-1899), Department of Pedagogy (1899-1901), Teachers' College (1901-1917), School of Education (1918-1924), Department of Education (1925-circa 1965), and School of Education again (1971-present). The curriculum of the Normal Department was created for students who had an interest in teaching or receiving a "good English education" (Howard University Catalog, 1868). The Preparatory Department offered preparatory courses before students were admitted into the freshman class (Howard University Catalog, 1871). The Model School and Miner School were where Normal Department students could practice and receive observation while teaching

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under the supervision of the principal (Howard University Catalog, 1868, 1871). By 1899, the college expanded its focus to the “study of educational science and training of teachers” (Howard University Catalog, 1899, p. 27).

Education students were trained at elementary schools, secondary schools (Howard University Catalog, 1911), normal schools, and academies (Howard University Catalog, 1919). They also took courses in psychology, ethics, biology, sociology, and logic to make them well-rounded and develop effective teaching skills (Howard University Catalog, 1963).

In 1971, the college focused on the role of teacher education in urban communities and ethnic minority groups (Howard University Catalog, 1971). In 1974, four departments were established: Curriculum and Teaching (now Curriculum and Instruction), Educational Leadership (now Educational Leadership and Policy Studies), Foundations of Education (dissolved), and Psychoeducational Studies (now Human Development and Family Studies; Howard University Catalog, 1979). In 1975, the Educational Psychology and School Psychology doctoral programs were created (Howard University Catalog, 1979), and the Counseling Psychology program was added in 1981 (Howard University Catalog, 1983, 1985).

## DEPARTMENT DESCRIPTIONS

Departments within the School of Education all have a specific focus. The Department of Curriculum and Instruction prepares students to teach elementary, secondary, and special education. The curriculum focuses on the needs of Black and other underrepresented students in urban communities (Howard University, n.d.). The Department of Educational Leadership and Policy Studies prepares students to serve in administrative roles as leaders in higher education, working within educational and social policy while centering the educational needs of historically marginalized students. The Department of Human Development and Family Studies prepares educators, psychologists, and researchers for various roles in education, the government, and the community, as it relates to individuals and their families (Howard University, n.d.). Table 1 provides more information about degrees offered.

According to the *2022 U.S. News & World Report Ranking*, HUSOE was 91 in the nation (Thomas, 2021) of top 100 education programs, its highest ranking in the list’s history and representing the only historically Black college or university. It is accredited by the Council for the Accreditation of Educator Preparation (Howard University, 2023); each department has its own respective accreditation and acknowledgment from its governing organizations.

## THE FIRSTS

Women have had a presence in HUSOE since 1867, although most leaders have been male. The first female faculty member was Julia A. Lord. Prior to Howard, she was an assistant teacher at “colored schools” (Howard University Catalog, 1867). In 1867, she was an assistant, and by 1868, she was on the faculty (Howard University Catalog, 1868). In 1869, she became the department assistant and head of the Model School (Howard University Catalog, 1869). In 1868, the first cohort of female teachers in the Normal and Preparatory Department were Julia M. Alvord, Matilda A. Nichols, and Emily E. Robinson (Howard University Catalog, 1868). In its inaugural year, the Normal and Preparatory Department had 26 female students (Howard University Catalog, 1867). The catalog (1867, p. 14) does not indicate their majors or areas of study, but they were to receive “a solid English education.”

### THE FIRSTS: TENURE AND LEADERSHIP

The first female leader was Martha B. Briggs. She was a faculty member of mathematics in the Normal Department (Howard University Catalog, 1877). In 1878, she was appointed as the principal of the Normal Department. Briggs was noted for her success in preparing educators at Howard. In 1879, she left to serve as principal of Miner Normal School (New Bedford Historical Society, 2021). Briggs returned to Howard in 1883 and remained the principal of the Normal Department until her death in March 1889.

The first woman to earn tenure was Martha Maclear. She became a tenured professor of Elementary Education in 1923 after teaching at Howard for 13 years (Howard University Catalog, 1923). Although these women’s achievements were 50 years apart, they allowed other women to follow in their footsteps.

