



University of Colorado **Denver**

**RECOMMENDATIONS TO STRENGTHEN
FACULTY SHARED GOVERNANCE
CU Denver's Schools, Colleges, and Library**

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Introduction

In December 2022, the CU Denver Faculty Assembly passed a resolution citing concerns that consistent structures for faculty shared governance were not in place across CU Denver’s schools, colleges, and the Auraria Library, and that some CU Denver shared governance practices were inconsistent with CU Board of Regents Laws and Policies. (Passages relevant to this topic can be reviewed in [Appendix A.](#))

In response, the Office of the Provost committed to performing a comprehensive review of faculty shared governance structures and perceptions across CU Denver’s schools, colleges, and the Auraria Library (hereafter referred to collectively as “colleges” for brevity).

Led by Peter Anthamatten, Associate Professor and Chair of the Department of Geography and Environmental Sciences, with support from the Associate Vice Chancellor for Faculty Affairs, Turan Kayaoglu, and with substantial collaboration with Faculty Assembly, the Spring 2024 review aimed to assess strengths and gaps in governance structures, decision-making processes, and alignment with Regent Law and Policy. The review included an evaluation of college-level bylaws, a faculty survey on shared governance perceptions, and interviews with key stakeholders. The [*State of Faculty Shared Governance Report*](#) was issued in May 2024.

This report included a set of recommendations intended to support faculty participation and institutional transparency and communication at the college level. These recommendations reflect common themes that include making college-level bylaws clearer, codifying explicit guidance for meaningful and dynamic faculty governance structures in the colleges, and improving communication between faculty and administration. The review team sought to ensure each recommendation was broadly applicable and contextually relevant.

The Office of the Provost supports each of the recommendations outlined in this report, and strongly advocates for their implementation across CU Denver schools, colleges, and the library.

As stated in the [December 2022 Office of the Provost memo](#) responding to the Faculty Assembly resolution: “Strengthening shared governance is indispensable to realizing our goals at CU Denver. We need to ensure that faculty have a strong voice in decision-making at the university, and their rights and interests are protected per Regent Law and Policy. This is not just a matter of upholding Regent Law and Policy on shared governance; it is a matter of ensuring that the university can foster a more inclusive and democratic academic environment, and better support the faculty in teaching, research, and service. It is only by fostering a culture of shared governance that we can ensure that the university effectively achieves its mission and serves its students and faculty.”

Thank you all for helping us to realize these goals.

List of Recommendations

I. General Recommendations for Strengthening Shared Governance	6
1. Regularly update bylaws to align with Regent laws and policies	
2. Establish college-level faculty governance bodies	
3. Address faculty workload to foster greater participation	
4. Strengthen communication and transparency: administration, shared governance bodies, and members of faculty	
5. Include instructional, research, and clinical (IRC) faculty in governance	
6. Engage with staff on governance and bylaws work	
II. School, College, and Library Recommendations	
Business School	7
1. Clarify the distinction between bylaws and the faculty handbook	
2. Strengthen college-level faculty governance structures and practices	
3. Enhance transparency and communication about policy changes	
4. Formalize the budget committee in bylaws	
School of Education & Human Development (SEHD)	9
1. Strengthen shared governance structure and practices	
2. Revise bylaws to support further alignment with Regent policy	
College of Engineering, Design and Computing (CEDC)	10
1. Revise bylaws to align with faculty rights and responsibilities	
2. Encourage faculty engagement and leadership in governance structures	
College of Arts & Media (CAM)	11
1. Implement revised bylaws	
2. Clarify governance roles and processes	
3. Increase transparency and improve communication	
4. Address concerns about power dynamics and improve support for IRC faculty	
5. Revise search guidelines to ensure a strong faculty voice	
College of Liberal Arts and Sciences (CLAS)	12
1. Clarify governance roles and responsibilities	
2. Enhance communication across governance levels	
3. Strengthen IRC faculty representation	
4. Implement term limits for key shared governance leadership positions	
5. Improve training and orientation for new governance members	

