Graduate School

BLACK WOMEN IN HIGHER EDUCATION:
THE HOWARD UNIVERSITY EXPERIENCE

CHELSEA HOOD

NO. 12

NOVEMBER 2023

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.

HOWARD UNIVERSITY · 1867 | CENTER FOR WOMEN, GENDER & GLOBAL LEADERSHIP

Black Women in Higher Education: The Howard University Experience

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.

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Black Women in Higher Education: The Howard University Experience
The School of Social Work[1]

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This draft: December 2021

ABSTRACT

This report includes a historical overview of female faculty's groundbreaking work at the Howard University School of Social Work. It discusses notable female faculty, such as Lindsay, Dorothy M. Pearson, Eva Stewart, Harriette P. McAdoo, Mary Day, and Mary Ella Robertson. HUSSW embodies the significance of inclusion concerning women in academic roles. To highlight women's contributions, data analysis relied on the Integrated Postsecondary Education Data System (IPEDS), a database of surveys collected on faculty members' classification of ranks and titles by sex and race/ethnicity. This report summarizes additional data collection completed through Howard yearbooks (1940–1989), commencement programs, materials from *Washington Informer*, the HUSSW faculty and staff website, and Howard digital catalogs. An analysis of women's role in academia and their leadership at HUSSW revealed that although women's representation in social work surpassed that of men, it should not invalidate the experiences of sexism and discrimination that female scholars endured. Women succeeded despite male academics who discouraged them from climbing the ladder. These women dismantled barriers by refusing to allow obstacles to deter them in the field.

INTRODUCTION

The Howard University School of Social Work (HUSSW) is well known for its unique history, including significant contributions to the profession (Gourdine & Brown, 2016). The establishment of social work education at Howard emerged during a critical period in the United States (HUSSW, 2021). There were significant concerns regarding the lack of training opportunities for social workers of color. Since 1914, the possibility of developing a social work program for Howard was regularly mentioned, although lectures and instruction on the topic were offered (HUSSW, 2021). Several individuals promoted the need for a social work program.

This report includes a historical overview of the groundbreaking work female faculty accomplished at HUSSW. In addition, it discusses notable female faculty, such as Lindsay, Dorothy M. Pearson, Eva Stewart, Harriette P. McAdoo, Mary Day, and Mary

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Ella Robertson. HUSSW embodies the significance of inclusion concerning women in academic roles. To highlight women's contributions, data analysis relied on the Integrated Postsecondary Education Data System (IPEDS), a database of surveys collected on faculty members' classification of ranks and titles by sex and race/ethnicity. This report summarizes additional data collection completed through Howard yearbooks (1940–1989), commencement programs, materials from *Washington Informer*, the HUSSW faculty and staff website, and Howard digital catalogs.

An analysis of women's role in academia and their leadership abilities at HUSSW revealed that although women's representation in social work surpassed that of men, it should not invalidate the experiences of sexism and discrimination that female scholars endured. Women succeeded despite male academics who discouraged them from climbing the ladder. These women dismantled barriers by refusing to allow obstacles to deter them in the field. This report recognizes and highlights women's role in academia at HUSSW from its establishment to the present and offers projections of gender diversity in the next 5–10 years. The next section covers the remarkable history of the evolution of social work at Howard.

HISTORICAL BACKGROUND

Lucy Diggs Slowe, who was the dean of Women in 1930, strongly advocated for the importance of social work education. Slowe identified 30 female students who desired to become social workers (HUSSW, 2021). As a result, in 1935, highly respected scholar Dr. E. Franklin Frazier, chairman of the Sociology Department of Howard and former dean of Atlanta University School of Social Work (now Clark Atlanta University), established a curriculum and HUSSW became an autonomous unit (HUSSW, 2021). Frazier was a trailblazer in advocacy efforts to ensure that social workers were offered adequate training to effectively serve resource-deprived communities as Black change agents (Gourdine & Brown, 2016). He sought out his colleague, Inabel Burns Lindsay, a Howard alumna and former classmate at the New York School of Social Work, to chair the Department of Sociology (Gourdine & Brown, 2016). In 1937, she became the second full faculty member and systematically approached building a school of social work grounded in social justice (Crewe et al., 2008). Frazier was responsible for the first "basic curriculum," so he became the acting director for the program in 1939. Within the same year, a significant shift occurred; Lindsay was responsible for hiring the first faculty and the curriculum committee (Gourdine et al., 2008).

The curriculum committee and first faculty included Dorothea Sullivan, Dr. Paul Corney, Donald Gray, and part-time member Mary Harper (Gourdine et al., 2008), with Inabel Burns Lindsay as the advisor (Gourdine et al., 2008). With assistance from the American Association of Schools of Social Work, the program was reorganized in 1939–1940, and from 1941 to 1944, it was considered a division of the graduate school (Gourdine et al., 2008). The school earned accreditation and was implemented as a 1-year program. Meanwhile, Frazier resigned from the program, and Lindsay was appointed director.

In 1941-1945, the program's new location was in Johnson Hall, and students earned certificates in social work (HUSSW, 2021). However, Lindsay was adamant about making a complete transition into a 2-year degree program. In 1943, she was successful, and the school achieved full accreditation. When social work education went from a division to a school with an independent position at the beginning of the 1945-1946 academic year, Lindsay was appointed as the founding dean. For 3 decades, Lindsay focused on building and maintaining an institution that emphasized the links between cultural awareness and effective practice (Crewe et al., 2008).

Historically, women in academia have been overlooked and underrepresented in their fields of interest due to discrimination. The dearth of women's leadership roles is rooted in history (Holmes, 2016). Despite academic disciplines being historically led by White men, women have made significant progress in social work. Di Palma (2005) argued that women's representation in social work academia has only recently approached parity. As a field that women have historically dominated, social work has consistently advocated the principle of affirmative action for women and minorities (Di Palma, 2005).

