



HOWARD UNIVERSITY

SCHOOL OF EDUCATION  
Bylaws & APT Criteria

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## **PREAMBLE**

The Howard University School of Education seeks to be a community of responsible and responsive scholars. It is dedicated to the search for knowledge and its application in education and human service contexts. In order that this purpose may be carried out in an atmosphere of maximum freedom, yet within a framework of good order, these Bylaws are adopted by the Faculty of the School of Education.

Nothing contained herein shall be construed to limit, amend, or modify any of the duties, responsibilities, and/or prerogatives of the Board of Trustees of Howard University granted to or imposed upon the Board by the Charter, the Bylaws of the Board of Trustees, or federal or local law.

## **CHAPTER I: PURPOSE OF THE ORGANIZATION**

### **Article 1.1: Name**

The name of the organization shall be the School of Education.

### **Article 1.2: Philosophy**

The School of Education seeks to enhance and maximize an individual's development and capacity for self-actualization and determination. As part of a historically and predominately Black university, it focuses on culturally diverse and urban populations of the United States as well as the populations of developing countries. It espouses, therefore, a philosophy of unity in which diversity is encouraged for the sake of cultural richness as well as empowerment.

Recognizing that education is a process through which cultures perpetuate and evolve, the Howard University School of Education (HUSOE) is concerned with the transmission, conservation, extension, and reconstruction of our unique and common cultures to achieve the highest democratic ideals.

### **Article 1.3: Mission**

The mission of the HUSOE is to prepare transformational leaders as highly qualified teachers, reflective practitioners, effective administrators and engaged researchers who influence educational policies and practices relevant to Black and other underserved populations; we empower individuals, schools, and communities; and we promote racial and social justice.

Through teaching, research, scholarship, and service the faculty of the School of Education also seeks to:

1. Provide answers to unsolved educational and social problems;
2. Involve students in multicultural experiences designed to make education free of racism;
3. Furnish a cadre of multiethnic teachers for the future;
4. Elevate the academic performance of underachievers;

5. Make students technologically literate; and
6. Provide experiences to help students realize the unique promise of each person from every culture.

#### **Article 1.4: Goals**

1. **Policy Influence:** Significantly influence debates and policies on Black and other underserved children, families and professionals, particularly in urban settings.
2. **Academic Excellence:** Sustain students' learning opportunities, outcomes, global engagement and proficient use of technology for social sciences.
3. **Research Impact:** Expand the footprint of advanced research and data analysis.
4. **Operational Excellence:** Operate efficiently and effectively across all departments in the School of Education.

## CHAPTER II RELATIONSHIP TO THE UNIVERSITY

### Article 2.1: Basic Authority

As an integral part of Howard University, the School of Education (est. 1971) recognizes its basic source of authority to be the Howard University Charter. This Charter declares: "That the immediate government of the several departments, subject to the control of the trustees, shall be entrusted to their respective [faculties], but the Trustees shall regulate the course of instruction, prescribe, with the advice of the professors, the necessary textbooks, confer such degrees and grant such diplomas as are usually conferred and granted in other universities." (Section 6; April 14, 1936).

### Article 2.2: Trustee Legislation

The School of Education is further governed by such trustee legislation as may be duly enacted from time to time. These legislative provisions are reflected in the current *Faculty Handbook*, and in subsequent announcements of the legislative actions of the Board of Trustees.

### Article 2.3: Faculty Role

Consistent with these principles and considerations, the faculty of the School of Education has primary responsibility for such fundamental areas of curriculum (including both subject matter and method of instruction), research, requirements for degrees, recommendations of degree candidates, and the evaluation of student performance. Further, the faculty shall have significant responsibility in areas such as appointments, reappointments, tenure, dismissal, policy and procedure governing budgetary and salary matters, selection, retention and termination of administrative officers, and those aspects of student life which relate closely to the educational process. In those matters for which the faculty has primary responsibility, its action shall be binding except in rare instances and for compelling reasons which shall be stated in detail by the appropriate academic officer(s) in accordance with the *Faculty Handbook*. In those areas of significant faculty responsibility, the execution of that responsibility shall occur through the procedures established by the Trustees and/or the central administration in accordance with the



*Faculty Handbook.*

**Article 2.4: Faculty Rights and Responsibilities**

Appointment to the faculty of Howard University carries with it responsibilities for excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society. Important principles are associated with the appointment of faculty at Howard University. These principles include academic freedom and responsibility, professional ethics, tolerance, and good citizenship. In addition, faculty members have a responsibility to participate in the life and operation of the university and particularly the department and school or college of their appointment in accordance with the *Faculty Handbook*. Faculty members are particularly held responsible for teaching, research, and service.

## CHAPTER III FACULTY ORGANIZATION

### Article 3.1: Membership

The membership of the School of Education faculty shall consist of all its professionals who hold an appointment in teaching, in research, or a combination of these with related professional services approved by the University. The President of the University and the Provost shall be non-voting members of the faculty but shall be excluded in the determination of a quorum.

#### Section 3.1.1: Academic Titles and Types of Faculty Appointments

Academic titles of faculty include professor, distinguished professor, university professor, research professor, associate professor, assistant professor, principal lecturer, senior lecturer, lecturer, visiting professor, visiting associate professor, visiting assistant professor, adjunct lecturer, and artist-in-residence/writer-in-residence in accordance with the *Faculty Handbook*. Types of faculty appointment include tenured, career status, probationary tenure track, probationary career status track, and temporary appointments. These accompany academic titles or rank and are used to qualify or modify the title or rank in accordance with the *Faculty Handbook*.

Special academic titles and other types of faculty appointments and status include academic administrative appointments, emeritus status, endowed chair, graduate faculty, and joint appointments (see *Faculty Handbook*). General criteria and procedures for appointments, promotions, and tenure are described in the current *Faculty Handbook*. More specific criteria and procedures are outlined in these bylaws of the School of Education, and may be outlined in the guidelines of the School of Education, guidelines from the Office of the Provost, and guidelines from the Graduate School.

#### Section 3.1.2: Voting Faculty

The voting faculty in the School of Education shall consist of its deans, full time

professors, associate professors, assistant professors, together with full-time lecturers who have served for more than one year. Lecturers who are appointed for one year and auxiliary unit directors and assistants who do not have a faculty appointment in the School of Education, may attend the meetings and take part in the deliberations of the faculty, but shall not vote. (However, the right to vote in the department shall be enjoyed by all full-time lecturers.) In accordance with the *Faculty Handbook*, as noted under membership, the President of the University and the Provost shall be non-voting members of the faculty but shall be excluded in the determination of a quorum.

### **Section 3.1.3: Full Time Faculty**

There shall be a core of full-time faculty, responsible for the basic academic leadership, instruction, research, and community service of the school. Full time faculty shall consist of those persons who give full professional service to the University and whose primary assignment is in the School of Education. Such persons shall be reviewed for appointment at the University level in accordance with the *Faculty Handbook* after they have been recommended by the dean, upon prior recommendation by the appropriate department's Appointments, Promotions, and Tenure (APT) Committee, department chair, and the APT Committee of this School.

### **Section 3.1.4: Joint Appointments**

There may be full time faculty members (persons who give 100% of their time to the University) who share that service between departments within the School of Education or between the School of Education and other units of the University.

#### **1. Appointments**

- a. Faculty members with joint appointments of at least 50% in the School of Education are eligible to vote. Faculty members with joint appointments of less than 50% in the School of Education are ineligible to vote but shall have full floor rights.