School of Public Affairs (SPA)	13
1. Establish a faculty-only time for governance discussions and independent faculty deliberation	
2. Develop a regular bylaws review process	
College of Architecture and Planning (CAP)	14
1. Continue strengthening faculty governance structures	
2. Finalize bylaws revision	
3. Finalize and approve Department of Architecture bylaws	
4. Improve college communication	
Auraria Library	15
1. Strengthen bylaws	
2. Improve library communication	
3. Ensure faculty participation in the hiring of associate directors and department heads and include faculty shared governance in their orientation	
4. Expand collaboration with CU Denver’s Human Resources Department and the Office of Faculty Affairs on faculty hiring processes	
5. Complete the library faculty shared governance study	
III. Recommendations for the Faculty Assembly	16
1. Support faculty shared governance at colleges	
2. Improve communication between Faculty Assembly and college-level faculty	
3. Model good shared governance practices	
IV. Recommendations for the Office of the Provost	17
1. Prepare guidance for college bylaws	
2. Institutionalize regular bylaw-review processes	
3. Convene faculty council meetings	
4. Issue periodic updates on faculty shared governance recommendations	
5. Conduct faculty shared governance survey in Spring 2027	
6. Model good shared governance practices	
V. Appendix A: CU Board of Regents Policies Related to Shared Governance	18

I. General Recommendations for Strengthening Shared Governance

1. Regularly Update Bylaws to Align with Regent Laws and Policies

All CU Denver colleges have bylaws. These bylaws should clearly affirm faculty's "principal responsibilities" in areas of governance articulated in [Regent Policy, Article 5](#). Faculty shared governance input should be central to all bylaws revisions or substantive changes, and final approval of the complete document should require a vote of the college's voting-eligible faculty members including members not present at a meeting. CU's Faculty Senate Constitution specifies that rostered faculty with a faculty appointment of 0.5 FTE or greater are vote-eligible in the Faculty Senate. Following college-level approval of new bylaws and substantive revisions, all changes must then be reviewed by CU Denver legal counsel and approved by the Provost.

2. Establish College-Level Faculty Governance Bodies

Every college should create a formal college-wide, faculty-driven governance body to provide a structured platform for decision-making and faculty participation. A faculty-elected chair of a college-level Faculty Council (or similar governance body) may serve as the voice of the college's faculty in communicating with its administrators and other governance bodies, such as the CU Denver Faculty Assembly.

Currently, there are four college-level faculty governance bodies at CU Denver: CLAS' Faculty Council, CAP's College Governance Committee, CAM Council (*in process*) and the Auraria Library's faculty-elected Faculty Chair and Secretary system.

Dean-led faculty meetings cannot fulfill the role of faculty governance, as they are administrative in nature. Faculty governance meetings should be led by faculty to ensure they reflect the principles of shared governance. To avoid confusion, colleges should distinguish clearly between administrative and shared governance roles. Dean-led faculty meetings should not be labeled as "Faculty Assembly" or "faculty Council," as this misrepresents their scope and purpose. Instead, faculty governance bodies should be standardized with the term "Council" to clearly define their role and uphold the autonomy of faculty-led governance.

3. Address Faculty Workload to Foster Greater Participation

Heavy faculty workloads can limit engagement in governance. Reassessing

workload distribution for equity, and providing support for governance roles, may enable more meaningful faculty involvement. This topic has been the focus of an [Academic Transformation Working Group](#), which has contributed to the ongoing campus dialogue about how CU Denver can advance toward the goal of being a “Best Place to Work.”

4. **Strengthen Communication and Transparency: Administration, Shared Governance Bodies, and Members of Faculty**

Improving communication between faculty and administration on key decisions, including policy decisions, will increase administrative transparency as well as faculty trust and engagement. Transparency may require establishing structures and mechanisms for clear, timely, and consistent communication, as well as opportunities for faculty feedback. All college documents and information critical for shared governance should be shared with the faculty on a timely basis. Shared governance bodies should regularly communicate with the members of faculty they are representing without administrative oversight.

5. **Include Instructional, Research, and Clinical (IRC) Faculty in Governance**

We need to ensure that voting-eligible IRC faculty are fully integrated into governance processes, including faculty governance leadership roles, by developing inclusive policies and practices that reflect their unique needs and ensure their voices are heard.

6. **Engage with Staff on Governance and Bylaws Work**

The focus of this State of Faculty Shared Governance report and these recommendations has been on faculty roles and responsibilities. We welcome efforts by colleges to include staff voices in appropriate college governance structures and bylaws, provided that faculty’s decision-making authority is protected in areas specified in Regent Policy Article 5, including areas of work concerning teaching, curriculum, research, scholarship, and academic ethics.