Unfortunately, gender inequality remains widespread in the United States, perpetuated by hegemonic beliefs about women and men's relative abilities and skills (Stainback et al., 2016). It is imperative to confront the attitudes and perceptions about women and their roles in academia and address challenges that can potentially impact their pathways to success. Women's values in the workplace cater to social norms, societal expectations, and caretaking responsibilities (i.e., motherhood, taking care of aging parents). For example, Weisshaar (2017) noted that women are more likely to serve on university and department committees and dedicate more time to teaching and mentoring students. In addition, mothers tend to have more family obligations than fathers, such as childcare and housework.

FEMALE TRAILBLAZERS

It is essential to acknowledge women who were deeply committed to breaking down barriers while contributing significantly to the social work profession at Howard. Stereotypes and bias are the leading obstacles to women's leadership (Tevis et al., 2020). Female academics, especially women of color, held leadership positions as directors and deans in their departments and undertook their scholarly efforts while encountering ongoing opposition from male faculty. Black women are doubly oppressed, making them invisible in the academy (Tevis et al., 2020).

The development of social work education curricula gained favorable attention from students and other faculty members demanding a social justice approach by African Americans. Howard's role in social work education at that time was paramount because Black people were typically not allowed to attend majority institutions (Crewe et al., 2008). Although social work was in its infancy, Lindsay had so distinguished herself that her peers connected her to this new profession (Crewe et al., 2008). Lindsay arrived at Howard at 16. She asserted her leadership abilities as a student activist by focusing on social causes, such as the women's movement.

In her oral memoir, Lindsay dated her interest in social work as beginning at Howard (Crewe et al., 2008). In 1920, Lindsay earned her Bachelor of Arts degree in Education with a concentration in Mathematics. After graduation, she was apprehensive about a teaching career (Crewe et al., 2008). Instead, she accepted an Urban League fellowship to study in social work, and she was one of the few women to earn the fellowship during that time (Crewe et al., 2008). After accepting the fellowship, Lindsay attended the New York School of Social Work and completed a year of the 2-year certificate program.

Lindsay completed her Master's in Social Work at the University of Chicago in 1937 and joined Frazier in the Howard Sociology Department. After Frazier's resignation and overall disenchantment with the profession, Lindsay worked faithfully to incorporate a culturally aware approach and demonstrated effectiveness in social work practice.

Dr. Inabel B. Lindsay

Figure 1 Dr. Inabel Burns Lindsay
Source: Howard University

In 1945, Lindsay became the founding dean of HUSSW and the first female dean of a Howard department. She visualized a school that embraced equality and excellence and worked tirelessly to accomplish that (Gourdine & Brown, 2016). Building an institution requires vision, stamina, mental toughness, and leadership skills—all characteristics that she possessed (Gourdine et al., 2008). Lindsay's goal for the School of Social Work shaped and guided her direction with students, and the school instilled knowledge essential for becoming change agents.

Her tenure lasted 30 years, and she situated HUSSW as a premier school of social work (Gourdine & Brown, 2016). Despite her professional contributions at Howard, she was not immune to discrimination in the field. It was difficult for an African-American woman in the 1930s to be in a leadership position in academia. Lindsay described gender as her major problem at Howard (Crewe et al., 2008, p. 371) and said the university was "a predominantly male population where the idea of a woman being an executive was a little foreign and difficult for some men to take." Lindsay became dean by default, as the administration was unable to find a man willing to take the position for the salary offered, and accreditation required a permanent rather than an acting dean (Gourdine et al., 2008).

Similar to other institutions of higher learning, Howard was male dominated. Lindsay's desire to teach converged with Howard's president, Dr. Mordecai Johnson, responding to pressure from the community to offer social work education, creating an institution second to none (Gourdine et al., 2008). Lindsay openly identified sexism in her relationship with Johnson. Lindsay (1980, p. 56) said that he never accepted her as a fully competent administrator and always addressed her as "daughter." Faced with both sexism

and racism, Lindsay set forth an agenda of change while fighting injustices both inside and outside the profession and on and off campus (Crewe et al., 2008).

In 1952, Lindsay received a doctorate in social work from the University of Pittsburgh (Crewe et al., 2008). Her dissertation affirmed the importance of African-American inclusion in the profession and assisted with developing an agenda for HUSSW to implement culturally relevant public welfare services for the community and emphasize workers of all ethnicities to have the proper training to handle their casework with care via a person-in-environment perspective. Lindsay retired from the deanship in 1967. She was succeeded by a man, Dr. Ira L. Gibbons (1969–1970). Her legacy is preserved by the building of the School of Social Work named in her honor (Crewe et al., 2008).

Dr. Mary Ella Robertson

Dr. Mary Ella Robertson was Lindsay's female successor. Despite her expectations of creating a safer, equitable, and thriving academic environment, she found maintaining the dean's high demands challenging. By her own admission, this period was unsettled and challenging for her and the school (Gourdine & Brown, 2016). Students protested during the Civil Rights movement in the late 1960s and 1970s and also against faculty administrators, demanding that president Dr. James Nabrit resign.

Figure 2 Dr. Mary Ella Robertson
Source: Howard University

The students' demands included the need to create a curriculum that was "liberation-focused" for Black students to learn and apply this knowledge to Black communities deprived of resources and opportunities. Robertson worked diligently to develop a well-defined curriculum renewal to enhance students' educational experiences by integrating theoretical frameworks and direct practice. As a part of this effort (Gourdine & Brown, 2016), faculty members wrote position papers and presented arguments for moving the program toward a "more scientific approach." Their viewpoints demonstrated a promising outlook for effective change with the curriculum. However, Robertson faced harsh criticism for her vision at HUSSW and experienced difficulties with faculty members who rebelled against her.