- b. Primary assignment shall refer to that unit which pays more than half of the joint appointee's salary. In instances where the salary is divided equally between units, primary assignment shall be understood to mean that unit which is chosen by the individual faculty member with the concurrence of the appropriate department chair and dean.

## 2. Academic Rank

The academic rank of a joint appointee shall be determined by the same criteria in effect for other faculty in the School of Education. However, the rank of the joint appointee in the School of Education shall not exceed the rank held by that person in the unit of primary assignment where that unit is outside the School of Education.

## 3. Compensation

- a. Joint appointments may be made with compensation (W.C.) or without compensation (W.O.C.). In the case of W.C. appointments, the deans and/or directors of the units making the appointment shall recommend the compensation to be received by the appointee.

## 4. Privileges and Responsibilities

- a. A joint appointee shall be accorded all the rights and privileges of full-time faculty in accordance with the provisions of the current *Faculty Handbook*.
- b. Voting shall be restricted to the department and school of the person's primary assignment.
- c. The professional responsibilities of the joint appointee, whether teaching, research, service, administration, or some combination of these, shall be specified in the personnel recommendation form.
- d. Joint appointees are expected to fulfill a pro rata share of such auxiliary responsibilities as committee service, assistance with

registration and advisement, keeping office hours, and attendance at faculty meetings.

#### 5. Reappointment

Current University and school regulations relative to the evaluation and reappointment of other faculty shall apply to the renewal of a non-tenured joint appointment. Such recommendation shall be initiated by the unit of primary assignment with the concurrence of other affected unit(s).

#### 6. Promotion and Tenure

- a. Promotion and tenure considerations for the joint appointee shall be the responsibility of the unit of primary assignment with concurrence of other affected units. The criteria shall be those currently in effect for all other faculty.
- b. Joint appointees of higher rank shall not displace from their regular positions' individuals of lower rank on regular appointments in the School of Education.

### **Section 3.1.5: Other Levels of Appointment**

There shall be other levels of appointment which are non-voting, which shall be made in accordance with the *Faculty Handbook* by recommendation of the dean upon prior recommendation from the Appointments, Promotions, and Tenure Committee of this school, and which carry no presumption of a right to reappointment:

#### 1. Adjunct Faculty

- a. An Adjunct Lecturer faculty appointment is a part time temporary faculty appointment, which requires a percentage of service to the University that is less than 100% of a full-time faculty member (specifically, up to 8 credits per semester) and for a specified period of time only (specifically, one semester or one year) in accordance with the

applicable Collective Bargaining Agreement.

- b. The academic criteria for Adjunct Lecturer appointment shall be the same as that required for full-time Temporary Lecturer appointment (see appendix A).
- c. Ancillary duties such as advising students or serving on committees shall be determined by the appropriate department chair. In no case will an Adjunct Lecturer be expected to perform duties which will exceed the proportion of the faculty member's appointment, considered on an academic year basis (e.g., a quarter time appointment may not involve a workload exceeding one fourth the total workload of a full-time Temporary Lecturer).
- d. Adjunct Lecturers are eligible to attend faculty meetings but are ineligible to vote.

## 2. Special Faculty

Departments may secure the services of such special faculty as visiting professors, visiting associate professors, visiting assistant professors, or guest lecturers in keeping with the provisions of the *Faculty Handbook*, except that guest lecturers who do not assume major responsibility for the conduct of a course do not require approval of the dean or of the Appointments, Promotions, and Tenure Committee.

## 3. Graduate Faculty (WOC)

Faculty members who hold appointments in the School of Education also may be appointed to graduate faculty status in the Graduate School in accordance with the *Faculty Handbook* and the bylaws of the Graduate School. Such appointments are without compensation (WOC); and fixed term Graduate Faculty appointments may be for renewable terms up to three years, but in no case at a rank different from or a term longer than the rank and term in which the compensated appointment is held. Only tenured persons who are members of the Graduate Faculty may vote on

applications to that faculty.

#### 4. Career Faculty Status

The Career Status Track is designed to recognize and reward faculty whose primary contributions center on excellence in teaching, clinical practice, and the Scholarship of Teaching and Learning (SOTL) across all HUSOE's diverse programs (see appendix A).

### **Article 3.2: Faculty Meetings**

#### **Section 3.2.1: Regular Faculty Meetings**

1. Faculty meetings shall be held monthly during the academic year.
2. The dean, in collaboration with the Executive Committee, is responsible for preparing and distributing the agenda for each meeting. However, an agenda item may be proposed by any voting member of the faculty once the meeting is called to order.
3. The dean shall preside over the faculty meetings; in the dean's absence, the designated associate or assistant dean shall preside.
4. Proposals for policy action must be submitted, in writing, to the faculty at least three working days prior to the faculty meeting at which they are to be considered. Such proposals must have been submitted through the appropriate channels (e.g., departmental committee, curriculum committee, executive committee) before appearing for action at a faculty meeting.

#### **Section 3.2.2: Special Faculty Meetings**

Meetings of the faculty shall be called by the dean or designated associate dean at such times as circumstances warrant, or upon the written request of a majority of the Executive Committee, or by petition from 1/3 of the voting faculty, stating the purpose for calling such a meeting. The dean or designated associate dean shall call a special meeting within five (5) working days of receipt of the written request, and the

agenda shall consist only of those items specified.

### **Section 3.2.3: Student Participation**

Students shall have the right to be represented and have the privilege of voice at the School of Education faculty meeting; however, students may not participate in, be present during discussions of, or receive minutes relating to finance, tenure, promotions and appointments, personnel and student records; nor may students attend executive sessions of faculty meetings. Students shall have the right to be represented on all standing committees except the Executive Committee; Appointment, Promotion, and Tenure Committee; Judiciary Board; and Sabbatical Leave Review Committee. One student representative shall be elected from the undergraduate division of the School of Education, or one student representative shall be elected from the collective of students who are pursuing a minor in education. Representatives shall be elected from the graduate division of the School of Education, one from each of the several departments, and one at-large.

### **Section 3.2.4: Secretary to the Faculty**

A secretary and an alternate shall be elected by the faculty from among its members with eligibility for reelection to successive terms. The duties of the secretary shall include:

1. Maintaining an accurate roll of voting members and calling it when necessary;
2. Calling meetings to order when the Dean and associate dean are absent, and presiding over the election of a temporary chair to preside over a faculty meeting when the dean and associate dean are absent;
3. Determining whether a quorum is present;
4. Recording the official minutes, which shall be maintained and corrected as necessary, sending an electronic copy to the dean's office to distribute to the faculty the Friday before the next school meeting, and submitting an official copy to the Office of the Dean for archival purposes;



5. Maintaining and bringing to each faculty meeting copies of the *Faculty Handbook*, other current University statutes, the Bylaws of the School of Education, and faculty minutes.

### **Section 3.2.5: Parliamentary Procedures**

The dean or designated associate dean may select a parliamentarian as needed. The parliamentarian is responsible for advising the person chairing the meeting on the interpretation of rules and parliamentary procedure in accordance with the latest edition of *Robert's Rules of Order*.

### **Section 3.2.6: Quorum**

A simple majority of the members of the voting faculty shall constitute a quorum. Each of these persons present shall have one vote. All motions shall be carried if they receive a simple majority of faculty present and voting except as otherwise specified. No voting shall take place unless a quorum is present.

