



University of Colorado
Denver

Handbook for Faculty Governance at CU Denver

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Dear Colleagues:

Academic freedom rests on the principle that scholars—and not politicians, religious leaders, bureaucrats, or others—should have the right to pursue research and teaching activities without oversight or interference. The principle of academic freedom was affirmed in 1957 by the U.S. Supreme Court, when [it ruled](#) that a lecturer could not be compelled to disclose the substance of his teaching to a state attorney general (*New Hampshire vs Sweeney*). American universities have historically enjoyed a strong tradition of support for academic freedom that is broadly codified in institutional charters and university constitutions. The University of Colorado Board of Regents codifies these faculty rights in [Article 5 of its policies](#).

I believe that critical to safeguarding these rights is an effective faculty governance structure that empowers faculty to exercise principal authority over scholarship and curriculum—and enables faculty of all ranks and positions to participate in the leadership of the university. Through participation in shared governance, faculty serve to safeguard these freedoms against actions from governments or other actors who seek to restrict them, such as the recent federal restrictions on diversity, equity, and inclusion (DEI) work and activities. Borne and developed by faculty leadership in the past, maintaining the integrity of academic freedom always requires work, time, and vigilance from faculty.

Over the past three years, I have enjoyed working with CU Denver’s Office of Faculty Affairs under the leadership of Associate Vice Chancellor Turan Kayaoglu on efforts to strengthen faculty governance on our campus. This work was guided in part by a 2022 Faculty Assembly resolution to ensure that each of CU Denver’s schools, college, and the Auraria Library have robust faculty governance structures that effectively ensure faculty authority over teaching and research and compliance with Regent Policy. In conversations with faculty leaders and administrators from around campus, our team recognized the need to provide guidance for faculty on structures, processes, and practices for shared faculty governance.

This *Handbook for Faculty Governance at CU Denver* was developed in collaboration with the Office for Faculty Affairs and with support from campus faculty governance leaders. It is intended to provide guidance and information for faculty interested in participating in faculty governance, as well as for administrators seeking to learn about the traditions, structures, and practices of faculty governance at our campus. My hope is that this document can serve as a modest beginning for a guide and reference that will be amended, improved, and updated over time.

Sincerely,



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I. An Introduction to Faculty Governance at CU Denver

A. Traditions, Principles, and Intent of Faculty Governance

The American Association of University Professors (AAUP) is broadly recognized within U.S. higher education as a leading authority on academic freedom and shared governance. The AAUP defines academic freedom as “the freedom of a teacher or researcher in higher education to investigate and discuss the issues in their academic field, and to teach and publish findings without interference from administrators, boards of trustees, political figures, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen.”

In 1966 the AAUP, in collaboration with the American Council on Education (ACE) and the Association of Governing Bodies of Universities and Colleges, issued the [Statement on Government of Colleges and Universities](#). The work represented a continuation of previous guidance and ideas about the role and importance of faculty governance in academia, and now serves as a keystone document to guide administration and faculty governance in the United States.

Faculty governance refers to a long-standing academic tradition that academic institutions should be governed through a decision-making model that involves both faculty and administrators, embraced by CU Denver and codified in its Regent Policy. Critically, CU Denver embraces the idea that the “guiding principle of the shared governance recognized by the Board of Regents that the faculty and the administration shall collaborate in major decisions affecting the academic welfare of the university” (CU Denver Regent Policy, Article V).

The purpose of this handbook is to explain the rationale, guiding principles, and structure of faculty governance at CU Denver, and to provide practical guidance for new faculty who wish to become involved in faculty governance.

Relevant links

The American Association of University Professors: <https://www.aaup.org/>
Statement on Government of Colleges and Universities: <https://www.aaup.org/reports-publications/aaup-policies-reports/topical-reports/statement-government-colleges-and>

B. Faculty Governance across the University of Colorado System

At the University of Colorado, the principles of faculty governance are codified in Regent Policies 4 and 5 ([Appendix 1](#)), which state that faculty should engage in shared decision-making with deans and college administrators; that Tenured/Tenure-Track faculty hold primary responsibility for pedagogy, curriculum, research, scholarly and creative work, and ethics; and that university leadership is a shared responsibility between faculty and administration at all levels of governance. CU and its four campuses support these academic principles through structures designed to support shared governance at the system, campus, and college levels.

System-Level Faculty Governance Structures

The **Faculty Senate** is defined in Article 5.A.2 (“Faculty Government”) of the Laws of the Regents: “The faculty shall form a Faculty Senate for the purpose of faculty participation in shared governance and other activities deemed important by the faculty.” As defined in Article I of the **Faculty Senate Constitution**, the Faculty Senate exists “for the purpose of faculty participation in shared governance and other activities deemed important by the faculty.” Senate membership is defined as all instructional-research-clinical (IRC) and tenured and tenure-track (T/TT) faculty, as well as scholars and artists in residence.

The **Faculty Council** serves as the primary faculty voice representing CU’s faculty (i.e., the Faculty Senate) at the system level. Its charge is to “initiate... advice and recommendations to the president or other appropriate administrative officials for submission to the Board of Regents on matters within the jurisdiction of the Council which are related to educational policy, internal operations and external operation of the university.” (<https://www.cu.edu/faculty-senate-faculty-council>).

Faculty Council composition, structure, and roles are specified in [Article III of the Faculty Council Constitution](#). The Council functions as the executive body of the Faculty Senate, initiating advice and submitting recommendations to the president or other officials for submission to the Board of Regents on matters within its jurisdiction. Meetings are generally held on the fourth Thursday of each month during the academic year.

The Faculty Council also conducts its work through a series of subcommittees, comprised of members of the Faculty Senate from each of the CU campuses. Each committee serves as the primary governance bodies for system-level issues within their respective purviews.

CU System Faculty Committees (see [Appendix 2](#) for descriptions of each)

- [Budget and Finance Committee](#)
- [Committee for Racial and Ethnic Equity](#) (now Faculty Council Committee on Access, Belonging, and Opportunity)
- [Communications Committee](#)
- [Educational Policy and University Standards Committee \(EPUS\)](#),
- [Lesbian, Gay, Bisexual, Transgender, Queer+ Committee](#),

- [Personnel and Benefits Committee](#)
- [Women’s Committee](#)

II. An Introduction to Faculty Governance at CU Denver

The foundation for faculty governance at CU Denver is articulated in the [Faculty Assembly Constitution](#), which specifies the rights and responsibilities of faculty members as well as the basic structure of faculty governance on campus. The **CU Denver Faculty Senate** comprises all rostered faculty on at CU Denver, in addition to scholars and artists in residence.

The [CU Denver Faculty Assembly](#) is the university’s key faculty governance body, serving as the representative body of the CU Denver Faculty Senate—the “official voice of the CU Denver Faculty in shared governance on our campus, at our University and at the CU System level” ([Faculty Assembly Constitution](#)). The Faculty Assembly is comprised of faculty representatives from each of CU Denver’s seven schools and colleges, plus the Auraria Library. The process for selecting representatives is governed by the individual schools and colleges—some colleges hold annual elections, for instance, while others designate representation through appointment.

