AEI INTERNAL GOVERNANCE
POLICIES AND PROCEDURES

February, 2016

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I. OVERVIEW

The policies and procedures described in this document are intended to be consistent with the policies of the University of Oregon, as posted by the Office of Academic Affairs, and of the College of Arts and Sciences, and with the various requirements of the Collective Bargaining Agreement between United Academics and the University of Oregon. It is understood that internal governance policy and any policies developed through internal governance, both within this unit and as specified in the CBA, are subject to the approval of the appropriate dean and the Provost or designee. This document reflects the equitable participation of AEI faculty in the development of department policies and practices.

General notes

Policy. With the exception of the Executive Committee, committees in the AEI are responsible for implementing policy; they do not create policy. Policy changes may instead be proposed by the relevant committee for review and consideration by the Executive Committee and, for major policy changes, discussion by the whole AEI faculty. The Executive Director, acting in consultation with the Executive Committee, has final discretion over any policy changes, subject to wider College and University policies and the United Academics Collective Bargaining Agreement. Policy changes are recorded in the AEI Faculty/Staff handbook.

Committee meetings. Each type of meeting listed below serves a unique function within the department, and the membership is selected to reflect the purpose of each meeting. Scheduling expectations and reporting requirements are also provided. Each standing or ad hoc committee described below may call for a meeting of its own members at their discretion. Generally, if there is a committee chair, the chair will call a meeting. In the absence of a chair, other members may propose a meeting of the group. At the end of the academic year, it is recommended that committee members select one to two representatives to transition into the subsequent year and act as chair until one can be elected.

Committee Chair Selection. Committees chairs may be selected by one of three options: the committee selects the chair, the committee may request that the Academic Director (or Executive Director, depending on the committee) select the chair, or the Academic Director (or Executive Director) proposes a chair for committee approval.

Committee assignments. The Executive Director retains the right to modify committee assignments to maintain equitable workloads among faculty or staff and in cases where a particular faculty or staff member's (or members') expertise is especially valuable.

Reporting. AEI committee heads report committee meeting decisions to the Executive Director. The Executive Director or designee is responsible for disseminating all decisions made by AEI committees and at department meetings, and archiving them appropriately. Access to these decisions will be readily available to all faculty members in an online archive. To demonstrate progress, each committee will save minutes to the "AEIMeetings" folder in the AEI Public folder on the AEI Network, make regular reports at the All-AEI department meetings and/or the Friday E-missives sent weekly to all AEI members.

Faculty roles in decision-making
For the purposes of this document, the faculty includes career track and pro tem instructors.

Faculty can choose to participate in decision-making in the following ways.

Generating/Revising Policy or Guidelines
1. Faculty may participate responsively to administrative proposals by **voicing preferences in surveys** in whatever format they are delivered by program leadership. In this situation, the response each faculty member provides does not constitute a vote, rather, it is considered advisory along with other faculty responses by the appointed decision-making body. These surveys may be anonymous or not, depending on the circumstance. Faculty and staff input weighs heavily in final decision-making on administrative proposals.
2. Faculty members may **initiate a proposal through the strategic initiatives process**. All initiatives, when submitted following the defined initiative process, will be considered by the Executive Committee. Decisions will be reported in the minutes from the Executive Committee and posted on the AEI Network. Some initiatives, particularly those involving curriculum and faculty review, will require further input before being adopted. A strategic Initiatives Process is a forum to increase communication, set priorities and direct funding to new ideas, initiatives and projects across the AEI that align with the mission and strategic plan. It is any idea, initiative or project involving personnel, funding or workflow, in AEI operations and/or academics. The strategic initiatives process can be found in the AEI Network.
3. Faculty may themselves **be ex officio members of proposal-generating committees** as relevant. As such, they play a direct role in gathering input for and developing proposals.
4. Faculty have direct access to their leadership via regular meetings and are expected to **regularly and collaboratively participate in any discussion of necessary programmatic modifications**

Input on Administrative hire/assignments and teaching positions
1. Faculty can provide input to program leadership on internal and external searches for administrative leadership positions.
2. Faculty can serve on search committees for both administrative assignments and teaching positions. (by Executive Director or Academic Director solicitation/appointment, or faculty nomination and Executive Director or

Academic Director selection). Membership may in part be determined by role performed in the organization. These committees make recommendations to the Executive Director.

