

## Section II: Faculty Survey on the State of Shared Governance

Successful faculty shared governance relies on the widespread belief that faculty participation in shared governance is meaningful and that the work environment supports faculty involvement in the leadership of the university. On February 27, the Office of the Provost invited all rostered faculty members to take an online survey on their perceptions of the health of faculty shared governance at CU Denver's colleges, schools, and libraries.

### A. Survey Development and Process

The project team developed an initial survey question set designed to evaluate faculty opinion about the state of faculty shared governance in their respective colleges. Following this work, the team shared drafts the deans of each college, the chair of the CU Denver Faculty Assembly (Sasha Breger-Bush), and the President of the University of Colorado Denver Association of Lecturers and Instructors (UCDALI; Elizabeth Pugliano), among other faculty and staff. In response to the feedback, the team amended word choices, added options to elaborate on responses to some of the questions, and added a general question to address campus-level faculty shared governance. The team also conducted a pilot test of the survey to inform final refinements to the tool and language.

The definitive version of the survey included 10 questions (see Appendix 1).

AVC Turan Kayaoglu sent an e-mail on February 27 to the rostered faculty with an invitation to complete the survey (see Appendix 2). The survey remained open until March 11. During this period, participants who had not completed the survey were sent two reminders, and the project team and faculty shared governance groups actively encouraged participation. In total, 265 faculty members responded to the survey. Because faculty shared governance is not central to the work of lecturers and part time faculty, 20 lecturers without a permanent appointment and three additional faculty members with less than a 50% FTE contract were removed from the response data reported on below. In this summary, we report on the 242 qualifying responses, representing an overall response rate of 36% among rostered CU Denver faculty.

Table 5 presents the overall response rates of the survey by college, as well as the number of responses by role classification within each college. Additional notes on the methods and process (from CU Denver’s Office of Institutional Research and Effectiveness) are provided in Appendix 3.

	<b>Total Number</b>	<b>Response Rate</b>	<b>Instructors</b>	<b>TP</b>	<b>T/TT</b>
<b>LIB</b>	9	56%	8	0	1
<b>BUS</b>	34	51%	10	5	19
<b>CAM</b>	24	48%	5	3	16
<b>CAP</b>	12	38%	0	1	11
<b>CEDC</b>	16	17%	1	2	13
<b>CLAS</b>	102	34%	11	15	76
<b>SEHD</b>	29	36%	5	8	16
<b>SPA</b>	16	62%	0	3	13

## B. Survey Results

To enable descriptive quantitative analysis and facilitate readability, the Likert-scale responses were re-coded in the following manner (see Table 6). In this re-coding, positive values represent positive sentiments and negative values represent negative sentiments.

<b>Survey Item</b>	<b>Value</b>
“Strongly Agree”	+2
“Agree”	+1
“Neither Agree nor Disagree”	0
“Disagree”	-1
“Strongly Disagree”	-2

To address the fact that reporting averages can obscure pertinent patterns in the data, such as bi-modal distributions observed in some response patterns, Appendix 4 presents histograms for each of the survey questions, both as an all-campus summary and stratified by college. The project team recommends that readers closely consult these histograms to gain a full understanding of the response patterns.

## 1. College administration support of faculty shared governance

The first set of questions addressed the general theme of support from college administration for various indicators of faculty shared governance. These questions included:

Q01: *My college/school/library administration respects faculty decisions in areas in which the faculty has principal responsibility (such as pedagogy, curriculum, scholarly or creative work, and academic ethics).*

Q02: *My college/school/library respects faculty recommendations on the selection and evaluation of faculty.*

Q03: *My college/school/library administration seeks meaningful faculty input on issues (such as planning) in which the faculty has appropriate interest but not principal responsibility.*

Q04: *My college/school/library administration supports faculty shared governance.*

A quantitative summary of responses to questions under this theme is presented in Table 7. Overall, survey participants indicated slightly to moderately positive perceptions about their college's support of faculty shared governance. In general, faculty agreed that their college respects faculty authority in the appropriate areas, including submitting recommendations for faculty hires and supporting faculty shared governance in a general sense.

