

# School of Law

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



**BILQIS WATTS WILKERSON  
BRIDGET WARLEA  
SABRINA BURGESS-GARRETT**

**NO. 13**

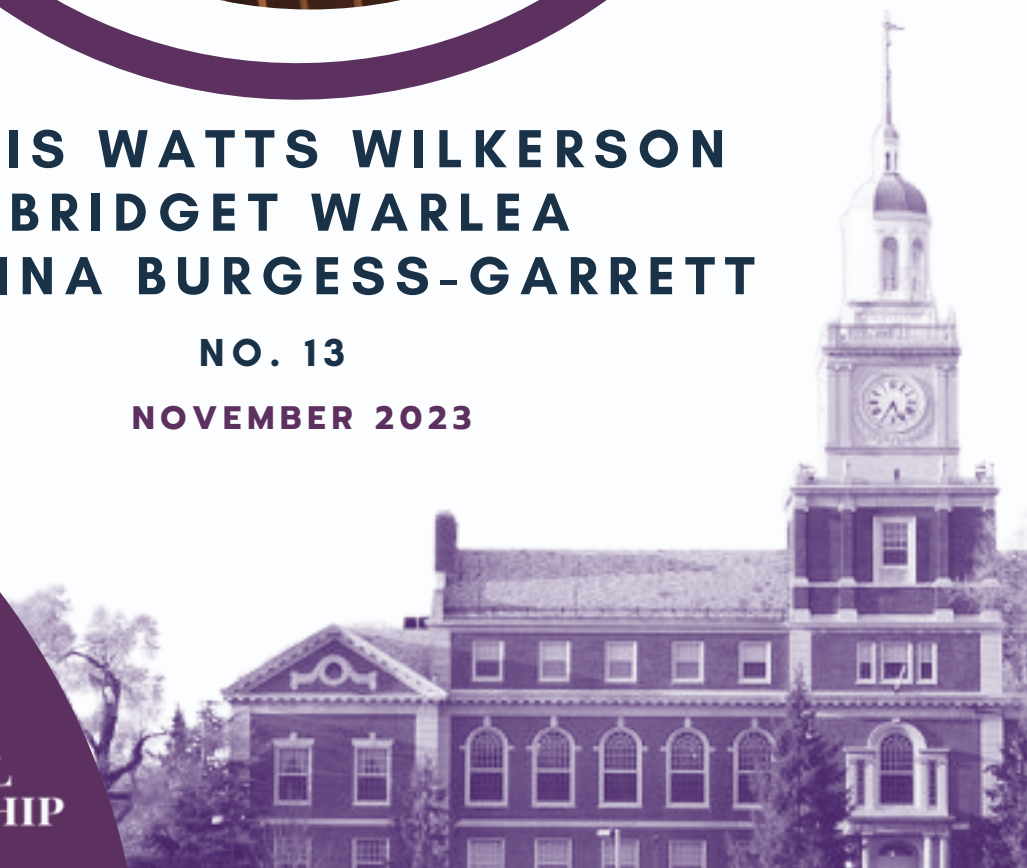
**NOVEMBER 2023**



1867

**HOWARD  
UNIVERSITY**

CENTER FOR  
**WOMEN,  
GENDER  
& GLOBAL  
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.*



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.

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**

## 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 Ettienne, Dr. Farhana Ferdous, Dr. Ruby Gouridine, 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 Gouridine, a trailblazer in social work and an esteemed mentor and colleague.

# Reflecting on Women Leaders at the Howard University School of Law<sup>1</sup>

Sabrina Burgess-Garrett  
Howard University  
sm.burgess352@gmail.com

Bilqis Watts Wilkerson  
Howard University  
bilqis.wilkerson@law.howard.edu

Bridget Warlea  
Howard University

This draft: November 2023

## ABSTRACT

The Howard University School of Law (HUSL) has made a unique contribution to the women's movement for equality and the national movement for equal justice under the law. This study aims to historicize women's roles and contributions of women at the HUSL. It discusses the overall contribution of the Black women of Howard Law, not only to the judiciary but to society generally. Further, this study provides an exploration of the women at Howard Law to narrate an emerging vision of the Black woman as unrestricted by race, gender, or any other social, psychological, or physical limitations.