Voting
1. Faculty can directly vote on specified policies, procedures, and guidelines.
2. Faculty can indirectly vote by electing representatives to committees who will advise the Executive Committee and Executive Director in the decision making process
3. Faculty can serve (if elected) on committees that committees make recommendations to the Executive Director that weigh heavily in the review process.

II. ALL-AEI DEPARTMENT MEETINGS

The role of the Department meetings is to provide a forum for discussion, review, reporting, and information sharing.

Scope of department meetings
The All AEI meeting is the appropriate forum for the full faculty and staff to discuss, share, and vote on topics pertaining to the entire AEI. A simple majority is enough to carry the vote. Those faculty working off site may vote with prior arrangements (skype, conference call in, proxy, etc).

If a faculty member wishes to bring an item regarding the Internal Governance Document to the full faculty, then the item should be added to the agenda prior to the meeting for faculty review.

Membership
All members of the AEI (faculty, staff, and GTFs) are expected to attend.

Planning and Reporting
The Executive Director or designee has the authority to call, coordinate and lead meetings for the entire AEI.

Three regular meetings will be predetermined, prior to the academic year (one each term). Other meetings can be called on an as needed basis. In advance of a meeting, the Executive Director will email the faculty/staff at least 3 days prior, if possible, to announce the meeting and provide an agenda.

III. STANDING COMMITTEES

The role of standing committees is to provide consistency to the ongoing planning and review of the AEI.

A. Executive Committee

Scope of Committee

The Executive Committee is a decision-making committee which strives for consensus, but executive authority lies with the Executive Director, acting under the supervision of the CAS Associate Dean for Undergraduate Education.

Membership

The AEI Executive Committee consists of four standing members: Executive Director, Director of Operations, Academic Director, and Director of Innovative Programming. Depending on the agenda items, representative members from other committees, projects or other ad hoc participants may be invited to present.

Planning and Reporting

At the beginning of each term, the AEI Executive Director solicits possible regular meeting times from the committee members. Once a regular meeting time has been established, the committee meets every other week (if needed). Members submit agenda items to the Executive Director (or designee) in advance of each meeting, which are then aggregated and shared with other committee members before the meeting. If no new items are put forth, the meeting may be canceled or postponed at the discretion of the Executive Director.

At each meeting, the Assistant to the Director (or other designee) takes notes of the meeting. The Executive Director presides over the meeting and its agenda. After the meeting, the notes are posted for the committee members to review for any clarification or corrections. Once the notes have been reviewed, corrected (if necessary), emended to preserve employee confidentiality (as needed), and approved for posting by the Executive Director, they are then made available to all AEI faculty and staff in the Public Folder on the AEI Network.

B. Summative Observation Committee

Scope of the Committee

This committee evaluates faculty in the area of teaching. At-large representatives of the respective programs may work in sub-committees, by program. Guidance and oversight will be provided by ex-officio members. Within program sub-committees, agreement by majority on evaluation results is required. [1]

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[1] The Summative Observation Committee is in the process of reviewing the Summative Observation role and function. Upon completion, following the procedures set forth in this document, the committee will notify the faculty and update this document and the handbook.

Membership

Committee membership consists of a chair (see above statement about electing a chair) and a ratio-derived number of at-large career track faculty representatives who are nominated and elected at the solicitation of the Academic Director by the entire faculty. The total number of at-large committee members will result in a ratio of 1 reviewer per 5-8 faculty members. At-large membership will sufficiently represent the number of faculty working in each AEI program (i.e. IEP, AEIS, eLearning, etc.). The Associate Director of IEP and Integrated Programs, AEIS Coordinator, and IEP Curriculum and Programs Coordinator serve ex officio as needed.

Planning and Reporting

During fall term each year, the committee chair communicates with the Academic Director to determine a suitable number of committee members (based on the number of observations needing to be done). Career Track faculty members are asked via email to volunteer. If the number of volunteers clearly exceeds the number of members needed, then the Chair can call for an election process. A list of current members is posted on a website accessible to AEI faculty and staff. Members serve on this committee for the entire academic year, starting in fall term and continuing through the end of summer term, if necessary. See the 2014-2016 Faculty Staff Handbook for complete process.

C. Annual Review Committee

Scope of the Committee

The Annual Review Committee is tasked with the evaluation of all faculty members.

Membership

The Annual Review Committee consists of 5-8 Career Track faculty members who have been reviewed at least twice themselves.