II. School, College, and Library Recommendations

Business School

1. **Clarify the Distinction Between Bylaws and Faculty Handbook**

Context: The Business School has bylaws and a faculty handbook. Bylaws contain governance structure and handbook policies and procedures. While useful on many levels, this duality sometimes creates confusion about what belongs in each document and can hinder faculty attempting to locate policies to

clarify governance structures and procedures. The handbook is revised by Associate Dean and approved by faculty vote. Bylaws have a specific voting procedure: any bylaws change requires 60 percent approval from members present at faculty meetings (Article X) at which a quorum is established by attendance of 40 percent of all faculty (IV.5). This system potentially enables approval of a bylaws change by as little as 24 percent of the faculty participating.

Recommendation: We recommend that the Business School establish a clear process for bylaws revision and distinguish between handbook and bylaws content. Whether a policy should be included in handbooks or bylaws should be carefully clarified. The faculty voice should be integrated into bylaws revision throughout the process.

Recommendation: Bylaws should be revised to ensure that all members of faculty have the opportunity to vote on bylaws revisions, not just faculty present at the meeting. The specific procedures for voting and approval should be developed in collaboration between Business School faculty and administration.

2. **Establish College-Level Faculty Governance Structures**

Context: Faculty governance is primarily conducted through meetings and committees led by administrators, and the absence of a college-wide representative faculty body limits structured faculty involvement.

Recommendation: Implement an elected Chair of the Business School Faculty Assembly, as outlined in bylaws (IV.4), and consider adding an elected Secretary of the Business School Faculty to align the governance structure with the Auraria Library model. Empower these faculty leaders to support faculty participation in key governance and policy areas such as curriculum, evaluation, and policy decisions. Given the hesitancy of many faculty members to take on additional responsibilities, consider offering incentives for faculty leadership roles, such as course releases and stipends, and expanding these roles to include rostered IRC faculty. Develop mentorship programs to prepare faculty for faculty leadership roles.

3. **Enhance Transparency and Communication About Policy Changes**

Context: Faculty feel underinformed about graduate programs and college-wide initiatives, as well as developments across the campus. Business School faculty are required to meet at least once every semester, in a group named “Faculty Assembly”, even though the meetings occur twice every semester in practice.

Recommendation: Ensure faculty representatives are consistently involved in university-level meetings and establish clear college-level feedback channels for policy changes. Consider modifying the bylaws to specify that two full faculty

meetings occur each semester and ensure that agenda-setting and facilitation are performed collaboratively with the Chair of the Business School's Faculty Assembly.

4. Formalize the Budget Committee in Bylaws

Context: The current informal budget committee, whose members are appointed by the dean, limits faculty input.

Recommendation: Transition to a formal budget committee, including faculty-elected members, to enhance transparency and faculty input over financial decisions. The Budget Committee's parameters and composition should be integrated into the Business School bylaws.

School of Education & Human Development

1. Strengthen Shared Governance Structure and Practices

Context: SEHD has some existing shared governance structures and practices that can and will be further developed and strengthened.

Recommendation: Refine existing processes and structures for faculty governance. Leverage all SEHD committees as spaces for faculty decision-making, including Leadership and Finance, Program Leaders, and all existing faculty-led committees. Consider electing two faculty members (ideally of different ranks and tracks) to collaborate with the Dean in preparing regular faculty meeting agendas. In addition to dean-led faculty meetings, there should be faculty-only meetings led by these two elected faculty members.

2. Revise Bylaws to Support Further Alignment with Regent Policy

Context: SEHD bylaws reflect shared governance principles in many areas, such as curriculum oversight, but they require clarification and further alignment with Regent policies in other areas.

Recommendation: Undertake a faculty-led bylaws review to clarify faculty authority over academic ethics and faculty input on the SEHD budget to align bylaws with Regent policies. Update bylaws language to reflect current realities in SEHD and CU Denver by updating mission and scope language; better reflect current faculty composition and roles; strengthen shared governance mechanisms, decision-making processes, transparency, and communication; and address emerging issues in higher education.

College of Engineering, Design and Computing (CEDC)

1. **Revise Bylaws to Align with Faculty Rights and Responsibilities**

Context: The bylaws have not been reviewed recently and may no longer reflect the current faculty's vision. Faculty expressed a need for a stronger voice and clearer understanding of their responsibilities but were concerned about increasing service expectations.

