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.

Photo Credits: Peter Finger, Howard University, Office of Communications
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)
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

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

**ACKNOWLEDGEMENTS**
We are grateful to the many Howard University community members who contributed to this project: Dean Oluwaranti Akiyode, Dr. Mario Beatty, Dr. Helen Bond, Dr. Melanie Carter, Dr. John Cotman, Dr. Emily Cramer, Dean Sandra Crewe, Dr. James Davis, Lakeiya Dulcio, Camryn Edwards, Dr. Earl Etienne, Dr. Farhana Ferdous, Dr. Ruby Gourdine, Weslyn Harmon, Dr. Kathy Marshall, Dr. Celia J. Maxwell, Anita Schmied, Kobii Spruill and Dr. Grant Warner. We recognize the valuable contributions of the late Dr. Ruby Gourdine, a trailblazer in social work and an esteemed mentor and colleague.
ABSTRACT

The Women at Howard University Project aims to historicize women's roles in academia across the institution's various schools and colleges. This report is one of several anthological reports documenting the contributions of women in academia, specifically in the Graduate School at Howard University. This report includes a review of the Howard University yearbook, commencement programs, and digital catalogs. Based on the findings, the report reveals an understanding of women's representation in the Graduate School. Furthermore, it highlights trends for senior administrators in academia and discusses implications for future research. The report also provides recommendations for future researchers to consider.

METHODOLOGY

The resources examined for this research effort are the Howard University yearbooks, commencement programs, and digital catalogs. The Howard University yearbooks are one of the significant university publications produced by students. The Howard University commencement programs reflect those listed for graduation throughout the years. The Howard University digital catalogs are definitive sources for information related to the university's academic development. The materials provide insights into the colleges and departments on campus and general information about the institution. Also included are listings of faculty and the current students for that period. These resources have been digitized and uploaded to the Howard University database for research purposes and

BACKGROUND

Established through 1964, Historically Black Colleges and Universities (HBCUs) have played an integral role in expanding educational opportunity in the United States (Brown, 2013; Fleming, 1984). HBCUs were founded with the mission of educating African Americans and created during an era in U.S. history when educational opportunities were

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1This work was financially supported by the Center for Women, Gender and Global Leadership.
limited by law and in practice (Allen & Jewell, 2002; Mobley, 2017). Prior to the origins of Cheyney University of Pennsylvania in 1837, and Lincoln University of Pennsylvania in 1854, postsecondary options for African Americans were virtually non-existent. With this context in mind, HBCUs hold a “historic responsibility as the primary providers of postsecondary education for African Americans in a social environment of racial discrimination” (Brown & Davis, 2001, p. 32). These colleges and universities, which vary widely in size, program offerings, financial resources, and other characteristics, are responsible for training generations of leaders and influential figures across various fields including education, the arts, religion, politics, business, and science, both in the United States and globally (Allen & Jewell, 2002; Crewe, 2017).

After the Civil War, members of the First Congregational Society of Washington considered establishing a theological seminary for the education of African-American clergymen in November 1866. Shortly thereafter, the concept expanded to include a provision for establishing a university (Archive of Howard University History, 2015). Howard University began in 1867 as a federally chartered, private, nonprofit educational institution (US Department of Education, 2014). Since its inception, Howard has been nonsectarian and open to people of all sexes and races. It offers undergraduate, graduate, and professional degrees in more than 120 programs, which is more than any other HBCU in the nation (Clay, 2016). Nevertheless, as a comprehensive, research-oriented university, its mission is to provide a high-quality educational experience at a reasonable cost with a particular emphasis on Black students (US Department of Education, 2014)(About Howard University Mission, n.d.).

HOWARD UNIVERSITY GRADUATE SCHOOL

According to the Howard University Graduate School opened in 1934. The School reorganized into its current structure in 1976 with divisions in the arts and humanities, biological and life sciences, engineering and physical sciences, and social sciences. From 1934 to 1974, The Graduate School of Howard University held this namesake. The namesake changed to the Graduate School of Arts & Sciences and officially returned to the Graduate School in the 2000s. The Howard University Graduate School consistently produces the nation's most significant number of on-campus African American doctoral recipients, producing 100 or more doctoral degree recipients annually (About Howard University Graduate School, n.d.). Notably, The Graduate School at Howard University is also among the nation’s largest producers of African American students who complete doctorates in science, technology, engineering, and mathematics (STEM). Moreover, Howard continues to be the nation's top-ranked university in producing African Americans with doctorates in the applied and social sciences (About Howard University Graduate School, n.d.). The Graduate School awarded its first doctorate in 1958 in the field of chemistry. Today, the school offers 28 master's and 27 doctoral programs (About Howard University Graduate School, n.d.).
WOMEN LEADERS

Since its inception in 1934, there have only been two female deans of the Howard University Graduate School. Esther Harriott Ottley served as the first woman interim dean and, Dana A. Williams is currently serving as the first woman dean. The Graduate School added the role of associate dean as it reorganized in 1976.