The prompt: "My college/school/library administration seeks meaningful faculty input on issues (such as planning) in which the faculty has appropriate interest but not principal responsibility" achieved the least favorable response score, signifying a neutral opinion collectively, of **+0.14**.

**Table 7: Summary of Survey Responses by College in Questions on College Support of Faculty Governance**

	<b>Q01 College Respects Faculty Authority in Appropriate Areas</b>	<b>Q02 College Respects Hiring Recommendations</b>	<b>Q03 College Seeks Faculty Input</b>	<b>Q04 College Support</b>
<b>BUS</b>	+0.32 (-0.10)	+0.74 (+0.08)	+0.22 (1.3)	+0.15 (-0.35)
<b>CAM</b>	+0.23 (-0.18)	+0.23 (-0.38)	-0.10 (-0.18)	+0.24 (-0.27)
<b>CAP</b>	+0.36 (-0.07)	+0.82 (+0.15)	+0.09 (-0.04)	+0.60 (+0.04)
<b>CEDC</b>	+0.50 (+0.04)	+0.43 (-0.20)	<b>-0.54 (-0.53)</b>	+0.00 (-0.48)
<b>CLAS</b>	+0.47 (+0.01)	+0.70 (+0.05)	+0.20 (+0.05)	+0.70 (+0.13)
<b>LIB</b>	-0.11 (-0.46)	+0.89 (+0.22)	-0.44 (-0.46)	+1.00 (+0.40)
<b>SEHD</b>	+1.04 (+0.48)	+0.92 (+0.25)	<b>+0.86 (+0.56)</b>	+1.04 (+0.43)
<b>SPA</b>	+0.19 (-0.21)	+0.25 (-0.36)	-0.38 (-0.40)	+0.07 (-0.42)
<b>CU Denver</b>	<b>+0.45</b>	<b>+0.65</b>	<b>+0.14</b>	<b>+0.55</b>

This table shows the average score with the average standard deviation from the mean (z-score) indicated in parentheses. Negative values are highlighted with red text, and scores with z-score values > |0.5| are highlighted with bold text.

## 2. General perceptions about faculty shared governance and bylaws in the colleges

Several survey questions tested general faculty perceptions about bylaws and faculty shared governance in the respective college. These questions included:

Q08: *Shared governance processes and responsibilities are clearly defined in college/ school/ library governance documents (e.g., bylaws).*

Q12: *I am satisfied with the state of faculty shared governance at my college/ school/ library.*

Q13: *Faculty have a meaningful impact on college/ school/ library policies that matter to me.*

Q14: *I feel comfortable speaking up in college/ school/ library faculty meetings, even if my position differs from that of administrative leaders.*

A quantitative summary of responses to questions under this theme is presented in Table 08. Overall, survey participants once again indicated slightly to moderately positive perceptions about their college's support of faculty shared governance, with scores between 0.2 and 0.3, apart from "general satisfaction with faculty shared governance," which yielded a slightly negative overall score (-0.12).