Conceptualizing this framework as the basis for curriculum change at HUSSW did not survive the push for relevancy and the Black Perspective, in the wake of the Civil Rights movement and student protests, leading to Robertson's eventual resignation (Gourdine & Brown, 2016). Her tenure as dean lasted for two years (1967–1969), and she was transparent that she felt that it was unsuccessful. She expressed difficulties with responding to student demands, negotiating with the faculty (who had generally appreciated Lindsay's administration), and bringing to fruition her vision for the school (Gourdine & Brown, 2016). After Robertson's departure, Kenneth Haskins and J. Emory

Smith were acting deans (Gourdine & Brown, 2016). In 1971, Dr. Douglas Glasgow assumed deanship until 1974 (Gourdine & Brown, 2016).

Dr. Joan C. Wallace

Figure 3 Dr. Joan C. Wallace Source: Howard University

Dr. Joan C. Wallace became interim dean and the third woman as dean (April–July 1974). Within that year, Dr. Jay Chunn became dean; at the age of 36, he was the youngest dean in the history of the school (Gourdine & Brown, 2016). Wallace was also an associate dean in 1973 and a professor for the School of Social Work (1973–1976; Chicago Public Library, 2021).

Dr. Harriette P. McAdoo

Figure 4 Dr. Harriette P. McAdoo Source: Howard University

Finally, in 1984, HUSSW appointed McAdoo as the acting dean and fourth female dean. She and her husband, Dr. John McAdoo, began teaching at HUSSW in the 1970s. Both were determined to teach Black students at an HBCU to enhance their academic work through research and community practice. Throughout her 21-year tenure, McAdoo conducted research courses for MSW students and assisted with doctoral dissertations. She published numerous articles and books that predominantly focused on several facets of the Black community, including the experiences of single mothers, parent–child interactions and their attachment bonds, and upward mobility in Black families. She and her husband edited *Black Families*; the first edition was published in 1981 and the latest in 2006 (Gourdine & Brown, 2016).

Dr. Sandra Edmonds Crewe

Figure 5 Dr. Sandra Edmonds Crewe Source: Howard University

Last, the fifth and current female dean of HUSSW is Dr. Sandra Edmonds Crewe. She joined the faculty at Howard in 1997 and was appointed dean in 2015 (Journal of Blacks in Higher Education, 2017). Crewe has held and continues to hold respectable positions in academia and educational leadership. She earned her bachelor's and master's in Social Work from the Catholic University of America in Washington, D.C. (Journal of Blacks in Higher Education, 2017). In addition, Crewe has made historical strides by becoming the first person to earn a Ph.D. in social work at Howard. She has done extensive research, teaching, and advocacy work in gerontology, aging, welfare reform, social welfare history, and caregiving.

Prior to becoming a faculty member at HUSSW, she held executive leadership roles in the field of public and assisted housing and made significant efforts to develop self-sufficiency programs and health and well-being programs for older persons (HUSSW, 2016). Furthermore, Crewe has contributed dramatically to countless organizations. For

example, she has been a trustee for several years for the Maryland Affordable Housing Trust and is on the board of directors for the National Association of Deans and Directors. Crewe is one of the founding members of the HBCU Schools of Social Work Network. She is actively involved in and co-leads the network, which speaks about the importance of confronting and eradicating social isolation, a substantial challenge for the American Society of Social Work and Social Welfare. Crewe has been intentional with her work within the field and is recognized as an NASW pioneer.

HUSSW PROGRAM DESCRIPTIONS

According to the *U.S. News & World Report* "Best Graduate Schools" (United States News Education, 2019), HUSSW ranked 25th, up five spots since 2019. It offers the MSW and Ph.D. programs. The Bachelor of Social Work (BSW) program was established in the 1970s for students desiring an entry-level career in various organizations and agencies; it ended in 1992.

HUSSW Masters of Social Work/Dual Programs

HUSSW offers dual programs, such as the Master of Social Work/Master of Divinity (MSW/MDiv), Master of Social Work/Master of Business Administration (MSW/MBA), and newly established Master of Social Work/Master of Public Health (MSW/MPH). The MSW program provides interdisciplinary options.

Students can choose a specific concentration while enrolled in the MSW program: Direct Practice or Community Administration Policy (CAP) Practice. The concentrations provide a knowledge base in the student's chosen area of specialization, which includes criminal justice, social gerontology, mental health, health care settings, family and child welfare, and displaced populations (HUSSW, 2021). A well-rounded curriculum is solidified in direct practice, and CAP practice, coupled with field placement instruction, for each chosen area is provided. The MSW/MBA program emphasizes multidimensional skills and competencies from the fields of business and social work (HUSSW, 2021) and is intended for students who have experience with supervisory and administrative positions.

The MSW/M.Div. program's mission is to provide an integrated course of study that prepares graduates for faith-based ministry, enhances their identity and role in both social work and divinity, and offers a spiritual perspective at the micro, meso, and macro levels of social and spiritual assessment and intervention (HUSSW, 2021). This program aims to prepare students for ministry work interconnected with social work practices and theological skills and knowledge.

The MSW/MPH program supports students interested in eradicating health inequities and disparities of vulnerable communities. It prepares students to promote health and prevent disease in communities and globally, with an emphasis on the needs of marginalized populations, and offers training in analytical reasoning and research methods to address social, behavioral, and environmental determinants of public health

(HUSSW, 2021). Crewe credits this program with adding value to HUSSW and other professional education collaborations, such as behavioral health (Thomas, 2019).

It is paramount to highlight female scholars responsible for constructing department areas to enhance the academic scholarship and experience for social work students. HUSSW also experienced unquestionable changes to the programmatic and organizational structure, cultivating a cultural and academic shift within it.