## **Article 3.3: Faculty Committees**

### **Section 3.3.1: Standing Committees**

Standing committees of the School of Education are as follows:

1. Academic Standards Committee
2. Appellate Board
3. Appointments, Promotions, and Tenure Committee
4. Assessment Committee
5. Curriculum Committee
6. Evaluation of Instruction Committee
7. Executive Committee
8. Graduate Studies Committee
9. Judiciary Board

10. Honors Program Committee
11. Global Education
12. Scholarship Committee
13. Nominating Committee
14. Recruitment and Retention Committee
15. Sabbatical Leave Review Committee
16. Technology and Library Committee

New standing committees may be established, and existing standing committees may be abolished or merged pursuant to provisions defined herein.

### **Section 3.3.2: Responsibility of Standing Committees**

1. The Academic Standards Committee considers cases of academic grievances by students. This is the committee to which formal student grievances are consigned in the School of Education, and hearings are to be conducted in accordance with the Howard University Student Academic Grievance Procedure. In addition, this committee reviews policies and procedures related to academic standards and makes recommendations to the dean, Executive Committee, or to the faculty.
2. The Appellate Board shall handle appeals involving graduate students enrolled in the School of Education as described in the current *H-Book*. Note that Academic Code of Student Conduct appeals are the purview of the Provost; such matters are not subject to the jurisdiction of the School of Education Appellate Board.
3. The Appointments, Promotions, and Tenure (APT) Committee reviews and makes recommendations to the dean concerning appointments, promotions, and tenure applications and proposals initiated at the departmental level in accordance with the *Faculty Handbook*; recommends and implements procedures by which all faculty may be entitled to a review of their credentials

- with regard to eligibility for promotion and/or tenure in accordance with the *Faculty Handbook*; and conducts periodic review of School of Education criteria and recommends changes to the faculty in accordance with the *Faculty Handbook*. The APT Committee shall be governed by the general criteria for appointments, promotions, and tenure as specified in the current *Faculty Handbook*. More specific criteria and procedures are outlined in these bylaws of the School of Education and may be outlined in the guidelines of the School of Education, Office of the Provost, and the Graduate School.
4. The Assessment Committee is responsible for developing, revising as necessary, and assisting with the implementation of assessment protocols and processes used to determine program and unit-wide effectiveness.
  5. The Curriculum Committee reviews and makes recommendations to the faculty through the Executive Committee concerning proposals for new courses or other curriculum changes in accordance with the *Faculty Handbook*.
  6. The Curriculum Committee will review all changes related to new courses, new degree proposals, credit hour changes, degree name changes, etc. Other curriculum changes may be reviewed by the committee but do not lead to a full faculty vote. For curriculum changes that require the board of trustees to vote, SOE should also send a recommendation of curricular changes that includes a full faculty vote.
  7. The Evaluation of Instruction Committee seeks to improve instruction within the School of Education by reviewing methods of evaluating instruction and recommending to the faculty those methods which are believed to be sound; this committee supervises student evaluation of instruction.
  8. The Executive Committee is responsible for assisting the dean in the preparation of the budget and the agenda for faculty meetings, recommending budget priorities, analyzing all proposals for faculty action before presentation

- to the faculty, exercising leadership in policy formation within the School of Education, and other matters referred to it in accordance with the *Faculty Handbook* (e.g., decanal evaluations, disciplinary matters) or by the faculty. The Executive Committee usually meets once a month during the academic year. It shall act for the faculty when the full faculty cannot be expeditiously convened [by any means].
9. The Graduate Studies Committee considers and recommends requirements and standards for master's and doctoral degrees in accordance with the Graduate School's *Rules and Regulations*.
  10. The Judiciary Board shall be responsible for conducting hearings of academic infractions (e.g., academic cheating, plagiarism, and copy infringement) that a faculty member has accused a student enrolled in the School of Education of having committed. Hearings are to be conducted in accordance with the Howard University Academic Code of Student Conduct. Student Code of Conduct violations (e.g., incidents of student misconduct, on-campus, and off-campus), on the other hand, are the purview of the Office of Student Conduct and Community Standards (OSC); such matters are not subject to the jurisdiction of the School of Education Judiciary Board. Finally, note that students may not serve on the Judiciary Board.
  11. The Nominating Committee provides slates of candidates for membership on School of Education Committees and candidates for the Faculty Senate.
  12. The Recruitment and Retention Committee will develop a systematic plan for recruitment of students; implement a comprehensive recruitment effort each academic year through mobilization of faculty, administration, and student assistants; and make recommendations to the faculty regarding recruitment and retention needs and activities, as necessary.
  13. The Sabbatical Leave Review Committee considers review requests from a faculty member who believes they have been improperly denied sabbatical

leave by the department chair. Specifically, before the dean sends his/her recommendation forward to the Provost, this committee may consider the review request and make its recommendation to the dean regarding the department chair's recommendation to deny sabbatical leave, which the dean may consider when developing the dean's recommendation to the Provost. However, the *Faculty Handbook* does not provide for appeals of the Provost's sabbatical leave recommendations to the President, nor does it provide for appeals of the President's sabbatical leave decisions. Sabbatical leave is not an automatic right upon completion of the required period of service. Sabbatical leave applications, recommendations and decisions shall be made in accordance with the *Faculty Handbook*; and the decision of the President is final.

14. The Technology and Library Committee develops, considers, and recommends initiatives to enhance the technology facilities and to infuse technology into the current and planned educational and support programs of the School of Education. The Technology Committee shall meet at least once during the academic semester.
15. Global Education: provide insight on international opportunities and policies germane to the School of Education interests.
16. Each standing committee shall maintain records of its activities and shall prepare an annual report to the faculty.

### **Section 3.3.3: Membership and Term of Office**

All standing committees shall have a majority composed of full-time teaching faculty; terms of service shall be two years, except as otherwise provided, from August to August or until the next vote occurs such that the term starts at the conclusion of the meeting in which the committee is elected with eligibility for election to successive terms, except as otherwise provided.

Persons may not serve concurrent terms on the Executive Committee and the

Appointments, Promotions, and Tenure (APT) Committee. Each member of a committee shall have one vote. Committees shall elect annually their own chair, except as otherwise provided. Deans and department chairs shall be ineligible to serve, except as otherwise provided.

1. The Academic Standards Committee should have a minimum membership of five faculty and two students (one undergraduate, one graduate).
2. The Appellate Board shall be composed of nine members. There shall be eight voting members of the Appellate Board: four faculty members elected by the faculty of the School of Education and four graduate students enrolled in the School of Education. A faculty or student chair of the Appellate Board shall be appointed by the dean or elected in accordance with the procedures for determining committee chairpersonships. (See current *H-Book*.)
3. The Appointments, Promotions, and Tenure Committee shall consist of full-time faculty on indefinite tenure distributed by rank as follows: four (4) professors serving two-year terms; and three (3) associate professors serving two-year terms. In the initial formation of the committee, length of term shall be determined by drawing lots so that two professors and two associate professors shall serve one-year terms. Thereafter, members shall serve the prescribed two-year term, but the terms will expire in alternating years, thus providing continuity. Members shall be eligible for reelection to one successive term. Persons may not serve concurrent terms on the Executive Committee and the Appointments, Promotions, and Tenure Committee. Department chairs shall be ineligible for membership.
4. The Assessment Committee should have a minimum membership of six faculty, and two students (one undergraduate, one graduate). Faculty members shall serve a two-year term with terms expiring in alternating years, thus providing continuity.
5. The Curriculum Committee should have a minimum membership of six faculty,