**Table 8: Summary of Survey Responses by College in Questions on College Support of Faculty Governance**

	Q08 Shared Governance Processes are Clearly Defined in the Bylaws	Q12 Satisfaction with College Faculty Shared Governance	Q13 Faculty Have a Meaningful Impact on College Policy	Q14 Comfort with Speaking Up about Sensitive Matters
BUS	+0.27 (0.0)	-0.19 (-0.05)	-0.08 (-0.23)	+0.17 (-0.04)
CAM	+0.29 (+0.02)	-0.41 (-0.24)	+0.48 (+0.21)	+0.22 (-0.01)
CAP	<b>-0.50 (-0.74)</b>	-0.18 (-0.05)	+0.36 (+0.12)	+0.27 (+0.03)
CEDC	<b>-0.25 (-0.50)</b>	-0.43 (-0.26)	-0.36 (-0.45)	+0.21 (-0.01)
CLAS	+0.29 (+0.02)	-0.10 (+0.02)	+0.22 (0.00)	+0.15 (-0.06)
LIB	<b>+1.22 (+0.92)</b>	<b>+0.56 (+0.56)</b>	+0.78 (+0.45)	+0.44 (+0.17)
SEHD	+0.61 (+0.33)	+0.30 (+0.35)	+0.54 (+0.25)	+0.55 (+0.25)
SPA	-0.07 (-0.32)	-0.50 (-0.31)	-0.19 (-0.32)	+0.06 (-0.13)
<b>CU Denver</b>	<b>+0.27</b>	<b>-0.12</b>	<b>+0.21</b>	<b>+0.23</b>

This table shows the average score with the average standard deviation from the mean (z-score) indicated in parentheses. Negative values are highlighted with red text, and scores with z-score values > |0.5| are highlighted with bold text.

### 3. Perceptions about administrative support of faculty shared governance at the campus level

Following feedback from multiple faculty shared governance leaders, the project team included a question to address administrative support of faculty shared governance at the campus level.

Q05: *University-level administration supports faculty shared governance.*

A quantitative summary of responses to this question is presented in Table 9. Overall, responses indicated general disagreement with the idea that university-level administrative supports faculty shared governance. The average response scores for all colleges reflected moderately negative perceptions with an overall score of **-0.42**. Notable exceptions were reported by respondents from the Auraria Library and CAM, who agreed slightly or moderately with the statement.

**Table 9: Summary of Survey Responses by College in Questions on University Administration Support of Faculty Governance**

<b>Q05</b>	
<b>University-level administration supports faculty shared governance</b>	
<b>BUS</b>	<b>-0.24</b> (+0.15)
<b>CAM</b>	+0.14 (+0.48)
<b>CAP</b>	<b>-0.40</b> (+0.02)
<b>CEDC</b>	<b>-0.77</b> (-0.30)
<b>CLAS</b>	<b>-0.75</b> (-0.28)
<b>LIB</b>	<b>+0.33</b> ( <b>+0.64</b> )
<b>SEHD</b>	<b>-0.20</b> (+0.19)
<b>SPA</b>	0.00 (+0.36)
<b>CU Denver</b>	<b>-0.42</b>

This table shows the average score with the average standard deviation from the mean (z-score) indicated in parentheses. Negative values are highlighted with red text, and scores with z-score values > |0.5| are highlighted with bold text.

#### 4. Faculty involvement with shared governance

One question addressed faculty involvement in shared governance:

Q11: *I am involved in faculty shared governance in my college/school/library.*

A quantitative summary of responses to this question is presented in Table 10. While there was again substantial variation between the colleges (most notably BUS and CEDC, with low scores and LIB and CAP with high scores), CU Denver faculty agreed with the statement that they are personally involved with faculty governance.

**Table10: Summary of Survey Responses by College in Questions on Faculty Involvement in Shared Governance**

Q11 I am involved in faculty shared governance in my college, school, or library	
BUS	+0.03 (-0.41)
CAM	+0.57 (+0.03)
CAP	<b>+1.20 (+0.54)</b>
CEDC	<b>-0.40 (-0.79)</b>
CLAS	+0.61 (+0.07)
LIB	<b>+1.33 (+0.67)</b>
SEHD	+0.48 (-0.04)
SPA	+0.88 (+0.29)
<b>CU Denver</b>	<b>+0.53</b>

This table shows the average score with the average standard deviation from the mean (z-score) indicated in parentheses. Negative values are highlighted with red text, and scores with z-score values > |0.5| are highlighted with bold text.

## 5. Open-ended survey questions: strengths and weaknesses

The survey included five questions with optional prompts to enable respondents to elaborate further, as well as two open-response questions: (1) *Please comment below on what you see as faculty shared governance **strengths** at your college/school/library,* and (2) *Please comment below on what you see as faculty shared governance **weaknesses** at your college/school/library.*

In total, 103 faculty members responded about strengths in faculty shared governance and 109 responded about weaknesses (see Table 11).