The Establishment of HUSSW's Field Education Program

Field placements are internal opportunities for students to build their skillsets and knowledge based on their area of study. To expand on continuous education in the department, the HUSSW's Field Education program is essential for MSW students and the requirement to signify firsthand experience in the profession. Field placements are common in organizations primarily focused on policy research and development, such as hospitals, philanthropic foundations, and government (HUSSW, 2021). Stewart's outstanding efforts in social work were innovative when she developed the Field Education program. She served for 17 years as the director of Field Practicum and earned tenure as an associate professor (Gourdine & Brown, 2016). She was known as "Ms. Field Instructor" by her students and colleagues, who adored her and appreciated her challenging work. The Field Education program is a vital component that assists students' knowledge by enhancing their skills in the profession through experiences and networking opportunities as future community organizers, direct service practitioners, administrators, and professors in social welfare. It remains a required portion of the MSW program to test students' dedication to the field. Stewart advocated for the program to show how students can demonstrate responsibility and professionalism in their desired placements.

After Stewart's retirement in 1991, Dr. Ruby Gourdine served 17 years as the director of Field Practicum (1991 to 2008). She earned her bachelor's and doctorates from HUSSW. She is a professor and chairs the Direct Practice sequence for MSW students (Gourdine & Brown, 2016). Dr. Janice Davis has been the director of Field Practicum for MSW students since 2008.

The Establishment of the Doctoral Program

The development of the Doctor of Social Work (DSW) program was nothing short of legendary. Dorothy Pearson was another prominent woman who made history as the founding director of the program. Planning was completed during Chunn's administration (Gourdine & Brown, 2016). The dean recruited and hired Pearson and strongly commended her as the founding director even though male faculty disapproved. In 1975, Pearson provided leadership that culminated in board of trustee approval of a DSW program and was its founding director; it began in 1976 and was the only one of its kind in the world that taught students of color.

The transition to a Doctor of Philosophy (Ph.D.) program occurred in 1997, and Pearson was the founding director (Gourdine & Brown, 2016) and a founding member of the

Group for the Advancement of Doctoral Education. She was also a full professor and the associate dean (1975–1980). The new Ph.D. program was under the leadership of Dr. Fariyal Ross-Sheriff but administered through the graduate school. The DSW program has not been abolished but rather lies dormant (Gourdine & Brown, 2016).

Gourdine and Brown (2016) stated that this was the first DSW degree offered in any predominantly Black university globally and one of only 30 in the country. More specifically, the DSW program primarily focused on significant academic work, such as education, research in specific interest areas, and direct practice roles beneficial to the field and overall profession. Ultimately, the HUSSW's faculty recognized a significant shortage of doctoral-level trained Black people within the profession. Faculty members willingly addressed these barriers by developing a proposal that discussed the demands of implementing a social science research center to allow students to enhance their research and academic preparedness.

Although it is well known that Black women have served on the faculties of Black colleges, what is less known is their experiences and treatment there (Perkins, 2018).

NOTABLE FIGURES AND ACHIEVEMENTS

Since 2014, Dr. Tracy Whitaker has provided efficient leadership as the associate dean for Academic and Student Advancement. She was preceded as associate dean by Dr. Brin Hawkins (1995–2001) and Crewe (2013–2015). As a two-time graduate of HUSSW, Whitaker has been instrumental in coordinating the curriculum for social work students and collaborated with Crewe to create and provide insight into improving various services and activities for students. In addition, Whitaker initiated efforts to implement appropriate and well-suited strategies essential to recruit graduate and doctoral students. Whitaker's exceptional abilities speak to the increase and maintenance of retention and graduation rates for HUSSW.

Whitaker is also an associate professor for the MSW program. She has sustained a strong commitment and overall enthusiasm for the students by addressing any challenges they are experiencing and serving as the appointed advisor for student government groups, advisement, reinstatements, appeals, probation, petitions, academic offenses, suspension, and withdrawals. Whitaker fully understands the significance of enhancing the educational experience and has done invaluable work to develop, advocate, and promote a thriving, welcoming, positive, and safe learning environment.

Dorothy Pearson's efforts at HUSSW were momentous in her position in educational leadership. Pearson is responsible for establishing the Carl Scott Memorial Fund, designed to continue the legacy of equity and social justice in social work through building knowledge and furthering individuals and their communities (CSWE, 2021). (Scott was a HUSSW graduate and longtime CSWE staffer.) Additionally, Pearson was significant in compiling an edited book of lectures from the series, entitled *Perspectives on Social Equity and Justice in Social Work*, published in 1994 (Gourdine & Brown, 2016).

Even though female academicians for the HUSSW displayed exceptional abilities in their careers while holding leadership positions and developing programs that are still active today, they were conscious of the cultural sexism that is ever-present in academia. The devaluation of women's roles in academia has had a pernicious influence in differing aspects of their profession. Women may be structurally disadvantaged by organizational university structures and position male-dominated cultures, reinforcing hegemonic masculinities (Savigny, 2014). Institutions of higher learning must address those women in positions of authority who are barely recognized for their contributions, especially women from historically marginalized groups. Tevis et al. (2020, p. 282) explained that Black women have been pioneers in education for Black and White people, even though historical references reflect little about their role, but this group of higher education administrators has been deemed an "endangered species."

For instance, former associate dean Brin Hawkins was responsible for creating curricula centered around gerontology; this piqued her students' interest. Hawkins completed her undergraduate and master's degrees at Howard and her doctorate at Brandeis University (Gourdine & Brown, 2016). In 1972, she joined the HUSSW faculty and was promoted to associate professorship with tenure in 1976. She was involved in numerous leadership roles during her time at HUSSW. According to Gourdine and Brown (2016), Hawkins' service to the school is legendary and demonstrated in her time as assistant dean (1983–1990), chair of the Macro sequence (1993–1999), and associate dean (1995–2001). Hawkins continued to be highly productive and committed to her work and was the chair of the curriculum committee and other committees that focused on the enrichment of social work students until she retired in 2001.