Dean Esther Harriott Ottley

Esther Harriott Ottley (Dean Ottley thereafter) was born in Panama, and her family returned to Jamaica when she was three years old to assist her paternal grandmother (Barnes-Ottley, 2018). As a homeschooled student in Jamaica, Dean Ottley placed second on the island when she passed the Cambridge Overseas Examination in high school, which qualified her for scholarships and opportunities (Barnes-Ottley, 2018). She pursued teacher education at the West Indian Training College ((WITC), now Northern Caribbean University-NCU) where in 1926, both of her parents received college degrees (Barnes-Ottley, 2018). After graduating from NCU in 1948 with an associate’s degree in math, she taught math at the college for several years before migrating to the United States to attend Emmanuel Missionary College ((EMC), now Andrews University) (Barnes-Ottley, 2018). Based on the information available, Dean Ottley was the first person of color and the first woman of color to have graduated with a B.A. in mathematics from Andrews University when she graduated in 1954.

According to Barnes-Ottley (2018), "this information came to light when Dean Ottley's granddaughter, Maya Nelson, a current social work sophomore at Andrews University, mentioned to her statistics teacher, Shandelle Henson, that her grandmother had been a student in the math department during the early 1950s. Maya's conversation with her teacher culminated in this written highlight." Dean Ottley was assigned a work/study placement with math professor William Specht with whom she worked the rest of her time at Andrews University (Barnes-Ottley, 2018). She credited Professor Specht with inspiring her to pursue a career in math and physics. Through the long journey, she graduated from EMC in 1954 and went to Columbia University to pursue a master's degree in education. (Barnes-Ottley, 2018). Dean Ottley joined the math department at Howard University after completing her doctorate in math/physics education at American University in 1965 (Barnes-Ottley, 2018).

Dean Ottley ascended to the deanship after serving in various positions across the Graduate School, such as leading the design of the math program that became a part of Howard’s Center for Academic Reinforcement (CAR) and the founding associate dean of the
Graduate School in 1976 (Triplin, 2020). Dean Ottley was granted tenure while teaching calculus and college algebra courses in the math department at Howard University until 1975, when she became the first woman interim dean of the Graduate School in 1986 (Barnes-Ottley, 2018) (see Table 1 in Appendix). Dean Ottley served in this role for two years and was offered the permanent deanship of the Graduate School. However, she declined out of concerns for potential Sabbath conflicts and transitioned to associate dean of administration within the Graduate School (Barnes-Ottley, 2018). Shortly after Dean Ottley retired, Howard University honored her by creating the Esther Ottley Graduate Fellowship. This award is a one-year, non-renewable award offered to a female doctoral student who demonstrates the qualities of leadership Ottley exhibited (Triplin, 2020).

**Dean Dana A. Williams**

Dr. Dana A. Williams received her Bachelor of Arts in English from Grambling State University in 1993, Master of Arts in 1995 from Howard University, and PhD in African American literature from Howard University in 1998 (Howard University Newsroom, 2021). As a graduate student, Dean Williams published outstanding scholarship focused on African American women playwrights' contributions to (Howard University Newsroom, 2020) playwrighting and theatre (Weaver, 1998). This work was reviewed by Kathy A. Perkins where she stated, "the work's focus on African American women playwrights was the first contribution of its kind and not since the publication of Bernard Peterson's *Contemporary Black American Playwrights and Their Plays* (1988) has there been such a valuable resource in this field" (Perkins, 1998). After Dean Williams completed her PhD, she became a Ford Foundation postdoctoral fellow at Northwestern University in 1999 (Howard University Newsroom, 2021). She joined the professorial ranks as an assistant professor in 1999 at Louisiana State University and transitioned to Howard University in 2003. Dean Williams maintained an active standing in academia with numerous projects, having authored the book *In the Light of Likeness – Transformed*: *The Literary Art of Leon Forrest*, more than 20 peer-reviewed articles, and having edited four books (Howard University Newsroom, 2021). Furthermore, she has served in integral roles at leading organizations such as the John Hope Franklin Humanities Institute at Duke University as a faculty fellow, the Toni Morrison Society as president, and the College Language Association, also as president (Howard University Newsroom, 2021). Dean Williams's contributions were further recognized in 2016 with her nomination to the National Council of Humanities by President Obama (Howard University Newsroom, 2021).