Those faculty members who are eligible to serve on the committee are listed on an electronic ballot (unless individual circumstances prohibit someone's participation in a given year) in the fall term. Included on the ballot is a list of all former annual review committee members, noting those who are past committee chairs and the years they served on the committee. This list serves as a reference for cases where questions arise about past years' practices and to ensure equal workload distribution in the future (especially making sure the same individuals are not serving year after year). Membership is for two calendar years, with half of the members normally being replaced each year.

Planning and Reporting

The chair shall have the authority to organize the committee's work. Faculty are evaluated in the areas of teaching, professional development, and service. These areas are consistent with university requirements for evaluating all non-tenure-track faculty members. Information from

the Annual Review Committee is used by the Executive Director in making personnel decisions, such as hiring, merit raises, and promotion recommendations.

Administrative responsibilities are evaluated via a separate process (see Faculty/Staff Handbook).

D. Promotion Review Committee

Scope of the Committee

Promotion from Instructor to Senior Instructor I, or from Senior Instructor I to Senior instructor II involves a university-approved review process (found in the Faculty/Staff Handbook). The purpose of this committee is to review files for Senior I/II promotion consideration and to make promotion recommendations in writing to the Executive Director of the AEI. The promotion process requires evaluation by an AEI-internal Promotion Committee, the AEI Executive Director (with input from the Academic Director) and the CAS Associate Dean for Undergraduate Education (as designee of the CAS Dean); the final decision on promotion is made by the Provost.

Membership

For promotion from Instructor to Senior I, the Academic Director solicits three instructors from the Senior I and Senior II classification to serve on the Promotion Review Committee. For promotion from Senior I to Senior II, the Academic Director solicits three instructors from the Senior II classification to serve on the Promotion Review Committee. If there are multiple promotion cases, a larger committee may be formed to examine the body of files, with the caveat that only Senior II members should be evaluating promotions to Senior II.

Process, Planning and Reporting

The AEI Executive Director makes an independent evaluation of the files (soliciting input from the Academic Director) and submits the file to the Associate Dean for Undergraduate Education of CAS and the Dean's office, and finally to the Provost's office. Everything prior to the Provost's office is advisory; the Provost makes the final determination of whether to grant promotion. For more information on the process, please see the Faculty/Staff Handbook.

E. Professional Development Fund Committee

Scope of the Committee

The purpose of this committee is to recommend to the Executive Director how available professional development funds are allocated amongst programs, faculty, and staff. This committee serves as an advisory body to the Executive Director.

Membership

The Associate Director of IEP and Integrated Programs, Director of Innovative Programming, AEIS Coordinator, IEP Curriculum and Programs Coordinator, and Assistant Director of Finance. The chair of this committee should be a faculty administrator.

Process, Planning and Reporting

All faculty requests for professional development funds must be routed through the Professional Development Fund Committee.

F. Administrative Performance Review Committee

This structure, charge, and activities of this committee are to be reexamined in Academic Year 2016 under the guidance and approval of the Executive Director and the Associate Dean for Undergraduate Education in CAS. The detail below is preserved for archival purposes only.

Scope of the Committee

As part of the Annual Review process, a performance review form is distributed to all faculty about the performance of each of the academic administrators. All instructors are invited to fill out and return these forms to the Administrative Performance Review Committee, to be collected and put in each administrator's file. The Performance Review Form Committee is tasked with making any changes related to the administrative review form.

Membership

Two representatives from each program will be nominated and elected. Each individual program will nominate and elect its own representatives. The first committee under this new structure retains the right to alter the nomination process for future elections, and will decide length of term for these representatives.

Changes to the administrative performance review for academic administrators (e.g. Director, Associate Director, Director of Innovative Programming, IEP and AEIS Coordinators) are determined by a group of individuals equally represented by program. (Elected members of this committee understand that any changes to policy are subject to CAS and HR approval.)

G. Curriculum Committees

Scope of the Committees

Each program within the AEI has its own assessment, curriculum, materials and criteria for demonstrating successful implementation of that curriculum. Curriculum includes materials, assessment, methodology, goals, objectives, and student learning outcomes.

Reporting

All decisions regarding curriculum changes and modifications will be shared with the faculty.