FINDINGS

The following data was compiled using information from Howard yearbooks (1940–1989), commencement programs, and digital catalogs, the HUSSW Faculty and Staff website, and a newsletter from *Washington Informer*. IPEDS is a database comprised of a system of surveys collected on faculty members' classification of ranks and titles by sex and race/ethnicity.

Figure 1 (See appendix) shows a significant difference by gender and academic ranking. From the 1940s to the 1960s, HUSSW had more female than male faculty. However, only women were associate professors during its first 10 years. In the 1960s, two men were associate professors compared to nine women. Male faculty increased in the 1970s and the 1980s, with 12 men promoted to assistant professorship compared to 10 women.

Female faculty began to increase from the 1990s to the present. There were eight women and three men in the 1990s; five women and two men in the 2000s; seven women and four men in the 2010s; and five women and two men in 2020–2021. Overall, more women ($n = 63$) than men ($n = 37$) have been associate professors.

Figure 2 shows that more women than men were assistant professors from the 1940s on. The 1940s had five women and one man. The 1950s had nine women and one man. The highest number of female faculty was during the 1960s–1980s, with 12 female assistant

professors and two men in the 1960s, 15 women and seven men in the 1970s, and 13 women and seven men in the 1980s. In the following decades, male faculty began to decrease. For instance, the 1990s had 10 female and two male faculty. In the 2000s and 2010s, no male faculty were promoted to assistant professorship. Conversely, five women were assistant professors in the 2000s and seven in the 2010s. Six women and one man are assistant professors.

Over the past two decades, the expansion of non-tenure track faculty (NTTF) in academia has been dramatic (de Saxe Zerden et al., 2015). This increase highlights the need to think critically about faculty development and the factors that serve as facilitators and barriers to performance and overall job satisfaction.

 Figure 4 shows that more women have been adjuncts since the 1980s, which had one woman and no men. The 1950s saw an increase in female faculty coupled with the emergence of male faculty: five female and five male adjuncts. Men started to have higher numbers by the 1960s, with nine men and six women. Men continued to dominate in the 1970s, with eight men and five women. The 1990s had five women and three men. The 2000s saw 10 women and four men; 21 women were adjuncts compared to three men in the 2010s, and 20 women and three men are adjuncts now.

Black women have always played an essential role in the education of their race (Perkins, 2008). Figure 5 demonstrates more Black women as professors than any other racial/ethnic group and 82 Black women compared to 43 Black men. Ten White women and six men have been professors. One female faculty member was Hispanic. Asian women and men have had three faculty members each. Last, 26 women and nine men are of unknown race/ethnicity.

In academia, a gender gap remains in promotion to tenure; men are more likely to receive tenure (Weisshaar, 2017). Gender inequality in terms of initial job choice, hiring biases, or women's self-assessments in career goals, interests, and preferences can all cause this sorting across fields and departments (Weisshaar, 2017). Figure 6 shows the numerous tenured female professors in HUSSW; the highest percentage (44%) of women were promoted to tenure through full professorship. The second-highest rate (32%) of women were associate professors. Last, 24% of women were assistant professors when they earned tenure.

As Figure 7 illustrates, more men have been deans: seven men compared to five women. Conversely, women have dominated director and chair positions. Although more men have been deans, the founding dean of the HUSSW was Lindsay. She was also the first female dean at Howard, one of the first African American female academic deans during the 1940s, 1950s, and 1960s, and the only female academic dean of a coeducational college in Washington, DC, during those decades (Crewe et al., 2008).

Moreover, other women have contributed significantly to the educational experience at HUSSW. Dr. Caroline F. Ware was one of the first faculty members and the first director of Research and also a professor from 1945-1961. In 1976, Dorothy Pearson was appointed

to be the first director of the doctoral program. In 1984, Janice Scott Thomas was the first woman to be in the BSW program until 1992, when the program closed.

DISCUSSION AND ANALYSIS

Women have made revolutionary contributions to HUSSW concerning innovations with coursework and multiple programs designed to amplify the importance of social work education. Since its inception, it is evident that women have made remarkable strides in social work education. Men have also made extraordinary efforts for HUSSW in providing opportunities for students to express their concerns on coursework, field education, the curriculum, and additional options to ensure that students are getting the best educational and research experience. Unlike many of the distinguished Black male faculty who left for other posts in national organizations, government, and administrative positions in other HBCUs, Black female faculty remained at Howard their entire professional careers (Perkins, 2018). Nevertheless, structural and programmatic issues can cause women's advancement difficulties. Understanding the academic labor market within the historical context of gender, race, ethnicity, and class is essential because this context shapes the opportunities to secure employment in academia, influences the educational experiences of undergraduate and graduate students, and colors the research opportunities that emerge from those employed in academia (Misra et al., 1999).

It is reasonable to assume that in the next 5–10 years, women will continue to be common in academic and educational leadership roles for HUSSW. This prediction is based on the women who have traditionally and currently demonstrated what it means to be trailblazers for HUSSW. They persevered with a forward-thinking mindset while remaining intentional in their efforts for the overall advancement of social work education. However, men will also likely be academic professors, directors, chairs, and deans of HUSSW.

Several of these women were not immune to dealing with personal and professional challenges from their colleagues and external sources involved in the decision-making process for students. Nevertheless, this discrimination did not halt their efforts to combat sexism and racism in the field. Women in social work education sparked monumental changes regarding the perception of women as assets for academic environments.