**Table 11: Faculty Shared Governance Survey Responses by College and Role Classification**

	<i>Please comment below on what you see as faculty shared governance <b>strengths</b> at your college/school/library</i>				<i>Please comment below on what you see as faculty shared governance <b>weaknesses</b> at your college/school/library</i>			
	<b>Total</b>	<b>Inst</b>	<b>TP</b>	<b>TTT</b>	<b>Total</b>	<b>Inst.</b>	<b>TP</b>	<b>T/TT</b>
BUS	<b>13</b>	2	2	9	<b>12</b>	2	1	9
CAM	<b>10</b>	4	0	6	<b>11</b>	3	0	8
CAP	<b>5</b>	0	0	5	<b>6</b>	0	0	6
CEDC	<b>6</b>	0	1	5	<b>6</b>	0	1	5
CLAS	<b>41</b>	2	5	34	<b>48</b>	4	6	38
LIB	<b>6</b>	5	0	1	<b>6</b>	5	0	1
SEHD	<b>12</b>	4	4	8	<b>11</b>	0	2	9
SPA	<b>10</b>	0	2	8	<b>9</b>	3	1	5
<b>Total</b>	<b>103</b>	<b>13</b>	<b>10</b>	<b>68</b>	<b>100</b>	<b>14</b>	<b>10</b>	<b>76</b>

The project team categorized each response under several themes derived from the ideas within responses. A single response could generate multiple ideas (e.g., the “bylaws should be improved, and administration should improve its communication with faculty” reflects two ideas), and care was taken to avoid categorizing a single idea more than once. Once the initial list was generated, themes were combined into a single bullet where possible. Themes were merged if they could be combined without a loss to the key idea.

Thematic groupings for the two open-ended question prompts are provided Appendices 5 and 6. Because survey responses specifically related to individual colleges and their governance, the colleges from which the ideas emerged in connection with each bulleted idea are indicated in the appendices. Please note that some respondents provided *critiques* of faculty governance in response to this question prompt on *strengths* of faculty shared governance. These responses are included as equivalent members of the response sets.

The following ideas encompass five or more individual responses from the question prompt on the *strengths* of faculty shared governance strengths at the college level:

**(a) there is strong support and respect for shared faculty governance from college administration**

[1 BUS, 9 CLAS, 5 SEHD, 3 SPA];

**(b) there is a strong and well-articulated faculty shared governance committee structure or effective bylaws at the college level**

[9 CLAS, 3 LIB, 1 SEHD];

**(c) there is strong commitment to college-level faculty governance among the faculty itself**

[1 CEDC, 5 CLAS, 1 LIB, 1 SEHD, 3 SPA];

**(d) faculty governance at the college level is strong, healthy, or respected**

[8 CLAS];

**(e) faculty members have the option to participate in governance**

[1 CEDC, 5 CLAS, 1 LIB, 1 SEHD, 3 SPA]

**(f) there is strong transparency around governance in the college**

[1 CEDC, 2 CLAS, 1 LIB, 1 SEHD].

Several themes emerged from the question prompt on the *weaknesses* of shared faculty governance. The following ideas constituted at least five responses:

**(a) there is a need for improved engagement with faculty governance from campus-level administration**

[1 BUS, 16 CLAS, 1 SEHD];

**(b) college administration lacks transparency or should improve communication with faculty**

[1 CAM, 4 CEDC, 3 CLAS, 4 LIB];

**(c) faculty governance serves only a symbolic purpose to legitimize administrative decisions**

[3 CAM, 1 CAP, 6 CLAS, 1 SPA];

**(d) there is a need for improved communication and transparency from faculty governance groups**

[1 CAM, 7 CLAS];

**(e) administration exerts too much authority over some faculty**

[1 BUS, 2 CAM, 5 SPA]



**(f) there is a lack of awareness among faculty about the roles and functions of shared faculty governance**

[1 BUS, 1 CAP, 1 CAM, 2 CLAS, 3 SPA].

## D. Summary

The intent of conducting this survey is to achieve both a general description of faculty perceptions about college-level faculty governance and to collect ideas on strengths and weaknesses of shared faculty governance practices. 265 of CU Denver's faculty responded to this survey, itself a strong indication that the faculty community cares about shared faculty governance. The Project Team is grateful to all our colleagues who took the time to respond to the survey.

Unsurprisingly, the survey data demonstrate significant variation between the colleges and these data should be interpreted with those college-specific responses in mind.

Survey responses suggest that faculty agree that their college is supportive of shared faculty governance, with close-to-neutral agreement with the idea that the colleges seek faculty input (with an average response score of +0.1), and with overall satisfaction with college-level faculty governance (**-0.12**).

Support from upper-level administration of faculty shared governance, however, is perceived as needing improvement (with average response score of **-0.42**, indicating general disagreement with the idea that upper-administrations are supportive of faculty governance). This idea also emerged as one of the top themes in the open-ended responses about faculty shared governance.

Finally, it is notable that CU Denver's faculty indicated moderate agreement with the statement that they are involved with faculty governance (**+0.53**)

# Appendix 1: Survey on Faculty Shared Governance at CU Denver

## **Questions with an option to elaborate in an open-ended response**

[Q01] My college/school/library administration respects faculty decisions in areas in which the faculty has principal responsibility (such as pedagogy, curriculum, scholarly or creative work, and academic ethics).

[Q02] My college/school/library respects faculty recommendations on the selection and evaluation of faculty.

[Q03] My college/school/library administration seeks meaningful faculty input on issues (such as budgeting) in which the faculty has appropriate interest but not principal responsibility.

[Q04] My college/school/library administration supports faculty shared governance.

[Q05] University-level administration supports faculty shared governance.

## **Open Ended Responses**

[QXX1] Please comment below on what you see as faculty shared governance strengths at your college/school/library.

[QXX2] Please comment below on what you see as faculty shared governance weaknesses at your college/school/library.

## **Survey Questions**

[Q08] Shared governance processes and responsibilities are clearly defined in college/school/library governance documents (e.g., bylaws).

[Q09] Have you ever served on CU Denver committees? (Check all that apply)

[Q10] Have you ever served in an administrative position (dean, department chair, program director, other) at CU Denver?

[Q11] I am involved in faculty shared governance in my college/school/library.

[Q12] I am satisfied with the state of faculty shared governance at my college/school/library.

[Q13] Faculty have a meaningful impact on college/school/library policies that matter to me.

[Q14] I feel comfortable speaking up in college/school/library faculty meetings, even if my position differs from that of administrative leaders.

## Appendix 2: E-Mail Inviting Faculty Members to Participate in the Survey

Faculty shared governance—the principle that administration and faculty collaborate on important decisions affecting the university—is a well-established tradition higher education. At the University of Colorado, shared governance principles are articulated in [Regent Policy 5.A](#). These principles are practiced through shared governance groups at multiple levels of our university: the system, campus, school/college/library, and primary unit.

We are conducting a survey of all CU Denver faculty to learn about your experiences with and your perspectives **on faculty shared governance in CU Denver’s colleges, schools, and library**. We request that you complete this survey, which should take no longer than 5 to 10 minutes, to support our efforts. The survey will remain open until March 11, 2024.