- and two students (one undergraduate, one graduate). Membership shall consist of two faculty representatives from each of the departments serving two-year terms. In the initial year, length of term shall be determined by drawing lots so that three faculty members shall serve for one year. Thereafter, members shall serve the prescribed two-year term with the terms expiring in alternating years, thus providing continuity. Members shall be eligible for reelection to one successive term. Department chairs shall be ineligible for membership.
6. The Evaluation of Instruction Committee should have a minimum membership of three faculty, and two students (one undergraduate, one graduate). Faculty members shall serve a two-year term with terms expiring in alternating years, thus providing continuity.
  7. The Executive Committee membership shall consist of the Dean, one representative from each department, two at-large members, and the Associate Dean for Academic Affairs. The associate dean shall serve as a non-voting ex officio member and as the executive secretary for the Executive Committee but shall be excluded in the determination of a quorum. Departmental representatives shall be elected by the respective departments from among their eligible full-time faculty at the rank of assistant, associate, or full professor. The at-large members shall be elected by the general faculty of the School of Education from a slate consisting of one nominee proposed by each department. The term of office shall be two years. Individuals shall be eligible for election without regard to prior service on the committee. Persons may not serve concurrent terms on the Executive Committee and the Appointments, Promotions, and Tenure Committee. Vacancies occurring before the normal expiration of a term shall be filled in the same way the vacant position was originally filled.
  8. Graduate Studies Committee shall consist of four elected faculty and one student. The four faculty shall be graduate faculty members elected by the total faculty to represent the various departments in the School of Education. Two

- faculty shall be from the Department of Human Development and Psycho-educational Studies and one faculty from each of the remaining departments. The committee chair shall be appointed by the Dean of the School of Education on a year-to-year basis concurrent with the duration of the committee chair's appointment as a member of the Graduate Studies Committee.
9. The Judiciary Board shall be composed of four faculty members elected by the faculty of the School of Education. In addition, a faculty chair of the Judiciary Board shall be appointed by the dean in accordance with the Academic Code of Student Conduct. The Judiciary Board shall be responsible for conducting hearings in cases where students have been accused of academic infractions (i.e., academic cheating, plagiarism, copy infringement) in accordance with the Academic Code of Student Conduct. (See current *Student Handbook*.)
  10. The Nominating Committee shall consist of one faculty member elected by each department and one at-large faculty member. The at-large member shall be elected by the general faculty of the School of Education from a slate consisting of one nominee proposed by each department. In addition, the Committee will consist of two students (one undergraduate, one graduate).
  11. The Recruitment and Retention Committee should consist of five members: a faculty representative from each department and two students (one undergraduate, one graduate). The term of office shall be two years with the terms expiring in alternating years.
  12. For sabbatical leave, a faculty member must submit a formal written application to the department chair in accordance with the *Faculty Handbook*. The department chair will forward, in consultation with the departmental Executive Committee, through the University's APT management portal, to the dean, a recommendation that includes a statement of department plans including any courses that need covering in accordance with the *Faculty Handbook*. The dean, upon receipt of the



sabbatical leave application, shall evaluate the proposal for its professional worth and its overall value to the faculty member and the University. The dean shall forward his/her recommendation to the Provost, who shall in turn make a recommendation to the President in light of the total needs and financial situation, curriculum and business needs of the University. The decision of the President is final.

13. The Technology Committee shall consist of one faculty member elected by each department and one at-large faculty member elected by the general faculty of the School of Education. The term of office shall be two years with terms expiring in alternating years, thus providing continuity.

14. Global Education Committee: Sets the global priorities in concert with the School of Education's leadership.

15. Membership on all committees automatically expires when a faculty member goes on leave. Upon returning from leave, the faculty member shall be eligible for election to committee, as herein provided.

16. A vacancy occurring within a standing committee shall be filled immediately, as herein provided, for the duration of the unexpired term specified for that position.

#### **Section 3.3.4: Special Committees**

1. Ad hoc committees may be established by the dean or the faculty. The selection of committee members shall be determined by the person or body that creates the committee. Ad hoc committees will normally serve, if necessary, until the close of the academic year in which they are constituted.
2. At such times when the School of Education is invited to provide representatives for the Faculty Senate, such members shall be elected by the faculty in the manner prescribed for standing committees within the School of Education.

### **Section 3.3.5: Election to Committee Membership**

Election for membership on standing committees and the Faculty Senate shall be held in August. One faculty member from each department and one at-large faculty member shall be elected to the Nominating Committee. For all other committee memberships which are subject to faculty vote, the Nominating Committee shall present a slate of candidates. Such slate(s) shall be distributed to the faculty at least 3 working days prior to the meeting at which a vote will be taken. The slate(s) shall contain the name of at least one eligible candidate for each committee vacancy except in the case of the Appointments, Promotions, and Tenure Committee, for which the slate(s) must contain the names of all eligible faculty members with instructions as to the number to be voted. Election to all committees may be by voice except for the APT and the Executive Committees for which voting shall be by secret ballot. In all instances, nominations may be made from the floor before the closing of nominations and before balloting.

### **Section 3.3.6: Professional Organizations**

The faculty shall have the authority both individually and collectively to form chapters of professional organizations.

### **Article 3.4: Grievances of the Faculty**

Grievance procedures are available to full-time tenured and probationary faculty members, and faculty members with career status in accordance with the *Faculty Handbook*.

### **Article 3.5: Faculty Leaves and Benefits**

Eligible faculty members shall be entitled to various leaves of absence and other benefits. These leaves of absence and other benefits are delineated in the current *Faculty Handbook*.

### **Article 3.6: University Policies and Procedures**

Faculty members shall be governed by all Howard University policies and procedures not contained herein.

## CHAPTER IV: ADMINISTRATIVE ORGANIZATION

### Article 4.1: Dean and Central Staff Section

Each university dean is responsible for the administration of the school she or he leads. Deans report to the President, through the Provost. Associate and Assistant deans report to the dean of their school or college, in accordance with the *Faculty Handbook*.

#### Section 4.1.1: Officers

1. Dean and Staff. The chief executive of the School of Education shall be the dean. The dean may have a central staff composed of associate and assistant deans and other authorized support personnel.
2. Deans shall consult with the faculty in matters relevant to the academic programs and administration of the School and be guided by the principle of shared governance.
3. While serving in administrative positions, deans (including associate and assistant deans), are ex officio members of the faculty senate.
4. Appointment. The dean does not have a definite term of office but serves at the pleasure of the President and reports to the President, through the Provost. The dean is appointed by the Board of Trustees upon the recommendation of the President in accordance with the *Faculty Handbook*.
5. Deans will normally hold tenure at the rank of Professor within their academic departments and will retain their departmental seniority and rights to return to a tenured position in their department when they leave the administrative position in accordance with the *Faculty Handbook*.
6. The associate and assistant deans, the administrative assistants, and other authorized support personnel shall be appointed by and serve at the pleasure of the dean.
7. In accordance with the *Faculty Handbook*, Deans shall be evaluated by the faculty of

their academic units, in writing, at least once every two (2) years. The evaluation shall be developed and coordinated by collaboration between the Office of the Provost and Chief Academic Officer and the Executive Committee of the school. Evaluation rubrics will be distributed to faculty within each school to provide them with the opportunity to give feedback on their decanal leadership. The Executive Committee will tabulate the results of the Evaluation and submit a summary report and all completed evaluation rubrics to the Provost. The rubric responses and comments will be anonymous and will not be edited. The Provost will communicate the results of the evaluation to the full-time faculty within the school within sixty (60) days of the completion of the evaluation.

