

College of Nursing and Allied Health

BLACK WOMEN IN HIGHER EDUCATION: THE HOWARD UNIVERSITY EXPERIENCE



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**HOWARD
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**WOMEN,
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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.

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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.



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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 College of Nursing and Allied Health Sciences¹

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ABSTRACT

The College of Allied Health Sciences, an independent college created in 1974, was the first allied health program at an HBCU in the United States. This college merged with the College of Nursing in 1996 due to the interdisciplinary need for healthcare and to provide more robust options and opportunities for intending students. The college now comprises the departments of Clinical Laboratory Sciences, Health Management, Nursing, Nutritional Sciences, Occupational Therapy, Physical Therapy, and Radiation Therapy. Even for a predominantly female field, it is crucial to collect data to assert the trend of gender representation. This study aims to highlight women's roles in academia across the various departments in the College of Nursing and Allied Health Sciences from its creation to this present era. It also points to the contributions of these women in various spheres, such as their roles in the student council, the nursing society, and the society at large, using a range of evidence-based data. According to an extensive analysis, women attained the full professor title at a significantly lower rate than men. Even though women occupy most other leadership positions in the faculty, policies should be implemented that support the retention and promotion of female faculty.

INTRODUCTION

A Historically Black College or University (HBCU) is a postsecondary institution founded before 1964 that explicitly focuses on educating blacks (Gasman et al., 2007). The purpose of these institutions was to address the educational needs of historically underserved Black students (Allen & Jewell, 2002). HBCUs enrich U.S. higher education. These programs offer higher education opportunities to students often treated with hostility on campus or left unprepared by incompetent schools (Burnett et al., 2020). Many campuses discriminate against Black students, foster racial animus, and expose them to overt hostility (Cole & Harper, 2017; Gin, Martínez-Alemán, Rowan-Kenyon, & Hottell, 2017; Pieterse, Carter, Evans, & Walter, 2010). Experiences like these can hinder students from finishing college (Johnson-Ahorlu, 2013). As a result, HBCUs serve a substantial portion of Black students.

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

HBCUs enrolled just 2.1% of all undergraduates in 2017 but 7.6% of those of Black ethnicity (National Center for Education Statistics, 2017).

Howard University is named for General Oliver O. Howard, who headed the Freedmen's Bureau following the Civil War and convinced Congress to appropriate funds for the school. President Andrew Johnson authorized the establishment of this historically Black institution by Act of Congress on March 2, 1867, in Washington, D.C. The Charter established customary, collegiate, theological, legal, medical, and agricultural departments and any other departments that the board of trustees deemed necessary. A meeting of thirty members of the First Congregational Society held at the Columbian Law Building in Washington, D. C., initiated the University's creation process. General Otis Howard, Commissioner of the Freedmen's Bureau, and his colleagues had the original idea of setting up an educational institution for newly emancipated slaves. Not surprisingly, this religiously motivated group proposed a theological college for freedmen. Ten original group members took the first formal action to establish the seminary by selecting twelve trustees a day or two later. General Howard offered to build a building if a site could be found. Samuel C. Pomeroy of Kansas said during a later meeting in December that a traditional school was more likely to get Congressional approval than a seminary. Following their decision, "the Howard Normal and Theological Institute for the Education of Teachers and Preachers" was proposed. By the time the Normal Department began its first classes in May 1867, the school was known as "Howard University" (The Howard University Catalog 1971-1973).

Howard University has always been open to students of any race, color, or creed, but it was specifically founded to provide advanced studies for Blacks (Britannica, T 2020). With its first commencement ceremony in 1868, the University has created scholars who would leave an indelible mark on the world. Howard University has awarded more than 100,000 degrees in the arts, sciences, and humanities since 1867. The Howard University colleges of medicine, dentistry, pharmacy, engineering, nursing, architecture, religion, law, music, social work, and education are among the best in the country. This private research university has 13 schools and colleges. Students can earn undergrad, graduate, and professional degrees in more than 120 fields. Howard University is well-known to be the most prestigious HBCU in the country. It frequently ranks high in various rankings of all the colleges and universities in the United States. Howard is primarily known for its graduate education, as it graduates the highest number of black doctoral recipients of any university. Howard's College of Nursing partners with Haiti, South Africa, and Cuba institutions.