Dean Williams became the dean of the Howard University Graduate School in 2021 after serving as its interim dean since 2019. Dean Williams previously held the position of chair of
the English department in the Howard University College of Arts and Sciences. (Howard University Newsroom, 2021). Dean Williams’s diverse experiences equip her with a unique lens to serve the Howard University community and continue producing PhD holders of color across the US.

WOMEN EXPERIENCES IN SENIOR LEADERSHIP

A literature review revealed several key themes as it pertains to women in senior leadership positions. Experiences of women leaders in higher education reveal multiple institutional practices that pose barriers to accessing leadership, work-life balance, and supplementary expectations for women in higher education. In this context, the literature highlights important trends to consider for many women in higher education. Few women advance to top academic leadership positions such as dean, provost, president, or chancellor. An exception is in traditionally female fields such as nursing and education (Dugger 2001a). Yet, many social science and professional fields have shown substantial gender desegregation and an increasing supply of women for these positions. In the instances where women do hold top positions, it is typically at smaller, less prestigious schools. A wide array of practices impacts women’s advancement through either the academic or administrative ranks. Many barriers are instituted in the gendered organization, including the “second shift” (Martin 1994, 409), where women juggle home and professional responsibilities, compounded by “the coincidence of the biological clock and the tenure clock” (Martin 1994, 409), and the “invisible job” (Martin 1994, 410) of more significant academic service roles. There also is the “hidden curriculum” (Thomas et al., 2004, 63), where women learn to assimilate into the male culture by downplaying their attributes. Less prevalent, but just as damaging is that women are required to prove themselves in male dominated spaces and informal networks to draw upon (Oakley 2000). In addition, there is gender bias in selection, evaluation, and promotion processes, making it an arduous journey to advanced positions.

LEADERSHIP REPRESENTATION BY GENDER VISUALIZED

Based on available data for this research project, there have been fourteen deans of the Howard University Graduate School and Howard University Graduate School of Arts & Sciences. Out of the 14 deans, only two of the deans have been women. Furthermore, there have been seven associate deans in total of the Howard University Graduate School and Howard University Graduate School of Arts & Sciences. Out of the seven associate deans, only three have been women. Based on available data, there have been two assistant deans of the Graduate School and they are both women.

As shown in Table 1 (see Appendix), since the inception of the Graduate School in 1934, women’s representation in the school’s deanship slightly increased. In contrast, male representation as the dean of the school increased exponentially. According to statistics documented in the Howard University yearbook, catalog, and commencement programs, women deans have accounted for just 14% of total representation in the Graduate School as opposed to the 86% of their male counterparts (Figure 1). Using this same information,
going back to 1934, notable trends emerge. On average, the male deans served longer than the women deans within the Graduate School. Although the rate at which women have held a deanship in the Graduate School is low, it does not mean that their contributions are smaller in comparison.

Gender parity is a statistical measure used to describe ratios between men and women, or boys and girls, in a given population (Swenson, 2017). There are two notable findings on gender parity, in this case, as exhibited in Table 2 (see Appendix). First, there is the decline in gender parity as it pertains to the position of associate dean and second, there is the number of years that women deans serve in their position. Figure 2 highlights how these two findings offer insight into the accessibility of the deanship for women within the Howard University Graduate School.

Figure 2 demonstrates that the percentage of female associate deans represents 40% of total representation compared to 40% of male associate deans within the Graduate School. What is more, a new position of assistant dean emerges within the Graduate School and since its creation, only women have held the role.

DISCUSSION AND ANALYSIS

The implications of this report are essential for future researchers to consider. To return to the research questions posed at the start of the report, the first woman Dean of the Howard University Graduate School was Dr. Esther Ottley. She is one of two women deans of the Howard University Graduate School along with Dean Williams, who is currently serving as dean. This research shows that the Howard University Graduate School is moving closer to gender parity with women in its senior leadership roles. The findings demonstrate that men have more years on average in senior leadership roles in the permanent dean position of the Graduate School. However, women serve longer in the associate dean positions of the Graduate School. This implies that there is less of a gender gap in the associate dean position compared to that of the dean. The findings of this study contribute valuable data to the ongoing conversation about the presence and representation of women in academic and senior leadership roles at HBCUs. While the data represents an analysis of one school within Howard University, it can nevertheless help to inform policy and practice related to the strategic decision-making of the Graduate School and as well as further research on the topic beyond the institution.