## INTRODUCTION

Howard University School of Law (HUSL) has uniquely contributed to the women's movement for equality and the national movement for equal justice under the law. The *Women at Howard University Project* aims to historicize women's roles in academia across various schools and colleges. The project is an anthology of reports documenting the contributions of women in academia. As a part of that project, this paper addresses women's representation in academia, specifically at the School of Law. It discusses the overall contribution of the Black women of Howard Law, not only to the judiciary but to society generally. Further, this paper explores the women at Howard Law to narrate an emerging vision of the Black woman as unrestricted by race, gender, or any other social, psychological, or physical limitations.

---

<sup>1</sup>This work was financially supported by the Center for Women, Gender and Global Leadership.



The women of the Howard University School of Law have a profound legacy. On one hand, as members of the Black community, the support of Black women has been crucial to the movements that define every era in American history. On the other hand, the significance of women's contributions is often under-appreciated in the context of feminism (Crenshaw, 1989). Black women, specifically the Black women of Howard Law, have forged a path where "our backs are the bridges that generations have crossed" (Moraga & Anzaldúa, 2015).

When you compare Howard Law to other law schools, especially other HBCU law schools, it stands shoulders above the rest. HUSL graduates have been compared second only to Harvard Law School graduates when it comes to Black lawyers (Wilkins et al., n.d.). Additionally, a significant number of Black women judges, especially the first Black women judges in their jurisdictions, are graduates of Howard Law (Blackburn-Rigsby, 2010).

### A HISTORY OF WOMEN AT HOWARD LAW

Originally known as the Howard University Law Department, the School of Law was started under Professor John Mercer Langston on January 6, 1869 (Howard University School of Law, *Our History*, n.d.). In 1872, Charlotte Ray graduated from Howard Law, making her the first Black woman to graduate from any law school in the world. Some sources say that she used the name C.E. Ray on her application to gain entry because women had difficulty being treated equally (*America's First Women in Law*). Charlotte Ray was the first woman of any race to be admitted to the District of Columbia Bar in 1872, however, notably, Arabella Mansfield, a white woman, was the first woman to be admitted to any bar in the United States in 1869 (National Conference of Women's Bar Associations, n.d.).

In 1921, Ollie May Cooper graduated from Howard Law. Thurgood Marshall acknowledged Ollie May Cooper as the person who helped him the most while he was a student at the law school. Many referred to Ollie May, who graduated in the class of 1895, as the "real" dean of the law school (C-SPAN, 1994). Ollie May Cooper's official title was the Secretary to the Dean, although she herself had a law degree. Cooper, who was the first Black woman attorney known to have opened her own law firm, began teaching courses in 1925 "without pay and recognition" (Lanctot, 2021). In the corner of the law library, next to a vending machine and a microwave, there is a photo of Ollie May Cooper and Allen Mercer Daniels. The words below the photo read, "Alumni Legends; Some of the law school's most important and under-acknowledged alumni are those men and women who have dedicated their lives to the tireless and often thankless task of keeping the Howard University School of Law open and running." In the early years of HUSL, class sizes were small and were taught after hours in the homes of practicing attorneys, and women were not admitted with regularity (Howard University School of Law, *Our History*, n.d.). After many women attended and graduated from law school, many struggled to find jobs.

Howard University School of Law was essential to the women's movement. In 1944, Pauli Ann Murray, one of the founders of the National Organization for Women, (N.O.W.) graduated from HUSL and began her deeply influential work at the intersection of racism and sexism (White, 2016). Fashioning the term "Jane Crow" and publishing a book titled

*States Laws on Race and Color*, Pauli Murray’s works influenced the most significant cases in the Civil Rights Movement, including *Brown v. Board of Education* (Strum, 2020). The term “Jane Crow” is a term reflects the sexist and racist dimension of Pauli Murray’s day and age (Tucker, 2017). Thurgood Marshall referred to Murray’s book as “the ‘Bible’ for civil rights litigators” (Laskey, 2021). Ruth Bader Ginsberg recognized Murray as a pioneer who shaped her work on sex discrimination (Waxman, 2020).