**Follow this link to the Survey:**

[Take the Survey](#)

Or copy and paste the URL below into your internet browser:

[https://ucdenver.co1.qualtrics.com/jfe/form/SV\\_3q5kJVx3POSqvKC?Q\\_DL=LrxQOgSSFxWSrDC\\_3q5kJVx3POSqvKC\\_CGC\\_R5O6nn0LhNe5SVR&Q\\_CHL=email](https://ucdenver.co1.qualtrics.com/jfe/form/SV_3q5kJVx3POSqvKC?Q_DL=LrxQOgSSFxWSrDC_3q5kJVx3POSqvKC_CGC_R5O6nn0LhNe5SVR&Q_CHL=email)

**This link is unique to you. Please do not forward or share.**

Results will be included in a State of Faculty Shared Governance Report that the CU Denver Office of Faculty Affairs (OFA) will publish this spring. This report will review shared governance structures and practices at school, college, and library levels, with the goal of informing our mutual efforts to strengthen faculty shared governance at CU Denver.

This survey is confidential. We ensure anonymity unless you choose to share identifiable information, such as names, in the open-ended questions. Information disclosed will not initiate outreach or a formal investigation and does not constitute official reporting to the university.

Please reach out to me with any questions about the State of Faculty Shared Governance survey or report.

Thank you,

Turan Kayaoglu  
Associate Vice Chancellor for Faculty Affairs  
Professor of Political Science

## Appendix 3: Survey Methods and Process Notes

*from the Office of Institutional Research and Effectiveness*

The Faculty Shared Governance survey consisted of 10 Likert-scale items asking for opinions about shared governance policies, practices, and support, 2 multiple choice items asking about involvement in shared governance and administrative roles, and 7 optional text boxes to provide context to other responses. Demographic data, including title, FTE percentage, school/college, and department, were generated from the Office of Institutional Research and Effectiveness (OIRE) database and embedded in the survey. The survey was administered via Qualtrics.

All CU Denver faculty, as identified in the OIRE database, initially received the survey via email in early March. Respondents were informed their response would be confidential. Two reminder emails were sent to those who had not completed the survey. The survey closed after two weeks.

At the survey's end, partial responses were captured. Any respondent who had answered at least one item on the survey was included in the analysis.

### **Response Rates**

Response rates are calculated for rostered faculty, excluding lecturers.

The overall response rate was 36%, with 242 responses received.

Response rates varied among schools and colleges, as follows:

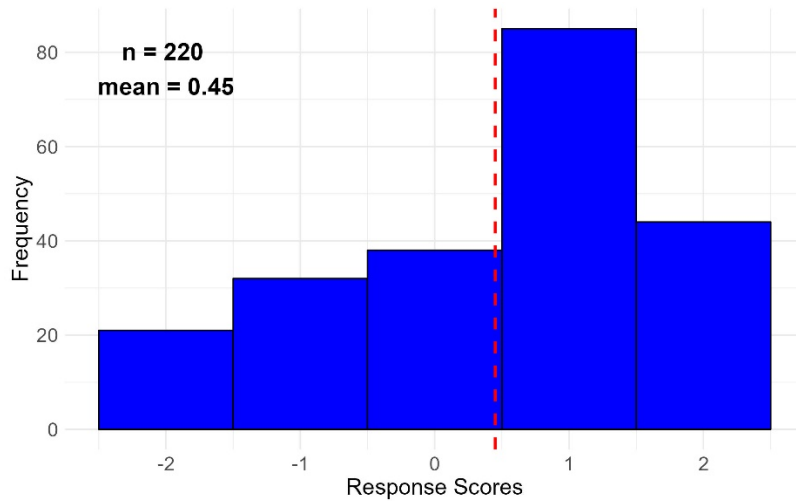
- Auraria Library – 56%
- Business School – 51%
- College of Architecture and Planning – 38%
- College of Arts and Media – 48%
- College of Engineering, Design, and Computing – 17%
- College of Liberal Arts and Sciences – 34%
- School of Education and Human Development – 36%
- School of Public Affairs – 62%

Tenured/tenure-track faculty had a higher response rate (46%) than IRC faculty (28%).