### LEADERSHIP

#### **Deans**

Seven women in HUSOE have served as deans (Figure 1). The first one documented is Lucy Diggs Slowe. In 1923, she was an associate professor, and she was the dean of Women until 1933. Slowe Hall was dedicated in her honor in 1948. Dr. Beverly Glenn was the dean circa 1990 (Hilltop Staff, 1990). In 1996, Dr. Veronica Thomas was interim dean (Hilltop Staff, 1996). She is a tenured professor of Human Development. Circa 2004, Dr. Vinetta Jones became the dean (Hilltop Staff, 2004). She is now retired. Circa 2007, Dr. Leslie Fenwick served as dean (Howard Commencement Program, 2007). She is now a dean emeritus and tenured professor of Educational Leadership and Policy Studies. Between 2010 and 2011, Dr. Melanie Carter was acting dean (Wutoh, personal communication, 2021). She is the associate provost for Undergraduate Studies. Dr. Dawn Williams became interim dean in 2016, was appointed as dean in 2018, and remains in the position (Thomas, 2018).

#### **Associate Deans**

Five women in HUSOE have been associate deans (Figure 2). The first documented is Dr. Marilyn Irving (2005–2007; Hilltop Staff, 2006; Ferguson, personal communication, 2021).

In 2010, she became the associate dean for Research and Sponsored Programs (Fox, 2016). She is retired. Dr. Rosalie Boone was an associate dean (Ferguson, personal communication, 2021) for an undocumented time and then retired. Dr. Velma LaPoint similarly was associate dean (Ferguson, personal communication, 2021) for an undocumented time and is a tenured professor of Human Development. Carter was senior associate dean of Academic Programs and Student Affairs (2007–2012; Howard University, n.d.). Dr. Constance Ellison is associate dean in the Graduate School. Ellison has been associate dean for Educational Research Affairs, assistant dean of HUSOE (CETLA, 2004), and senior associate dean of the Graduate School (Frederick, 2016).

### **Department Chairs**

Twelve women in HUSOE have served as department chairs (Figure 3). The first documented is Dr. Alethea H. Washington, in 1942 (Howard University Catalog, 1942). In 1971, Dr. Evaretta S. Rutherford was appointed (Howard University Catalog, 1971). In 1979, Drs. Sandra Smith and Mauderie H. Saunders were chairs of Curriculum and Teaching and Psychoeducational Studies, respectively (Howard University Catalog, 1979). Irving was the department chair of Curriculum and Instruction (2001–2008) and interim department chair (2008 and 2010) before retiring. In 2004, Dr. Rosa Trapp-Dail served as department chair of Curriculum and Instruction (Hilltop, 2004) before retiring. For undocumented time frames, Dr. Lois Harrison Jones, Dr. Sylvan Alleyne, and Dr. Veronica Thomas served as the department chairs of Educational Leadership and Policy, Human Development and Psychoeducational Studies, and Human Development and Psychoeducational Studies, respectively (Ferguson, personal communication, 2021). Williams was department chair of Educational Administration and Policy Studies from 2010 until 2016. The most recent department chairs are Drs. Kimberley Freeman and Joy Banks. Freeman was the interim department chair of Human Development and Psychoeducational Studies in 2013 and became the full chair in 2014. In 2015, Banks became department chair of Curriculum and Instruction. Their terms ended in summer 2021.

## **FINDINGS**

Data provided by the Howard University Institutional Research and Assessment (HU IRA) in the Office of the Provost and Chief Academic Officer (2021) show detailed information on gender and tenure status of faculty members in HUSOE from 2018 until 2021. Faculty in the Departments of Curriculum and Instruction and Human Development and Family Studies are predominantly women. Faculty in the Department of Educational Leadership and Policy Studies are predominantly men. Each department had unique trends in gender representation and tenure status, with some departments having increases or decreases in gender diversity. Any changes within the departments are reflected in paragraphs summarizing their 2019–2020 and 2020–2021 statistics. Lack of change is not acknowledged but is reflected in the figures.