The Faculty Assembly meets monthly during the academic year. The Faculty Assembly Constitution articulates the charge of several of the committees that support its work

- [Academic Personnel Committee \(APC\)](#)
- [Budget Priorities Committee \(BPC\)](#)
- [Diversity Committee](#) (“Ethnic Diversity Committee” (EDC))
- [Educational Policy and Planning Committee \(EPPC\)](#)
- [Learning, Educational Technology, Teaching, and Scholarship Committee \(LETTS\)](#)

The Faculty Assembly also supports the [Committee on the Status of Women](#) and the [Disability Committee \(DisC\)](#) (see [Appendix 3](#)).

Additional committees outside of Faculty Assembly structures also contribute to faculty governance at CU Denver. [The Faculty Advisory Committee to the Auraria Board \(FACAB\)](#), comprising representatives from the Community College of Denver (CCD), Metropolitan State University of Denver (MSU Denver), and CU Denver, serves as a primary faculty liaison between CU Denver and Auraria Campus. The [University Curriculum Committee](#) reviews new course proposals from across campus to ensure transparency and faculty oversight of curriculum, including ensuring that it is not unnecessarily duplicated across existing programs. Finally, the [University of Colorado Denver Association of Lecturers and Instructors \(UCDALI\)](#) serves as the primary voice of Instructional, Research, and Clinical (IRC) faculty, which also designates representatives to represent IRC on the CU Denver Faculty Assembly.

A. Faculty Governance at School/College Levels

The schools and colleges of CU Denver include the Auraria Library (LIB), the Business School (BUS), the College of Architecture and Planning (CAP), the College of Engineering, Design and Computing (CEDC), the College of Liberal Arts and Sciences (CLAS), the School of Education & Human Development (SEHD), and the School of Public Affairs (SPA).

[Regent Law Article 5.A.2.](#) specifies that “consistent with the governance responsibilities articulated in Regent Policy 4.A., each school/college/library shall have a faculty governance body. The structure and operating rules shall be determined by the school/college/library faculty.”

CU Denver’s schools and colleges encompass a wide breadth of disciplinary perspectives, sizes, circumstances, traditions, and workplace cultures. Consequently, college-level faculty and shared governance assume different forms and mechanisms between colleges. Following a request by the Faculty Assembly in 2022 to examine the state of faculty governance in the schools and colleges, the CU Denver Office of Faculty Affairs has actively worked with faculty members and college leadership teams to ensure that each college has a robust shared governance structure to support shared governance work.

Each CU Denver school and college operates under bylaws that define a governance structure developed by the faculty within the unit, followed by approval by the dean and provost. These bylaws should comply with all higher levels of administration (following system and campus policy), ensure that the college upholds the authority granted to faculty under Regent Policy, and grant faculty the authority to select their representation. The bylaws should describe a process for revision of the document itself, which should require a full vote from the college’s rostered faculty.

Each college’s bylaws should articulate a formal faculty governance body to ensure compliance with Regent Policy 5.A.2. These faculty governance bodies represent the most localized form of faculty governance and should provide mechanisms for faculty members to exercise “the principal responsibility for decisions concerning pedagogy, curriculum, research, scholarly or creative work, academic ethics, and recommendations on the selection and evaluation of faculty” (5.A.1.(B)), and to advocate for other issues deemed important by faculty members. [Appendix 4](#) contains a list of faculty governance committees at CU Denver’s colleges, schools, and Auraria Library.

B. Participation and Engagement in Faculty Governance

While many faculty engage in some form of leadership or service in their primary units or departments, critical faculty governance work occurs at colleges, campus, and system levels. Most members of faculty have a service component in their contracts to account for this work—typically at 20% for T/TT faculty, with variable allocations for IRC faculty. As described above, CU Denver supports well-defined faculty governance structures to facilitate this service work.

Participating in faculty governance can be an effective way to learn about how the university operates as well as to connect with colleagues from across campus over meaningful work. Faculty who participate in faculty governance consistently report a clearer sense of both the institution's overall structure and their unit's role within it, as well as a better sense of the continued development of the university.

While elected faculty representatives perform much of the work of faculty governance, all faculty members are encouraged to stay informed about university issues and to participate in decision-making when possible, such as through university-wide faculty votes or referenda. Faculty who wish to raise an issue to their college leadership should contact their departments' representative to their college faculty governance committee, while campus or system issues should be directed to the Faculty Assembly or one of the committees it oversees.

The structures of faculty governance at the college level should be codified in each of the college or school's bylaws. These bylaws provide guidance to the authority, rights, privileges, and modes of representation of college-level faculty governance and should include clear descriptions of how individual faculty may serve as a representative to their college or school's committees, the CU Denver Faculty Assembly, or other campus committees. [Appendix 5](#) provides a guide to the present faculty governance structures in each college (please note the version date of this handbook when consulting this and other information in the appendices of this document).

III. Best Practice in Faculty Governance

A. Best Practices for Faculty in Governance Work

Faculty members who serve in faculty governance are expected to follow basic practices to ensure effective and productive experiences. Members should attend meetings regularly and, when attendance is not possible, communicate in advance with the secretary or chair. Preparation is important; if the committee or group is guided by bylaws, participants should review them carefully before the first meeting to clarify the roles and responsibilities of the position. Participants are encouraged to review agendas, motions, reports, and other distributed materials ahead of time in order to contribute meaningfully to discussions.

Governance work should be shared collaboratively, with members contributing equitably to the responsibilities of the group. Faculty representatives serve not only as individual faculty members but also as representatives of their department, college, and the broader campus community. This role includes communicating governance issues to colleagues and conveying concerns, questions, and feedback back to the committee.

Active participation in discussion, debate, and voting on matters within the committee's jurisdiction is a central responsibility of governance service. At the same time, members must exercise appropriate discretion in handling information. Matters discussed in open meetings may be shared responsibly, while discussions held in closed or executive session are confidential and must not be disclosed. All participants are responsible for carrying out their roles in a timely and professional manner to support the effectiveness and integrity of faculty governance at CU Denver.

B. Best Practices of Faculty Governance Committees

Faculty members engaged in governance should be familiar with the bylaws and scope of authority of the committees on which they serve, as these documents define both the limits and responsibilities of governance work. Transparency is also a key component of effective governance. Meeting minutes should be posted publicly whenever possible, and, when appropriate, information discussed in meetings may be shared with colleagues prior to the release of official minutes to support timely communication.

Shared governance depends on meaningful inclusion. Individuals and groups affected by policy or procedural decisions should be informed of pending actions and given opportunities to contribute to decision-making. For instance, if a group of tenure-track faculty is discussing the promotion criteria for IRC faculty, it is critical that the committee reach out to IRC leaders on campus (such as UCDALI) for feedback and discussion. This participatory approach relies on consistent communication and reciprocity among faculty, administrators, and other stakeholders.