The Howard University College of Nursing and Allied Health Sciences resulted from a merger of two colleges: the College of Nursing and the College of Allied Health Sciences. This college comprises the departments of Clinical laboratory sciences, Health Management, Nursing, Nutritional Sciences, Occupational therapy, Physical therapy, and Radiation therapy.

HBCUs remain where black students can thrive, especially in STEM and health fields. Traditional and online nursing programs are available at the top HBCU nursing schools.

Through these institutions, the students find a connection that gives them the encouragement they need. The number of HBCUs today exceeds 100, but those offering nursing programs are rare. HBCU nursing colleges are therefore critical. Nurses who want to advance their careers can choose from programs that offer a BSN, MSN, or even a DNP or Ph.D. degree. HBCU nursing programs focus on research and outreach targeting minorities, helping black students find their careers and calling in nursing.

Top RN to BSN, an independent online guide to the best higher education and career options for current and prospective nurses, compared nursing colleges in HBCUs for 2022 and ranked Howard University College of Nursing and Allied Health Sciences the number 1 HBCU nursing program for 2022. TopRNtoBSN editors only included historically black colleges and universities with accredited nursing programs in their top HBCU nursing schools ranking. These programs were ranked according to their tuition cost, graduate salary, and reputation. Editors used data from IPEDS, College Scorecard, and Niche to generate the ranking.

The College of Nursing and Allied Health Sciences at Howard University ranks number 4 in the 25 top HBCU nursing colleges. The college offers CCNE-accredited nursing degrees at the bachelor's and master's levels. Howard's nursing programs are recognized for their unique focus on caring for the elderly and the homeless. For students considering applying to HBCU nursing schools to pursue careers in these areas, Howard is an excellent choice among those HBCUs offering nursing programs.

This study aims to highlight women's roles in academia across the various departments in the College of Nursing and Allied Health Sciences from its creation to this present era. It also points to the contributions of these women in various spheres, such as their roles in the student council, the nursing society, and the society at large, using a range of evidence-based data.

HISTORICAL BACKGROUND

Throughout the past century, Black nurses have played an essential role in the health care of the American people. As a result of severe problems of segregation and the refusal of other nursing schools to accept people of African descent, schools for “Negro” nurses were to be established. Mary E. Mahoney became the first woman of color to graduate from a school of professional nursing. Her degree was awarded by the New England Hospital for Women and Children in 1879 when most other schools were refusing to admit Negro applicants. Women of color have significantly contributed to the history of professional nursing since Miss Mahoney's time.

Howard University College of Nursing and Allied Health Sciences

As an extension of the Howard University College of Medicine and a facility serving the Washington community, the Secretary of Health, Education, and Welfare appointed a Freedmen's Hospital Study Commission on February 23, 1955. As a result of this report,

legislation was initiated, which resulted in the transfer of freedmen to Howard University and the opening by President Kennedy of a 500-bed hospital in 1961. Howard University, Freedmen's Hospital, and the faculty of Freedmen's Hospital were interested in exploring the feasibility of establishing a baccalaureate nursing program at Howard University in anticipation of the transfer. Due to this interest, Dr. Rena Boyle, the head of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing, served as a consultant to Howard University's administrative officials and those of the Freedmen's Hospital School of Nursing. There were six commissions in the conference group: operations and administration, admissions, student life, curriculum, and budget. Separate meetings were held for discussion, and reports were submitted. The recommendation is to establish a nursing school and join Howard University. A baccalaureate nursing program was established at Howard University six years later, on April 23, 1968, and approved on January 14, 1969. The Dean, in the person of Anna Bailey Coles, was appointed. In this proposal, the School of Nursing would be an independent function of Howard University, promoting the University's objectives and functioning within its philosophy.

Considering that nursing schools differ in their focus on professional development and education, it is imperative to mention the foundation for the development of this school. In addition to offering a broad general education program, the school offers nursing as a significant area of concentration. As a result of the broad base of courses offered in the natural and behavioral sciences, humanities, and all other fields, students can apply theoretical and conceptual knowledge to a significant concentration in nursing. In addition to preparing students for starting positions in all fields of nursing, it provides a solid foundation for graduate study. Graduates of this program will also be able to assess, plan, implement, and evaluate services to human beings to promote optimum health, prevent illness, and provide individualized care to restore health as a member of our culture and society. By focusing on the care, cure, and coordination aspects of professional nursing practice, graduates will have the skills to think, communicate ideas, make judgments, and differentiate values.