CONCLUSION

From a historical perspective, women’s representation across the Graduate School is growing. In the foreseeable future, gender parity will vary as representation increases. The findings of this study, however, must take into account some of the limitations encountered in seeking out information. The first limitation concerns the lack of comprehensive data on deans of the Graduate School. The second limitation is the lack of information concerning
the data on associate and assistant deans of the Graduate School. Therefore, the following recommendations are vital practices and policies that the senior academic leaders of Howard University can consider to increase women’s representation in senior leadership roles across Howard University:

Recommendation #1: Senior academic leaders can adopt and advocate for policies that incentivize women retention at Howard University to develop a talent pipeline for senior leadership roles across the university. Recommendation #2: Senior academic leaders of Howard University academic departments can develop research programs that build on the Women at Howard Research Project. Policies regarding women’s representation in senior leadership roles at Howard University must be rooted in evidence-based findings to support conclusions drawn about policies and practices. Similarly, senior academic leaders must ensure policies that promote gender parity are tailored to their division or unit, as each organization has its own unique set of challenges.

Recommendation #3: Senior academic leaders should identify competitions (e.g., grant and case competitions) to identify students interested in contributing to research on increasing women representation at Howard University.

The research effort and analysis highlight a valuable opportunity to dive into a critical issue that is a concern for U.S. colleges and universities and offers potential solutions that senior academic leaders could consider. Ongoing representation of women in senior leadership roles across Howard University is one of many areas that Howard University can improve its efforts as not only a leading institution of higher learning, but as a leading HBCU. By intervening now, using data-backed recommendations from experts, Howard University can strengthen women’s representation in senior leadership roles to demonstrate a commitment to women academics, practitioners, and professionals.
REFERENCES


Annual Catalogues of Howard University, 1916-49

Annual Reports of the Graduate School/Graduate School of Arts and Sciences, 1961-91


Howard University Bulletin – Circular of Information of the Graduate Division, 1929-1934

Howard University Bulletin – The Graduate School, 1934-1971


Howard University Commencement Programs


Appendix I: List of Deans of the Howard University Graduate School

Table 1: Deans of Howard University Graduate School

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Department</th>
<th>Number of Years in Role</th>
<th>Title/Position</th>
<th>Time Period</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dwight O.W. Holmes</td>
<td>The Graduate School</td>
<td>3</td>
<td>Dean</td>
<td>1934 –1937</td>
<td>Male</td>
</tr>
<tr>
<td>Charles H. Wesley</td>
<td>The Graduate School</td>
<td>5</td>
<td>Acting Dean</td>
<td>1937 – 1938,</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dean/Dean</td>
<td>1938 – 1942,</td>
<td></td>
</tr>
<tr>
<td>Rayford W. Logan</td>
<td>The Graduate School</td>
<td>1</td>
<td>Acting Dean</td>
<td>1942 – 1943</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1954 – 1955,</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1961 – 1964</td>
<td></td>
</tr>
<tr>
<td>Charles H. Thompson</td>
<td>The Graduate School</td>
<td>17</td>
<td>Dean</td>
<td>1943 – 1954,</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1955 – 1961</td>
<td></td>
</tr>
<tr>
<td>Stanton L. Wormley</td>
<td>The Graduate School</td>
<td>4</td>
<td>Acting Dean</td>
<td>1954 – 1955,</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1961 – 1964</td>
<td></td>
</tr>
<tr>
<td>Carroll L. Miller</td>
<td>The Graduate School</td>
<td>10</td>
<td>Acting Dean</td>
<td>1964 - 1974</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dean/Dean</td>
<td></td>
</tr>
<tr>
<td>Edward W Hawthorne</td>
<td>The Graduate School</td>
<td>12</td>
<td>Dean</td>
<td>1974 - 1986</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>The Graduate School</td>
<td></td>
<td></td>
<td>School/Graduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School of Arts and</td>
<td></td>
<td></td>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Term</td>
<td>Position</td>
<td>Duration</td>
<td>Gender</td>
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</tr>
<tr>
<td>Esther Ottley</td>
<td>The Graduate School of Arts and Sciences</td>
<td>2</td>
<td>Interim Dean</td>
<td>1986 - 1988</td>
<td>Female</td>
</tr>
<tr>
<td>William A. Sadler</td>
<td>The Graduate School of Arts and Sciences</td>
<td>5</td>
<td>Dean</td>
<td>1988 - 1993</td>
<td>Male</td>
</tr>
<tr>
<td>Orlando L. Taylor</td>
<td>The Graduate School of Arts and Sciences/The Graduate School</td>
<td>14</td>
<td>Interim Dean/Acting Dean</td>
<td>1993 – 1994, 1995 – 2009</td>
<td>Male</td>
</tr>
<tr>
<td>James F. Scott</td>
<td>The Graduate School of Arts and Sciences</td>
<td>1</td>
<td>Acting Dean</td>
<td>1994 – 1995</td>
<td>Male</td>
</tr>
<tr>
<td>Charles L. Betsey</td>
<td>The Graduate School</td>
<td>3</td>
<td>Interim Dean</td>
<td>2009 - 2012</td>
<td>Male</td>
</tr>
<tr>
<td>Gary L. Harris</td>
<td>The Graduate School</td>
<td>7</td>
<td>Interim Dean/Acting Dean</td>
<td>2012 - 2019</td>
<td>Male</td>
</tr>
<tr>
<td>Dana Williams</td>
<td>The Graduate School</td>
<td>2</td>
<td>Interim Dean/Acting Dean</td>
<td>2019 – Present</td>
<td>Female</td>
</tr>
</tbody>
</table>
Appendix 2: Associate & Assistant Deans of Howard University Graduate School

Table 2: Associate & Assistant Deans of Howard University Graduate School

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Department</th>
<th>Number of years in role</th>
<th>Title/Position</th>
<th>Time period</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther H. Ottley</td>
<td>The Graduate School of Arts and Sciences</td>
<td>8</td>
<td>Associate Dean of Administration</td>
<td>1979 -1987</td>
<td>Female</td>
</tr>
<tr>
<td>Charles A. Asbury</td>
<td>The Graduate School of Arts and Sciences</td>
<td>1</td>
<td>Associate Dean of Educational Affairs</td>
<td>1979 - 1980</td>
<td>Male</td>
</tr>
<tr>
<td>Herman F. Bostick</td>
<td>The Graduate School of Arts and Sciences</td>
<td>7</td>
<td>Associate Dean of Educational Affairs</td>
<td>1980 - 1987</td>
<td>Male</td>
</tr>
<tr>
<td>Tommy L. Broadwater</td>
<td>The Graduate School of Arts and Sciences</td>
<td>1</td>
<td>Associate Dean of Research Affairs</td>
<td>1979 - 1980</td>
<td>Male</td>
</tr>
<tr>
<td>George K Littleton</td>
<td>The Graduate School of Arts and Sciences</td>
<td>7</td>
<td>Associate Dean of Research Affairs</td>
<td>1980 - 1987</td>
<td>Male</td>
</tr>
<tr>
<td>Johnnetta G. Davis</td>
<td>The Graduate School of Arts and Sciences</td>
<td>8</td>
<td>Associate Dean of Student Affairs</td>
<td>1979 - 1987</td>
<td>Female</td>
</tr>
<tr>
<td>Constance Ellison</td>
<td>The Graduate School</td>
<td>5</td>
<td>Senior Associate Dean for Graduate Studies</td>
<td>2016 – Present</td>
<td>Female</td>
</tr>
<tr>
<td>Terri Adams</td>
<td>The Graduate School</td>
<td>1</td>
<td></td>
<td>2021 – Present</td>
<td>Female</td>
</tr>
<tr>
<td>Name</td>
<td>School</td>
<td>Association</td>
<td>Years</td>
<td>Gender</td>
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<td>Assistant Dean for Student Affairs &amp; Enrollment Management</td>
<td>2018 - Present</td>
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<td>Assistant Dean for Administration and Finance</td>
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Source: Howard University yearbook, catalog and commencement programs, Howard University Graduate School Online Website
Note: The Graduate School was formed in 1934. Information listed in this table reflects 1938 onward.

Appendix 3
Figure 1: Gender Breakdown of Deans

![Gender Breakdown of Deans](image)

Source: Howard University yearbook, catalog and commencement programs, Howard University Graduate School Online Website
Note: The Graduate School was formed in 1934. Information listed in this table reflects 1938 onward.
Appendix 4
Figure 2: Gender Breakdown of Associate & Assistant Deans

Source: Howard University yearbook, catalog and commencement programs, Howard University Graduate School Online Website
Note: The information listed in this figure is from 1980-1987.