1. Intensive English Program (IEP)

Membership

Curriculum Committee in the IEP consists of one overarching membership and three subcommittees: assessment, materials, and general curriculum. Overarching Curriculum Committee membership is ex officio and consists of the Associate Director for IEP and Integrated Programs, IEP Curriculum and Programs Coordinator, and Lead Teachers. Subcommittees are comprised of Lead Teachers and interested faculty, to inform and advise the Overarching Curriculum Committee. Lead Teachers are selected following these guidelines:

1) Look on the Request to Teach form to see who wishes to lead that level
2) Eliminate any candidates for whom programmatic need does not allow them to lead that level (e.g. they are needed to teach an elective at the same time)
3) Ask the remaining candidates if they still want to lead that level.
In the event that there is a need for a new lead and several people indicate interest, then the following occurs:
   a) Send request for feedback on lead candidates to IEP faculty
   b) Receive feedback on lead candidates
   c) Select candidate based on feedback
   d) Offer lead opportunity to candidate

Faculty interested in leading, are encouraged to indicate that on the FTE Assignment Request Form (formerly Request to Teach). Occasionally, illness or other issues lead to unanticipated vacancies, and it is very helpful to know who might want to step in.

Regular review of overall curriculum happens in line with CEA requirements through regularly scheduled meetings and on a regular schedule. Changes to the curriculum can be initiated by faculty or administration through a Curricular Change Initiative (CCI), which can be found on the AEI Network and in the Curricular Guide (page 74). Initiatives are presented to the curriculum committee, and while all interested faculty are welcome to attend Curriculum Committee meetings, voting on CCIs is restricted to the Lead Teachers. All IEP Faculty participate in this process through their respective leads, independently, or through surveys, town halls, or committee meetings (which are open to all faculty).

Integrated and Sponsored Programs

For Integrated and Sponsored Programs, participants are fully or partially integrated into the AEI's IEP. Programs that are fully integrated into the IEP follow all IEP curriculum and grading procedures. For those that are partially integrated (i.e. with one or more extra classes or trips specially designed for that program's participants only), Associate Director of IEP and Integrated Programs works closely with the Academic Director, IEP Curriculum and Programs Coordinator, and the faculty teaching those courses to develop and update as necessary.

Reporting

Changes and modifications are to be shared with the faculty.

2. <u>Academic English for International Students Program (AEIS)</u>

Membership

Committee membership is ex officio and consists of the AEIS Coordinator and Lead Teachers (see above under IEP).

All AEIS faculty participate in this process through their respective leads or independently. These committee members have final discretion over changes to curriculum policy proposed to the Academic Director within the parameters of CAS and UO curricular guidelines. In the absence of consensus, coordinators and leads should recommend multiple proposals for the Academic Director to decide upon in consultation with the Executive Director. New credit-bearing courses or substantive changes to existing credit-bearing courses must be submitted to the College of Arts and Sciences Curriculum Committee under CAS and UO policies governing all credit-bearing courses.

Reporting

Changes and modifications are to be shared with the faculty.

3. <u>Innovative Programming</u>

Membership

Because of the nature of Innovative Programming, there is no one committee to oversee the wider curriculum. As each program offering is customized, there is no one curriculum to review. Programs undergo full review iteratively, including curriculum. As needed, committee membership is ex officio and consists of the Director of Innovative Programming and relevant faculty members.

The AEI Director of Innovative Programming is responsible for program development and for supervising the individually specialized innovative programming curriculum. The Director of Innovative Programming works closely with qualified faculty to create innovative new programs, develop and update courses, and to select course content, tools for delivery, and materials. The Director of Innovative Programming works with the relevant faculty and AEI Executive Director to make final curricular decisions/reviews in conjunction with sponsoring agencies.

For innovative programming, there is often internal and external reporting. Regular reporting of all running programs to the Administrative Leadership Team (the weekly meeting of operations and academic leadership) is required. For external programs, regular reporting is often a requirement from the funding agency.

IV. AD HOC COMMITTEES

A. Examples of Committees

Examples of established Ad Hoc Committees are the Academic (Faculty) Administrator Committee, the Faculty Mentoring Observation Committee, and the Internal Governance Document Review Committee. The Committee Formation guidelines below in section IV.B outline the options for convening ad hoc committees.

1. Faculty Administrator Appointment Committees

Scope of the Committees

Appointment Committees evaluate candidates for faculty-administrator positions from among Career Track faculty, including leadership positions, including but not limited to, the Academic Director, IEP Curriculum and Programs Coordinator etc. These committees are advisory to the Executive Director.

Membership

For each faculty administrator position, an appointment committee will be convened depending on the relevant program. The makeup of the committee will be at least 3 members, including the most relevant supervisor or coordinator, and other faculty who are a part of the program most affected by the position being filled. Committee membership selection will follow the same guidelines as other ad hoc committees.