Effective shared governance should extend across all levels of the university, informing decision-making from departments to colleges to campus-wide structures. Broad participation should be encouraged and supported, and faculty should be able to engage without fear of retaliation.

At its core, shared governance reflects the principle of distributed authority within the university's decentralized structure, supporting more effective and balanced policymaking. For this system to function as intended, recommendations developed through shared governance processes must be taken seriously and should carry meaningful weight in institutional decision-making.

C. Bylaws in Faculty Governance

Faculty governance structures should be clearly defined in committee bylaws, including explicit articulation of faculty rights and areas of authority. Faculty committee chairs should ensure that bylaws reflect disciplinary norms and local needs while remaining consistent with CU Regent policies, academic policy statements, and CU Denver policies. Participation in faculty governance should be broadly accessible to all rostered faculty, including IRC faculty. At the same time, any roles or responsibilities reserved specifically for T/TT faculty must be clearly delineated and grounded in Regent policy and related academic policy statements. Bylaws should emphasize clear authority, alignment with system-level policy, and the central role of faculty in shared governance.

Governance structures must demonstrate compliance with Regent policies, particularly with respect to the responsibilities assigned to T/TT faculty in key domains of governance. Colleges should ensure that appropriate mechanisms are in place to grant T/TT faculty meaningful authority in areas specified in Regent policy, including those articulated in Articles 4.A.1., 5.A.1.(B), and 5.A.1.(E). Evaluating governance structures against these provisions helps ensure that faculty authority is meaningful and effectively implemented.

Effective faculty governance depends on appropriate and independent faculty representation. Faculty, rather than administrators, should be responsible for determining how representatives are selected for committees and other faculty governance bodies. This principle reinforces the autonomy of faculty governance and encourages representatives to be accountable to their faculty constituencies. Colleges should establish transparent, faculty-driven processes for member selection that promote broad participation and legitimacy across governance structures.

Appendix 6 provides some links to additional resources that may be useful in reviewing or strengthening faculty governance structures.

D. Robert's Rules of Order and Meeting Facilitation

The Faculty Senate Constitution provides guidance on procedural standards for faculty governance, stating that "the latest edition of Robert's Rules of Order shall be in effect for

all formally constituted groups.” Robert’s Rules of Order provides parliamentary structure for meetings, enabling groups to conduct business efficiently while ensuring that all members are accorded their rights as representatives. While the full rules contain substantial nuance and detail, observing the key principles of Robert’s Rules can help maintain orderly deliberation, promote equitable participation, and ensure that decisions are made using transparent and consistent procedures.

An important principle is that topics should be discussed one at a time so deliberation remains focused and members have a fair opportunity to speak before the body moves on. In practice, this means that only one motion should be considered at a time and that speakers are recognized in an orderly sequence. Discussion should remain germane to the pending motion. Limiting simultaneous lines of debate helps avoid confusion and supports clear, structured decision-making.

The motion process provides the formal mechanism through which business is introduced, considered, and decided. A member must first be recognized before making a motion, which is then typically seconded to indicate that at least one other member believes the proposal warrants consideration. Once approved by the chair, the motion becomes the property of the body and is open for discussion. Members may debate the motion, propose amendments to refine its language or intent, and ultimately move to close debate when appropriate. Final action is taken through a vote, with the outcome determined by the applicable voting rules. This structured process ensures that proposals are clearly articulated, openly examined, and decided through a consistent and transparent procedure.

Recognition, debate, and voting structure member participation in decision-making. Members must be recognized by the chair before speaking to maintain order and ensure that contributions are heard in an orderly sequence. Once recognized, participants may debate the merits of the pending motion while remaining focused on the question at hand. After discussion, the body moves to a vote, where most questions are decided by a simple majority (although some special circumstances may require a supermajority). Voting may take several forms depending on the context, but in all cases it should provide a clear expression of the will of the body.

A common role for committee secretaries is to guide the group through this parliamentary procedure. While Robert’s Rules of Order can be extremely detailed, a small set of core principles can sustain effective governance:

- take up one item of business at a time
- ensure that members are recognized before speaking
- keep discussion focused on the pending question
- provide a fair opportunity for differing viewpoints to be heard

Motions should be stated clearly before debate begins, amendments should be handled in a way that keeps the main question understandable, and decisions should be made

through a transparent vote with results clearly announced. Applied consistently, these practices provide enough structure to maintain order, fairness, and clarity without requiring extensive familiarity with formal parliamentary rules. Appendix 7 provides a two-page guide on the key facets of Robert's Rules of Order.

E. Leadership Training

Many academics assume leadership roles in deliberative bodies at some point in their careers. Effective leadership in these roles begins with a solid understanding of the functions and authority structures in which they are working. Effective faculty governance leaders are well connected to their peers, understand the university's administrative culture, and can facilitate inclusive, focused deliberation toward clear goals.

CU Denver offers a variety of courses and training events to support faculty development of leadership skills. These opportunities include workshops and programs through the Center for Faculty Development and Advancement, which provides resources on topics such as inclusive leadership, conflict management, and effective facilitation of meetings. Additional professional development offerings are available through the CU System's Faculty Council and systemwide training initiatives (via Skillsoft), as well as campus-specific programs focused on academic leadership and career progression. Faculty are encouraged to take advantage of these resources to build practical skills in communication, decision-making, and collaborative governance.

Appendix 1: Regent Policy on Faculty Governance

A. CU Board of Regents Policy 4.A.1: Administration and Governance

Regent Policy 4.A.1, on Academic Planning and Accountability, states that “a school or college faculty shall collaborate with the dean in the shared governance of the school or college. Subject to any specific Board of Regents’ requirements, the voting and participation of a school or college faculty shall be determined by its tenured and tenure-track faculty.

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.”

Relevant links

CU Regent Policy 04: <https://www.cu.edu/regents/policy/4>

CU Regent Policy 04 (pdf): <https://www.cu.edu/regents/policy-4>

B. CU Board of Regent Policy 5.A.1: Administration and Governance

5.A.1. (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.”

5.A.1. (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.”

5.A.1. (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.”

5.A.1. (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.”

Relevant links

CU Regent Policy 05: <https://www.cu.edu/regents/policy/5>

CU Regent Policy 05 (pdf): <https://www.cu.edu/regents/policy-4>

Appendix 2: Faculty Governance Bodies at the CU System

The Faculty Council is the executive body of the Faculty Senate, and as such initiates advice and recommendations to the president or other appropriate administrative officials for submission to the Board of Regents on matters within the jurisdiction of the Council which are related to educational policy, internal operations and external operation of the university. Meetings are held on the fourth Thursday of the month (unless otherwise noted) during the academic year.

Relevant links

Faculty Senate | Faculty Council: <https://www.cu.edu/faculty-senate-faculty-council>

CU Faculty Council: <https://www.cu.edu/faculty/faculty-council/about-faculty-council>

(Article III of the Faculty Constitution)

Committees of the Faculty Council: <https://www.cu.edu/faculty/committees-faculty-council/about-committees>

Faculty Council Budget & Finance Committee

The Faculty Council Budget and Finance Committee (FCBFC) is charged by the Faculty Council to represent the interests of the faculty to the CU System administration in matters of budget and finance. Given that a budget is a plan that provides a formal and quantitative expression of policy and management priorities; as such it is a moral statement of values and priorities. The committee considers policies and matters concerning the allocation and distribution of university resources and accounting and management therefore, the

FCBFC will:

1. Advise Faculty Council on matters of budget, accounting, and finance.
 - a. Consider policies and practices relevant to university budget, accounting, and finance.
 - b. Consider budget decisions, or other decisions, that affect the generation of revenues or distribution of resources across campuses.
 - c. Provide recommendations to the Faculty Council about issues that have budgetary or financial implications when requested by the Faculty Council Chair.
 - d. Provide faculty representation (either from the committee or recommended by the committee) for CU System-level searches, working groups, and committees that significantly overlap budget, accounting, and finance.
2. Consult with representatives of the CU System Administration on matters of budget, accounting, and finance. On urgent or short notice matters, the chair and/or executive committee can be consulted on behalf of the committee.
 - a. Review any budget recommendations and presentations with CU System administration prior to their submission to the Board of Regents' meetings.
 - b. Annually discuss university priorities with respect to budget allocation.
 - c. Remain informed of financial planning, accounting, administrative, and management activities through reports from and discussions with the Offices of the Treasurer, Controller, and other CU System offices.
3. Serve as a liaison between the CU System administration and the campus budget committees.
 - a. Be aware of ongoing activities and current developments at both system and campus levels.
 - b. Communicate activities and developments to campus faculty budget committees.
 - c. Bring feedback and inputs to the administration on budget, accounting, finance, and policy decisions.

Relevant links

Faculty Council Budget & Finance Committee: <https://www.cu.edu/faculty-council/faculty-council-budget-and-finance-committee>

Faculty Council Committee for Racial & Ethnic Equity

The Committee for Racial & Ethnic Equity considers the needs and priorities of Faculty of Color^[1] and Students of Color in collaboration with student governance bodies i.e. Intercampus Student Forum (ICSF).

The scope of this committee includes racially and ethnically minoritized faculty, including international faculty of color and indigenous faculty. Within this, our charge includes the following:

1. Assessing and enhancing the CU community as it pertains to the inclusion and experiences of Faculty of Color. These issues include, but are not limited to, those related to advancement, productivity, recognition, compensation, and agency.
2. Providing guidance on recruiting, retaining, and promoting Faculty and Students of Color.
3. Developing support networks and recommending policy to address the needs and priorities of Faculty and Students of Color, including collaborating with other Faculty Council Committees.
4. Speaking out against racism and other intersectional systems of oppression at CU and making recommendations/developing initiatives to combat them.
5. Consulting, collaborating and educating with the CU community on race, racism, whiteness, and other systems of oppression and how they work individually and within the higher education system.

[1] In a symbolic gesture to elevate and acknowledge People of Color, we choose to capitalize this phrase and its derivations.

Relevant links

Faculty Council Committee for Racial & Ethnic Equity: <https://www.cu.edu/faculty-council/faculty-council-committee-racial-ethnic-equity>

Faculty Council Communications Committee

The Communications Committee considers matters of communication relevant to faculty at CU, including:

1. Providing guidance related to strategies and approaches (e.g., messaging, appropriate technologies, etc.) for communicating with faculty in an inclusive and equitable way.
2. Inviting greater and more diverse* participation in the shared governance process, and fostering a culture of equity and inclusion.
3. Informing faculty of the issues before the Faculty Council and urging them to contribute their opinions, analysis, and ideas.
4. Providing opportunities for faculty to share insights and ideas about issues impacting faculty across the four campuses.
5. Acknowledging and promoting impactful faculty contributions to affirm and value their efforts.
6. Promoting awareness of the mission and impact of the Faculty Council and other shared governance bodies, and publicizing events of significance to the faculty.
7. Facilitating collaboration among the standing committees of the Faculty Council and assisting them with their communication needs.
8. Advising on system-wide communication media (e.g., CU Connections, CU on the Air) to ensure that content is inclusive of and sensitive to diverse* faculty voices.

*Diverse, as used here, encompasses but is not limited to gender, race, ethnicity, age, sexual orientation, nationality, academic rank, religious background, ability, experience, and diversity of thought.

Relevant links

Faculty Council Communications Committee: <https://www.cu.edu/faculty-council/faculty-council-committee-racial-ethnic-equity>

Faculty Council (Dis)ability & Access Committee

The (Dis)ability and Access Committee considers concerns of faculty with disabilities, including:

1. Assessing and promoting the cultural climate of the university as it pertains to opportunities of faculty with disabilities for academic advancement, productivity and appropriate compensation;
2. Making recommendations and promoting inclusive pedagogy for creating an academic environment that fosters academic success;
3. Working to assure fairness in the recruitment and retention of faculty with disabilities;

4. Developing support networks and recommending policy to address the needs of faculty with disabilities;
5. Working as a liaison with other units/centers/committees/task forces to transform pedagogy to further universal design and accessibility in the system;
6. Promoting movement from a medical vision to a socially inclusive vision of accessibility as part of the DEI mission of the university;
7. The (Dis)ability and Access Committee represents the concerns of faculty who identify as having a disability (physical, psychological, cognitive, sensory, or invisible) whether they choose to disclose or not, as well as colleagues who support the disabled community.

Relevant links

Faculty Council (Dis)ability & Access Committee: <https://www.cu.edu/faculty-council/faculty-council-disability-and-access-committee>

Faculty Council Educational Policy & University Standards Committee

The Educational Policy and University Standards (EPUS) Committee considers and recommends policies on education and academic and procedural standards, including:

1. University academic standards, including the Uniform Grading Policy;
2. Procedural standards affecting academic affairs common to all academic units of the university;
3. Honorary degrees and recognition medals;
4. Evaluation and improvement of learning and teaching at all university levels.

Relevant links

Faculty Council Educational Policy & University Standards Committee: <https://www.cu.edu/faculty-council/faculty-council-educational-policy-and-university-standards-committee>

Faculty Council Lesbian, Gay, Bisexual, Transgender, & Queer+ Committee

The LGBTQ+ Committee considers concerns of LGBTQ+ faculty, including:

1. Assessing the cultural climate of the university as it pertains to opportunities of LGBTQ+ faculty for academic advancement, productivity and appropriate compensation;
2. Making recommendations for creating an academic environment that fosters the academic success of LGBTQ+ faculty;
3. Working to assure fairness in the recruitment and retention of LGBTQ+ faculty;
4. Developing support networks and recommending policy to address the needs of LGBTQ+ faculty.

Relevant links

Faculty Council Lesbian, Gay, Bisexual, Transgender, & Queer+ Committee: <https://www.cu.edu/faculty-council/lgbtq-committee>

Faculty Council Personnel & Benefits Committee

The Personnel and Benefits Committee considers policies in the general area of university faculty personnel compensation, including benefits, for the purpose of ensuring that all faculty are adequately, appropriately, and fairly compensated, with consistent attention to issues of diversity, equity and inclusion as they relate to compensation. Among the policies that are relevant to the Committee's charge are those affecting:

1. Faculty salaries;
2. Faculty benefits; retirement annuities, insurance, sick leave, health benefits and other benefits;
3. Policies on tenure, promotion and privilege of faculty members;
4. Sabbaticals and other types of academic leave;
5. Travel allowances;
6. Considerations of diversity, equity, and inclusion;
7. Personnel and benefits decisions due to program discontinuance.

Relevant links

Faculty Council Personnel & Benefits Committee: <https://www.cu.edu/faculty-council/faculty-council-personnel-and-benefits-committee-0>

Faculty Council Women's Committee

The Women's Committee considers concerns of women faculty, including:

1. Assessing the cultural climate of the university as it pertains to opportunities of women faculty for academic advancement, productivity and appropriate compensation;
2. Making recommendations for creating an academic environment that fosters the academic success of women faculty;
3. Working to assure fairness in the recruitment and retention of women faculty;
4. Developing support networks and recommending policy to address the needs of women faculty
5. Addressing issues of gender and identity, inclusivity, and intersectionality in collaboration with other pertinent faculty committees throughout the University of Colorado System.

Relevant links

Faculty Council Women's Committee: <https://www.cu.edu/faculty-council/faculty-council-womens-committee>

Appendix 3: Faculty Governance Structures at CU Denver

CU Denver Faculty Assembly

The Faculty Assembly is the faculty-elected body that represents the faculty of both CU Denver and CU Anschutz Medical Campus. The Faculty Assembly advises and recommends action to the CU Denver and CU Anschutz Medical Campus Chancellors and the CU Faculty Council concerning matters related to academic policy and ethics.

Relevant links

CU Denver Faculty Assembly Homepage: <https://www.ucdenver.edu/faculty-staff/faculty-assembly>

Faculty Assembly Committees: <https://www.ucdenver.edu/faculty-staff/faculty-assembly/denver-campus/denver-campus-committees>

Academic Personnel Committee (APC)

The APC shall serve as the primary consultative body to Faculty Assembly and CU Denver administration on personnel policy development and on the administration of policies governing personnel practices.

Budget Priorities Committee (BPC)

The BPC represents the faculty in advising and consulting with the Chancellor and designees on budget matters. The committee is the primary advising and consultative body to Faculty Assembly on campus-level budgetary matters and serves as a campus-level resource for faculty.

Committee on the Status of Women (CSW)

The CSW reviews policies and practices, evaluates and recommends policies affecting women faculty and students on the CU Denver Campus.

Disability Committee (DisC)

Disability is important to the diversity of this campus and necessary to consider when creating inclusive environments for both students and faculty. Seeing disability as diversity means understanding the political, historical, social, and environmental aspects of disability identity and disability on campus.

Educational Policy and Planning Committee (EPPC)

The EPPC reviews and makes recommendations on general policy, CU Denver's strategic plan, and any other long-range plans or formulations that set forth the broad educational and curricular objectives and policies at CU Denver.

Ethnic Diversity Committee (EDC)

The EDC reviews policies and practices, evaluates, and recommends policies affecting minority faculty and students.

LGBTQ+ Committee

The Lesbian, Gay, Bisexual, Transgender, Queer + Committee (LGBTQ+) reviews policies and practices, evaluates and recommends policies affecting the needs of GLBTI faculty and students.

Learning, Educational Technology, Teaching, and Scholarship Committee (LETTS)

The LETTS Committee advises CU Denver administrators and committees on matters related to the advancement of student learning, educational technology as it promotes learning, quality teaching and instructional methods, and scholarship related to teaching, research, service, and outreach.

Faculty Advisory Committee to the Auraria Board (FACAB)

FACAB represents the faculty of the Community College of Denver, Metropolitan State University of Denver, and the University of Colorado Denver and advises the Board about policies and issues affecting the faculty.

University Curriculum Committee (UCC)

This body of faculty from each of the seven downtown schools and colleges will review new course and program proposals from all course-generating units.

University of Colorado Denver Association of Lecturers and Instructors (UCDALI)

UCDALI strives to advance professionalism among and respect for Instructional, Research, and Clinical Faculty (IRC) at CU Denver through representation, community, and communication.

Faculty Senate Grievance Committee

The Faculty Senate Grievance Committee (FSGC) is neither an advocate for faculty nor an arm of university administration. As described in the Laws and Policies of the Regents, the committee independently investigates, mediates and conducts formal/informal hearings of grievance cases. The resultant reports, containing the recommendations made by its panels, are submitted to the chancellor. However, dismissal for cause case reports are sent directly to the president of the university.

Core Curriculum Oversight Committee (CCOC)

The core curriculum is designed to provide each CU Denver undergraduate student with a high-quality general education, based on a liberal arts and sciences foundation. Core courses develop multiple literacies, stimulate critical thinking, expand sensitivity to diversity, and encourage students to understand their role in a rapidly changing global environment. The Core Curriculum Oversight Committee (CCOC), an elected body of faculty from each of the seven downtown schools and colleges, is responsible for implementing, maintaining, and coordinating these courses on behalf of the students and faculty.

What we do:

- Review new course proposals from instructors for inclusion into the core curriculum
- Review student petitions for exceptions to core requirements on a case-by-case basis
- Request and review existing core-course syllabi to ensure quality, consistency, and delivery of the learning outcomes within each of the nine Core Areas
- Provide curriculum resources to assist instructors in creating content and developing instructional quality of core courses
- Implement general education assessment strategies adopted by the CU Denver campus

Relevant links

Faculty Senate Grievance Committee (with Grievance Form): <https://www.cu.edu/fsgc>

Relevant links

Faculty Senate | Faculty Council: <https://www.cu.edu/faculty-senate-faculty-council>

Faculty Senate Constitution: <https://www.cu.edu/system/files/pages/301013-faculty-senate-constitution/docs/constitution.pdf>

Core Curriculum Oversight Committee (CCOC): <https://www.ucdenver.edu/offices/provost/academic-planning/ccoc>

Appendix 4: Primary College-Level Faculty Governance Bodies

School or College	Faculty Governance Body
LIB	Auraria Library Faculty Meetings
BUS	Business School Faculty Assembly
CAM	CAM Faculty Council
CAP	CAP Faculty Council
CEDC	N/A
CLAS	CLAS Faculty Council
SEHD	Faculty Forum
SPA	N/A

Appendix 5: College Faculty Governance at CU Denver

Auraria Library (LIB) [Spring 2026]

Bylaws

https://www.ucdenver.edu/docs/librariesprovider113/default-document-library/bylaws/auraria-library-bylaws_rev27oct22.pdf?sfvrsn=b7eb7ebb_2

Getting Involved

All members of faculty are a member of the CAP Faculty Council and meets at least twice annually. Many of the committees noted below have specific assigned roles with opportunities for faculty to be involved. Consult the bylaws or check in with a faculty governance leader for specific details.

Committees

Auraria Library Faculty Meetings

In the Auraria Library, faculty meetings serve as the key mechanism through which faculty governance is practiced. These meetings are led and organized by faculty representatives.

Auraria Library Executive Council

The Executive Council will serve as a tellers committee to handle elections of Library faculty to various committee positions and any other faculty-related issues that require a vote.

Faculty Personnel Committee [LIB-FPC]

The Auraria Library Faculty Personnel Committee is a standing committee of the Auraria Library Faculty Assembly created to represent the needs and requests of the Library faculty regarding personnel matters such as reappointment and promotion; faculty awards; salary equity; grievances; and other faculty personnel matters.

Leadership & Service Evaluation Committee [LSEC]

This committee evaluates the leadership & service activities of all library faculty. Scores are awarded based on criteria set forth in the "Evaluation Criteria for Service" document.

Faculty Advisory on Budget Committee [FABC]

This committee represents the Auraria Library Faculty in advising and consulting with the Library Director on the Library's budget priorities, allocations, and financial stewardship. The Committee is the primary advising and consultative body for Auraria Library Faculty on library budgetary matters and serves as a resource for library faculty.

Research Evaluation Committee [REC]

This committee consists of all faculty that have a research and creative activities component to their workload. This includes tenure-track, tenured, and teaching track Library faculty. REC is the committee that evaluates the research and creative activities of these faculty.

The Business School (BUS) [Spring 2026]

Bylaws

<https://www.ucdenver.edu/docs/librariesprovider1113/default-document-library/bylaws/business-school-bylaws.pdf>

Getting Involved

All members of faculty with at least a 50% FTE appointment are members of the Business School Faculty Assembly. Committee representatives are selected by nomination and election by its faculty.

Committees

The Business School Faculty Assembly

The Assembly shall function to provide a forum to discuss any matters that may involve the Business School.

Council of Directors

The primary function of the CoD is to advise the Dean's Office on the running of the Business School.

Budget Priorities Committee [BPC]

The Budget Priorities Committee (BPC) reviews and considers budgetary matters of concern and conveys faculty and staff perspectives on such matters to the Dean. The committee provides input to the Dean in preparing the annual budget and planning for budget cuts when necessary. It will also assist in the development and prioritization of the faculty and staff hiring plan, in reviewing and evaluating the resource implications of new program proposals and program discontinuance, and in participating in the strategic and budgetary planning for the school.

Assurance of Learning Committee [AoLC]

The Assurance of Learning Committee (AoLC) provides leadership in the design, development, and implementation of the Business School's assessment program. The AoLC works in partnership with individual programs to spearhead the evaluation, analysis, and monitoring of assessment activities.

Internal Affairs Committee [IAC]

The IAC is charged with hearing and adjudicating cases related to academic dishonesty or failure of students or Faculty to meet expectations as detailed in Section IV.B.3 of the Business School Faculty Handbook.

Review and Appeals Committee [RAC]

The RAC comprises six faculty members, five holding tenure and representing diverse discipline and ranks, and one IRC faculty. Four members will be elected by faculty; two members will be appointed by the Dean. Members will serve three-year terms with staggered rotations. The RAC committee members will select a chair annually.

Undergraduate Program Committee

The Undergraduate Program Committee advises the Undergraduate Program Director (Director) in his/her responsibility for ensuring that the Business School's BSBA program provides students with a high-quality experience and success after graduation.

MBA Program Committee

The MBA Program committee ensures that the Business School's MBA program (Professional MBA, One Year MBA, and the campus-based MBA Health program) provides students with a high-quality experience. The committee ensures that the MBA program remains aligned with current market demands and industry trends while fostering continuous improvement.

College of Arts and Media (CAM) [Spring 2026]

Shared governance is a set of practices under which the college administration, faculty, staff, and students actively participate in making significant decisions concerning the operation and welfare of the College of Arts & Media. Rather than issuing directives, shared governance is a process of joint decision-making and consultation between the administration and faculty on matters that define the college's planning, operation, and evaluation. CAM extends the concept of shared governance to embrace staff and student contributions, which are essential to the life of the college. Each group has unique areas of expertise and therefore serves distinct roles in the college's shared governance. Effective and meaningful shared governance in CAM is characterized by transparency in communication, collaboration, inclusiveness, collegiality, integrity, and accountability. Mutual commitment and respect for the consultative process are integral to the success of CAM's shared governance framework. The CAM Council serves as the college's primary deliberative and legislative body. The CAM Council articulates and conveys the will of the CAM voting constituency to the dean in matters related to the academic enterprise.

-Richard Strasser, Chair of CAM Faculty Council

May 2026

Bylaws

<https://artsandmedia.ucdenver.edu/about-cam/faculty-resources/cam-bylaws>

Getting Involved

Committee representatives are recommended by the Executive Committee and sent for review by the faculty. The Dean, in consultation with the Executive Committee, approves final committee membership.

Committees

<https://artsandmedia.ucdenver.edu/about-cam/faculty-resources/committees>

The CAM Council

The CAM Council is responsible for conveying the will of the CAM voting constituency to the dean and CAM Leadership Team through the establishment, review, and recommendation of the College of Arts & Media policies and procedures.

Composition: Voting members include one rostered faculty member from each department. Ex-officio members include one Academic Advisor, the Academic and Faculty Affairs Coordinator, and the Senior Associate Dean for Faculty and Student Affairs. 2-year term.

CAM Budget and Planning Committee (CLAS BPC)

The CBPC is an advisory body to the Dean charged with making recommendations on strategic budgetary planning for the College.

Composition: At least three rostered faculty members (one from each department), one faculty member representing IRC faculty perspectives, and two staff members. The College financial officer (Assistant Dean of Business and Operations) shall be a non-voting member. 2-year term.

CAM Academic Policies, Procedures, and Curriculum Committee (ACPOL)

ACPOL is responsible for the evaluation and interpretation of the approved academic policies and curriculum of the college.

Composition: Voting members include one rostered faculty member from each department. Ex-officio members include one Academic Advisor, the Academic and Faculty Affairs Coordinator, and the Senior Associate Dean for Faculty and Student Affairs. 2-year term.

CAM Scholarships and Awards Committee

SAC is responsible for selecting recipients, based on the published criteria and guidelines for CAM general scholarships, faculty development grants, student innovation awards, and faculty excellence awards.

Composition: (As per CAM's new bylaws) The Scholarship and Awards Committee shall consist of one faculty member from each department, one academic advisor, and the associate dean for faculty and student affairs. The college financial officer responsible for processing scholarships shall be a non-voting member. 2-year term.

CAM Retention, Tenure and Promotion Committee (CAM-RTP)

The reappointment, tenure and promotion review process incorporates committee reviews at several levels within the College of Arts & Media, including the Primary Unit Committee and the Dean's Advisory Committee. The Primary Unit is a committee of tenured CAM

faculty that is charged to review RTP dossiers in concert with university policies. The Dean's Advisory Committee is a committee of tenured CAM faculty that is charged to review RTP dossiers in concert with university policies.

CAM Post-Tenure Review Committee (CAM-PTR)

The RTP review process incorporates committee reviews at several levels within the College of Arts & Media, including the Primary Unit Evaluation Committees and the Dean's Advisory Committee for RTP.

College of Architecture and Planning (CAP) [Spring 2026]

Bylaws

[https://olucdenver.sharepoint.com/:b:/r/sites/CAPFacultyStaffResources/Shared%20Documents/CAP%20Policies,%20Processes,%20Resources,%20and%20Links/CAP%20Organization%20and%20Shared%20Governance/CAP%20Bylaws%20\(Effective%2012.9.2025\).pdf?csf=1&web=1&e=oGkRF4](https://olucdenver.sharepoint.com/:b:/r/sites/CAPFacultyStaffResources/Shared%20Documents/CAP%20Policies,%20Processes,%20Resources,%20and%20Links/CAP%20Organization%20and%20Shared%20Governance/CAP%20Bylaws%20(Effective%2012.9.2025).pdf?csf=1&web=1&e=oGkRF4)

Getting Involved

Committee representatives are selected by an annual election among the faculty. Consult with the bylaws for details.

Committees

CAP Faculty Council

The Faculty Council seeks to facilitate communication and build relationships among faculty, ensuring that faculty feel respected and have the support they need to thrive and be productive. All members of faculty in CAP are members of the CAP Faculty Council

CAP Academic Affairs and Curriculum Committee

The faculties of individual departments and academic programs are responsible for defining the content of all courses and the development of academic curricula and programs. Each academic department and academic program is responsible for establishing procedures regulating decisions on curriculum, degree programs and requirements, and the hiring of new personnel.

The Academic Affairs and Curriculum Committee reviews and makes recommendations regarding all curricular proposals (e.g., creation, correction, revision, or discontinuation of curricula, degrees, majors, minors, tracks, certificates, courses) to ensure that these are consistent with the academic departments', academic programs', and college's academic missions and goals.

CAP Executive Committee

In consultation with the dean and the Academic Governance Committee, the Executive Committee's role is to make recommendations and advise the dean about pressing short-term issues facing the college as well as long-range strategic planning, including budget considerations, policies, staffing, and other issues.

CAP College Facilities and Resources Committee

Provide guidance, oversight, and recommendations to the dean in support of equitable resource allocation, include: facility infrastructure, furnishings, classrooms, fabrication equipment, lab equipment and technology. When necessary, this standing committee will confer with other committees, colleges, or administrative units to coordinate the College's needs with those of other educational units across the campus.

CAP Budget Committee

CAP's Budget Committee advocates for and promotes the collective interests of the College and the institution by recommending fair and transparent budget processes and the equitable allocation of funds affecting operations and the educational mission of CAP.

CAP Academic Governance Committee

The Academic Governance Committee works on behalf of the faculty to identify college-level faculty, curricular, and other academic issues and coordinates standing committees and task forces to develop strategies, policies, and actions to address these issues in consultation and collaboration with faculty, staff, academic department chairs, academic program directors, the Executive Committee, and dean's office.

College of Engineering, Design, and Computing (CEDC) [Spring 2026]

Bylaws

https://www.ucdenver.edu/docs/librariesprovider113/default-document-library/bylaws/cedc---02_bylaws-9-15-20.pdf?sfvrsn=b1aba6b9_2

Getting Involved

Committee representatives are generally nominated by the individual chairs of departments. Consult with the CEDC bylaws or your department chair for details.

Committees

Engineering Scholarship Committee:

The Committee meets as necessary to award scholarships contributed by industry, organizations, and individuals.

First Level Review Committee:

The FLRC serves as a college-level review committee in matters of reappointment, tenure, and promotion and shall follow the procedures detailed in the University of Colorado Administrative Policy Statement Number 1022.

College Graduate Committee:

The committee's duties are approval of new or revised graduate courses, approval of college graduate faculty appointments, and approval of new and revised departmental graduate rules.

Committee on Accreditation:

The committee will review ABET requirements especially as they pertain to changes in ABET policy. The committee will periodically review departmental assessment procedures and recommend best-practice procedures.

College of Liberal Arts and Science (CLAS) [Spring 2026]

Bylaws

<https://clas.ucdenver.edu/faculty-staff/content/clas-bylaws-revised-and-approved-pdf>

Getting Involved

Committee membership in CLAS is determined by a college-wide faculty vote in the Spring semester. Check with the Dean's office for details.

Committees

CLAS Faculty Council

<https://clas.ucdenver.edu/faculty-staff/clas-faculty-council>

The CLAS Faculty Council is the major deliberative and legislative body of the College of Liberal Arts and Sciences, consisting of elected representatives from the tenured and tenure-track faculty and instructors and senior instructors.

CLAS Academic Ethics Committee

The CLAS Academic Ethics Committee hears cases arising from allegations of violations of academic ethics involving students, to render a decision as to the guilt or innocence of the student, and to inform the Dean of the College of Liberal Arts and Sciences of the penalties to be assessed.

CLAS Academic Standards Committee

The CLAS Academic Standards Committee reviews, hears, and decides upon student petitions including but not limited to these: waiver of or exception to College policies or requirements, grade appeals, retroactive add or withdrawal petitions, and course substitutions.

CLAS Budget and Planning Committee (CLAS BPC)

The CLAS Budget and Planning Committee reviews and consider budgetary matters of concern to the faculty, refer those matters as appropriate to the CLAS Council for deliberation and recommendation, and convey the will of the faculty on such matters to the Dean.

CLAS Educational Policies and Curriculum Committee (EPCC)

<https://clas.ucdenver.edu/faculty-staff/courses-curriculum-and-academic-policy/educational-policies-and-curriculum-committee-epcc/roles-and>

The CLAS EPCC develops and recommends approval for new college-wide educational policies to the CLAS Council, and Dean.

CLAS Informational Technology Committee

The CLAS Informational Technology Committee monitors actions of and serves as a liaison to campus and system IT offices to represent the college concerns to those offices.

CLAS Dean's Advisory Committee for IRCF Personnel Decisions (DAC-IRCF)

The Dean's Advisory Committee for Tenure-Track Faculty Personnel Decisions shall advise the Dean and the faculty on appropriate procedures for acting upon reappointment, tenure and promotion (RTP) decisions and on such matters as form and content of dossiers to be submitted and criteria to be applied.

CLAS Post-Tenure Review Committee (PTR)

The CLAS Post-Tenure Review Committee advises the Dean on post-tenure review in compliance with APS 1022, CU Denver, and CLAS policies.

School of Education and Human Development (SEHD) [Spring 2026]

Bylaws

Contact a member of the SEHD administration or a faculty governance representative—such as a member of the CU Denver Faculty Assembly—to obtain a copy of the SEHD bylaws.

Getting Involved

The standing committees in SEHD are comprised of faculty – consult the bylaws or check with your direct supervisor to get involved. SEHD holds a faculty-organized and led forum each semester to provide faculty with a space to engage with faculty governance.

Committees

Budget, Finance, and Policy Committee

Considers policies and reviews financial information to make recommendations to the dean regarding the allocation of SEHD resources, the school budget, and other matters related to finances in the school.

Program Leaders Council

Considers, learns together, informs one another, and makes decisions regarding practices and policies that affect more than one program area in the SEHD.

RTP Committee

Reviews and makes decisions on tenure, promotion, and post-tenure cases for tenure track faculty.

IRC Promotion and Contracts Committee

Reviews and makes decisions on promotion cases and multi-year contracts for IRC faculty.

Merit Review Committee

Conducts annual merit reviews for TT and IRC faculty and submits scores to the dean for approval.

Curriculum Committee

Reviews and makes decisions on tenure, promotion, and post-tenure cases for tenure track faculty.

Diversity, Equity, and Inclusion Committee

Addresses all the objectives in the school's diversity plan including culture and climate, diverse representation among faculty, staff, and students, and cultural competency.

Faculty Meeting Planning Committee

Schedules and plans the agendas for faculty meetings and faculty forums.

School of Public Affairs (SPA) [Spring 2026]

Bylaws

Contact a member of the SPA administration or a faculty governance representative—such as a member of the CU Denver Faculty Assembly—to obtain a copy of the SPA bylaws

Getting Involved

Committee representatives are generally nominated by the individual chairs of departments or the Dean. Consult with the SPA bylaws or your supervisor for details

Committees

Program Committees

All decisions concerning the program curriculum, including courses, concentrations, and certificates to be offered as part of the curriculum, and changes to program admissions requirements, may be made by the Program Committee, except that substantive changes to the requirements of the program, development of a proposed new degree program, and academic policies with schoolwide impact must be submitted to the Faculty Council for approval.

Budget Committee

The role of the Budget Committee is to advise the Dean on the School's annual budget, budget priorities, and other financial matters.

Academic Personnel Committee

The role of the Academic Personnel Committee is to advise the Dean in the annual faculty merit review process. Membership and procedures are set forth in the School's Annual Performance Evaluation of Faculty policy.

Reappointment, Tenure, and Promotion Committee

The role of the Reappointment, Tenure, and Promotion Committee is to advise the Dean on faculty reappointment, tenure, and promotion decisions.

Dean's Review Committee

The role of the Dean's Review Committee is to review the recommendations of the Reappointment, Tenure, and Promotion Committee with respect to tenure-track and tenured faculty and to provide a thorough assessment of the candidate's strengths and weaknesses to the Dean in accordance with university policy.

Appendix 6: External Resources on Effective Faculty Governance

[Developing a Strategic Plan and Organizational Structure, Chapter 09, Section 07: Writing Bylaws](#) (University of Kansas)

[Model bylaws for Committees](#) (University of Missouri)

Bylaws Exemplar: <https://faculty.northeastern.edu/handbook/governance/faculty-senate-bylaws/>

Office of Faculty Affairs: <https://www.ucdenver.edu/offices/faculty-affairs/shared-governance-at-cu-denver>

Appendix 7: Robert's Rules of Order, Simplified (from Cornell University)

Guiding Principles

- Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.
- Everyone has the right to know what is going on at all times. Only urgent matters may interrupt a speaker.
- Only one thing (motion) can be discussed at a time.

A motion is the topic under discussion (e.g., “I move that we add a coffee break to this meeting”). After being recognized by the president of the board, any member can introduce a motion when no other motion is on the table. A motion requires a second to be considered. If there is no second, the matter is not considered. Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).

If a matter is considered relatively minor or opposition is not expected, a call for **unanimous consent** may be requested. If the request is made by others, the president of the board will repeat the request and then pause for objections. If none are heard, the motion passes.

How to do things

You want to bring up a new idea before the group. After recognition by the president of the board, present your motion. A second is required for the motion to go to the floor for discussion, or consideration.

You want to change some of the wording in a motion under discussion. After recognition by the president of the board, move to amend by adding words, striking words or striking and inserting words.

You like the idea of a motion being discussed, but you need to reword it beyond simple word changes. Move to substitute your motion for the original motion. If it is seconded, discussion will continue on both motions and eventually the body will vote on which motion they prefer.

You want more study and/or investigation given to the idea being discussed. Move to refer to a committee. Try to be specific as to the charge to the committee.

You want more time personally to study the proposal being discussed. Move to postpone to a definite time or date.

You are tired of the current discussion. Move to limit debate to a set period of time or to a set number of speakers. Requires a 2/3rds vote.

You have heard enough discussion. Move to close the debate. Also referred to as calling the question. This cuts off discussion and brings the assembly to a vote on the pending question only. Requires a 2/3rds vote.

You want to postpone a motion to some later time. Move to table the motion. The motion may be taken from the table after 1 item of business has been conducted. If the motion is not taken from the table by the end of the next meeting, it is dead. To kill a motion at the time it is tabled requires a 2/3rds vote. A majority is required to table a motion without killing it.

You believe the discussion has drifted away from the agenda and want to bring it back. “Call for orders of the day.”

You want to take a short break. Move to recess for a set period of time.

You want to end the meeting. Move to adjourn.

You are unsure the president of the board announced the results of a vote correctly. Without being recognized, call for a "division of the house." A roll call vote will then be taken.

You are confused about a procedure being used and want clarification. Without recognition, call for "Point of Information" or "Point of Parliamentary Inquiry." The president of the board will ask you to state your question and will attempt to clarify the situation.

You have changed your mind about something that was voted on earlier in the meeting for which you were on the winning side. Move to reconsider. If the majority agrees, the motion comes back on the floor as though the vote had not occurred.

You want to change an action voted on at an earlier meeting. Move to rescind. If previous written notice is given, a simple majority is required. If no notice is given, a 2/3rds vote is required.

You may interrupt a speaker for these reasons only:

- to get information about business, clarify a point of information or get information about rules
- to issue a parliamentary inquiry
- to inform the chair that you can't hear or have safety or comfort concerns
- to question of privilege
- to note a breach of the rules
- to raise a point of order
- to appeal the president of the board's ruling
- to object to unanimous consent

	Must be seconded	Open for Discussion	Can be amended	May be reconsidered or rescinded	Vote count required
Main motion	X	X	X	X	Simple Majority
Amend a motion	X	X		X	Majority
Kill a motion	X		X	X	Majority
Kill a debate			X	X	
Close discussion	X			X	
Recess	X		X		Majority
Adjourn	X				Majority
Refer to Committee	X	X	X	X	Majority
Postpone to later	X	X	X	X	Majority
Table	X				Majority
Postpone indefinitely	X	X	X	X	Majority

Adapted from https://assembly.cornell.edu/sites/default/files/roberts_rules_simplified.pdf