In 1969, Patricia Worthy joined the ranks of esteemed alumni from the law school. During the March on Washington, Worthy was an undergraduate student and traveled from New York to work tirelessly as a receptionist and organizer (Mathews & Polk, 2013). Worthy was involved with the Civil Rights Movement and had spoken to Martin Luther King Jr. days before he delivered his famous “I Have a Dream” speech (CNN, 2013). She later became chief of staff for D.C. Mayor Sharon Pratt who graduated from Howard Law in 1968.

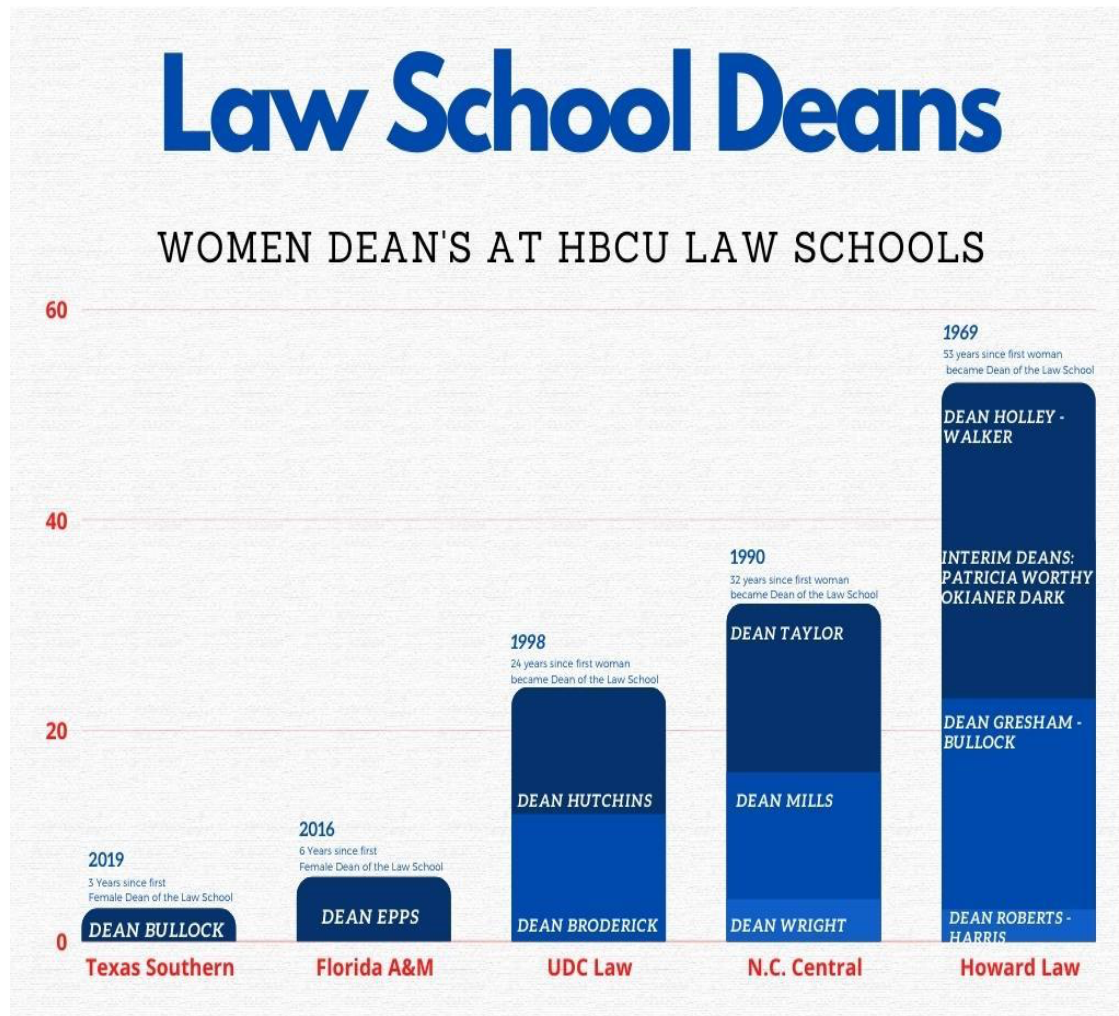


Figure 1 Female deans at HBCU law schools

No other historically Black college or university has had as many female deans of their law school as Howard University, as shown in Figure 1. Patricia R. Harris became the first