#### **Section 4.1.2 Provisions for Filling Vacancies**

In the event the dean vacates that office prior to appointment of a successor, the senior associate dean shall assume the duties and responsibilities of that office until a dean or acting and/or interim dean is appointed by the President of the University.

#### **Section 4.1.3: Duties**

The dean shall preside at Executive Committee meetings and faculty meetings and shall perform such other duties as may be prescribed by the Board of Trustees, by the current *Faculty Handbook*, and by the rules and regulations established by the faculty of the School of Education in these bylaws. The dean's responsibilities include faculty recruitment and development; faculty evaluation; academic program development and review; budget development and management; class schedule planning; and general supervision of school research, teaching, and fundraising; and service and outreach activities, in accordance with the *Faculty Handbook*.

1. Administrators holding academic rank in the School of Education may teach at least one course each academic year.
2. The associate and assistant deans (if any) shall assist the dean in the day-to-day administration of the school. In the absence of the dean, the designated associate

or assistant dean shall serve as the chief executive officer of the school.

3. The administrative functions, titles, and status of the dean, the associate and assistant deans, and the administrative assistant(s) shall be distinct from their functions, titles, and status, if any, as holders of academic positions in accordance with the *Facutly Handbook*.

## **Article 4.2: Departmental Organization**

### **Section 4.2.1. Departments**

1. An academic department shall consist of those faculty members appointed to teach; conduct research; engage in professional development; provide service to the department, school, university, and community at large; and perform other duties that may be assigned. The department shall have autonomy consistent with the maintenance of general School of Education and University policy. Each department shall have a chair and be organized and governed according to these bylaws of the School of Education. Each faculty member holding academic rank in a department shall teach according to the terms provided in the Faculty Workload policy, except those faculty members granted leave under the terms of the current *Faculty Handbook* (i.e., supported by external research funding, or those faculty members serving as deans).
2. Each department shall have, at least, the following committees: an Executive Committee; a Committee on Appointments, Promotions, and Tenure (APT); and a Curriculum Committee. In addition, there may be such other standing and ad hoc committees as may be established by faculty vote, or appointed by the chair.
3. Each department of more than ten members shall have an executive committee elected annually by the voting members of the department from the ranks of assistant professor and above. Smaller departments may act as a Committee of the Whole.

4. The chair of the department shall be an ex-officio member of the executive committee and serve as chair of the committee.
5. The Executive Committee shall have responsibility to review budget priorities with the dean and other matters as may be assigned by the department faculty.
6. Curriculum matters shall be the responsibility of the voting faculty of a department.
7. The Appointments, Promotions, and Tenure (APT) Committee shall be limited to tenured faculty. The chair of the department shall be ineligible to serve on the APT Committee.
8. The APT Committee shall be governed by the general criteria for appointments, promotions, and tenure as specified in the current *Faculty Handbook*. More specific criteria and procedures are outlined in these bylaws of the School of Education and may be outlined in the guidelines of the School of Education, Office of the Provost, and the Graduate School.
9. The Appointments, Promotions, and Tenure Committee shall make recommendations to the chair for appointments, promotions, and tenure. The committee's recommendation along with the chair's recommendation shall be transmitted to the dean. The department chair is ineligible to serve on the APT Committee. In emergency situations, the chair shall have the right to recommend appointments after consultation with the tenured members who are available for voting.
10. The department shall have the fullest measure of autonomy consistent with the maintenance of general School of Education and University policy.
11. The right to vote in departmental meetings shall be enjoyed by all full-time lecturers, assistant professors, associate professors, and professors.
12. Each department shall have the right to determine the criteria for admission of

students to its program(s), and shall appoint an admissions committee for this purpose.

13. New departments and departmental name changes may be recommended to the Board of Trustees by vote of the faculty of the School of Education. Proposals usually emanate from the committee or department level and are submitted for subsequent consideration by the school faculty. Following faculty consideration, the dean of the school shall prepare a recommendation and submit both the recommendation and the proposal to the Provost. Following the Provost's review, these and the Provost's recommendation shall be forwarded to the President for review and approval and for submission to the Board of Trustees for final action. The dean, the Provost and the President shall acknowledge receipt and consult with the school faculty with respect to their recommendations in a timely manner.

#### **Section 4.2.2: Department Chair**

1. Each department chair is responsible for the administration of the academic department to which he or she is assigned. The Chair's responsibilities may include, but are not limited to, the following: faculty recruitment, development, and evaluation; program development, review, and evaluation and assessment; student advising; departmental budget development and implementation and budget control; class schedule planning; and general coordination of the departmental research, teaching, and outreach activities. Department chairs shall consult with the faculty in matters relevant to the academic programs and administration of the department and be guided by the principle of shared governance. The administrative functions, titles, and status of department chairs shall be distinct from their functions, titles, and status, if any, as holders of academic positions in accordance with the *Faculty Handbook*.
2. Department chairs will normally hold tenure within their departments and will retain their departmental seniority and rights to return to a tenured position in their department when they leave their administrative position in accordance with the

*Facutly Handbook.*

3. Each chair shall teach at least one course per academic year in the department.
4. During the department chair's final year of a term, the dean shall request that the faculty of the department evaluate the chair's performance by such procedures as the faculty of the department may establish. On the basis of this evaluation, the faculty shall recommend reappointment or replacement of the chair to the dean. The dean's recommendation, along with that of the faculty, shall be forwarded through the Provost for a recommendation, and then on to the President for final decision. When a new department chair position is created, or an existing department chair position is vacated, a departmental search committee shall be established. The size and composition of the Search Committee shall be determined by the faculty of the department. The dean shall appoint the chair of the committee and notify the department, in writing, of the scope of the search. The search committee shall present a recommendation to the dean, who shall also develop a recommendation. The dean's recommendation, along with that of the search committee, shall be forwarded to the Provost. The Provost will then provide any recommendations and forward all recommendations to the President for the final decision in accordance with the *Faculty Handbook*.
5. The term of Office for department chairs shall be three (3) years, unless a shorter term is stated in the Letter of Appointment, as determined by the President. Chairs serve at the will and pleasure of the President and may be removed by the President at any time prior to the expiration of a term, as described in this section. Removal of a chair may also be initiated by the department upon the vote of two-thirds of the full-time faculty members of the department. The chair will be allowed to present his/her rebuttal to the dean and Provost prior to the President's final decision regarding removal. The dean or Provost may also recommend the removal of a chair. In each case, the chair may present his/her rebuttal to the next level of authority. Compensation as chair terminates at the point of removal.



### **Article 4.3: Special Units**

The faculty may establish, with the concurrence of the dean, various special non-instructional or auxiliary units. Such units include the *Journal of Negro Education*, TRIO Programs, Early Learning Program (ELP). Unless otherwise determined by the faculty, all such units are under the direct administration of the dean. Normally, all instructional activities are under departmental jurisdiction.

## **CHAPTER V: STUDENT ORGANIZATIONS AND WELFARE**

### **Article 5.1: Student Organizations**

#### **Section 5.1.1: Membership and Participation**

Students in the School of Education may establish and/or seek membership in fraternal and scholastic organizations in accordance with the regulations approved by the Board of Trustees.

#### **Section 5.1.2: Responsibility for Creating**

Responsibility for creating a student organization shall rest with the students and faculty of the school, department, or other area of curricular specialization.