Along with the spread of more egalitarian gender views, improvements have occurred in women's college attendance rates, the passage of antidiscrimination laws, and better representation of women in the labor force (Stepan-Norris & Kerrissey, 2016). The fight against sexism and racism in education must create welcoming and supportive spaces for female faculty. Unfortunately, rigid occupational gender segregation and a greater concentration of women in lower status positions within occupational hierarchies persist (Stepan-Norris & Kerrissey, 2016). In addition, women continue to be differentially distributed across academic departments.

CONCLUSION

Black women have participated in American higher education for over a century (Gregory, 2001). Despite formidable professional and personal barriers, they have made significant advances (Gregory, 2001). Notable women who have pioneered social work education at the collegiate level should be appreciated for their hard work and addressing the issues with sexism and racism that they had to endure throughout their tenure in academic and professional settings. Women have had to prove themselves in academia due to stereotypes and gender attitudes from men in education.

Nevertheless, gender and racial equity in social work education for women, and female faculty of color are crucial for fostering relationships in the field that are pertinent to aiding social work students at Howard. During the 1940s and 1950s, women in leadership and professoriate roles, including Ophelia Settle Egypt, Alice Taylor Davis, Ware, Dr. Erna Magnus, and Dorothy McKay, encountered men in the field who perceived them to be incapable of administering and navigating through unfamiliar and differential curricula, coursework, and programs. Women understood that HUSSW needed progressive, creative, and assertive individuals with exceptional leadership abilities. These women in educational and leadership roles shared enlightened ideas on the progression of social work education, curricula, and programs that were and continue to be an asset to Howard.

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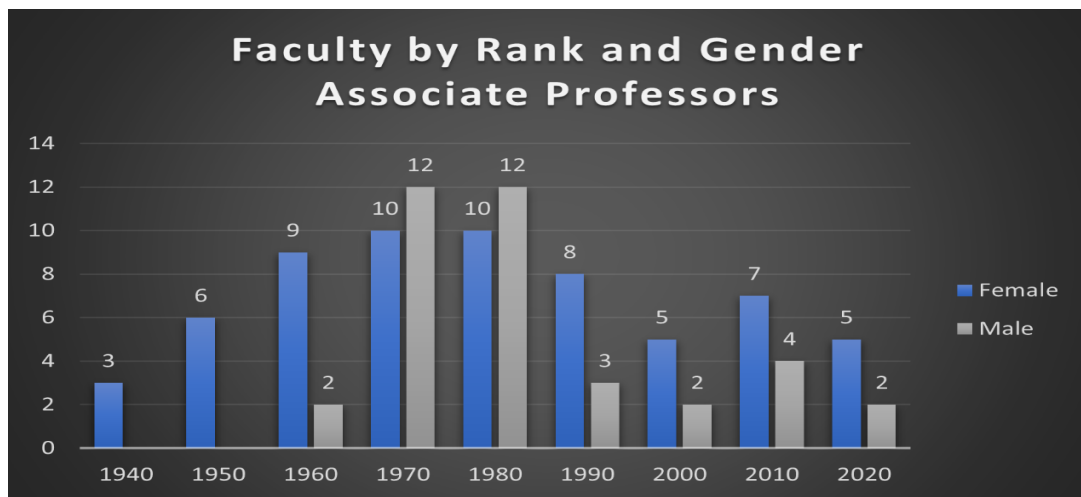
APPENDIX

Figure 1. Faculty by Rank and Gender—Associate Professors
Data Source: Integrated Postsecondary Education Data System (IPEDS) and Howard University yearbook
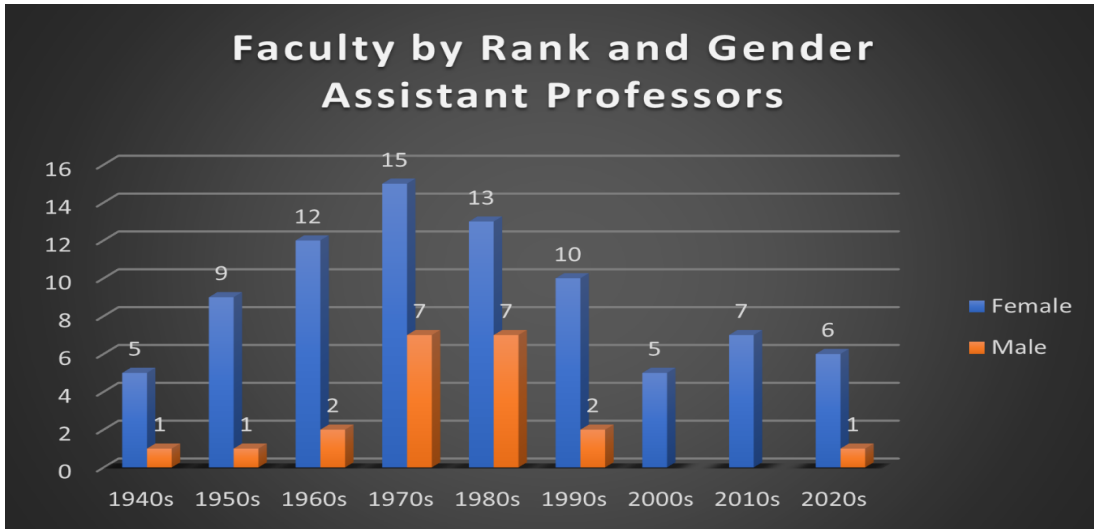Note: The information starts in 1945.