Process, Planning and Reporting

The committee will meet and screen potential candidates for the various faculty administrator roles. Through this process, recommendations will be made to the Executive Director, who will make the final decision on each position. After the faculty administrators have been selected, the Executive Director will report the results to the AEI faculty and staff.

2. Internal Governance Document (IGD) Review Committee

Scope of the committee

The role of the IGD Review Committee is to regularly review, solicit responses to and propose modifications to the IGD. However, this does not preclude provision from the CBA (Article 4, Section 4) which specifies that "Unit faculty members, either through a governance committee or at a regular faculty meeting, may call for changes to the established internal policies by notifying the faculty, or department or unit head, of a change to be considered, thereby initiating the process for policy review and possible revision."

During the Winter Term of even years (2016, 2018), the AEI Executive Director will convene an Ad Hoc Committee to review and revise the document. The review will consist of a survey

requesting input from the faculty regarding the accuracy of the document. If more than 20% of the faculty (not 20% of respondents) feel there is a need to change specific elements of the document, the committee will facilitate those changes. The revised version must be approved by a majority of the faculty. The final version of the document will be reviewed by the Executive Director and the Associate Dean for Undergraduate Studies and will be approved by Academic Affairs, as per the CBA.

B. Committee Formation

All Ad Hoc committees are formed by the Executive Director or designee. The Executive Director appoints committee members depending on the needs of a particular committee. Staff may be appointed to committees.

Committee formation is facilitated by one of the following options (whichever option is chosen by the Executive Director must be communicated to the faculty at large):

1) The Executive Director appoints a chair(s) depending on faculty or staff expertise needed. Then the Executive Director solicits volunteers from among the faculty and staff to serve on the committee.
2) The Executive Director solicits volunteers from among faculty and staff to serve on the committee.
3) The Executive Director requests that instructors nominate potential committee members. The faculty then vote on nominees to choose the committee.
4) A hybrid approach combining two or more of the options listed above.

The Executive Director retains the right to modify committee assignments to maintain equitable workloads among AEI employees and to match a particular employee's (or employees') expertise.

C. Duration of Committee

Ad hoc committee's length of service will be determined based on its purpose.

D. Committee Reporting

Each committee, when convened, will normally report at the All AEI meeting. Reporting to the Executive Committee and/or Academic Director may also be necessary.

V. SEARCH COMMITTEES

Scope of the Committees

Search committees are responsible for screening, interviewing, and recommending candidates for instructional positions to the Executive Director for final decision. A recommendation for hiring is forwarded to the Provost for final approval.

Search policy or procedural issues are to be determined by the committee, with explicit guidance from Human Resources and the AEI Assistant Director of Human Resources.

A. Career Track Search Committee

Formation

A Career Track faculty member is appointed by the Executive Director to serve as search chair. Typically, the chair rotates every two years. The search chair then publicly solicits additional volunteers from the Career Track Faculty, who then are approved by a vote of the entire faculty.

B. Pro tem Search Committee

Formation

A Career Track faculty member is appointed by the Executive Director to serve as search chair for the IEP/AEIS Pro tem Search Committee. The Director of Innovative Programming appoints a Career Track faculty member to serve as the chair for the Innovative Programming Pro tem Search Committee. The search chair then publicly solicits additional volunteers from the Career Track Faculty, who then are approved by a vote of the entire faculty. Typically, the chair rotates every two years.

C. GTF Appointment Committee

Pursuant to the GTFF CBA (Article 17, section 1):

> Graduate students have the right to apply for GTF positions in all departments or employing units. Each department and employing unit which appoints GTFs shall have a standing committee, made up of at least three members to evaluate GTF applications.

For the AEI, all decisions about GTF applications for the AEI are either:
1) made jointly by the Department of Linguistics and AEI for GTFs whose degree-conferring department is the Department of Linguistics, or
2) made by the Executive Director, in consultation with the Academic AEI GTF Appointment Committee, for those GTFs applying from non-Linguistics programs.

Formation

The Academic Director will chair the GTF Appointment Committee in either situation. The Academic Director will ask the GTF Supervisors for their involvement in the hiring process, but reserves the right to solicit members if it is necessary to balance workload.

VI. FACULTY ADMINISTRATORS

A. Appointments

The process of appointing AEI faculty administrators is facilitated by ad hoc committees, whose recommendations are advisory to the Executive Director, who makes final appointment decisions. Each of these appointments follows the same general committee-formation procedures as other ad hoc committees (See section IV.B).