woman dean in 1969. However, she resigned as Dean of the law school after one month of service, reportedly because the President of the University refused to support her (Rosenbaumspecial, 1969). According to Texas Law School Faculties, the first woman of color appointed to a full-time tenure-track position at an ABA/AALS law school was Patricia Roberts Harris, who began teaching at Howard Law School in 1963. Alice Bullock served as the second female dean of the law school from 1997-2002. Next, Patricia Worthy served as the interim Dean of the Law School in 2002 (Glenn, 2001). Okianer Dark was the fourth woman to serve as the dean from July 2012-2014. Finally, Danielle Holley-Walker was the fifth woman dean of Howard Law. In 2023, Lisa A. Crooms-Robinson was appointed interim dean of the law school.

In 2019, Howard Law celebrated its 150<sup>th</sup> Anniversary and six phenomenal women appeared on the stage leading a historical discussion about the Women in Leadership at Howard Law. Dean Holley-Walker asked each of these women leaders on stage to name one woman who is often unrecognized, and the response was that there were too many outstanding unrecognized women at Howard Law to name one. Patricia Roberts Harris (who was the first Black woman to hold a Cabinet position), Charlotte Ray, Allie Lattimore, Anna Blackburn-Rigsby, Ollie May Cooper, and Pauli Murray are few of the women who were mentioned. At the Sesquicentennial reception, multiple awards were “presented to honorable Howard Law alumni who have made notable contributions in their respective fields,” (Cornelius, 2019). Anna Blackburn-Rigsby received the *Trailblazer* award, Alice Gresham Bullock received the *Distinguished Alumni* award, and Patricia Worthy received the *Distinguished Faculty* award.

## THE POWERFUL LEGACY OF THE WOMEN OF HOWARD LAW

Women of the law school personify the law school's mission to advocate and defend the rights of all, particularly African Americans and other minorities. Charles Hamilton Houston defined “a social engineer [is] a highly skilled, perceptive, sensitive lawyer who [understands] the Constitution of the United States and [knows] how to explore its uses in the solving of problems of local communities and in bettering conditions of the underprivileged citizens,” (Scott, 2020). Houston infamously said, “a lawyer is either a social engineer or .. a parasite on society.” Former Dean Gresham Bullock told a story of the law school facing closure due to low bar passage rates. She said that she physically moved the tables and chairs to help set up a course, and though all students did not sign up, every student who attended the sessions passed the bar with a 100% bar passage rate. In the history of the law school, Dean Gresham Bullock has been acknowledged for saving the school's ABA accreditation.

Howard Law and its alumni have been deeply involved in both the civil rights movement and the women's movement. Still, the contributions of women to the civil rights movement and Black women to the women's rights movement have often been overlooked. Pauli Murray coined the term Jane Crow to describe this phenomenon, and later, Kimberle Crenshaw coined the term intersectionality to discuss the same issues.



