

AMERICAN ENGLISH INSTITUTE  
INTERNAL GOVERNANCE

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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 the Provost, 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. If a faculty member wishes to bring an item regarding the Internal Governance Document to the full faculty for review, then the item should be added to the agenda prior to the meeting for faculty review. Internal governance policies can be revised by a simple majority vote of all Career NTT and Pro Tem faculty at a department meeting.

The Executive Director is appointed by the Dean of the College of Arts and Sciences in consultation with AEI faculty and staff and other constituencies.

### General Notes

#### Policy

With the exception of the Executive Committee, committees in the AEI are responsible for implementing policy; they do not independently 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/Departmental Meetings

Each type of meeting described serves a unique function within the department, and the membership is selected to reflect the purpose of each meeting. Each committee described below may call for a meeting of its own members at its own 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 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. No faculty member can be obligated to chair or be a member on a committee unless in ex officio capacity based on an administrative role, or program requirement. If the Executive Director's solicitation of participation from one faculty member meets with refusal, other faculty members must be asked until the necessary committee roles are filled. Officers of Administration may not substitute themselves for faculty members on committees requiring faculty input. If no faculty puts their name forward, then the faculty position remains vacant.

## Reporting

The Department will maintain a file for all AEI standing committees in the AEI Meetings folder in the AEI Public folder on the AEI Network where committee heads will save agendas and minutes. AEI committee heads report decisions or AEI relevant information 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.

## II. Faculty roles in decision-making

For the purposes of this document, the faculty body includes Career and Pro Tem NTTF instructors who hold any FTE appointment in AEI. Quorum is defined as two-thirds of the voting faculty, which includes Career NTTF with any FTE amount and Pro Tem faculty who have taught consecutively in the AEI for one academic year. Typically, simple majority of faculty vote will allow a proposal to move forward. Faculty can choose to participate in decision making in the following ways:

### Voting

A voting process will be made available in the following areas:

1. Curricular changes that involve the addition of new courses (other than electives), substantial alteration of existing courses or student learning outcomes for a program or specific level within a program.
2. Any proposed change to faculty performance review processes, rubrics, or metrics for contract renewal review, promotion review, or merit review. (quorum required)
3. Any proposed change to faculty professional responsibilities, either distribution across categories or quantity of work within one category of responsibilities. (quorum required)

Other areas of decision-making not listed above may arise where a vote would be requested by the faculty body. The faculty member serving on the Executive Committee has the role of soliciting and/or receiving faculty input on perceived need for a vote and making the request to the Executive Committee.

### Voting process and response

All voting on proposed changes in the areas listed above will be a simple yes/no vote, with a simple majority (of faculty members choosing to vote, if quorum is attained when it is required) constituting a vote that carries forward. Voting may take the form of a Qualtrics survey, secret ballot, show of hands at a department meeting, etc., so long as the collated results are recorded and accessible to all faculty members. Whether or not presence is required to vote depends on the voting medium and need for quorum. It is not mandatory for any faculty member to vote, but they must have access to the voting process.

If a simple majority is not achieved, the proposed change must be brought before the faculty body for a formal discussion of concerns and an opportunity for negotiated change to the proposal. This may be accomplished by various modes (town hall meetings, focus groups, one-on-one meetings, follow-up surveys), but must give sufficient opportunity for additional faculty body input. All faculty input gathered as a result of these meetings must be recorded, and publicly posted, and permanently accessible to all faculty and staff for the duration of their employment or records retention guidelines.

If a majority vote is achieved, the proposal can be forwarded to the EC or other administrative body for approval, and when relevant, implementation. For proposals that received less than two-thirds support, a written rationale for areas of the proposal that generated the most concern must be provided in writing ~~within one week of the vote.~~

#### *Feedback*

Several opportunities exist for faculty input into suggestions and recommendations to the Executive Committee or Executive Director including the following examples:

1. Creation of new administrative faculty positions.
2. Changing position descriptions, FTE, or length of appointment for existing faculty administrative positions.
3. Appointments to administrative faculty roles at .33 FTE and higher.
4. Career NTTF hires, following UO HR search policies and procedures.
5. Merging program areas or administrative responsibilities in ways that directly affect service to students, teacher and staff workload, and/or relationships between teachers and students.

#### *Preference Surveys*

Any faculty member or administrator initiating a proposal for change or tasked with generating a proposal for change has the right to and is encouraged to create *preference surveys* to solicit thoughts of the faculty body on various choices being considered for change. Preference surveys are considered developmental stage surveys and do not constitute formal faculty support for a proposal. Namely, even if surveys are sent out to determine preferences, any final proposed change after considering preferences must be put to a vote, if it is a decision that requires a vote. For the purpose of clarity, any preference survey must have within its title “preference survey,” to differentiate it from a voting survey.

### **III. AEI Department Meetings**

#### **A. All-AEI Department Meetings**

The role of All-AEI Department meetings is to provide a regular forum for discussion, review, voting, reporting, and information sharing.

##### Scope of the All-AEI meeting

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 of those voting (Career faculty, eligible Pro Tem and staff) is enough to carry the vote. Those faculty and staff working off site may vote with prior arrangements (Skype, conference call in, proxy, etc.).

##### Membership

All members of the AEI (all NTTF faculty, staff, and GEs), but only staff, Career, and eligible Pro Tems may vote.

##### Planning and Reporting

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

Three regular meeting dates will be schedule prior to the beginning of academic year (one each term). Any agenda items needing a vote must be communicated 7 days prior to the

meeting. Other meetings can be called on an as-needed basis—a basic agenda must be provided a minimum of 1 day prior.

### **B. Unit Meetings**

The role of program meetings is to provide a regular forum for discussion, review, reporting, and information sharing of details related directly to individual programs in the AEI. Instructors and relevant staff working in a specific program should join. Sample Meetings include IEP beginning of term meetings, AEIS midterm meetings, IP planning meetings.

## **IV. Committees**

### **Non-Conflict Proviso**

On committees where conflict of interest votes may arise (including matters affecting one's own individual position in the department or on matters relating to one's own professional or academic advancement), committees must define the nature of the issue and reconstitute themselves accordingly to remove or resolve the conflict of interest. If necessary, the Executive Committee may arbitrate for the purpose of removing or resolving the conflict of interest.

### **A. Standing Committees**

The role of standing committees is to provide consistency to the ongoing planning and review of the AEI. No faculty member can be obligated to chair or be a member on a committee unless in ex officio capacity based on an administrative role, or program requirement.

### **Committee Chair Selection**

Committee chairs may be selected by one of three options: the committee selects the chair, the committee may request that the Executive Director select the chair, or the Executive Director proposes a chair for committee approval.

#### **1. Executive Committee**

### **Scope of the Committee**

The Executive Committee is an advisory committee that advises the Executive Director on matters pertaining to the entire institute, specifically budget, staffing, accreditation, policies, and proposals or issues raised. The Executive Committee will discuss matters of concern brought to its attention and on decision proposals and make recommendations when suitable. Final executive authority lies with the Executive Director acting under the supervision of the CAS Dean or delegate.

### **Membership**

The AEI Executive Committee consists of the Executive Director, Assistant Director of Finance/Operations/HR, Assistant Director of Student Services, Director of Innovative Programming, IEP Coordinator, AEIS Coordinator, and a faculty-elected member will serve for one calendar year.

### **Planning and Reporting**

Executive Committee will meet regularly, no less than once per term. 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.

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, or (if necessary) redacted and amended to preserve confidentiality, and approved for posting by the Executive Director, they are then made available to all AEI faculty and staff in an agreed-upon and publicized location. Faculty will be notified when meeting minutes are available to view.

## 2. Diversity Committee

### **Scope of the Committee**

The AEI Diversity Committee is responsible for department diversity and equity considerations and initiatives, with missions to:

1. Understand and address the current climate in the American English Institute for underrepresented groups;
2. Promote authentic awareness of diversity among students, staff and faculty members through our innovative curriculum and programming;
3. Ensure that the student, GE and employee recruiting practices are aligned with the university-wide diversity initiatives;
4. Generate meaningful cultural exchanges among domestic and international students, staff and faculty members in order to promote mutual understanding and equitable engagement.

### **Membership**

The Chair(s) of the Committee can be elected by the committee or appointed by the AEI Executive Director. The members of the Committee are drawn from different ranks of faculty, staff and students, and are appointed by the Chair(s) after the members volunteer to serve the Committee.

## 3. Faculty Review

Faculty Review process for contract renewal and merit will follow the procedure outlined in the Office of the Provost approved Faculty Review Process. Please see the approved document for the most updated version, on the Provost's websites (<https://provost.uoregon.edu/content/american-english-institute>).

## 4. Promotion Review Committee

### **Scope of the Committee**

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 Promotion Committee, the AEI Executive Director, and the CAS Dean or designee. The final decision on promotion is made by the Provost. Promotion review follows the procedure outlined in the approved Promotion Process. Please see the approved document for the most updated version, on the Provost's website (<https://provost.uoregon.edu/content/american-english-institute>).

## **Membership**

For promotion from Instructor to Senior I, the Executive 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 Executive 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.

## **Reporting**

The Executive Director reports promotion decisions to the CAS Dean's Office and informs non-recommended candidates.

### 5. 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 among academic programs. This committee makes recommendations only for faculty professional development (academic professional development). Program development costs (non-academic operations professional development) are approved at the discretion of the Executive Director and are not scored by this committee.

#### **Membership**

The Director of Innovative Programming, AEIS Coordinator, IEP Coordinator, and Assistant Director of Finance/OPS/HR or delegate. The chair of this committee should be a faculty administrator. The Assistant Director of Finance/OPS/HR does not have reviewing responsibilities.

#### **Process and Reporting**

Professional development funds are distributed according to the procedure outlined in the approved Professional Development policy found on the Provost's website (<https://provost.uoregon.edu/content/american-english-institute>).

Records of all professional development expenditures are kept in accounting and are available to the Executive Committee upon request.

### 6. Curriculum Committees

#### **General 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.

#### **Process and Reporting**

All curricular change proposals must be voted on by eligible members of the faculty. All decisions regarding curriculum changes and modifications will be shared with the faculty. See exceptions below.

#### Intensive English Program (IEP)

## **Membership**

The IEP Coordinator is an ex officio member and chair of the IEP Curriculum Committee and may directly solicit participation on the committee from any instructor currently working in or recently having worked in the IEP within the last year, either as teaching faculty or administrative faculty. During times when there are lead teachers, leads will also be ex officio members. At a minimum, the IEP Curriculum Committee must have 3 members total.

Curriculum committee meetings are open to any AEI faculty member who wishes to join. Regular review of overall curriculum happens according to CEA requirements through regularly scheduled meetings and on a regular schedule. Major changes to the curriculum can be initiated by faculty or administration through a Curricular Change Initiative (CCI). Binding voting on curriculum-specific items will happen at IEP Midterm or IEP End-of-term meetings.

In times of substantial (whole-system) curricular change in the IEP, FTE/course release-equivalency of work to be performed must be established when funding allows, and any appointments to the curriculum committee for this work must first be voted upon by the faculty body. However, when changes to the curriculum are minor, FTE/course releases will not be provided.

## **Reporting**

Committee notes, CCIs, election results will be shared with the faculty and stored in AEI's Public Network. Finalized changes and modifications are to be shared with the faculty, including a clear rationale for the changes made to what the committee submitted to the Executive Director.

### *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), the IEP Coordinator works closely with the Executive Director and the faculty teaching those courses to develop and update as necessary.

### *Academic English for International Students Program (AEIS)*

## **Membership**

Committee membership is ex officio and consists of the AEIS Coordinator and Lead Teachers.

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 Executive Director within the parameters of CAS and UO curricular guidelines. In the absence of consensus, coordinator and leads should recommend multiple proposals for the Executive Director to decide upon in consultation with the AEIS Coordinator. 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**

Substantial curricular modifications are to be voted on by eligible faculty before submission

to the CAS Curriculum Committee.

### Innovative Programming

#### **Membership**

Because of the nature of Innovative Programming, there is no one static committee to oversee the wider curriculum. As each program offering is typically very customized, there is no singular curriculum to review, and voting would be prohibitive to the responsiveness of initiatives and proposals. 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 Executive Committee is required. For external programs, regular reporting is often a requirement from the funding agency.

## **B. Ad Hoc Committees**

All Ad Hoc committees are formed by the Executive Director or designee. The Executive Director or designee appoints committee members depending on the needs of a particular committee. Staff may be appointed to committees. Ad hoc committee's length of service will be determined based on its purpose. Examples of established Ad Hoc Committees are Faculty Administrator Appointment Committee and the Internal Governance Document Review Committee.

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 eligible 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.

## **Committee Reporting**

Each ad hoc committee, when convened, will report to the Executive Director for information dissemination, retain agendas and decisions in the AEI Network, and may be required to present findings at an All-AEI meeting.

### 1. Faculty Administrator Appointment Committees

#### **Scope**

Appointment Committees evaluate candidates for faculty-administrator positions from among Career Track faculty, including leadership positions. 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 and chair selection will follow the same guidelines as other ad hoc committees. In most situations, it is also advisable to include at least one relevant staff member on the appointment committee.

#### **Process, Planning, and Reporting**

The committee will screen and interview candidates for the various faculty administrator roles. The Executive Director is responsible for generally announcing the open position, which must not be posted until the position description has been fully updated and revised. The updated position description must be attached to the initial posting. The committee chair shall have the authority to organize the committee's work. In general, the committee's work will consist of: soliciting a letter of interest and current CV from candidates, distributing a voting survey to faculty that includes the letter of interest and CV for each applicant, selecting candidates for interview stage, designing or modifying an existing rubric for decision-making, interviewing, scoring interviews, deciding on a final candidate for recommendation.

The recommendation is sent to the Executive Director. All notes from each stage of the process must be kept and submitted along with the recommendation. The Executive Director will make the final decision on each position. Only those applicants who made it to the interview stage are considered as options for the Executive Director to choose from, should they decide not to follow the recommendation of the committee. After the faculty administrator has been selected, the Executive Director will report the results to the AEI faculty and staff.

### 2. Internal Governance Document (IGD) Review Committee

#### **Scope**

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."

At any time, a faculty member may bring an item regarding the Internal Governance Document to the full faculty for deliberation, then the item should be added to the agenda prior to the meeting for faculty review. A committee may be convened at that time.

### **Membership**

During the Winter Term of even years (e.g., 2018, 2020), the AEI Executive Director will convene an Ad Hoc Committee to review the IGD and determine if revisions to are needed.

### **Process and Reporting**

If the committee feels changes are not necessary, this will be reported to the faculty. If the committee feels substantial changes are needed, they will modify the document and share with the faculty. 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 CAS, and will be approved by The Office of the Provost, as per the CBA.

## **C. Search Committees**

The AEI will abide by all University, federal, and state policies and laws regarding searches and hires of faculty. Detailed information on UO guidelines is available at: <https://hr.uoregon.edu/recruitment/recruitment-and-hiring>.

### **Scope**

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. The Executive Director should never serve on an AEI faculty or faculty administrator search.

#### **1. Career Track Search Committee**

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. The committee will solicit feedback from the faculty body on candidates and consider the information as part of the review. Recommendations will be presented to the Executive Committee for review. The Executive Director has final decision.

#### **2. Pro Tem Search Committee**

A Career Track faculty member is appointed by the Executive Director to serve as search chair for the AEI 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 eligible faculty. Typically, the chair rotates every two years. If the length of time between searches is more than two years, a new chair appointment must be made and a new committee formed.

#### **3. GE Appointment Committee**

Pursuant to the GTFF CBA (Article 17, section 1): Each department and employing unit that

appoints GEs shall have a standing committee, made up of at least three members to evaluate GE applications. The Executive Director or designee will chair the GE Appointment Committee in either situation. The Executive Director will ask the GE Supervisor for involvement in the hiring process, but reserves the right to solicit members if it is necessary to balance workload.

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

#### 4. Faculty Administrators

The process of appointing AEI faculty administrators with an assignment FTE equivalent of 0.33+ is facilitated by ad hoc committees, whose recommendations are advisory to the Executive Director, who makes final appointment decisions. Faculty administrators serve three-year terms, unless otherwise specified.

##### Faculty Administrator Reappointment

Automatic reappointment to rotating positions without an advisory faculty administrator appointment committee is possible if there is no interest expressed in the position besides that of the incumbent. The Executive Director may reappoint the incumbent only after considering recommendations consulting with the Executive Committee. No incumbent or outgoing faculty administrator is obligated to accept a reappointment to an administrative position.

##### 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 Dean or delegate. Major changes proposed to AEI's faculty administration should, however, first be considered by the Executive Committee.

#### 5. Staff Searches

The Executive Director or delegate will choose the head of a staff search committee and determine the composition of the search committee. Career NTTF may serve on these committees.

## **V. Faculty Participation While on Leave**

All faculty 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.).

## VI. 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 then forwarded to Academic Affairs.

In March 2016, the final document was returned to AEI with minor changes, corrected and resubmitted to Academic Affairs. It was formally approved and shared with the AEI on March 4, 2016.

In spring 2018, Cheryl Ernst solicited interest in serving on the IGD Committee. Britt Johnson

offered to work on it, to chair if needed, and Agnieszka Alboszta offered to serve as well. July-September, the IGD Committee consisted of Britt Johnson and Agnieszka Alboszta. Due to the small size of committee and time of work (summer), Britt and Agnieszka requested time during the fall retreat to get substantial input from faculty on the changes they were proposing, and an enlargement of the committee. One week in advance of the retreat, the proposed changes were sent to faculty in an email for their pre-meeting review. Misti Williamsen, Robin Rogers, and Alicia Going joined the committee. Comments to the draft were discussed and integrated at the committee's next meeting, and a revised proposal was sent to all faculty for final input before sending to Cheryl Ernst. Cheryl Ernst and AD for HR, Jessica Carlson, reviewed the document, met with the committee, made changes, vetted a few loose ends through EC, and forwarded to CAS.

## VII. Table of Meeting Attendance and Voting Practices

KINDS and/or PARTS OF MEETINGS	ATTENDANCE				VOTING			
	Career NTTF	Eligible Pro Tem	GE	Staff	Career NTTF	Eligible Pro Tem	GE	Staff
All AEI Meetings	X	X	X	X	X	X		X
Unit-specific meetings (Beginning of term, Midterm)	X	X	X	X	X	X		
Curriculum Committees	X	X	X		X	X		
Non-confidential Committee meetings	X	X	X	X	MOC	MOC		MOC
Governance Policies	X	X	X		X	X		
Executive Committee	MOC	MOC		MOC	MOC			MOC
Career Promotion meeting	MOC				MOC			
NTTF Performance Review changes and modifications	X	X	X		X	X		
Hiring Committee <i>public forums</i>	X	X	X	X	MOC	MOC		MOC
<b>FACULTY-ELECTED SEATS ON COMMITTEES</b>								
Executive Committee					X	X		MOC
Career Faculty Review Committee	MOC				X	X		

Eligible Pro Tem NTTF are those who have taught in the AEI consistently for one-full academic year

MOC = Members of Committee

\*Faculty vote on membership indicates that the faculty body votes on the faculty representation.

^Non-Confidential Committee Meetings are meetings that are not discussing confidential materials and are open to AEI faculty and staff.