District of Columbia Nurses Examining Board approved the proposed program after it was developed and submitted. The Nurse Training Act of 1964 provides loans and scholarships to nursing students. According to the program proposal, a student would spend the first two years studying liberal arts. Students would then take upper-division nursing and clinical practice courses in hospitals and other community health agencies during their junior and senior years. Additionally, they enroll in nursing courses that provide a strong foundation for clinical nursing courses in their junior and senior years. The minimum number of hours needed for the nursing degree was 120 semester hours, excluding the hours required for physical education. To achieve 240 grade points, it was necessary to maintain a "C" average. The Bachelor of Science in Nursing degree will be awarded upon completing the prescribed program (Coles 1969). This traditionally female college had a lot of women students and graduated primarily female students in its early years; hence it is not surprising to know that the first few years recorded a 100% female graduation, and even until

this present day, a more significant number of the students and staff are women (Howard University Catalog, 1970-1977).

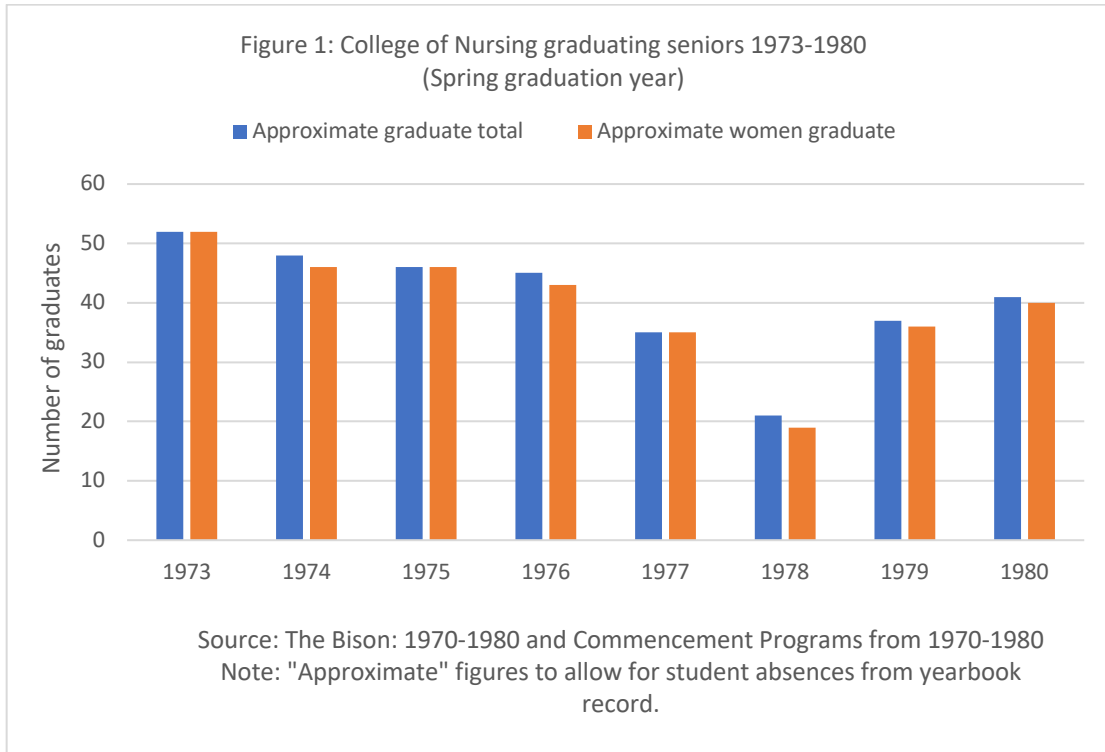
The College of Allied Health Sciences, an independent college created in 1974, was the first allied health program at an HBCU in the United States. This college would merge with the College of Nursing in 1996 due to the interdisciplinary need for healthcare and provide more robust options and opportunities for intending students. This amalgamation would also create a global reach.