### **Overall Demographics 2018–2021**

In the 2018–2019 academic year, HUSOE had 46 faculty members: eight professors, 15 associate professors, 13 assistant professors, and 10 adjunct professors. Professors were 62.5% ( $n = 5$ ) women and 37.50% ( $n = 3$ ) men. Associate professors were 53.33% ( $n = 8$ ) women and 46.47% ( $n = 7$ ) men. Assistant professors were 92.31% ( $n = 12$ ) women and 7.69% ( $n = 1$ ) men. Adjunct professors were 20% ( $n = 2$ ) women and 70% ( $n = 7$ ) men. One adjunct faculty member's gender was unknown. Twenty-one faculty members were tenured, ( $n = 14$ ) tenure track, and ( $n = 11$ ) not tenure track.

The following academic year saw a decrease of two faculty members ( $N = 44$ ). However, three professors were added ( $n = 12$ ). Female professors decreased to 58.33% ( $n = 7$ ), and male professors increased to 41.67% ( $n = 5$ ). A woman became an associate professor, increasing the representation of women to 56.25% ( $n = 9$ ). Assistant professors ( $n = 7$ ) decreased by six and were 100% female. Adjuncts also decreased by one ( $n = 9$ ), changing the gender makeup: men decreased to 55.56% ( $n = 5$ ), and women increased to 44.44% ( $n = 4$ ). Twenty-six faculty members were tenured, eight tenure track, and nine not tenure track.

The academic year 2020–2021 saw a decrease of one faculty member ( $N = 43$ ). One male professor was added ( $n = 13$ ). Male professors increased to 46.15% ( $n = 6$ ), and female professors decreased to 53.85% ( $n = 7$ ). Four associate professors departed, leaving 66.67% ( $n = 8$ ) women and 43.75% ( $n = 4$ ) men. Assistant professors increased by one: 88.89% ( $n = 8$ ) women and 11.11% ( $n = 1$ ) men. The number of adjuncts remained consistent ( $n = 9$ ), but the gender makeup changed: 55.56% ( $n = 5$ ) women and 44.44% ( $n = 4$ ) men. Twenty-five faculty members are tenured, seven tenure track, and 11 not tenure track. Figure 4 reflects the changes in the department's faculty status and Table 2 reflects the gender breakdown of the overall department.

### **Curriculum and Instruction**

The Department of Curriculum and Instruction had 10 faculty members in 2018–2019. Two were professors, one woman and one man. Four were associate professors, three women and one man. Three were assistant professors, all women. One woman was an adjunct professor. Six were tenured, three tenure track, and one nontenured. Eight (80%) were women; four were tenured, three tenure track, and one nontenured.

In the following academic year, one faculty member was added ( $n = 11$ ). A man was promoted to professor, making the demographics one woman and two men. One assistant professor departed, which left two women. Two women were added as adjunct professors. Seven of the faculty were tenured, two tenure track, and two nontenured. Eight (73%) were women: four tenured, two tenure track, and two nontenured.

The 2020–2021 department has 12 faculty members. One female professor departed, which left two male professors. One assistant professor and one adjunct were added, both women. Six of the faculty are tenured, four are tenure track, and two are nontenured. Nine (75%) are women; three each are tenured, tenure track, and nontenured. Figure 5 reflects the changes

in the department's faculty status and Table 3 reflects the gender breakdown of the overall department.

#### **Educational Leadership and Policy Studies**

The Department of Educational Leadership and Policy Studies had 13 faculty members in 2018–2019. The one professor was a woman. The five associate professors were all men. The one assistant professor was a woman. Six of the faculty were adjuncts, five men and one whose gender identity is unknown. Four of the faculty were tenured, two tenure track, and six nontenured. Two (15%) were women, both tenured.

The following academic year had 13 faculty members. One male adjunct left and a woman joined, resulting in four men and two women. Four of the faculty were tenured, two tenure track, and seven nontenured. Four (31%) were women, two each tenured and nontenured.

The 2020–2021 department has 13 faculty members. Two professors were added, resulting in two women and one man. Three associate professors departed, leaving two men. One assistant professor was added, resulting in one woman and one man. Six are adjuncts, four women and two men. Five of the faculty are tenured, two tenure track, and six nontenured. Seven (54%) are women: two tenured, one tenure track, and four nontenured. Figure 6 reflects the changes in the department's faculty status and Table 4 reflects the gender breakdown of the overall department.