Recommendation: Update the CEDC bylaws to align with faculty rights and responsibilities codified in Regent policies, while allowing sufficient departmental flexibility. Revisions should affirm the faculty's responsibility over undergraduate courses and curriculum, provide guidelines for membership in a Peer Review Committee, and affirm faculty's principal responsibility for research and academic ethics. All members of faculty should have an opportunity to vote on bylaws, not merely faculty in attendance of meetings.

Recent bylaws revision processes in CAM and CAP (where faculty took the lead in the process, in collaboration with staff) can serve as models for the process in CEDC, given parallels in CAM's and CAP's departmental structures. This revision process should explore the possibility of establishing a college-level faculty governance body, along the lines of CAP's College Governance Committee, to help faculty mutually execute their collective rights and responsibilities.

2. **Encourage Faculty Engagement and Leadership in Governance Structures**

Context: While faculty feel empowered at the department level, this sense of ownership is often absent at the college level. Structured coordination between departments can help bridge this gap, but there is still room for college-level faculty collective decision-making.

Recommendation: Foster faculty ownership of governance by creating spaces for self-organization and discussion of college policies. Consider establishing standing committees or councils and ensure faculty involvement in their formation. Additionally, encourage regular college-wide forums to foster cross-departmental collaboration.

Recommendation: Encourage the faculty toward governance participation through recognitions, awards, or financial incentives. Regularly communicate the importance of shared governance and governance opportunities through faculty meetings and memos.

College of Arts & Media (CAM)

1. Implement Revised Bylaws

Context: CAM's bylaws went through extensive revision during the last two years and were approved in January 2025.

Recommendation: Continue to work on the implementation of the bylaws. Prioritize the implementation of CAM Council before the end of Spring 2025 semester.

2. Clarify Governance Roles and Processes

Context: There is confusion about the division of governance responsibilities at the department, college, and campus levels. Faculty feel more comfortable engaging at the department level than at the college level.

Recommendation: Ensure that the departmental faculty's Primary Unit rights and responsibilities are protected. Encourage the departments to schedule time in faculty meetings to enable the CAM Council Representative and Faculty Assembly representatives to regularly update on and solicit feedback from department faculty on college- and campus-level shared governance issues.

3. Increase Transparency and Improve Communication

Context: Faculty experience more satisfaction with governance at the department level than at the college level. Faculty members have expressed concerns about communication and decision-making transparency. Some standing committee members are appointed by the Associate Dean, which may undermine democratic representation and the sense of legitimacy in some departments.

Recommendation: Establish clear communication channels, such as regular email updates and open forums. Fill standing committees through faculty elections to ensure fair representation.

4. Address Concerns About Power Dynamics and Improve Support for IRC Faculty

Context: While CAM has increased IRC faculty pay, concerns remain about their insufficient compensation for service work and limited involvement in governance. IRC faculty report feeling uncomfortable in speaking up in

governance meetings, due to perceived power imbalances, leading to concerns about the reflection of their input in decisions.

Recommendation: Develop policies that empower IRC faculty with voice and a vote in governance decisions. Consider creating an anonymous feedback mechanism and promote leadership training and mentoring circles to address power imbalances, with the goal of encouraging inclusive participation.

5. **Revise Search Guidelines to Ensure a Strong Faculty Voice**

Context: Current CAM faculty search guidelines and practices provide opportunities for faculty engagement and input and grant considerable authority to the department chairs. Some faculty view this imbalance as limiting the extent to which faculty perspectives can influence critical hiring decisions.

Recommendation: Revise CAM faculty search guidelines, in collaboration with the CAM Council, to ensure and protect the faculty role in faculty hiring decisions. These revisions should strive to balance departmental leadership with broader faculty participation to create a more inclusive and transparent hiring process.

College of Liberal Arts and Sciences (CLAS)

1. **Clarify Governance Roles and Responsibilities**

Context: Faculty are unclear about which issues should be addressed by the CLAS Faculty Council, as opposed to by other governance bodies, particularly those related to contracts and workloads.

Recommendation: Develop and disseminate clear guidelines outlining appropriate topics for Faculty Council consideration and ensure accessibility for all faculty.

2. **Enhance Communication Across Governance Levels**

Context: Communication between governance levels between CLAS faculty and Faculty Assembly should be improved. Faculty have expressed concerns about the current lack of formal mechanisms for the CLAS Faculty Council representatives to report to faculty in departments in CLAS.

Recommendation: Establish formal communication channels and require CLAS Faculty Assembly representatives to report regularly to CLAS Council and the CLAS faculty.

3. **Strengthen IRC Faculty Representation**

Context: While IRC faculty have *de facto* representation in the CLAS Faculty Council, its bylaws do not mandate representation of IRC faculty in governance bodies.

Recommendation: Revise the bylaws to incorporate IRC faculty representation in

governance bodies, including the Faculty Council and the Budget Priorities Committee.

4. Implement Term Limits for Key Shared Governance Positions

Context: Leadership positions, such as the chair of the Budget Priorities Committee, have been held by one individual for extended periods, leading to stagnation in governance.

Recommendation: Introduce term limits for key positions to encourage leadership rotation and fresh perspectives. Implement mentorship programs to develop potential successors.

5. Improve Training and Orientation for New Governance Members

Context: There is no formal training for new CLAS Faculty Council members, resulting in uneven participation and understanding of governance processes.

Recommendation: Develop an orientation and training program, tailored to IRC and tenure-track faculty roles, to ensure effective participation.

School of Public Affairs (SPA)

1. Establish a Faculty-only Time for Governance Discussions and Independent Faculty Deliberation

Context: Currently, SPA refers to all its faculty meetings as “Faculty Council” but because the Dean presides over these meetings, this body does not constitute a genuine faculty governance body. This arrangement has led to concerns by some SPA faculty members about insufficient faculty autonomy in governance decisions and a lack of space for faculty discussion without administrative presence or oversight.

Recommendation: Establish a faculty-only group or caucus to discuss governance matters, enabling independent faculty deliberation. The model exemplified by the Auraria Library’s faculty-elected Faculty Chair and Faculty Secretary can serve as an exemplar for SPA to foster greater faculty engagement in and input in governance processes. Elected faculty leader(s) (ideally of different ranks and tracks if more than one) should collaborate with the Dean in preparing regular faculty meeting agendas. In addition to dean-led faculty meetings, there should be faculty-only meetings led by these the elected faculty leader(s).

2. Develop a Regular Bylaws Review Process

Context: SPA’s bylaws contain conflicting language, particularly regarding voting processes and the division of authority between program committees and SPA’s Faculty Council. This language further inhibits faculty from expressing their views

independently, because SPA Faculty Council is presided over by the Dean. Bylaws changes are voted on at SPA Faculty Council meetings.

Recommendation: Establish a process for reviewing bylaws every three to five years, incorporating faculty input to ensure relevance and alignment with current best practices in shared governance. We also recommend that the college review and update the bylaws to clarify voting procedures and decision-making authority between program committees and SPA Faculty Council, particularly for curriculum and policy changes, and ensure that all faculty can vote on bylaws changes. Please also ensure that revisions are reviewed and approved by the Office of the Provost before implementing them.

College of Architecture and Planning (CAP)

1. Continue Strengthening Faculty Governance Structures

Context: CAP has established its College Governance Committee (CGC), with faculty representatives from each department.

Recommendation: Continue supporting the CGC through articulating the faculty's voice on curriculum, academic affairs, and the college budget.

2. Finalize Bylaws Revision

Context: CAP's bylaws are currently under revision.

Recommendation: Finalize the bylaws revision to clearly define faculty responsibilities in curriculum, research, and academic ethics, ensuring alignment with CU Regent policies. The bylaws should also specify faculty roles in hiring and evaluation processes.

3. Finalize and Approve Architecture Bylaws

Context: The Architecture Department currently operates under bylaws that have not been formally approved by the university.

Recommendation: The Dean's Office should work with faculty to finalize the departmental bylaws and submit them to the Provost's Office for final review and approval.

4. Improve College Communication

Context: Faculty have expressed concerns about a lack of communication at various levels, including between the college and upper administration, among faculty across departments, and with campus shared governance bodies.

Recommendation: While monthly college meetings have improved communication, faculty attendance remains lower than staff attendance. We encourage faculty participation in these meetings and recommend that college leadership explore additional ways to engage with its faculty members. Strengthening communication channels will ensure that faculty are regularly informed about administrative decisions and articulate clear avenues for providing feedback, ultimately improving transparency and trust. Consider strategies for fostering interdisciplinary, cross-departmental interactions to enhance faculty-to-faculty communication.

Auraria Library

1. Strengthen Bylaws

Context: Auraria Library faculty are proud of their processes for electing members and for problem-solving, but they observe gaps in bylaws concerning authority over faculty and administrative hiring and standards for instruction, pedagogy, and librarianship.

Recommendation: Update the bylaws to grant faculty clear authority in areas such as instruction, pedagogy, and faculty hiring, ensuring they reflect current needs and faculty roles in decision-making. We also recommend the college ensure that faculty are consulted on all pedagogical and instructional changes, formalizing this process in the bylaws to affirm their responsibility for academic standards and methods.

2. Improve Library Communication

Context: The Library has elected faculty chair and secretary roles to enable the faculty to voice their perspectives through formally designated leadership. Yet, faculty express concern over poor communication from library administration, especially regarding decisions on budget and staffing, leading to what is perceived as rushed decision-making that does not reflect faculty perspectives.

Recommendation: Establish formal communication protocols to ensure that faculty are informed in advance of major decisions, particularly ones related to budget and staffing, with regular updates and consultations. The Library Director has already institutionalized sending periodic newsletters to faculty and staff in the library, and we encourage the library to consider including faculty shared governance updates in the newsletter, in consultation with library faculty

leadership. Regular newsletters should also include updates on the college and campus budget, when appropriate.

The library's faculty-elected faculty chair and faculty secretary model is appropriate, and the Library should consider elevating these elected faculty voices in consultation and decision-making processes.

3. Ensure Faculty Participation in Hiring of Associate Directors and Department Heads and Include Faculty Shared Governance in Their Orientation

Context: Faculty have historically had limited involvement in mid-level hiring, although recent practices have changed, and faculty members are now included as members in these hiring committees.

Recommendation: The college should consider adding a component to the bylaws that specifies faculty participation in administrative hires. This process should involve the Chair and Secretary of Auraria Library Faculty to include faculty shared governance norms and practices into the orientation of new administrative hires.

4. Expand Collaboration with CU Denver's Human Resources Department and the Office of Faculty Affairs on Faculty Hiring Processes

Context: Library faculty have indicated confusion about faculty hiring processes, including CU Denver human resources decisions overriding the needs of the library.

Recommendation: Strengthen collaboration between the library and CU Denver's Human Resources department to ensure that hiring processes align with the Library's operational and pedagogical needs, giving faculty a greater role in shaping protocols. Work with the Office of Faculty Affairs and CU Denver Human Resources to align Library faculty hiring practices with other academic units.

5. Complete the Library Faculty Shared Governance Study

Context: The Library is currently conducting a study on shared governance in the college to assess and improve shared governance practices.

Recommendation: We welcome such a study and consider it a best practice for units to periodically perform similar studies. We are looking forward to completion of the study and improvement of library shared governance practices based on its recommendations.

III. Recommendations for Faculty Assembly

1. Support Faculty Shared Governance at Colleges

Continue to support the college-level establishment of formal faculty governance bodies that provide structured decision-making and faculty involvement.

2. Improve Communication Between Faculty Assembly and College-Level Faculty

Faculty Assembly members should engage with faculty in their home units to update them on Faculty Assembly discussions and decisions at regular faculty meetings or via emails, collect peer-faculty input to inform their role as their college's faculty representative, and consult with elected faculty leaders to ensure that faculty voices on shared governance are well articulated.

3. Model Good Shared Governance Practices

Faculty Assembly should uphold exemplary shared governance practices to serve as a model for the college-level faculty shared governance bodies.

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IV. Recommendations for the Office of the Provost

1. Prepare Guidance for College Bylaws

This guidance will include recommended (but not required) language that will respect and allow for distinctions between colleges while enabling colleges to more easily and conveniently draft bylaw revisions that are consistent with these recommendations and Regent laws and policies.

2. Institutionalize Regular Bylaw-Review Processes

College-level bylaws should be reviewed periodically to ensure their relevance and alignment with both Regent policies and institutional values. The review process should ensure that governance structures evolve with changing needs as well as with the changes in Regent laws and policies.

3. Convene Faculty Leaders Meetings

Once every semester, invite college-level faculty shared governance leaders, as well as campus faculty shared governance leaders, to discuss faculty shared governance issues at CU Denver and to facilitate sharing best practices by these elected faculty leaders.

4. Issue Periodic Updates on Faculty Shared Governance Recommendations

Collect information from colleges to issue a report in Spring to inform the campus on progress to strengthen faculty shared governance at CU Denver.

5. Conduct Faculty Shared Governance Survey in AY 2026-27

In AY 2026-27, conduct a follow-up survey on faculty shared governance, consistent in language and format with the survey conducted in Spring 2024, to assess progress in faculty's perceptions and experiences related to faculty shared governance at CU Denver.

6. Model Good Shared Governance Practices

The Office of the Provost should uphold exemplary shared governance practices to be a model for administrative leadership at colleges.

Appendix A: CU Board of Regents Policies Related to Shared Governance

The University of Colorado Board of Regents upholds the principle of shared governance, and the role of faculty in shared governance. Below for your convenience, we have excerpted policy passages that related to roles in shared governance, including at schools, colleges, and the library. (Full text of Regent laws is available [here](#), and full text of policies is available [here](#).)

Regent Policy 4 outlines the role of the dean in the administration:

The dean shall be the principal academic and administrative officer of a school or college, and the presiding officer for faculty meetings of the school or college.

Each dean shall be responsible for matters at the school or college level including but not limited to enforcement of admission requirements; the efficiency of departments and other divisions within the school or college; budgetary planning and allocation of funds; faculty assignments and workload; recommendations on personnel actions; curriculum planning; academic advising accountability and reporting.

Departments and programs within a school or college shall develop their working structures and rules, subject to the approval of the dean and provost and in accordance with policies established by the Board of Regents.

Article 5.A of the Laws of the Regents specifies the shared governance principles of participation. A school or college faculty shall collaborate with the dean in the shared governance of the school or college. Subject to specific Board of Regents requirements, voting membership of a school or college faculty shall be determined by its faculty.

Regent Policy 5 outlines the role of faculty in shared governance:

(A) Colorado's Constitution vests the Regents of the University of Colorado with the governance and general supervision of the University of Colorado. In accordance with regent law (article 5, part A), and in recognition of the faculty's role in the academic functions of the university, the Board of Regents recognizes the principle of shared governance.

(B) Tenured and tenure-track faculty with appropriate participation by instructional, research, and clinical faculty, have the principal responsibility for decisions concerning pedagogy, curriculum, research, scholarly or creative work, academic ethics, and recommendations on the selection and evaluation of faculty. The development of general academic policies shall be a collaborative effort between the faculty and administration.

(1) The faculty shall have the principal role in originating academic policy and standards related to: the initiation and direction of all courses, curricula, and degree offerings; admissions criteria, grading and standards for continuation; regulation of student academic conduct; and determination of candidates for honors and degrees.

(2) The faculty shall have the principal role in making recommendations for the selection of new faculty. Hiring decisions shall be in accordance with the authority delegated by the Board of Regents.

(3) Faculty members of the primary unit shall have principal responsibility for the conduct of annual faculty performance evaluations and post-tenure reviews based on procedures developed in collaboration with the administration, as stated in section 5.A.1(C)(1).

(4) Evaluation relating to the reappointment, tenure, and/or promotion of tenured and tenure-track faculty shall follow the procedures defined in regent policy 5.D.

...

(C) The faculty shall collaborate with the campus and system administration in making recommendations or decisions on faculty personnel policies, administrative leadership, and resource allocation.

(1) The process for recommending policies and procedures for faculty appointment, reappointment, promotion, tenure and post-tenure review, and the appeal of decisions in these areas, shall be a collaborative effort between the faculty and administration.

(2) Faculty participation in the selection and evaluation of department chairs and school/college administrators below the level of dean shall be in accordance with department and school/college policies, which shall be developed through a shared governance process.

(3) Faculty participation in the selection of academic administrators at the level of dean or above shall be in accordance with regent policy 3.C. Faculty participation in the evaluation of academic administrators at the level of dean or above shall be in accordance with school/college and campus policy, which shall be developed through a shared governance process.

(4) In the preparation of campus and system budgets, the administration shall have the principal role, with early collaboration with the appropriate faculty governance group(s), subject to the ultimate authority of the Board of Regents or its designee(s).

...

(D) The faculty shall collaborate with the administration in developing recommendations to the president or Board of Regents on system-level issues concerning the general academic welfare of the university.

(E) Unless otherwise required by law, the development of new policies or policy changes with respect to matters that directly affect the faculty shall be adopted only after consultation with appropriate faculty governance bodies.