WOMEN IN THE EARLY YEARS OF THE COLLEGE

The following sections explore historical and contemporary gender representation at Howard University's College of Nursing and Allied Health. Based on university records, technological errors, and human error, the data covered is as accurate as possible. Many sources used to collect the data represented are catalogs, commencement programs, resumes, and university profiles.

From the information obtained from the university records, the Department of Nursing and Allied College had always employed women faculty, even as far back as when the two colleges were separate. The nursing department began in 1969 and had a 100% women faculty up to 1973. There is a gap in the catalogs for the next several years that would record faculty later from 1979; women made up 96% of the faculty population. This trend continued up to 1989 when women faculty were about 98%. The early students in the department were also mainly females, and the first graduating seniors who received diplomas were all women. Later, the colleges recorded a few male graduating students. However, as a separate department, the College of Allied Health had a mixture of faculty. Male and female faculty made up the department in equal proportions. The male and female graduating seniors' ratio was relatively proportional (Howard Catalog, 1971-1973).

It is difficult to calculate how many students were in the department for the first few years. Still, according to what is available from yearbooks and commencement programs, it is possible to find estimates for how many men and women make up the department's student body. As demonstrated in Figure 1 below, most of the students making up the graduating class of the department were women, with less than 2% men. The graduating senior class in 1973, 1975, and 1977 were all women. This figure captures the graduating seniors of the College of Nursing from 1973 to 1980. At this point, substantial data for the College of Allied Health had not yet been observed.

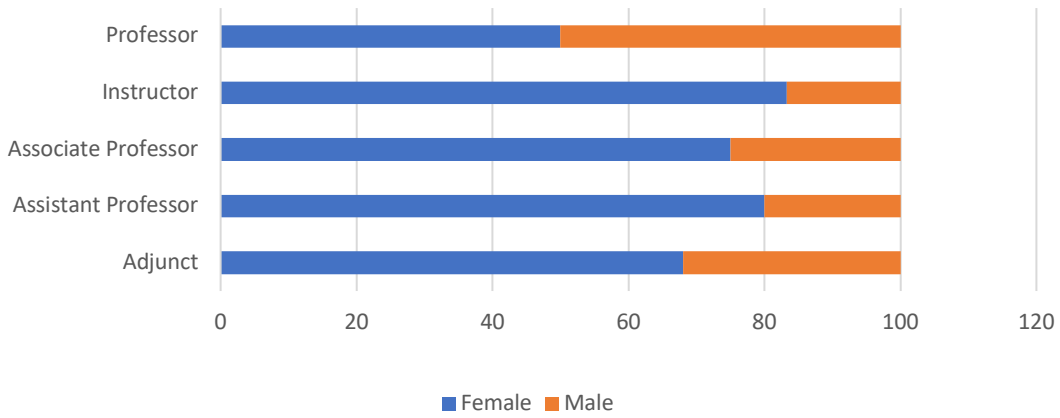


FINDINGS

Even for a predominantly female field, it is crucial to collect data to assert the trend of gender representation. From the Howard University Institutional Research and Assessment website, we gathered data ranking faculty by Integrated Postsecondary Education Data System (IPED) and gender for the following years: 2018-2019, 2019-2020, 2020-2021, and an average of those years (2018-2021). The IPED ranking was based on adjunct faculty, Assistant Professor, Associate Professor, Instructor, and Professor.