#### **Human Development and Family Studies**

The Department of Human Development and Family Studies had 23 faculty members in 2018–2019. Five were professors, three women and two men. Six were associate professors, five women and one man. Nine were assistant professors, eight women and one man. Three were adjuncts, one woman and two men. Eleven were tenured, nine tenure track, and three nontenured. Seventeen (74%) were women: eight tenured, eight tenure track, and one nontenured.

During the 2019–2020 academic year, the faculty decreased by four, to 19. Three professors were added, resulting in five women and three men. Five assistant professors departed, leaving four women. Two adjuncts also departed, which left one man. Fourteen faculty members were tenured, four tenure track, and one nontenured. Fourteen (74%) were women: 10 tenured and four tenure track.

The 2020–2021 department has 18 faculty members. Six are associate professors, five women and one man. Four are assistant professors, all women. Fourteen were tenured, three tenure track, and one nontenured. Fourteen (78%) were women: 10 tenured and four tenure track. Figure 7 reflects the changes in the department's faculty status and Table 5 reflects the gender breakdown of the overall department.

## DISCUSSION AND ANALYSIS

In 151 years, HSUOE has had 28 tenured women and 24 women in leadership positions. Women predominantly served as lecturers, teachers, and faculty; men were more likely to hold leadership roles, in part due to sexism as a barrier to tenure or leadership. According to the 2018–2021 data, women were more likely to be faculty, outnumbering men in Curriculum and Instruction by 4:1 and Human Development and Family Studies by 3:1. However, men were more likely to outnumber women in Educational Leadership and Policy Studies by 2:1. This makes sense, as in the United States, men are more likely to hold positions in policymaking than women (Rutgers Eagleton Institute of Politics, 2021). In the 2020–2021 academic year, women were significantly more likely to outnumber men as assistant and associate professors. However, women and men were almost equally likely to be adjuncts and professors. This reveals that in the assistant and associate professor roles, men may be more likely to leave or are less likely to be hired at these levels. On the other hand, women staying may allow them a higher likelihood of being in leadership roles.

A limitation of this study is missing data points on tenured women in the college and administrative roles throughout parts of the 1980s, 1990s, 2000s, and early 2010s. If these information gaps are filled, we can acknowledge more women who were tenured and/or in leadership positions. In addition, some information could only be provided orally due to the lack of digitally archived information. Oral data can lack detail and/or accurate information.

An effort is underway to create a more inclusive environment for women in HUSOE. In the summer of 2021, more women were promoted into leadership. Dr. Kyndra Middleton, associate professor of Educational Psychology, has been appointed the director of Graduate Studies (Williams, personal communication, 2021). Dr. Kamilah Woodson, professor of Counseling Psychology, has been appointed the Department Chair of Human Development and Family Studies (Williams, personal communication, 2021). Carter, associate provost of Undergraduate Studies, is now the inaugural director of the Center of HBCU Research, Leadership, and Policy (Wutoh, personal communication, 2021). In the next 5–10 years, women should remain in leadership. Although these positions have multiyear terms, within the next 5–10 years, HUSOE leadership can witness a shift in gender diversity. Assuming that faculty will still be predominantly women, these women will continuously access leadership positions.

## CONCLUSION

Women have had a presence in HUSOE since 1867. Although women were faculty members, many did not become tenured or hold leadership roles. This could be due to sexism within the college, especially during the latter half of the 19th century and first half of the 20th century. However, few were able reach tenure and hold leadership positions in the department and became notable in the field of education. They were principals, department chairs, associate deans, deans, and an associate provost. HUSOE also has a large presence

of female faculty in tenured and tenure-track positions. Over time, women have risen to leadership roles within HUSOE and excelled. Hopefully, the women in HUSOE continue to earn leadership positions in the upcoming years and will be remembered for their contributions.