The Executive Director is appointed by the Dean of the College of Arts and Sciences following extensive input from AEI faculty and staff and other constituencies. A table describing the terms of service for the faculty administrators is included in the Addendum.

B. Reappointment

Reappointment to rotating positions is possible at the discretion of the Executive Director after considering recommendations from the Administrative Performance Review Committee.

C. Review of Administrative Roles

Any changes to the roles, responsibilities, and/or terms of service for AEI faculty administrators are at the discretion of the Executive Director, acting in compliance with College and University policies and in consultation with the CAS Associate Dean for Undergraduate Education. Major changes proposed to AEI's faculty administration should, however, first be considered by the full Executive Committee. All decisions will be shared with the faculty at large.

VII. FACULTY PARTICIPATION WHILE ON LEAVE

All faculty will have the option to participate in shared governance while on leave or sabbatical. Participation can be face-to-face or virtual (email, Skype, electronic surveys, etc.).

ADDENDUM

Sample Faculty Administrator positions and terms of service AY 2016
(EC, Static vs Rotation, FT vs PT)

Faculty Administrator Roles	Static vs. Rotation (duration)	1.0 FTE or reduced FTE	Specific Committee Service
Academic Director	Rotation (3 years)	1.0 FTE	Executive Committee
Director of Innovative Programming	Static	1.0 FTE	Executive Committee
Associate Director of the IEP and Integrated Programs	Rotation (3 years)	1.0 FTE	Curriculum
AEIS Coordinator	Rotation (3 years)	1.0 FTE	Curriculum
IEP Curriculum and Programs Coordinator	Rotation (3 years)	1.0 FTE	Curriculum
Head Academic Adviser	Rotation (3 years)	1.0 FTE	
IGTF Coordinator	Rotation (3 years)	.33 FTE 1 term	
New Instructor/GTF Supervisor/Faculty Mentors	Rotation (3 years)	Variable FTE	
Advisors	Rotation (3 years)	Variable FTE	
Faculty Tutor Liaison	Rotation (1 year)	Variable FTE	

REVISION HISTORY

First submitted on November 21, 2014 to CAS on behalf of AEI Faculty, and drafted by the following with input from all faculty via workshops and surveys:

Ted Adamson (Career Track Instructor)
Dr. Emily Rine Butler (Career Track Instructor & Sponsored Programs Director)
Sandra Clark (Career Track Instructor)
Darrin Divers (Career Track Instructor)
Sherie Henderson (Career Track Instructor)
Britt Johnson (Career Track Instructor)
Jennifer Rice (Career Track Instructor)

On March 14, 2014 Sandra Clark, Darrin Divers, Sherie Henderson and Britt Johnson discussed the proposal with Doris Payne. Doris Payne's additional suggested changes discussed with the writing committee, but beyond those approved by the writing committee, are in side comments. Final minor changes implemented by Eric Pederson after Judith Baskin responded to Doris Payne's comments on 15 April 2014.

On February 13, 2015, the AEI Faculty voted on a way to review and revise this Internal Governance Document. That decision, along with other minor edits, per CAS's request, were made and reviewed by Jennifer Rice, Sherie Henderson, Ted Adamson, Britt Johnson, Darrin Divers, and Pricilla Havlis.

On July 16, 2015, CAS Associate Dean Ian McNeely reviewed and edited the document, considering further input from Interim AEI Director Eric Pederson, and returned the draft to AEI.

On August 13, 2015 Executive Director Cheryl Ernst, Interim AEI Director Eric Pederson, CAS Associate Dean Ian McNeely reviewed the document.

On August 25, 2015, Interim AEI Director Eric Pederson and Director of Operations Julie Gray reviewed the document.

On August 28, 2015, the document was returned to CAS.

In September 2015 the document was submitted to Academic Affairs, where it was reviewed and returned to CAS and AEI with further questions.

In October 2015, the document was returned to CAS. In November 2015, it was returned with written explanation to AEI and an offer to discuss with faculty before submission to Provost.

In December 2015, IGD was returned to the Internal Document Committee for review. The committee was composed of Ted Adamson, Sandra Clark, Darrin Divers, Sherie Henderson,

and Sueanne Parker. The committee met, surveyed and held open sessions for the faculty during January 2016. It was returned to the Dean's office in February 2016.