For over 150 years, the women of Howard University School of Law have shattered glass ceilings only to discover more internal, interpersonal, and societal limitations. “No other group in America has so had their identity socialized out of existence as have Black women.” (Sesko & Biernat, 2010) Jane Crow is about examining the intersection of society, Blackness and womanhood. Society is organized by gender from birth (Sesko & Biernat, 2010). “When Black people are talked about, sexism militates against the acknowledgement of the interests of Black women; when women are talked about, racism militates against recognition of Black female interests.” (Hooks, 1981)

“Essentialist thought within feminist legal theory in which the women’s experience is thought of as ‘one unitary experience’ devoid of influence of race, inevitably discounting the experience of Black women,” (Kupupika, 2010). White women’s fight for gender equality leverages the struggle of Black women (Moraga & Anzaldúa, 2015). Decades later, women are addressing gender equality in ways that are intersectional and interdisciplinary. When we examine the complex nature of the challenges women face, the impact of the university’s law school is dramatic. Historically, “treatments of race and sex discrimination ignore that Black women are positioned at the bottom of the racial hierarchy beneath Black men, occupying a unique position in society where gender and race intersect, subjecting them to a double discrimination” (Tobach & Rosoff, 1994). As more and more female HUSL alumni have joined the legal profession, their influence has been evident in the judiciary, the criminal justice system, and in every aspect of the profession. “The experience of Black women is apparently assumed, though never explicitly stated, to be synonymous with that of either Black males or white females,” (King, 1998). The feminist exclusion of Blackness and color manifests in gender-based research studies. The majority of research studying race and gender “investigates Black men as targets of racism and White women as targets of sexism, disregarding members of groups belonging to multiple-subordinate-group identities, such as Black women,” (Sesko & Biernat, 2010, pp. 356-359).

“In our society African American women must face the presumption of incompetence every day. It doesn’t matter what credentials we bring to the table—degrees, experiences, letters of recommendation, and so on,” (Smith, 2000). Therefore, “You either walk inside your story and own it or you stand outside your story and hustle for your worthiness” (Brown, 2010). Generally, Black women are all too familiar with the old idiom “work twice as hard to get half as much,” because, to achieve success in the workplace, they often tread through imaginary landmines with perfection. It is impossible to be perfect all of the time, hence for their mental and emotional health, Black women must acknowledge and appreciate the imperfections in them – to learn, to grow, and to forgive themselves. Research studies acknowledge the historic “invisibility” of Black women in law firms (Gans Epner, 2006). However, there is a difference between paternalistic exceptionalism and authentic diversity and inclusion (Rhode, 2021). As we move forward, we acknowledge the past.

“Society must engage in a conscious effort to replace the negative stereotypes and images that have plagued Black women for decades. There are myths and stereotypes buried deep into the national collective unconsciousness that manifest themselves” (Broussard, 2013, p. 420). If more workplaces had more women of color, it would break down racial and sexual

stereotypes. “There is a body of literature that indicates that more information and contact with target individuals reduces gender and racial bias ... [i]n essence, the more contact white colleagues have with Black women on a professional basis, the less colleagues rely on harmful stereotypes (Crenshaw, 1989). In contrast, the less contact colleagues have with Black women, the more they are likely to rely on harmful stereotypes. Despite finding rejection from her male and/or white counterparts, a Black woman’s effort to socialize and integrate (not assimilate) in her surroundings can manifest positive changes in the way that she is received by others. “[A] remedy to systemic silence [is] an acknowledgment that a Black woman needs to be able to tell ‘her story’ and allow a collective exorcism of the pain that has lingered just below the consciousness of Black women for centuries” (Broussard, 2013, p. 380). “Passive support by its very nature is the epitome of institutional and individual indifference ... [it] is “business as usual” where white males receive mentoring, information, opportunities, and tenure and Black women receive very little” ... [it] is an institutional and individual barrier to mentoring Black women because it requires no actual action or commitment either in the short-term or the long-term.

To usher in an emerging vision for women, the law school has learned to pay it forward. In other words, mentorship has become the norm in new classes and with alumni in its methodology of supporting a pipeline of future women attorneys, judges, and advocates. The importance of mentorship cannot be underestimated as a major factor in career advancement and the role that Howard University has had in advancing women in the legal profession is unsurpassed. For the pipeline for advancement is to grow for Black women lawyers, it is essential that supportive mentors are sought out and shared. At HUSL, Black women feel a sense of duty to play the role of mentor to those who are junior to themselves. “Mentoring can be used to support or destroy existing power structures. Without an active commitment to give back, mentor, and pay it forward, Black women, as a whole, will only continue to trickle into upper level and managerial positions only to see their successors return to the status quo upon their departure.

The majority of the professors at the Howard University School of Law are female. According to Howard University’s Institutional Data, from 2018 to 2021, there were 27 adjunct professors, 10 associate professors, five assistant professors, seven instructors, and 20 full professors. Fifty percent of adjunct and associate professors are women, and forty-five percent of full professors are women. Additionally, 71.4% of the instructors and 80% of the assistant professors are women (2018-2021 Faculty Profile, n.d.). It is evident that the Howard University School of Law has made significant strides in promoting gender equality among its faculty. Studies have shown that having a higher proportion of female faculty members can contribute to a more gender-integrated environment within institutions. The statistics on the representation of women in different faculty positions at the law school indicate progress toward creating a more gender-balanced academic environment. Furthermore, the fact that a higher percentage of women hold positions as assistant professors and instructors is a positive sign for the future leadership and faculty composition at the school.

Gender ● Female ● Male ● Unknown



In conclusion, this reflective study explored the status of women in the legal field, focusing on the challenges and barriers they faced historically, as well as the progress that has been made in recent years at the Howard University School of Law. It delved into the unique experiences of female leaders at Howard University, shedding light on the initiatives and support systems in place to empower and advance women in law. It narrates an emerging vision of the Black woman as unrestricted by race, gender or any other social, psychological, or physical limitations. The journey of women in the legal profession at Howard University has been one of resilience, determination, and progress. The legacy of female leaders at the Howard University School of Law serves as an inspiration and a testament to the strides made in empowering women in law. Their stories not only shed light on the challenges they have overcome but also highlight the initiatives and support systems that have been instrumental in propelling women forward.

*Allie B. Latimer's biography.* The History Makers. (n.d.). Retrieved April 7, 2022, from <https://www.thehistorymakers.org/biography/allie-b-latimer-38>

- America's First Women in Law*. AON. (n.d.) Retrieved April 11, 2022, from <https://www.attorneys-advantage.com/Risk-Management/Americas-First-Women-in-Law>
- Blackburn-Rigsby, A. (2010). *Black Women Judges: The Historical Journey of Black Women to the Nation's Highest Courts*. Retrieved April 5, 2022, from [https://www.nawj.org/uploads/pdf/Black\\_women\\_judges\\_by\\_anna\\_Blackburne\\_rigsby\\_howard\\_law\\_journal.pdf](https://www.nawj.org/uploads/pdf/Black_women_judges_by_anna_Blackburne_rigsby_howard_law_journal.pdf)
- Broussard, P. A. (2013). *Black Women's Post-Slavery Silence Syndrome: A Twenty-First Century Remnant of Slavery, Jim Crow and Systemic Racism – Who Will Tell Her Stories?* Retrieved March 22, 2022, from <https://commons.law.famu.edu/cgi/viewcontent.cgi?article=1067&context=faculty-research>
- Brown, B. (2010, June). *The Power of Vulnerability*. Ted Talks. Retrieved March 22, 2022, from [https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability?language=en](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?language=en).
- Chief Judge Anna Blackburne-Rigsby*. District of Columbia Courts. (n.d.). Retrieved April 7, 2022, from <https://www.dccourts.gov/court-of-appeals/judges/chief-rigsby-anna-page>
- Cornelius, M. (2019, April 9). *Howard Law Forward: The Next 150*. The Dig at Howard University. Retrieved April 11, 2022, from <https://thedig.howard.edu/all-stories/howard-law-announces-sesquicentennial-awardees>
- Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist theory, and Antiracist Politics. *University of Chicago Legal Forum*, 57-80. <https://doi.org/https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf>
- Gans Epner, J. E. (2006). *Visible Invisibility: Women of Color in Law Firms*. American Bar Association. Retrieved from <https://www.americanbar.org/content/dam/aba/administrative/women/visibleinvisibility-execsummary.pdf>
- Glenn, G. (2001, April 11). *Reinventing Howard's Law School*. Diverse Education. Retrieved March 21, 2022, from <https://www.diverseeducation.com/students/article/15077620/reinventing-howards-law-school>
- King, D. K. (1988). Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology. *Signs: Journal of Women in Culture and Society*, 14(1), 42-72. <https://doi.org/10.1086/494491>