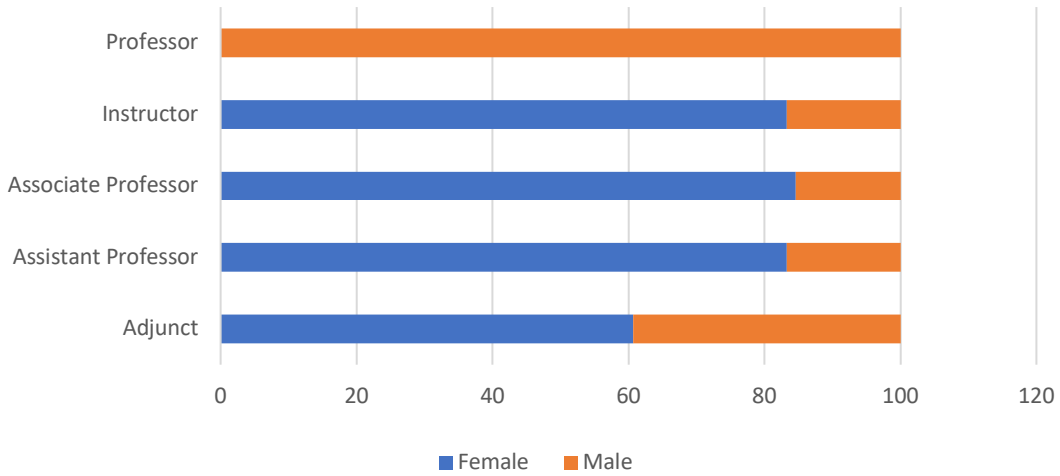
From this data, reviewing the department demographics with projected ratios will be possible. Therefore, Figures 2, 3, 4, and 5 below represent data ranking faculty by IPED and gender for the stipulated years.

Figure 2: College of Nursing and Allied Health Faculty by IPED rank and gender
2018-2019

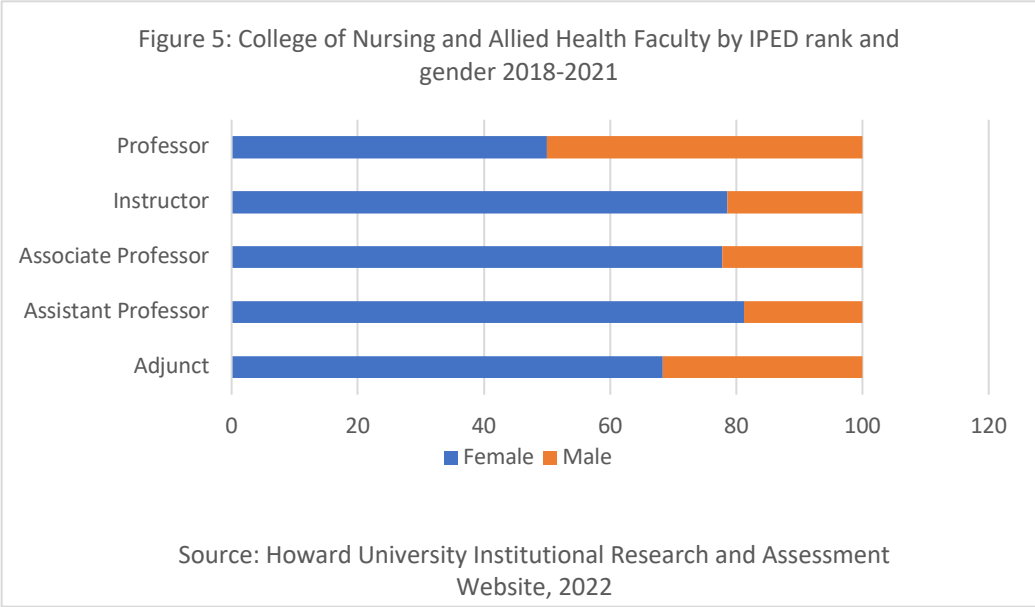
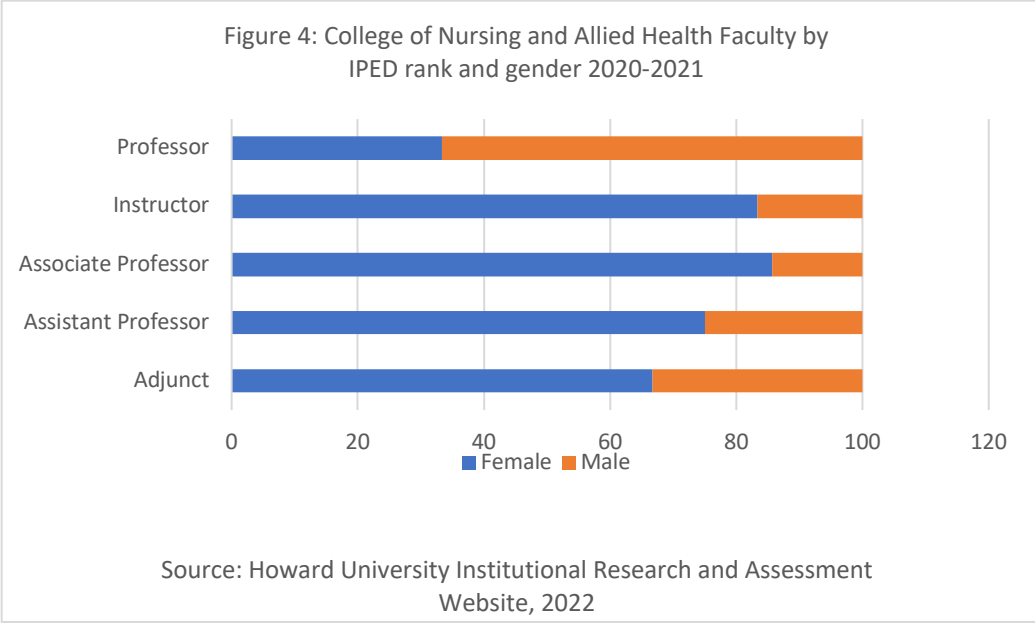


Source: Howard University Institutional Research and Assessment Website

Figure 3: College of Nursing and Allied Health Faculty by IPED rank and gender
2019-2020



Source: Howard University Institutional Research and Assessment Website,
2022



As seen above, there is a gender-based disparity in the faculty. The faculty is predominantly women, taking up more than 60% of leadership roles. A balance is seen only in the professoriate where a 50% for men and women faculty is observed. It is, therefore, evident that women's leadership occupies a significant portion of the college. This trend has been consistent over a couple of years. However, it's interesting to know that in the 2019/2020 year, the college recorded a 100% number of men professors. This was quickly changed in the following year (2020/2021) when women took up 33.33% of the professoriate. On average (2018-2021), it is recorded that women took more roles in the faculty and an equal number of genders in the professoriate. There could be a reason for the high number of women faculty

at this college because it has a predominantly female student body. However, this pattern was not reflected in the professoriate. A low number of women in the professoriate could mean that these women do not attain the height of their careers despite starting in large numbers. Another reason could be that many women take breaks in their careers to pursue family life, and many of these women cannot switch back to academics following the long breaks. Another reason for the disparity in the professoriate is the time it takes to attain that position. Many women do not remain in the workforce long enough to attain that position. Many typically retire as an assistant or associate professors.

Women Faculty of the Department



Figure 1 Photo of Anna Bailey Coles from the Howard University Website

The University catalog showed that the college leadership and faculty had always skewed towards women. This is not surprising as the college has always been a traditionally female field.

Before it merged with the College of Nursing in 1996, the College of Allied Health Sciences from 1974 to 1995 had four deans, of which three were females and one male (Harley Flack), who happened to be the first dean of the College of Allied Health (Appendix B).

Between 1961 and 1968, the College of Nursing was called Freedman's Hospital and awarded diploma degrees. Anna Bailey Coles was the Director of Nursing and the first dean of the college. She remains the longest-serving dean of the college. The college has had several other women deans and interim deans since its inception. (Appendix A)

Gina S .Brown is the current college dean and has been in this position since 2016.



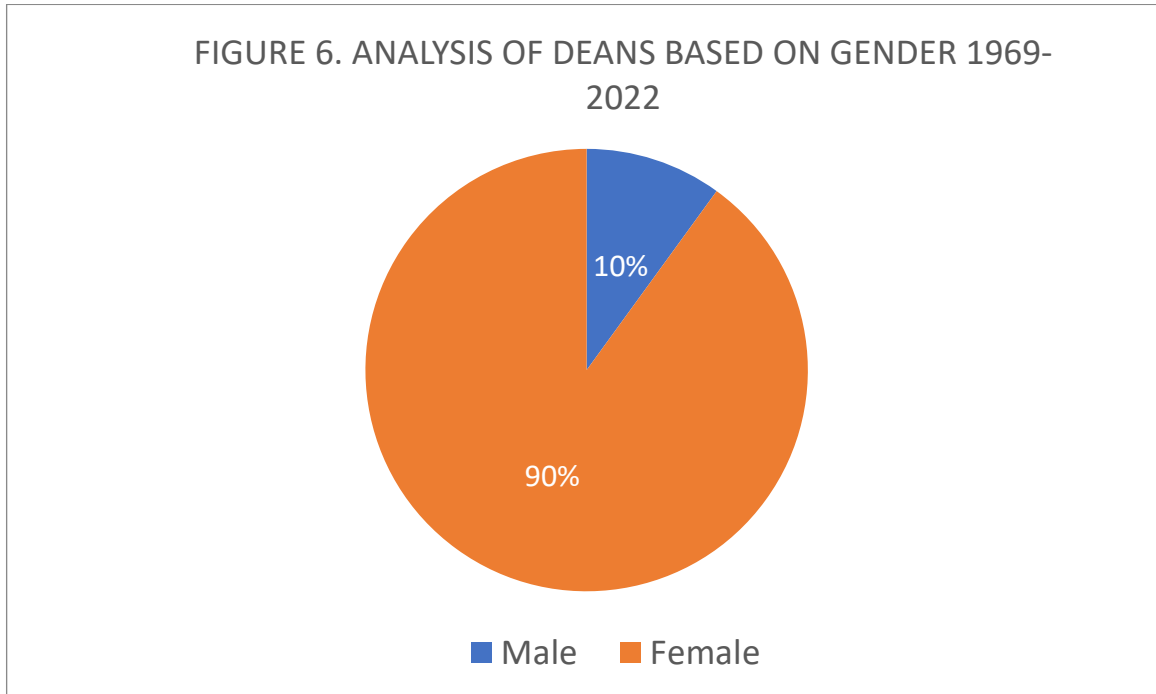
Figure 2 Photo of Gina Spivey Brown from Howard University Website

Gender and Leadership

From the data obtained from this research study, there have been 11 deans and 1 interim dean of the College of Nursing and Allied Health Sciences. 4 deans from the College of Allied Health Sciences when it was a separate college (Appendix B), 1 dean from the college of nursing as a separate college, and 7 deans from when the colleges merged. Out of these deans, 10 have been women.

As shown in Table 1 (Appendix A), it is seen that female deans have been predominant in the College. From the information gathered from Howard University websites, yearbooks, commencement programs, and catalogs, the women deans made up 90% of the entire deans,

and men deans represent 10% of the entire deans throughout the history of the college (Figure 6). Furthermore, the available databases show a longer tenure with the female deans than the male deans. Presently, the female faculty make up about 70% of the college leadership, and the male faculty make up 30% (Appendix C).



Source: Howard University Yearbook, Catalog and Commencement Programs Website

Note: The information listed in this figure starts with 1969 and ends with 2022.

DISCUSSION

Founded in 1968, the School of Nursing has trained skilled healthcare technicians. According to its philosophy, man should develop to his potential and be able to access assistance as needed. The school aims to equip students with the necessary skills to perform safe and effective nursing, apply theoretical knowledge to practical skills, and identify and formulate solutions to health problems that affect people. Student-faculty interaction stimulates intellectual growth in the faculty. By working in conjunction with other health professions, the students are prepared for employment in various aspects of nursing. Each year the school attains a higher level of achievement.

The data confirms that women have traditionally dominated this field. Several data sources, including Howard catalogs, bulletins, publications, and other archived sources, indicate that women had dominated the nursing and allied health sciences faculty over the years, even when they were separate colleges. About 70% of faculty positions are currently filled by women, as Appendix C shows. However, the emergence of a higher number of male professors indicates that even men can excel in this very dynamic field. The past few years

and decades of early data suggest that 80-90% of the department faculty are women (Figure 6). These findings would be an essential basis for upcoming researchers to build upon.

Women are more likely to work in this field than men. In addition, we see many females as graduating seniors from the commencement programs. Some sets even recorded 100% female graduands. These female graduates go on to take leadership roles in the faculty. This trend automatically means that many of the faculty would be female.

Furthermore, it is observed that women deans served the longest in college. This shows that women's leadership tends to favor the college. This data may echo the importance of women's leadership in academia. Women's representation in academic and senior leadership roles at historically black colleges and universities has been the subject of considerable conversation throughout the last decade. Despite being a study of one school within Howard University, the data are helpful for the strategic decision-making of the University and potential research.

CONCLUSION

As a result of these findings, women's representation in the college is paramount and has even increased consistently since its founding. Based on these data, one can predict that more female leadership will emerge at the college. The current trend is heavily skewed toward women's leadership moving forward. The current policies that encourage female leadership will lead to more female deans in the future. Despite this, some limitations exist at the college. A lack of women professors at the highest rank is the first limitation. According to an extensive analysis, women attained the professoriate title at a significantly lower rate than men. Even though women occupy most other leadership positions in the faculty, this is a surprising development. I recommend mentoring female nursing students to become leaders in academia and academic fields. Additionally, policies should allow female faculty to be retained up to the professoriate to promote more women professors.

As a second limitation, no adequate information is available about the other women leaders in the college besides the dean, such as the associate professors, assistant professors, adjunct professors, and instructors. These women were largely undocumented and lacked coherent information. Data recording and storage are essential for correcting this problem. In today's world, if the information is adequately documented online, it can last forever. The college should also continuously document information about women in leadership at various levels.

There is a high demand for nurses worldwide, directly proportional to the critical need for qualified doctors. The pandemic has significantly increased the need for nurses. The School of Nursing has experienced over 300% growth in enrollment over the past few years, focusing on technical and professional training. Women must continue to make up a good portion of these nurses. By implementing these policies and practices, Howard University can ensure that women are represented in senior academic leadership positions.

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APPENDIX A

List of Deans of the College of Nursing and Allied Health

Table 1. Deans of the College of Nursing and Allied Health

Name	College	Title/Position	Time Period	Gender
Anna B Coles **	Freedmen's Hospital School of Nursing	Director of Nursing	1961-1968	Female
Anna B Coles **	College of Nursing	Dean	1969-1986	Female
Beatrice Adderly-Kelly**	College of Nursing	Dean	1987	Female
Dorothy L Powell	College of Nursing and Allied Health	Dean	1988-1997	Female
Cecile H Edwards	College of Nursing and Allied health	Dean	1998	Female
Pedro J Lecca	College of Nursing and Allied health	Dean	1999-2005	Male
Beatrice Adderly-Kelly	College of Nursing and Allied health	Dean	2006-2011	Female
Mary H Hill	College of Nursing and Allied health	Dean	2012-2013	Female
Marguerite E Neita	College of Nursing and Allied health	Interim Dean	2014-2015	Female

Gina Spivey Brown	College of Nursing and Allied health	Dean	2016-2022	Female
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** represent deans for only the College of Nursing

Source: Howard University yearbook, catalog, and commencement programs

Note: Information listed in this table starts in 1961

APPENDIX B

List of Deans of the College of Allied Health

Table 1. Deans of the College of Allied Health

Name	College	Title/Position	Time Period	Gender
Harley E Flack	College of Allied Health	Dean	1974-1987	Male
Delores A Mounsey	College of Allied Health	Dean	1988	Female
Rosemary K Harkins	College of Allied Health	Dean	1989-1991	Female
Gene Gary-Williams	College of Allied Health	Dean	1992-1995	Female

Source: Howard University yearbook, catalog, and commencement programs

Note: The College of Allied Health was formed in 1974.

APPENDIX C

Current Faculty of the College of Nursing and Allied Health

Table 1. Faculty of College of Nursing and Allied Health

Name	Position	Gender
Gina S Brown	Dean	Female
Patricia Talbert	Associate Dean	Female
Thomas V Fungwe	Associate Dean	Male
Raquel Paylor	Administrative Coordinator	Female
Felicia Thompson	Administrative Coordinator	Female
Brittany Lewis	Administrative Coordinator	Female
Suzy Adams	Director of Student Affairs	Female
Trevor Leiba	Director of Student Affairs	Male
Felicia banks	Chairperson	Female
Marquise Frazier	Chairperson	Male
Bentley Reid	Chairperson	Male
Devora Winkfield	Chairperson	Female
Tiffany Alexander	Administrative Officer	Female
Revenda Greene	Chairperson	Female
Dionne Soares	Chairperson	Female
Kyrone Davis	Chairperson	Male

Source: Howard University Webpage 2022