#### **Section 5.1.3: Student Representatives**

Student representatives on the School of Education Standing committees shall be elected by the members of the standing committee. The committee can solicit suggestions from an appropriate SOE student organization. In the event such organizations do not exist, such student representatives shall be nominated by faculty or elected in an ad-hoc meeting of students convened by an associate dean after a general public announcement of the meeting has been made at least five (5) working days in advance.

### **Article 5.2: Student Welfare**

#### **Section 5.2.1: Rights, Privileges, and Responsibilities**

The Judiciary System in the School of Education shall conform to the Academic Code of Student Conduct currently in effect at Howard University in all academic misconduct matters, including the rights and privileges afforded to students and the definition of academic infractions (e.g., academic cheating, plagiarism, and copy infringement) with which students may be charged.

#### **Section 5.2.2: Academic Policy and Procedures**

The School of Education faculty shall be guided by the academic policies and procedures of the School of Education and the University when addressing academic matters pertaining to students.

## **CHAPTER VI: BOARD OF VISITORS**

### **Section 6.1.1: Board of Visitors (BOV) Overview**

The School of Education should maintain a Board of Visitors (BOV) to provide financial and professional support and counsel to the School of Education. The Board of Visitors is established by the Howard University Board of Trustees, and the BOV shall be governed in accordance with the BOV Policy, as set forth by the Board of Trustees. The Board of Visitors shall provide the President, Provost and Chief Academic Officer, Dean, and Board of Trustees with an objective, informed perspective in the form of an annual report and shall generate external financial support for the unit.

### **Section 6.1.2: Membership Approval**

The approval of the appointment of BOV members rests with the Board of Trustees acting upon the recommendation of the President. Prior to making a recommendation, the President receives input from the Provost, the Dean of the School of Education, and the chair of the Board of Visitors. Nominations may come from any source (Deans, faculty, alumni, etc.).

### **Section 6.1.3: Membership Criteria**

Distinguished persons informed about and interested in the various fields relevant to the School of Education shall be appointed to the Board of Visitors. Interest may be theoretical or practical, academic or professional, vocational or avocational.

### **Section 6.1.4: Membership Composition**

The Board of Visitors shall consist of between 10 and 16 distinguished persons. Board of Visitors membership should represent a healthy blend of the pluralism that characterizes the Board of Trustees and University; this should consist of men and women from all walks of life with a wide array of ethnic, racial, and religious backgrounds, scholars, and practitioners. Howard University Alumni should constitute 30 to 50 percent of the membership of the Board of Visitors.

### **Section 6.1.5: Member Terms**

Board of Visitor members will serve three (3) year terms and shall serve not more than three (3) full terms.

### **Section 6.1.6: BOV Chair and Vice Chair**

The Board of Visitors Chair is appointed by the Board of Trustees acting on the advice of the President and is a Trustee. The chair shall serve a one (1) year term, subject to annual renewal for a combined period not to exceed three (3) consecutive years. The Vice Chair is appointed in a similar manner, with the same term limitations except the Vice Chair is not required to be a Trustee. The composition of the Board of Visitors shall reflect the disciplines that constitute the School of Education.

## **CHAPTER VII: BYLAWS ADOPTION AND AMENDMENTS**

### **Article 6.1: Adoption**

These Bylaws shall be considered adopted by the Faculty of the School of Education upon a two-thirds affirmation vote at a meeting attended by a quorum as defined herein.

### **Article 6.2: Amendment**

#### **Section 6.2.1: Procedures**

These Bylaws shall be reviewed for updating a minimum of every 5 years in accordance with the *Faculty Handbook*. Any member of the faculty or any committee may propose an amendment to these Bylaws. Such proposal shall be reviewed according to established procedures for the review of faculty business. However, the proposal shall be submitted to all faculty members at least three (3) business days prior to the meeting at which it is to be considered by the faculty.

#### **Section 6.2.2: Required Vote**

To be adopted, a proposal amendment must secure the affirmative vote of two-thirds of the members present and voting, subject to the quorum provision described elsewhere in this document.

## **APPENDIX A**

### **CRITERIA FOR THE AWARDING OF TENURE**

#### **INTRODUCTION**

The purpose of this document is to explain specific criteria for gaining tenure in the School of Education. These criteria attempt to codify standards applied to various aspects of our profession. The criteria are divided into four areas: Teaching, Publications and Research, Professional Development, and Service.

#### **BASIC ASSUMPTIONS UNDERLYING THE DEVELOPMENT OF CRITERIA FOR TENURE IN THE SCHOOL OF EDUCATION**

1. The fundamental genesis for developing quality departments, schools, and universities is to attract and retain highly capable and dedicated faculty members.
2. Highly capable and dedicated prospective faculty members are attracted to institutions having an outstanding reputation, 1) based on the caliber of current faculty members, and 2) evidence of institutional encouragement and support for research.
3. Tenure criteria should reflect the desire of the existing faculty that their peers and colleagues be just as capable and dedicated as they perceive themselves.
4. Tenure criteria adopted and applied accurately reflect the standards set by the faculty for their organization.
5. Maintaining and improving the quality of its faculty membership is an inherent and unambiguous right and responsibility of the current faculty.
6. Standards for tenure should reflect the mission and goals of the organization, the demands placed upon it by its constituency, and the functions one must perform in order to effectively serve this constituency in the context of already existing programs and requirements.
7. Standards for tenure should demonstrate the faculty's awareness that lack of competence

and productivity on the part of any single member is an impediment to overall success and reflection on how their own work will be perceived by others.

8. Standards for tenure should include indices of continued commitment to scholarly pursuits and professional development.

## DEFINITION OF TERMS

The following terms are defined:

**Consistent** – This term is used to indicate that a faculty member must be able to demonstrate involvement on a yearly basis (e.g., the annual report). There must be evidence that a faculty member acts as a matter of course and not just to receive tenure.

**Evidence** – To substantiate activities, a faculty member must submit documents (evidence) that testify to the quality and quantity of work in each area. For example, letters of invitation, chair/peer observation of teaching, program brochures, manuscripts, and copies of publications are appropriate.

## FACULTY RESPONSIBILITY

A faculty member has the responsibility for collecting and submitting the required documentation to support a request for tenure.

A basic assumption in awarding tenure is that a faculty member has displayed professionalism over and above the minimum requirements for employment. Each faculty member is urged to read the minimum conditions for employment for faculty members, as well as criteria for tenure in the *Howard University Faculty Handbook*.

## TEACHING

The applicant for tenure must demonstrate evidence of consistent commitment to excellence in teaching, in each academic year, as follows:

- A. Documented above average ratings\* of successful teaching performance in the form of student, chair, and peer evaluation.



- B. Documented time spent in advising and counseling activities to promote the professional growth of students.
- C. Documented productivity in developing print or non-print teaching aids which enhance the presentation of the curriculum to students.
- D. Documented completion of minimum time in rank as follows:
  - Assistant Professor to Associate Professor – a minimum of three completed academic years.
  - Associate Professor to Full Professor – a minimum of five completed academic years.
  - Performance at a level of 3.00 – 4.00 on a four point scale where:

1 = Below Average    3 = Above Average

2 = Average                      4 = Outstanding

## **PUBLICATIONS AND RESEARCH**

The applicant for tenure must demonstrate evidence of consistency in authored publications and research related to her/his area of professional specialization and/or area of teaching as follows:

### ***A. Publication***

#### **Associate Professor**

- (1) A minimum combination of five peer reviewed journal articles, scholarly books,

**or**

- (2) One full-length authored commercially published peer-reviewed scholarly book and two peer-reviewed journal articles,

**or**

- (3) Any equivalent combination of monographs, book chapters, and/or peer-reviewed journal articles.