- Kupupika, T., & \*. (2021, March 1). *Shaping our freedom dreams: Reclaiming intersectionality through Black Feminist Legal Theory - Virginia Law Review*. Virginia Law Review . Retrieved March 22, 2022, from <https://www.virginialawreview.org/articles/shaping-our-freedom-dreams-reclaiming-intersectionality-through-Black-feminist-legal-theory/>
- Lanctot, C. J. (2021). *Women Law Professors: The First Century (1896-1996)*, 65 Vill. L. Rev. 933. Retrieved March 22, 2022, from <https://digitalcommons.law.villanova.edu/cgi/viewcontent.cgi?article=3467&context=vlr>
- Introduction to Women's Civil Rights*. Howard University Law School. (n.d.). Retrieved March 21, 2022, from <https://library.law.howard.edu/civilrightshistory/women>
- Mathews, D., & Polk, J. (2013, August 25). *5 Faces of the March on Washington*. CNN. Retrieved May 1, 2019, from <https://www.cnn.com/2013/08/23/us/march-on-washington-vignettes/index.html>
- McCabe, K., & Roundtree, D. J. (2009). *Justice Older than the Law: The life of Dovey Johnson Roundtree*. Univ. Press of Mississippi.
- Moraga, C., & Anzaldúa, G. (2015). *This Bridge Called My Back: Writings by Radical Women of Color* (4th ed.). SUNY Press.
- Ollie May Cooper Award*. C-SPAN. (1994, October 27). Retrieved March 21, 2022, from <https://washingtonbar.org/signature-events/ollie-may-cooper-award/>
- Our History*. Howard University School of Law. (n.d.). Retrieved March 21, 2022, from <http://law.howard.edu/content/our-history> Univ
- Rhode, D. L. (2021, October 6). *Law is the least diverse profession in the nation. and lawyers aren't doing enough to change that*. The Washington Post. Retrieved March 22, 2022, from <https://www.washingtonpost.com/posteverything/wp/2015/05/27/law-is-the-least-diverse-profession-in-the-nation-and-lawyers-arent-doing-enough-to-change-that/>
- Rosenbaumspecial, D. E. (1969, February 28). *Law school dean quits at Howard; Charges University officials with mismanagement*. The New York Times. Retrieved April 11, 2022, from <https://www.nytimes.com/1969/02/28/archives/law-school-dean-quits-at-howard-charges-university-officials-with.html>
- Scott, A. J. (2020, January 6). Human Rights Hero: The African American Social Engineer. *Human Rights Magazine*, 44(No. 4). Retrieved April 7, 2022, from [https://www.americanbar.org/groups/crsj/publications/human\\_rights\\_magazine\\_home/Black-to-the-future-part-ii/human-rights-hero-the-african-american-social-engineer/](https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/Black-to-the-future-part-ii/human-rights-hero-the-african-american-social-engineer/).