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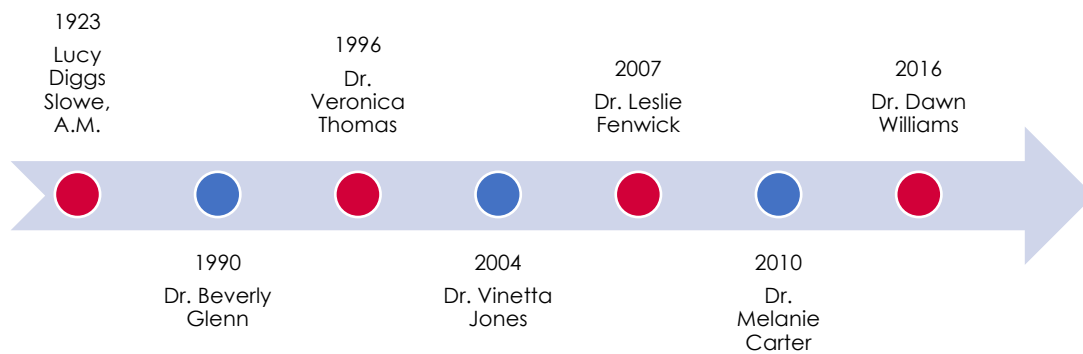
APPENDIX I

Table I: Detail of Department Programs and Degrees Offered

<b>Department</b>	<b>Programs</b>	<b>Degrees Offered</b>
Curriculum and Instruction	Elementary Education  Minors: English Education Foreign Language Education (French and Spanish) Mathematics Music Education Physics Education Social Studies Education Theatre Arts Education	Bachelor's of Science
	Elementary Education Secondary Education Special Education	Master's of Education
Educational Leadership and Policy Studies	Educational Administration	Master's of Education
	Educational Administration	Certificate for Advanced Graduate Studies
	Educational Leadership, Administration, and Policy	Doctorate of Education
	Higher Education Leadership and Policy Studies	Doctorate of Philosophy
Human Development and Family Studies	Human Development	Bachelor's of Science
	School Psychology and Counseling Services	Masters of Education
	Educational Psychology School Psychology Counseling Psychology	Doctorate of Philosophy

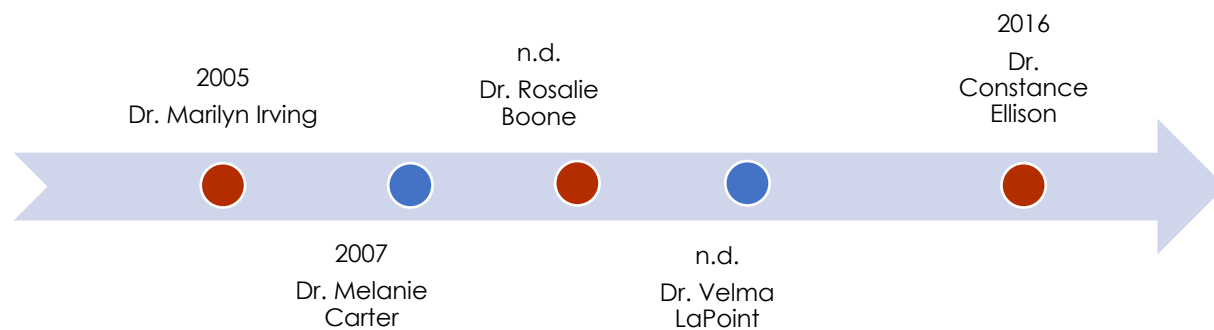
## APPENDIX 2

Figure 1: Female Deans in HUSOE



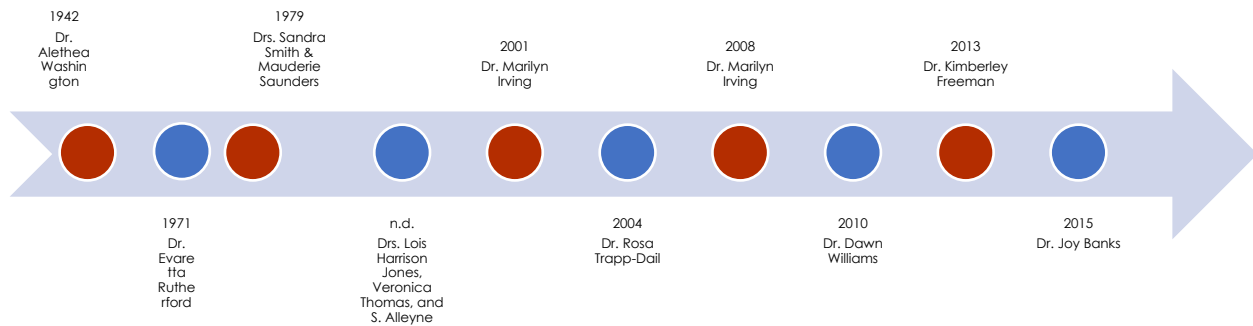
## APPENDIX 3

Figure 2: Female Associate Deans in HUSOE



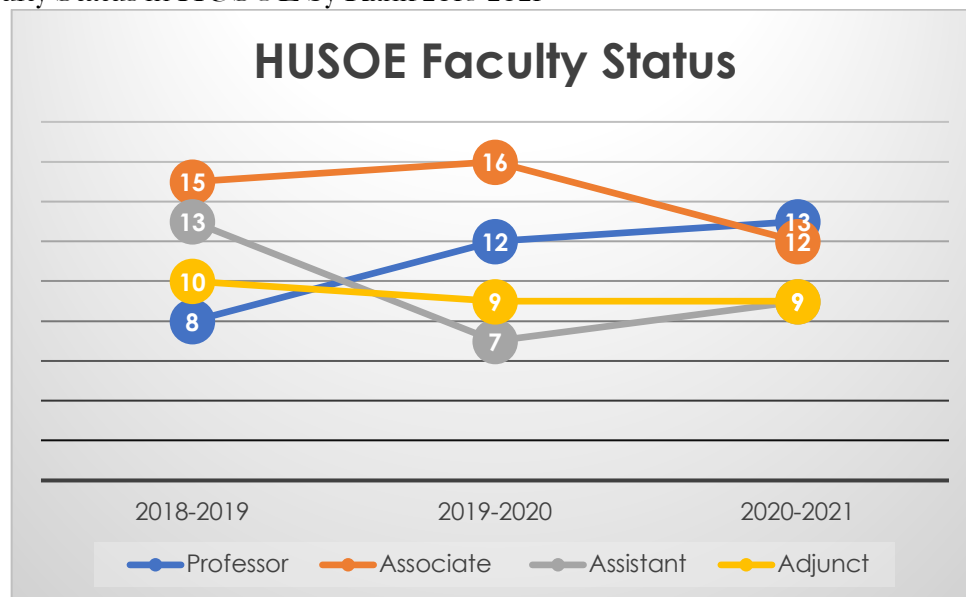
## APPENDIX 4

Figure 3: Female Department Chairs in HUSOE



## APPENDIX 5

Figure 4: Faculty Status in HUSOE by Rank 2018-2021



Note: Data from HU IRA (2021) that reflect overall rank in HUSOE 2018-2021.

APPENDIX 6

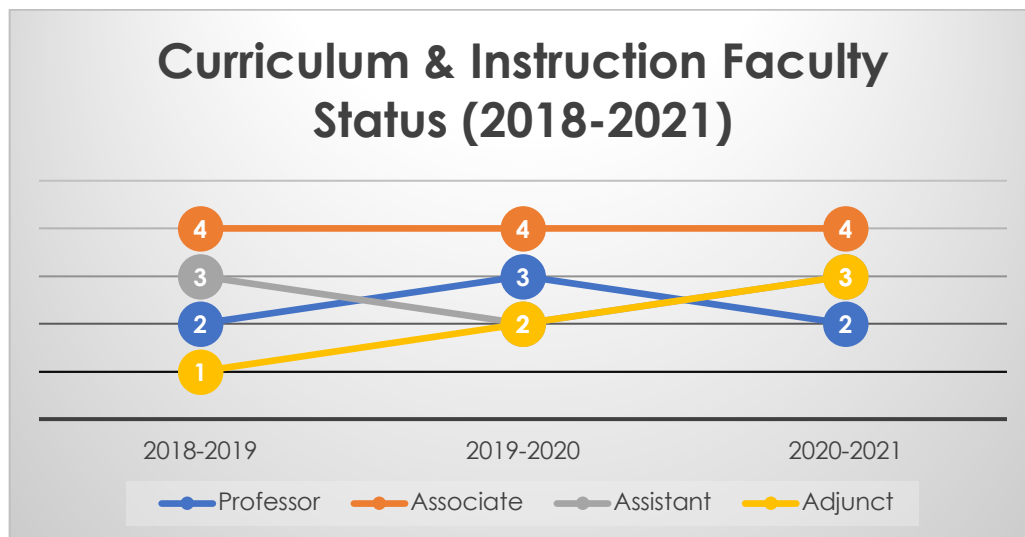
Table 2: Gender and Faculty Status in HUSOE by Gender 2018-2021

Faculty Status	Women			Men		
	2018–2019	2019–2020	2020–2021	2018–2019	2019–2020	2020–2021
Professor	5	7	7	3	5	6
Associate	8	9	8	7	7	4
Assistant	12	7	8	1	0	1
Adjunct	2	4	5	7	5	4

Note: Data from HU IRA (2021) that reflect overall faculty status and gender demographic in HUSOE 2018–2021.

APPENDIX 7

Figure 5: HUSOE Department of Curriculum and Instruction Faculty by Rank 2018-2021



Note: Data from HU IRA (2021) that reflect overall faculty status and gender demographic in the Department of Curriculum and Instruction 2018–2021.

APPENDIX 8

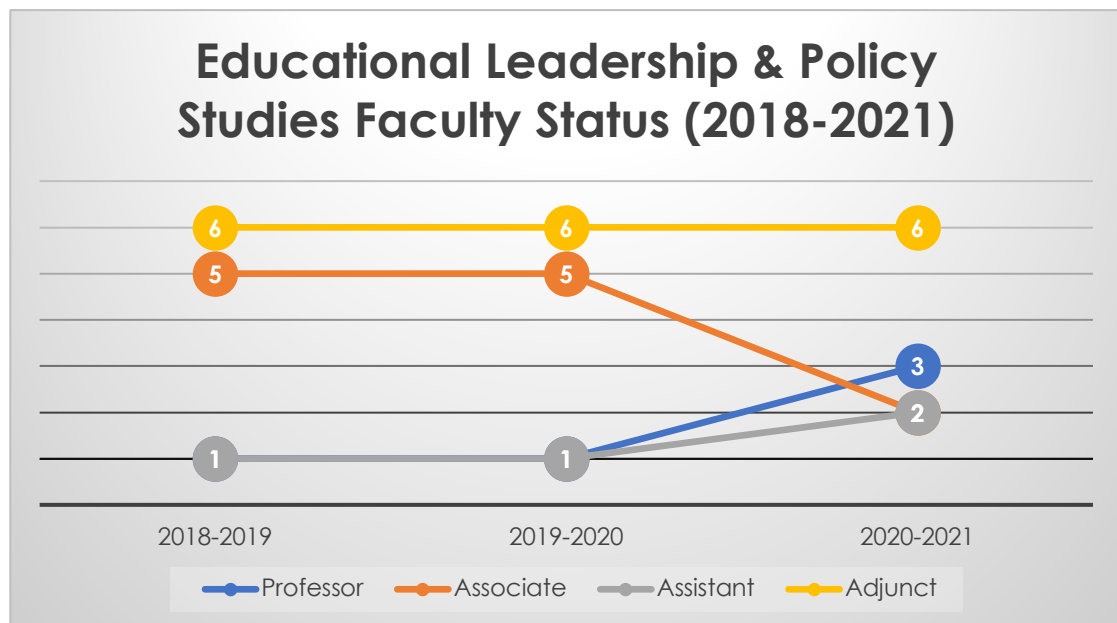
Table 3; Faculty Rank and Gender of Curriculum and Instruction, 2018-2021

Faculty Status	Women			Men		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Professor	1	1	0	1	2	2
Associate	3	3	3	1	1	1
Assistant	3	2	3	0	0	0
Adjunct	1	2	3	0	0	0

Note: Data from HU IRA (2021) that reflect overall faculty status and gender demographic in the Department of Curriculum and Instruction 2018-2021.

APPENDIX 9

Figure 6: HUSOE Department of Educational Leadership and Policy Faculty by Rank, 2018-2020



Note: Data from HU IRA (2021) that reflect overall faculty status and gender demographic in the Department of Curriculum and Instruction 2018-2021.

APPENDIX 10

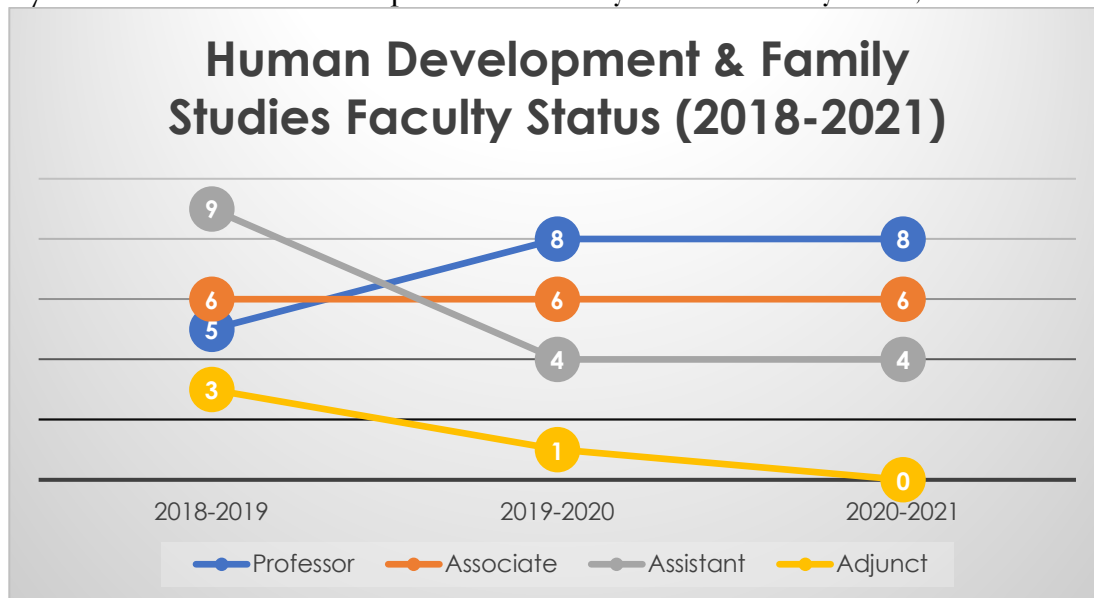
Table 4: Faculty Rank and Gender in Educational Leadership and Policy Studies, 2018-2021

Faculty Status	Women			Men		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Professor	1	1	2	0	0	1
Associate	0	0	0	5	5	2
Assistant	1	1	1	0	0	1
Adjunct	0	2	4	5	4	2

Note: Data from HU IRA (2021) that reflect overall faculty status and gender demographic in the Department of Educational Leadership and Policy Studies 2018-2021.

APPENDIX 11

Figure 7: HUSOE Human Development and Family Studies Faculty Rank, 2018-2021



Data from HU IRA (2021) that reflect overall faculty status and gender demographic in the Department of Human Development and Psychoeducational Studies 2018-2021.



APPENDIX 1 2:

Table 5: Breakdown of Faculty Status and Gender in Human Development and Family Studies

Faculty Status	Women			Men		
	2018–2019	2019–2020	2020–2021	2018–2019	2019–2020	2020–2021
Professor	3	5	5	2	3	3
Associate	5	5	5	1	1	1
Assistant	8	4	4	1	0	0
Adjunct	1	0	0	2	1	0

Note: Data from HU IRA (2021) that reflect overall faculty status and gender demographic in the Department of Human Development and Psychoeducational Studies 2018–2021.