### **Full Professor**

- (1) A minimum combination of eight peer-reviewed journal articles, books, monographs, and/or book chapters,

**or**

- (2) One full-length authored commercially published peer-reviewed scholarly book and four peer-reviewed journal articles,

**or**

- (3) Any equivalent combination of monographs, book chapters, and/or peer-reviewed journal articles.

### ***B. Research***

#### **Associate Professor**

A minimum of two research studies since appointment to rank of assistant professor or previous position, or ongoing progressive outcomes from one major research study.

#### **Full Professor**

A minimum of two research studies since appointment to associate professor or previous position or ongoing progressive outcomes from one major research study.

### **PROFESSIONAL DEVELOPMENT**

The applicant for tenure must demonstrate evidence of continuing professional development.

- A. Documented activities that lead to continual development of state-of-the-art skills. Such activities include membership and/or leadership in professional organizations and/or learned societies; participation or leadership in professional presentations, workshops and seminars; post doctoral studies; and achieving licensure and/or

certification where necessary, and as determined by faculty member's department.

## **SERVICE**

The applicant for tenure must demonstrate evidence of consistent commitment to service within the Department, School of Education, Howard University, and the Community at large, in each academic year as follows:

- A. Documented activities that lead to continual development of state-of-the-art skills. Such activities include membership and/or leadership in professional organizations and/or learned societies; participation or leadership in professional presentations, workshops and seminars; post doctoral studies; and achieving licensure and/or certification where necessary.

## **APPENDIX B**

### **CRITERIA FOR CAREER STATUS TRACK FACULTY**

#### **Introduction: Criteria for Career Status Track Faculty**

In alignment with the Howard University School of Education's (HUSOE) enduring mission to prepare transformational leaders, reflective practitioners, and engaged researchers who champion the needs of underserved populations and promote social justice, this document establishes the official criteria for appointment and promotion within the new Career Status Track for faculty.

The Career Status Track is designed to recognize and reward faculty whose primary contributions center on excellence in teaching, clinical practice, and the Scholarship of Teaching and Learning (SOTL) across all of HUSOE's diverse programs. HUSOE's vision extends well beyond initial teacher preparation, encompassing a broad spectrum of disciplines—including human development, counseling psychology, educational leadership, and policy studies. Faculty members on this track support the academic growth and well-being of learners at all stages of life, contribute to the advancement of behavioral and social sciences, and influence policy and practice in educational and human service contexts.

Excellence in teaching at HUSOE encompasses expert modeling of evidence-based pedagogy, effective supervision and mentorship in both university and community settings, and the cultivation of culturally responsive professionals prepared to excel in diverse environments. The Scholarship of Teaching and Learning is defined as the systematic inquiry into educational and developmental practices, with the goal of improving outcomes for students, clients, and communities, as well as advancing the fields represented within the School of Education.

The criteria are organized across a progressive, three-level framework: Probationary Career-Status-Track Lecturer<sup>1</sup>, Career Status Senior Lecturer, and Career Status Principal Lecturer.

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<sup>1</sup> Note that the Probationary Career-Status-Track Lecturer is the sole entry rank for hires into the

This structure offers a clear and viable career pathway for teaching-focused faculty, with expectations for impact and leadership escalating at each level—from effective classroom and clinical instruction to national influence on educational policy, human development, and psychological practice. These standards ensure that HUSOE attracts, develops, and retains an exceptional cadre of practice-oriented faculty who are integral to fulfilling the School’s mission and advancing its commitment to excellence, equity, and continuous improvement.

## **Criteria for Career Status Track Faculty – Howard University School of Education**

### **LECTURER (PROBATIONARY CAREER-STATUS-TRACK)**

#### **Narrative Description:**

The Probationary Career-Status-Track Lecturer is a full-time, renewable appointment<sup>2</sup> for educators and practitioners who demonstrate a strong commitment to teaching excellence and are developing expertise in the Scholarship of Teaching and Learning (SOTL). These faculty are integral to HUSOE’s mission across all departments, teaching foundational and advanced courses, supervising field and clinical experiences, and contributing to program development in areas such as teacher education, counseling, educational leadership, and human development. During the probationary period, they are expected to build a record of effective teaching, engage in SOTL, and participate in continuous improvement efforts aligned with accreditation and university goals.

#### **Description of Qualifications:**

- Terminal degree (Ed.D., Ph.D., or equivalent) in education, psychology, human development, or a closely related field<sup>3</sup>

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Career Status Track.

<sup>2</sup> The initial appointment is for three years. During the third year, the faculty member shall have a pre-Career Status review to qualify for reappointment to a second three-year term. This review shall be conducted through the APT process.

<sup>3</sup> Except for current members of the bargaining unit in 2025

- Current or recent professional credential or certification relevant to the teaching assignment
- Minimum 5 years of successful professional experience or 3 years of higher education teaching
- Evidence of engagement with SOTL
- Experience with supervision and mentoring in professional or clinical settings

### **Criteria for Initial Appointment and Reappointment:**

- Student or client evaluations consistently rated above average
- Classroom or clinical observations demonstrating:
  - Effective modeling of research-based strategies
  - Integration of technology and evidence-based practices
  - Culturally responsive and equity-focused approaches
  - Strong engagement and management techniques
- At least one peer-reviewed publication in a relevant discipline (e.g., education, psychology, human development, SOTL, or practitioner journals)
- Written teaching or practice philosophy addressing commitment to serving underserved populations
- SOTL plan focusing on improving outcomes for students, clients, or communities

### **SENIOR LECTURER (CAREER STATUS)**

#### **Narrative Description:**

The Senior Lecturer (Career Status) designation recognizes faculty who have achieved sustained excellence in teaching and the Scholarship of Teaching and Learning across HUSOE's diverse programs. Senior Lecturers are accomplished educators, clinicians, and

mentors who provide leadership in curriculum development, program innovation, and continuous improvement in fields such as education, counseling psychology, and human development. They serve as role models for junior faculty and are instrumental in accreditation, faculty development, and strategic initiatives that advance the School's mission.

#### **Description of Qualifications:**

- Terminal degree (Ed.D., Ph.D., or equivalent) in a relevant field<sup>4</sup>
- Minimum 7 years of successful teaching or professional practice in higher education
- Demonstrated excellence in professional preparation and development
- Sustained record of SOTL contributions
- Leadership in curriculum or program improvement

#### **Criteria for Promotion and Reappointment:**

- Minimum 6 years as a Probationary Career-Status-Track Lecturer
- Excellence in teaching or professional practice demonstrated by:
  - Student/client evaluations consistently above 4.3 on a 5-point scale
  - Peer observations documenting innovative approaches
  - Success data (e.g., licensure/certification pass rates, employment rates, client outcomes)
  - Awards or recognition for excellence
- Sustained SOTL contributions including:

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<sup>4</sup> Except for current members of the bargaining unit in 2025

- Minimum 5 peer-reviewed SOTL publications in relevant fields
- SOTL presentations at national conferences (e.g., AERA, APA, NASP, UCEA)
- Successful SOTL grant funding for innovation or improvement
- Published instructional materials, case studies, or assessment instruments
- Evidence of program leadership and SOTL innovation

### **PRINCIPAL LECTURER (CAREER STATUS)**

#### **Narrative Description:**

The Principal Lecturer (Career Status) is the highest rank in the Career Status Track, reserved for faculty with a distinguished record of teaching, SOTL achievement, and leadership at the national level. Principal Lecturers demonstrate transformative impact across HUSOE's disciplines, contribute extensively to field-defining research and publications, and influence policy and practice in education, human development, and behavioral sciences. They serve as key advisors, mentors, and representatives of HUSOE in national and international forums, advancing the School's mission of excellence, equity, and social justice.