- Sesko, A. K., & Biernat, M. (2010). Prototypes of race and gender: The invisibility of Black Women. *Journal of Experimental Social Psychology*, 46(2), 356–360. <https://doi.org/10.1016/j.jesp.2009.10.016>
- She dozed off during MLK's speech*. CNN. (2013, August 23). Retrieved October 1, 2021, from <https://www.cnn.com/videos/us/2013/08/23/pkg-patricia-worthy-march-on-washington.cnn>
- Smith, J. C. (1997). Black Women Lawyers: 125 years at the bar: 100 Years in the Legal Academy. *Howard Law Journal*, 40(2).
- Smith, P. J. (2000). Failing to mentor Sapphire: The actionability of blocking Black women from initiating mentoring relationships. *UCLA Women's Law Journal*, 10(2). <https://doi.org/10.5070/l3102017737>
- Strum, P. (2020, June 24). *Pauli Murray's Indelible Mark on the Fight for Equal Rights*. American Civil Liberties Union. Retrieved March 21, 2022, from <https://www.aclu.org/issues/womens-rights/pauli-murrays-indelible-mark-fight-equal-rights>
- The Truth About Diversity. (1994). *Texas Bar Journal*, 57, 990–1016.
- Tobach, E., & Rosoff, B. (Eds.). (1994). *Challenging racism and sexism: Alternatives to genetic explanations*. Feminist Press at The City University New York.
- Tucker, K. I. (2017, April 19). *Meet Pauli Murray, a gender-variant pioneer for equal protection under the law*. Slate Magazine. Retrieved May 1, 2019, from <https://slate.com/human-interest/2017/04/jane-crow-the-life-of-pauli-murray-reviewed.html>
- Waxman, O. B. (2020, October 16). *In Unseen interview, Ruth Bader Ginsburg Honors Pauli Murray*. Time . Retrieved April 5, 2022, from <https://time.com/5896410/ruth-bader-ginsburg-pauli-murray/>
- White, M. (2016, October 6). *The Dynamic Woman Who Shaped Ruth Bader Ginsburg*. National Trust for Historic Preservation. Retrieved March 21, 2022, from <https://savingplaces.org/stories/how-pauli-murray-helped-shape-notorious-rbg#.XMOB LJXD-Uk>
- Who is Pauli Murray?* Pauli Murray Center. (n.d.). Retrieved March 21, 2022, from <https://www.paulimurraycenter.com/who-is-pauli>
- Wilkins, D. B., Chambliss, E., Jones, L. A., & Adamson, H. (n.d.). (rep.). *Report on the State of Black Alumni 1869-2000*. Retrieved April 5, 2022, from <https://clp.law.harvard.edu/assets/20160729151152047.pdf>.

Wilson Laskey, C. D. (2021, February 2). *Pauli Murray, a priest, saint and Black Civil Rights Pioneer leading the way*. Medium. Retrieved March 21, 2022, from <https://medium.com/perceive-more/pauli-murray-a-priest-saint-and-Black-civil-rights-pioneer-leading-the-way-e898b4ccidd1>

*Women Lawyer "Firsts"*. National Conference of Women's Bar Associations. (n.d.). Retrieved March 21, 2022, from <https://ncwba.org/history/women-lawyer-firsts/>

## APPENDIX I. Women leaders at Howard Law infographic

# HOWARD UNIVERSITY

## SCHOOL OF LAW

### LEADER IN THE WOMEN'S MOVEMENT

When white women were denied attendance to white, male dominated law schools, Howard University School of Law had an open policy. Emma Gillett, the founder of the nation's first law school by women, for women, was a Howard Law graduate. She was also the chairman of the legal branch of the Woman's Party and the President of the Women's Bar Association (1921). For over 150 years, Howard Law has been foundational to the struggle for women's rights.

Source: <https://www.wcl.american.edu/>

#### 1882

EMMA GILLETT, HUSL CLASS OF 1882, FOUNDED AMERICAN UNIVERSITY'S WASHINGTON COLLEGE OF LAW BY WOMEN FOR WOMEN.



#### 1872

CHARLOTTE RAY WAS THE FIRST WOMAN TO GRADUATE FROM HOWARD LAW.



#### 90%

OVER 90%, NEARLY EVERY GRADUATING CLASS, FROM 1872-2022 INCLUDED WOMEN GRADUATES OF HOWARD LAW.

#### PAULI MURRAY

PIONEER OF THE WOMEN'S MOVEMENT  
HUSL, CLASS OF 1944  
CO-FOUNDER OF THE NATIONAL ORGANIZATION FOR WOMEN (NOW)



Modern notable alumni include former Mayor of Washington, DC Sharon Pratt Kelly, Judge Vicki Miles-LaGrange, Judge Tanya Walton Pratt, and Chief-Judge Anna Blackburne Rigsby.

**The Legacy continues** under the leadership of Dean Danielle Holley-Walker as the law school's rankings soar, and women now outnumber men in attendance at Howard Law.



# HOWARD UNIVERSITY