Figure 2. Faculty By Rank and Gender—Assistant Professors
Data Source: Howard University Digital Catalog and IPEDS
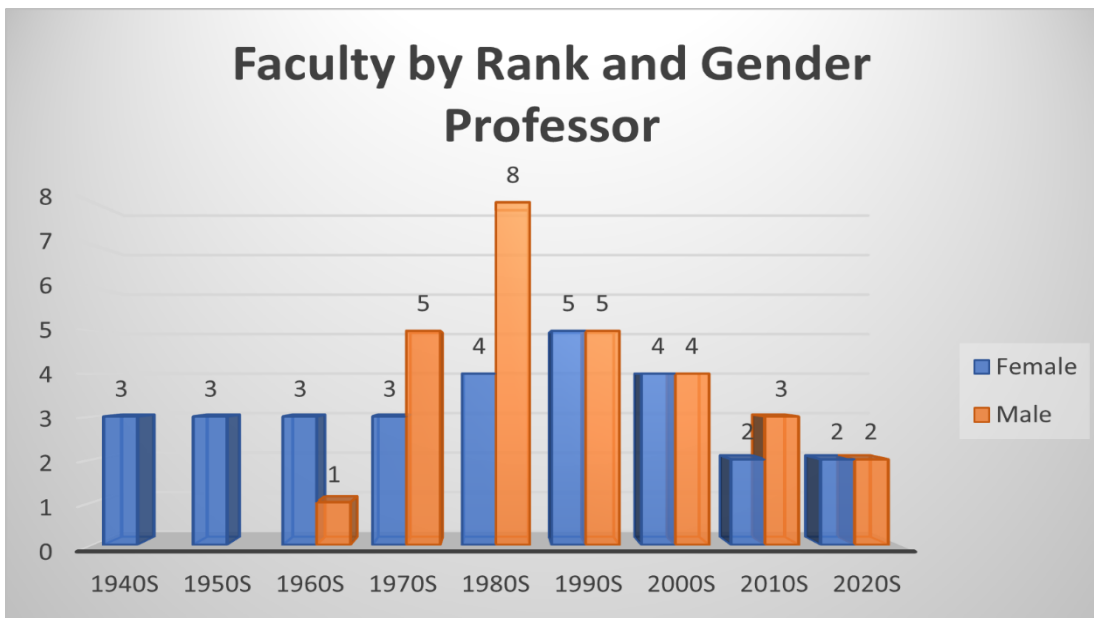Note: The information starts in 1945.

Figure 3. Faculty by Rank and Gender—Full Professors
Data Source: Howard University Digital Yearbook, Howard University Commencement Programs
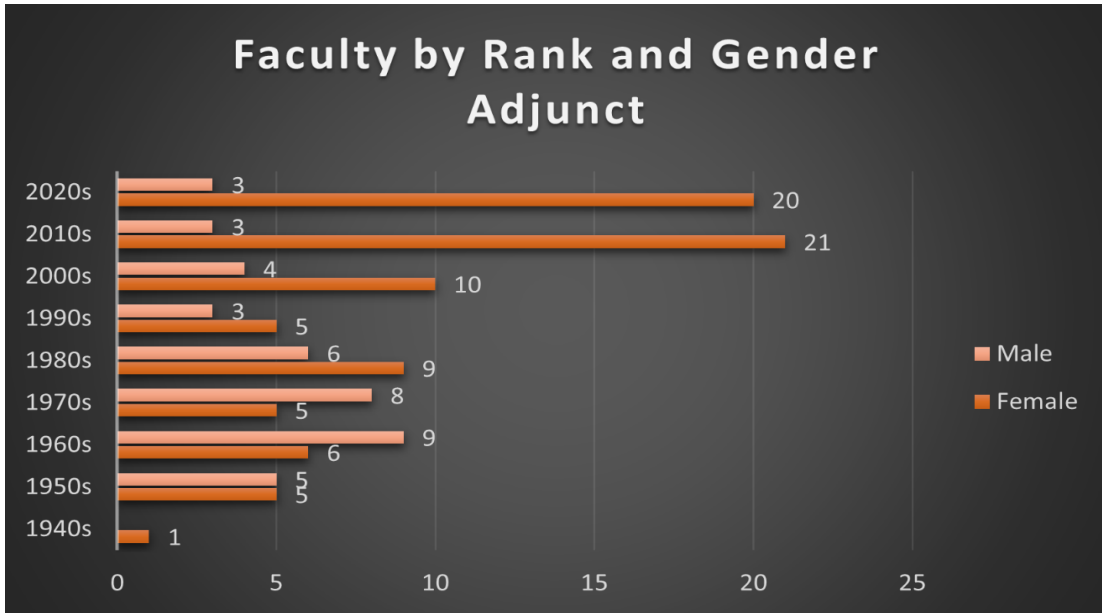Note: The information starts in 1945.

Figure 4. *Faculty by Rank and Gender—Adjunct Professors*
Data Source: Howard University Digital Catalog, Howard University Yearbook, IPEDS
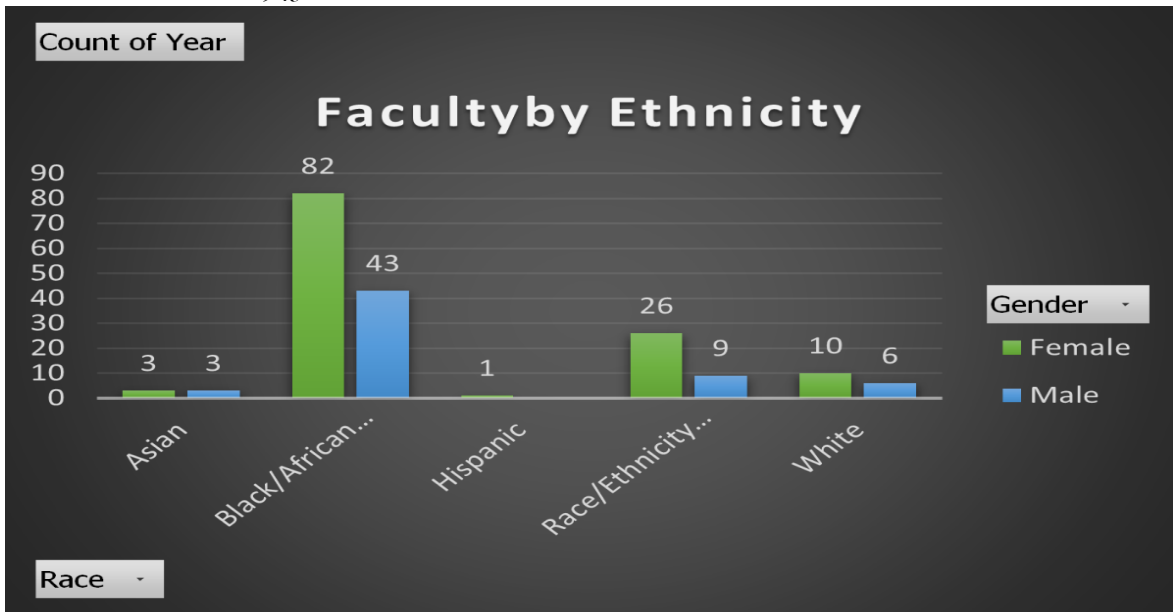Note: The information starts in 1945.

Figure 5. Faculty by Gender and Race/Ethnicity
Data Source: IPEDS, Howard University Yearbook, Howard University Commencement Programs
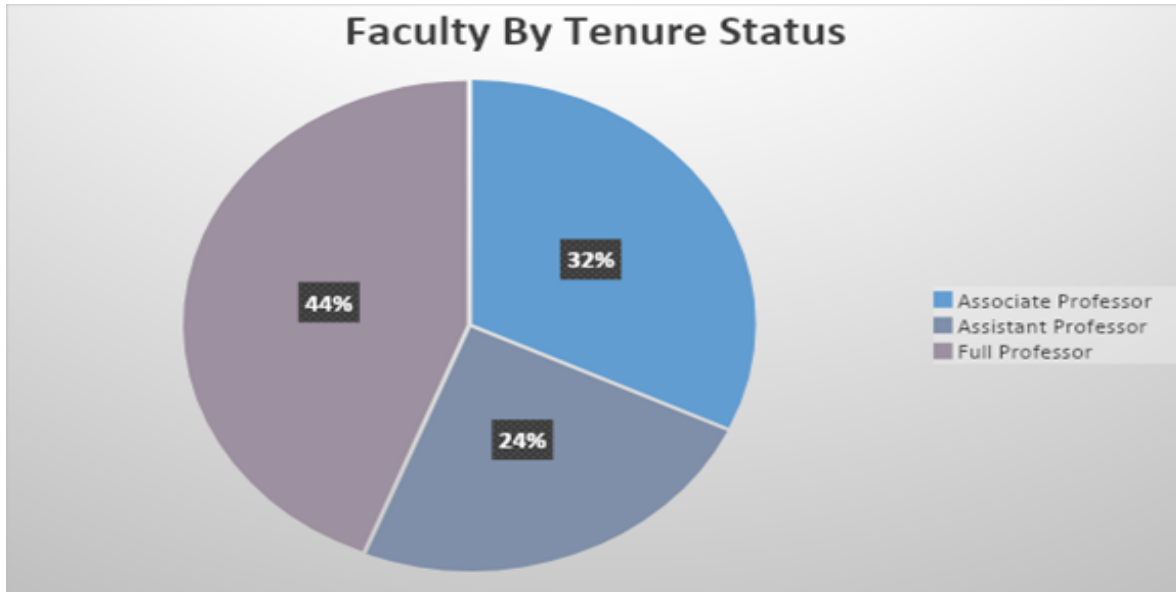Note: The information starts in 1948 and ends in 2020.

Figure 6. Female Faculty and Promotion to Tenure
Source: Washington Informer, Howard University Digital Catalog, & IPEDS
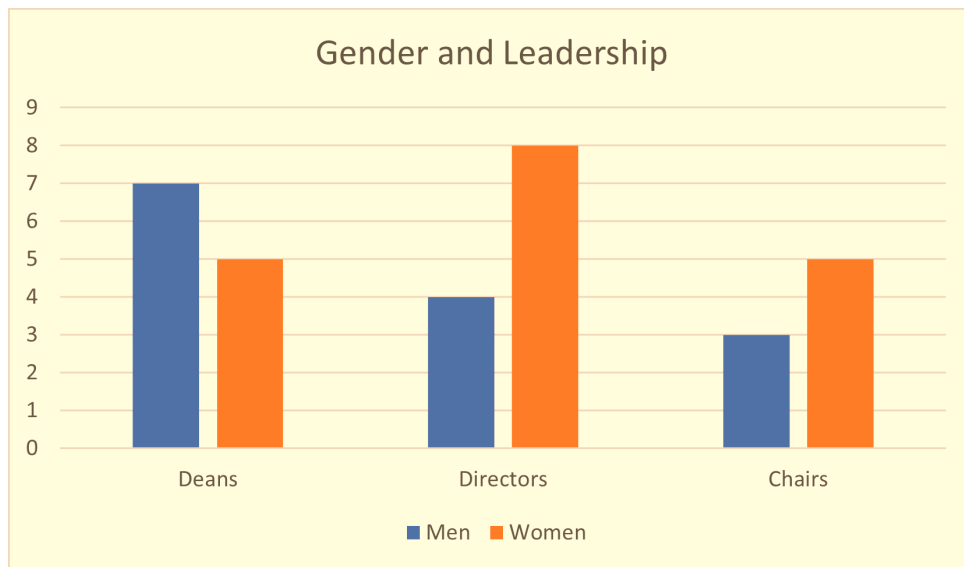Note: The information starts in 1945.

Figure 7. Deans, Directors, and Chairs by Gender
Source: IPEDS, Washington Informer, Howard University Digital Catalog, & Howard University Yearbook
Note: The information starts in 1945.