#### **Description of Qualifications:**

- Terminal degree (Ed.D., Ph.D., or equivalent) in a relevant field
- Minimum 10 years of distinguished teaching or professional practice in higher education
- National recognition for contributions to professional preparation
- Exceptional record of SOTL achievement with demonstrated impact
- Leadership in state or national policy initiatives



### **Criteria for Promotion and Reappointment:**

- Minimum 6 years as a Career Status Senior Lecturer
- Exceptional teaching or professional excellence evidenced by:
  - Student/client evaluations consistently above 4.5 on a 5-point scale
  - Teaching awards at institutional, state, or national level
  - Documented transformational impact on students, clients, or programs
  - Invited consultant or master practitioner roles
- Exceptional SOTL achievement including:
  - Minimum 10 high-impact SOTL publications in top-tier journals
  - Authored textbooks or widely adopted instructional materials
  - Principal investigator on major SOTL grants
  - Editorial board membership
  - Keynote presentations at major SOTL conferences
- Demonstrated influence on SOTL policy and practice through:
  - Service on state or national SOTL committees
  - Contributions to accreditation or licensure standards
  - Published SOTL policy briefs or white papers

### **Additional HUSOE-Specific Criteria for All Career Status Tracks**

- “Above Average” and “Outstanding” evaluations are defined as:

- Above Average: 4.0–4.2 on a 5-point scale, with strong ratings in “preparation of future professionals” and “integration of theory and practice”
  - Outstanding: 4.3 and above, with exceptional ratings in “culturally responsive practice” and “modeling best practices”
- Excellence in teaching or professional practice includes:
  - Modeling evidence-based strategies applicable to the relevant field
  - Integrating field, clinical, or community experiences into coursework
  - Using formative assessment to improve student performance
  - Demonstrating cultural responsiveness and equity-focused approaches
  - Maintaining strong partnerships with schools, agencies, or communities
  - Achieving high performance on licensure, certification, or other professional benchmarks
- SOTL publications most relevant to HUSOE include:
  - Action research on professional preparation effectiveness
  - Studies on closing achievement gaps or improving outcomes in diverse settings
  - Research on culturally sustaining pedagogy or practice
  - Innovations in clinical, counseling, or supervisory practice
  - Development and validation of assessment tools
  - Case studies of successful partnerships
  - Research on preparing professionals for urban and underserved communities

This framework ensures that HUSOE’s Career Status Track is inclusive of all academic

programs and departments, upholds the School's mission, and maintains high standards for teaching and scholarly excellence across the full spectrum of education and human service disciplines.

## APPENDIX C

### CRITERIA FOR TEMPORARY FACULTY<sup>5</sup>

#### LECTURER (TEMPORARY)

##### **Narrative Description:**

The Temporary Lecturer position serves as an entry point for accomplished professionals who bring current, practical experience from a range of educational, human development, and behavioral science settings to the Howard University School of Education (HUSOE). Temporary Lecturers provide essential instructional support across the School's diverse degree and certification programs, including but not limited to Curriculum and Instruction, Educational Leadership and Policy Studies, and Human Development and Psychoeducational Studies. These appointments address short-term or specialized teaching needs in areas such as teacher preparation, counseling psychology, educational leadership, and human development. While this is a non-permanent, non-tenure-track appointment, Temporary Lecturers play a vital role in maintaining the quality and relevance of HUSOE's course offerings, supporting the school's mission to prepare transformational leaders, reflective practitioners, and engaged researchers who serve diverse and underserved populations.

##### **Description of Qualifications:**

- Master's degree in education, human development, psychology, or a related field required; terminal degree (Ed.D./Ph.D.) preferred
- Current or recent (within 3 years) professional credential or certification relevant to the teaching assignment (e.g., teaching license, counseling license, administrative certification)
- Minimum 3 years of successful professional experience in an educational, human service, or behavioral science setting

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<sup>5</sup> The academic criteria for Adjunct Lecturer appointment shall be the same as that required for full-time Temporary Lecturer appointment.

- Demonstrated knowledge of current practices, standards, and assessment methods in the relevant discipline
- Professional qualifications may include National Board Certification, state or national licensure, specialist certifications, or technology credentials

**Criteria for Initial Appointment and Reappointment:**

- Evidence of effective teaching or professional practice through prior evaluations or demonstration
- Current knowledge of discipline-specific pedagogy, standards, or best practices
- Ability to integrate theory and practice in professional preparation
- Commitment to preparing culturally responsive professionals for diverse communities

## APPENDIX D

### Instructor Evaluation Form for Career Status Track Faculty

#### Howard University School of Education

#### Instructor Evaluation Form for Career Status Track Faculty

**Instructor Name:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_

**Evaluator (Student/Peer/Supervisor):** \_\_\_\_\_

Please rate the instructor on the following areas using this scale:

5 = Outstanding | 4 = Above Average | 3 = Satisfactory | 2 = Needs Improvement | 1 = Poor

#### 1. Excellence in Teaching and Professional Practice

- Demonstrates expert modeling of evidence-based pedagogy consistent with discipline standards.  
[] 5 [] 4 [] 3 [] 2 [] 1
- Integrates theory and practice effectively in classroom and clinical settings.  
[] 5 [] 4 [] 3 [] 2 [] 1
- Uses formative assessments and feedback to improve student learning outcomes.  
[] 5 [] 4 [] 3 [] 2 [] 1
- Employs culturally responsive and equity-focused teaching practices.  
[] 5 [] 4 [] 3 [] 2 [] 1

#### 2. Supervision, Mentorship, and Clinical Practice

- Provides effective supervision and mentorship in university and community settings.  
[] 5 [] 4 [] 3 [] 2 [] 1
- Fosters professional development aligned with program and accreditation standards.  
[] 5 [] 4 [] 3 [] 2 [] 1

#### 3. Scholarship of Teaching and Learning (SOTL)

- Actively engages in systematic inquiry to improve teaching, learning, and practice.  
[] 5 [] 4 [] 3 [] 2 [] 1
- Demonstrates contributions to SOTL through publications, presentations, or grants.  
[] 5 [] 4 [] 3 [] 2 [] 1

#### 4. Leadership and Innovation

- Provides leadership in curriculum development, program innovation, or continuous improvement.  
[] 5 [] 4 [] 3 [] 2 [] 1
- Engages in leadership roles that advance the School's mission of equity and excellence.  
[] 5 [] 4 [] 3 [] 2 [] 1

#### 5. Professional Qualifications and Engagement

- Maintains relevant professional credentials and stays current with discipline standards.  
[] 5 [] 4 [] 3 [] 2 [] 1
- Demonstrates commitment to serving diverse and underserved populations.  
[] 5 [] 4 [] 3 [] 2 [] 1

### **Open-Ended Feedback**

6. What are this instructor's greatest strengths in teaching and professional practice?
7. How could this instructor further improve their teaching, mentorship, or scholarship?
8. Additional comments or observations related to this instructor's contribution to the School of Education's mission: