

Gallaudet University

School of Education and Human Services

# FACULTY BY-LAWS

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**TABLE OF CONTENTS**

	<i>Page</i>
Preamble .....	3
1.0 General Procedures.....	6
2.0 Committee on Education Programs .....	11
3.0 Committee on Human Services Programs .....	14

## PREAMBLE

*The purpose of governance is to sustain and strengthen the essential academic core.*

Carnegie Foundation *Report* (1982, p. 7)

Academic governance is a masterful balancing act. On the one hand, it takes into account an institution's obligation to ensure the integrity of its internal governance; while on the other hand, it satisfies the standards demanded by various professional and public constituencies. This balance-board, rolling as it does, between *internal integrity*—historically recognized as a prerogative of internal self-control, and *external accountability*—established in more recent times as an externally based locus of oversight—control, may present to beleaguered institutions a welter of withering cross-currents, confused legacies, and compromised constituencies. To avoid furthering the effects of such pitch and yaw between the swells of integrity and accountability, institutions of higher learning must continue assuming substantial responsibility for their own self-regulation. To lose control over the academic core is to lose everything; yet, to reaffirm and strengthen self-regulation at the cost of isolating the campus from the larger community is to gain nothing.

The Carnegie Foundation's *Control of the Campus: Report on the Governance of Higher Education* (1982) unconfined the concept of governance by extending the borders of its perimetry to include:

- C all formal mechanisms by which colleges execute their publicly recognized mission mandates;
- C all informal mechanisms by which colleges establish procedures to maintain standards of performance;
- C all formal and informal avenues through which colleges maintain flexibility of response to forces in the outside community;
- C all formal and informal measures by which colleges account for their stewardship of public and professional trusts; and
- C all processes by which people elect to pursue common ends.

With the parameters thus laid out, a large share of the work and authority for tilling the acreage of academic governance must of necessity develop upon the institution's administration and faculty. Such authority, delegates as it is by the trustees to a committed cadre of professionals, must be imbued with a quality and spirit of leadership that is at once both effective and convincing. Effective in the sense that an institution can successfully balance its need for intellectual independence with a distinct element of social accountability; and convincing in the sense that the faculty and administration have achieved a level of credibility by the way they have realigned their formal and informal structures of decision-making.

Among several recommendations made by the Carnegie Commission for strengthening campus governance structures were the following (Carnegie, 1982; p. 75):

- C Y that the collegiate faculty develop with trustee-delegated authority a governing body that oversees all matters relating to the institution's academic core;
- C Y that special consultative bodies of faculty, students, and administrators monitor program performance in the light of the new public accountability mandates--fiscal integrity, social justice, consumer protection, and the like; and
- C Y that governance convocations be convened on campus to consider more effective ways to involve all members of the academic community in decision-making processes.

Implicit in these recommendations is the charge that if the larger interests of the institution are to be serviced then there must be an accountability not only for academic excellence but also for good management. Sound managerial practices require at their barest minimum that decisions be made at the lowest possible level, given good judgement and availability of relevant facts.

If the quotient of leadership, alluded to earlier, has as its base on convincingly real system of managerial decision-making practices, then the institution may perhaps be able to assume a more credible posture when dealing with Aspecialized accreditation@Citself, an intrinsic part of the whole self-regulation process. The issue in specialized accreditation is not whether professional preparation programs should meet high academic standards, but (a) how detailed those standards should be, (b)

how such standards should be evaluated, and (c) how well the objectives of the training programs mesh with the larger purpose of the institution.

The Commission taking this issue under consideration, and effectively demonstrating the need to keep special accreditation within the general preview of academic governance structures proposed a further set of recommendations (Carnegie, 1982; p. 79):

- C Y that specialized accreditation standards should focus on outcomes that are consonant with the overall mission of the institution;
- C Y that college should not invite to campus agencies of specialized accreditation whose criteria for membership are so detailed as to weaken an institution's own authority over teaching; and
- C Y that specialized accreditation teams should coordinate their visits with regional associations so that through collaboration combined summary reports may be prepared by the institution and shared jointly with the teams.

However which way we look at it, accreditation, both regional and special, exists for the sole purpose of evaluating and encouraging educational quality. Campus leadership must forever be alert to the fact that accrediting bodies are not set up to policy compliance of an institution's governance system with their own preconceived models of what governance should be. Accreditation is, was, and shall be forever a part of governance, and not vice versa.

Like all human institutions, concludes the Commission's *Report* (Carnegie, 1982; p. 88), a college can be no greater than the human beings who comprise it. The structures and procedures that comprise academic governance can only provide the framework for achievement, not achievement itself. Taken alone, governance guidelines have no animating power. It takes leaders to breathe life into lifeless structures. Perhaps there exists no better measure of a governance structure's health than the climate in which it functions, day-by-day. Specifically, and irrespective of what is written in the institutional report

- C Do those involved see some point in what they are doing?
- C Do they believe their efforts can make a difference?
- C Is there a sense of excitement?

C Is the leadership confident of its aims and goals?<sup>1</sup>

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<sup>1</sup> Source: *Control of the Campus: Report on the Governance of Higher Education*. Washington, DC: Carnegie Foundation for the Advancement of Teaching, 1982.

## **SEHS FACULTY BY-LAWS**

### **1.0 General Procedures**

#### **1.1 Purposes and Functions**

- 1.1.1 The School, in its primary charge, provides special programs in education and human services to prepare future professionals working with deaf individuals (Board of Director Minutes, January 19, 1978; Gallaudet University Task Force on SEHS, 1979; p. 2).
- 1.1.2 The Dean, assisted by the academic leadership talent of the School's faculty, should identify and encourage the study of significant issues pertinent to the preparation of professionals working with deaf individuals (Gallaudet University Task Force on SEHS, 1979; p. 12).
  - 1.1.2.1 The School is the designated unit charged with responsibility to develop both undergraduate and graduate curricula (Gallaudet University Development Plan, 1978; Board of Directors Minutes, January 19, 1978).
  - 1.1.2.2 The School will ensure the integration of both undergraduate and graduate programs, so that students may obtain advance degrees and certification in minimal time (Gallaudet University Task Force, 1979; p. 3).
- 1.1.3 The governance system of the School should be considered as a separate yet complementary and cooperative venture with other schools and division within the University (cf. Carnegie Report, 1982).
  - 1.1.3.1 The purpose of governance is to strengthen the academic core by evaluating and encouraging educational quality (Carnegie Report, 1982).
  - 1.1.3.2 Accreditation, both regional and specialized, is accepted by the School as coming properly within the purview of its self-regulatory process of academic governance (cf. Carnegie Report, 1982).
  - 1.1.3.3 Academic governance-related decision-making responsibilities, delegated by the Trustees to the administration, are in turn delegated to the faculty (Landers= Appendix D, SEHS Evaluation Report, 1982; p. 2).
- 1.1.4 Proposals, policies and procedures developed within SEHS shall be consonant with and coordinated with the policies, procedures, and guidelines established by more encompassing bodies, such as the University Faculty, its committees, the Legislative Councils, and the Graduate School.

1.1.5 Departments shall submit proposals for new and revised courses, programs, and new positions simultaneously to (a) the SEHS dean for his information, and (b) the appropriate SEHS committee, for review and approval. The SEHS dean has the prerogative to submit pertinent information or an opinion about a particular proposal, in person or writing, to the SEHS committee. The SEHS committee has the prerogative to request information or an opinion from the SEHS dean or the Department submitting the proposal regarding a particular proposal.

1.1.5.1 All programs preparing professional education personnel in any unit on campus are subject to the same procedures.

1.1.5.2 Should a proposal for a course within SEHS programs of study originate from a college/school other than SEHS, a copy of the proposal should be sent to the dean of that school/college at the same time it is sent to the pertinent SEHS committee and the SEHS dean. The dean of the school/college may submit information and/or an opinion about a particular proposal to the SEHS committee. The SEHS committee may also request such information from the dean and appropriate Department faculty.

## **1.2 SEHS Faculty Officers**

1.2.1 The officers of the SEHS Faculty shall consist of a chairperson, vice-chairperson, and secretary. The officers shall be elected by and from the SEHS Faculty. The term of office shall be two years beginning the Fall semester after they are elected. There is no limit to the number of terms an officer may serve. Being a faculty officer does not preclude a faculty member from serving on an SEHS Committee.

1.2.2 Duties of Chairperson.

1.2.2.1 To be the presiding officer of all meetings of the SEHS faculty.

1.2.2.2 To be responsible for preparing the agenda for all meetings of the SEHS Faculty.

1.2.2.3 To call special meetings in accordance with procedures delineated in Section 1.4.5.

1.2.2.4 To appoint members to *ad hoc* committees.

1.2.3 Duties of the Vice Chairperson.

1.2.3.1 To preside at SEHS Faculty meetings in the absence of the chair.

1.2.3.2 To assume all responsibilities of the chair, should the chair be unable to serve.

- 1.2.4 Duties of the Secretary: The SEHS Faculty secretary shall record the minutes of each meeting and shall post them on the SEHS Faculty Bulletin Board and distribute them to all units in the School no later than two weeks after the date of the meeting. The secretary also shall maintain files of minutes of meetings of SEHS and SEHS Committees.
- 1.2.5 Election of Officers: During the regularly scheduled Spring SEHS Faculty meeting, beginning in Spring 1983, nominations for officers from the floor or from a member who has agreed in writing to be nominated will be entertained and officers will be elected. For a person to be elected, he/she must have received a majority of the votes cast. In the event that no one has a majority of votes cast, a run-off election will be held between the two persons with the highest number of votes in the first election.

**1.3. Membership in the SEHS Faculty:** All persons holding University Faculty status and who also hold faculty appointment to any unit within the School shall constitute the voting membership of the body Y the SEHS faculty. (Currently, such units are the departments of Administration and Supervision, Counseling, Education, Educational Foundations and Research and Physical Education and Recreation. Members of future units are automatically included under this definition.)

#### **1.4 Meetings of the SEHS Faculty**

- 1.4.1 The SEHS Faculty shall formally meet at least once during the Fall and Spring semesters.
- 1.4.2 These meetings shall be scheduled and announced at the beginning of each semester, no less than 4 weeks prior to the date.
- 1.4.3 The Chairperson convenes and chairs the SEHS Faculty meetings.
- 1.4.4 The Chairperson may delegate the chairing of meetings to a moderator.
- 1.4.5 The Chairperson shall call a special meeting of the SEHS Faculty when presented a petition to do so by 15 or more of the voting membership.
- 1.4.6 Special meetings shall be announced no less than 2 weeks prior to the date.
- 1.4.7 A quorum for the School's Faculty meeting shall consist of the membership physically assembled ten (10) minutes after the scheduled start of the meeting plus written proxies.
- 1.4.8 Except where otherwise provided for by the SEHS By-Laws, *Robert's Rules of Order, Revised* shall be followed.

## **1.5 The SEHS Academic Governance Structure**

1.5.1 The SEHS Faculty shall delegate the School's academic governance functions to the following academic governance components Y

1.5.1.1 Committee on Education Programs Cdelegated program governance authority.

1.5.1.2 Committee on Human Services Programs—delegated program governance authority.

1.5.2 Membership on *Ad Hoc* Committees: The Chairs of the two academic governance components, the Dean, and the Chairperson of the SEHS Faculty are empowered to create *ad hoc* committees when it is expedient to do so. Membership on *ad hoc* committees shall be determined by the person establishing the committees.

## **1.6 General Regulations for Standing Committees**

1.6.1 All members of SEHS committees shall serve for two (2) year staggered terms beginning in the Fall semester.

1.6.1.1 At the first meeting of the Committee, a lottery shall be used to divide the members into a Group A and Group B designation.

1.6.1.1.1 Group A members shall serve for two (2) year terms.

1.6.1.1.2 Group B members shall serve for one (1) year, Group B members will serve two (2) year terms.

1.6.1.1.3 When future units of the School evolve and become eligible for membership on a committee, they shall be assigned on a rotating basis to Group A and Group B, respectfully, to determine the cycle in which their representatives shall be elected.

1.6.1.2 Committee members shall be selected prior to the end of the Spring semester for their new terms beginning in the Fall semester of the appropriate cycle. Since new terms do not begin until the Fall semester, Aold@terms of membership remain in effect during the summer recess.

1.6.1.3 There shall be no limit on the number of terms a committee member may serve.

1.6.2 The Committees shall ensure that the process for advertising qualifications and overseeing the voting procedures for student representation are effectively in place. The terms of office for student representatives shall be for one (1) calendar year with elections being held at the end of the Fall semester.

- 1.6.3 The Chair of the SEHS committees shall be elected by the members of the committee and shall serve for a term of one academic year.
- 1.6.4 If an unexpected vacancy on a committee from a department should occur, an interim representative from the same department shall be appointed by the department chair. The interim member shall be appointed to fill the unexpired term of the office only.
- 1.6.5 The committees have the prerogative to appoint *ex-officio* members to serve in an advisory capacity on an *ad hoc* basis.
- 1.6.6 Each committee shall determine the frequency of its meetings by entrusting its chairperson to call a meeting whenever an agenda of items so indicates.
  - 1.6.6.1 All agenda items shall be made public by posting on e-mail to all SEHS and School Psychology faculty.
  - 1.6.6.2 All meetings are open.
  - 1.6.6.3 A quorum of two-thirds of the committees membership shall be necessary to conduct business.
  - 1.6.6.4 Each committee shall decide whether *Robert's Rules of Order* or some other method of deliberation shall prevail.
  - 1.6.6.5 All minutes shall be posted on e-mail to all SEHS and School Psychology faculty.

**1.7 Record-Keeping.** At the end of each academic year, the Secretary of the SEHS Faculty and the chairs of the SEHS Committees will collect and organize copies of their minutes, memoranda, and other documents (e.g., copies of program and course proposals). The Secretary of the Faculty will transmit the files to a central depository that is easily accessible to the SEHS faculty, staff, and administration as well as to representatives of accreditation agencies.

**1.8 Ratification and Amendment**

- 1.8.1 These rules of academic governance shall be adopted by the School's faculty by a simple majority vote of those present at the convened meeting of the School, including proxy votes.
- 1.8.2 These rules of academic governance shall be amended at any meeting of the School's faculty by a two-thirds majority vote of the members assembled.

- 1.8.3 Proposed amendments shall be distributed in writing 30 days prior to the meeting of the School's faculty to all members of the School.

**2.0 Committee on Education Programs:** This Committee is the only Gallaudet University committee solely concerned with undergraduate and graduate level preparation for school professionals. As a policy-making body, the Committee reviews and approves programs and courses to ensure quality control of the academic core and compliance with certification and accreditation standards.

## **2.1 Purposes and Functions**

- 2.1.1 The Committee may establish and monitor policies and standards unique to programs preparing professionals to work in schools.
- 2.1.2 Any standards, policies or recommendations established by the Committee may include, but are not limited to, the following areas:
  - 2.1.2.1 Program goals, program design, program evaluation, and multicultural concerns.
  - 2.1.2.2 Curriculum issues, certification requirements, and practicum experiences.
  - 2.1.2.3 Faculty qualifications, faculty selection, faculty development, and faculty activities.
  - 2.1.2.4 Student recruitment, admissions, retention/dismissal, and graduation.
  - 2.1.2.5 The identification of resource needs unique to the professional preparation of school personnel.
- 2.1.3 The purpose of the policies and standards established by the Committee may include:
  - 2.1.3.1 Facilitating the development of curricula, programs, and professional personnel.
  - 2.1.3.2 Stimulating program improvement by encouraging evaluation feedback loops.
  - 2.1.3.3 Providing an in-house mechanism for monitoring standards of excellence in both personnel and curricula.
- 2.1.4 Policies and standards established by the Committee shall be adhered to by all programs represented on the Committee.
- 2.1.5 The Committee shall review all proposals submitted for its consideration with regard to the following criteria:

- 2.1.5.1 The manner in which the proposal addresses the needs and goals of professionals in the field of education.
  - 2.1.5.2 The manner in which the proposal adheres to the policies and standards established by the Committee.
  - 2.1.5.3 The manner in which the proposal adheres to the prescripts of external bodies of accreditation and certification.
  - 2.1.5.4 The manner in which the proposal is current with the existing state-of-the-art.
  - 2.1.5.5 The manner in which the proposal complements or supplements existing program offerings, thus eschewing redundancy.
  - 2.1.5.6 The manner in which it is congruent with the goals, plans, and priorities of the School and the Institution.
  - 2.1.5.7 Evidence of departmental support and adequate resources.
- 2.1.6 The Committee shall submit in writing recommendations regarding the proposal within 14 days of the meeting in which the proposal was given full consideration.
- 2.1.6.1 Full approval. The proposal, along with a letter of endorsement, is then forwarded to the appropriate Legislative Council of the University Faculty with copies to the originating department and the SEHS Dean.
  - 2.1.6.2 Partial approval, pending changes. After specific changes have been made by the originator of the proposal, the amended version will be forwarded to the appropriate Legislative Council with a letter of endorsement.
  - 2.1.6.3 Non-approval with recommendation for resubmission. A detailed rationale statement identifying areas requiring significant modification will be provided to the originator of the proposal, the expectation being that it be resubmitted for further Committee review.
  - 2.1.6.4 Rejection. Justification for the decision not to support the proposal will be provided to the originator.
  - 2.1.6.5 The appropriate University Faculty legislative council shall, if it deems that a program or course proposal is in need of further development before approval is possible, return the proposal to the Committee on Education for further work.

**2.2 Membership**

2.2.1 All units within the SEHS engaged in the teaching of courses that prepare professionals to work within school settings shall have representation on this Committee. The School Psychology Program in the College of Arts and Sciences shall also have representation.

2.2.1.1 Currently, this Committee will have representatives from the following Y

C	Administration and Supervision Department .....	1
C	Counseling Department .....	1
C	Education Department (1 each from a graduate and an undergraduate program)2	
C	Educational Foundations and Research Department .....	1
C	Department of Physical Education and Recreation (Teacher Education Major) 1	
C	Psychology Department (School Psychology Program) .....	1
C	Student .....	1

2.2.2 All representatives should possess scholarly preparation and professional experience appropriate to their assignments.

2.2.2.1 The majority shall have an earned doctorate degree as initial evidence of this scholarly preparation.

2.2.2.2 The majority shall have professional experience in elementary or secondary instruction.

2.2.2.3 The majority shall be informed about issues related to education.

2.2.2.4 The majority shall show a continuing experience with the supervision of student practica, field experiences, or internships, working with school personnel, inservice education, and research in school settings.

2.2.2.5 All should be current in their knowledge of professional education issues and show commitment to the preparation of school personnel to serve in a multicultural society.

**2.3 Relationship to Other Bodies**

2.3.1 Relationship to SEHS Faculty

2.3.1.1 This Committee has approval and decision-making authority delegated to it by the SEHS Faculty.

2.3.1.2 Being accountable to the SEHS Faculty, it shall communicate the results of its deliberations and decisions through the posting of formal minutes, *and* giving reports to the SEHS Faculty at convened meetings of that body each semester.

2.3.2 Relationship to the University Faculty: Proposals approved by the Committee are forwarded to the appropriate Legislative Council of the University Faculty to review and approve policies concerning courses and programs at the institutional level.

2.3.3 Relationship to other units within SEHS: The Dean of SEHS shall transmit to the Committee all recommendations from the National Professional Field Advisory Council, the Dean's Student Cabinet, and other advisory groups, as they relate to training for school personnel.

2.3.4 Relationship to the Committee on Human Services Programs. This Committee maintains liaison, shares information and coordinates planning with the SEHS Committee on Human Services.

**3.0 Committee on Human Services Programs :** This Committee's purview covers all non-educational related programs within SEHS. It closely parallels the structure and function of the School's education committee.

### **3.1 Purposes and Functions**

3.1.1 The Committee may establish and monitor policies and standards proper to the graduate and undergraduate training of professionals in non-educational related areas of the School of Education and Human Services.

3.1.2 Any standards, policies or recommendations established by the Committee may include, but are not limited to, the following areas:

3.1.2.1 Program goals, program design, program evaluation, and multicultural concerns.

3.1.2.2 Curriculum issues, certification requirements, and practicum experiences.

3.1.2.3 Faculty qualifications, faculty selection, faculty development, and faculty relations.

3.1.2.4 Student recruitment, admissions, retention/dismissal, and graduation.

- 3.1.2.5 The identification of resource needs unique to the professional preparation of human services personnel.
- 3.1.3 The purposes of the policies and standards established by the Committee may include:
  - 3.1.3.1 Facilitating the development of curricula, programs, and professional personnel.
  - 3.1.3.2 Stimulating program improvement by encouraging feedback loops.
  - 3.1.3.3 Providing an in-house mechanism for monitoring standards of excellence in both personnel and curricula.
- 3.1.4 Policies and standards established by the Committee shall be adhered to by all programs represented on the Committee.
- 3.1.5 The Committee shall review all proposals submitted for its consideration with regard to the following criteria:
  - 3.1.5.1 The manner in which the proposal addresses the needs and goals of professionals in human services fields.
  - 3.1.5.2 The manner in which the proposal adheres to the policies and standards established by the Committee.
  - 3.1.5.3 The manner in which the proposal adheres to the prescripts of external bodies of accreditation and certification.
  - 3.1.5.4 The manner in which the proposal is current with the existing state-of-the-art.
  - 3.1.5.5 The manner in which the proposal complements or supplements existing program offerings, thus eschewing redundancy.
  - 3.1.5.6 The manner in which it is congruent with the goals, plan, and priorities of the School and the Institution.
  - 3.1.5.7 Evidence of departmental support and adequate resources.
- 3.1.6 The Committee shall submit in writing recommendations regarding the proposal within 14 days of the meeting in which the proposal was given full consideration.

- 3.1.6.1 Full approval. The proposal along with a letter of endorsement, is then forwarded to the appropriate legislative council of the University Faculty with copies to the originating department and the SEHS Dean.
- 3.1.6.2 Partial approval, pending changes: After specific changes have been made by the originator of the proposal, the amended version will be forwarded to the appropriate legislative council to the SEHS Dean, with a letter of endorsement.
- 3.1.6.3 Non-approval with recommendation for resubmission: A detailed rationale statement identifying areas requiring significant modification will be provided to the originator of the proposal, the expectation being that it be resubmitted for further Committee Review.
- 3.1.6.4 Rejection: Justification for the decision not to support the proposal will be provided to the originator.
- 3.1.6.5 The appropriate University faculty legislative council shall, if it deems that a program or course proposal is in need of further development before approval is possible, return the proposal to the SEHS Committee on Human Services Programs for further work.

**3.2. Membership**

3.2.1 All units within SEHS offering non-education related courses, as well as individuals from any unit showing an allied professional interest in the human services field shall have representation on this Committee.

3.2.1.1 Currently, this Committee will have representatives from the following Y

C	Administration and Supervision Department.....	1
C	Counseling Department .....	1
C	Educational Foundations and Research Department .....	1
C	Department of Physical Education and Recreation (Recreation Major) .....	1
C	Student .....	1

3.2.2 All representatives should possess scholarly preparation and professional experience appropriate to their assignments.

3.2.2.1 The majority shall have an earned doctorate degree as initial evidence of this scholarly preparation.

3.2.2.2 The majority shall have professional experience in areas appropriate to the purview of this Committee.

### **3.3 Relationship to Other Bodies**

#### **3.3.1. Relationship to SEHS Faculty**

3.3.1.1 This Committee has approval and decision-making authority delegated to it by the SEHS Faculty.

3.3.1.2 Being accountable to the SEHS Faculty, it shall communicate the results of its deliberations and decisions through the posting of formal minutes, and given reports to the SEHS Faculty at convened meetings of that body each semester.

3.3.2. Relationship to the University Faculty: Proposals approved by the Committee are forwarded to the appropriate Legislative Council of the University Faculty to review and approve policies concerning courses and programs at the institutional level.

3.3.3. Relationship to Other Units Within SEHS: The Dean of SEHS shall transmit to the Committee all recommendations from the National Professional Field Advisory Council, the Deans Student Cabinet, and other advisory groups, as they relate to graduate training in human services areas.

3.3.4 Relationship to the Committee on Education Programs. This Committee maintains liaison, shares information and coordinates planning with the Committee on Education Programs directly and as needs arise.