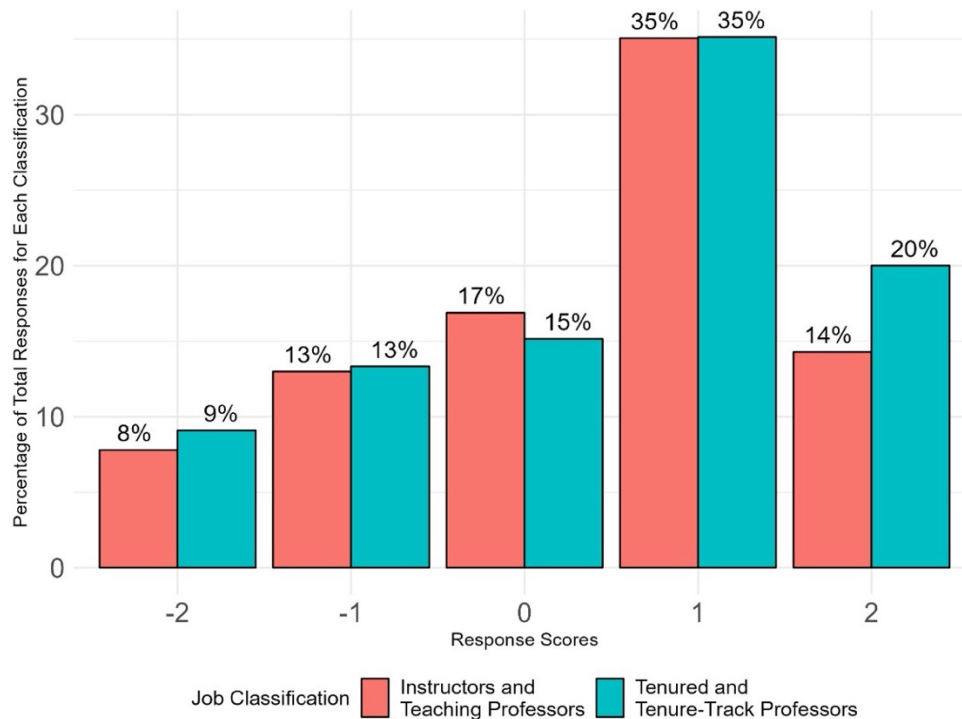
## Appendix 4: Histograms of Survey Question Responses by College

**Q01: My college/school/library administration respects faculty decisions in areas in which the faculty has principal responsibility (such as pedagogy, curriculum, scholarly or creative work, and academic ethics).**

### Campus-wide response scores



### Overall Response Scores by Job Classification (as a percentage of each category)



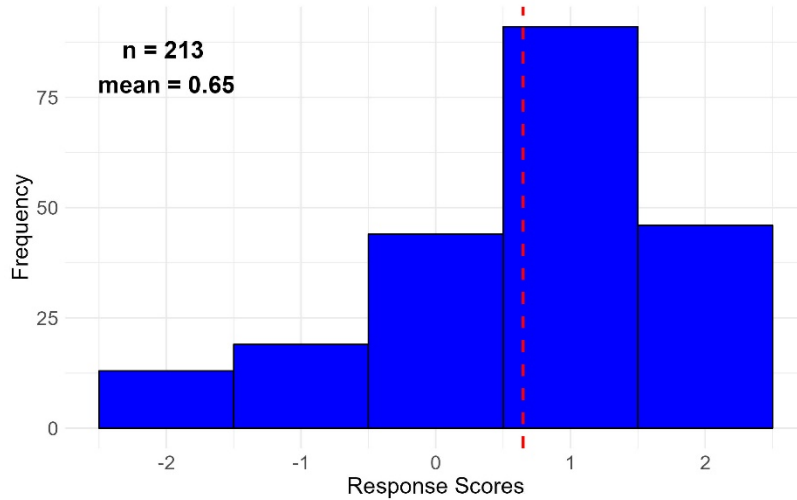
**Q01: My college/school/library administration respects faculty decisions in areas in which the faculty has principal responsibility (such as pedagogy, curriculum, scholarly or creative work, and academic ethics).**

**Response Scores, Stratified by College, School, and Library** (total number of responses)

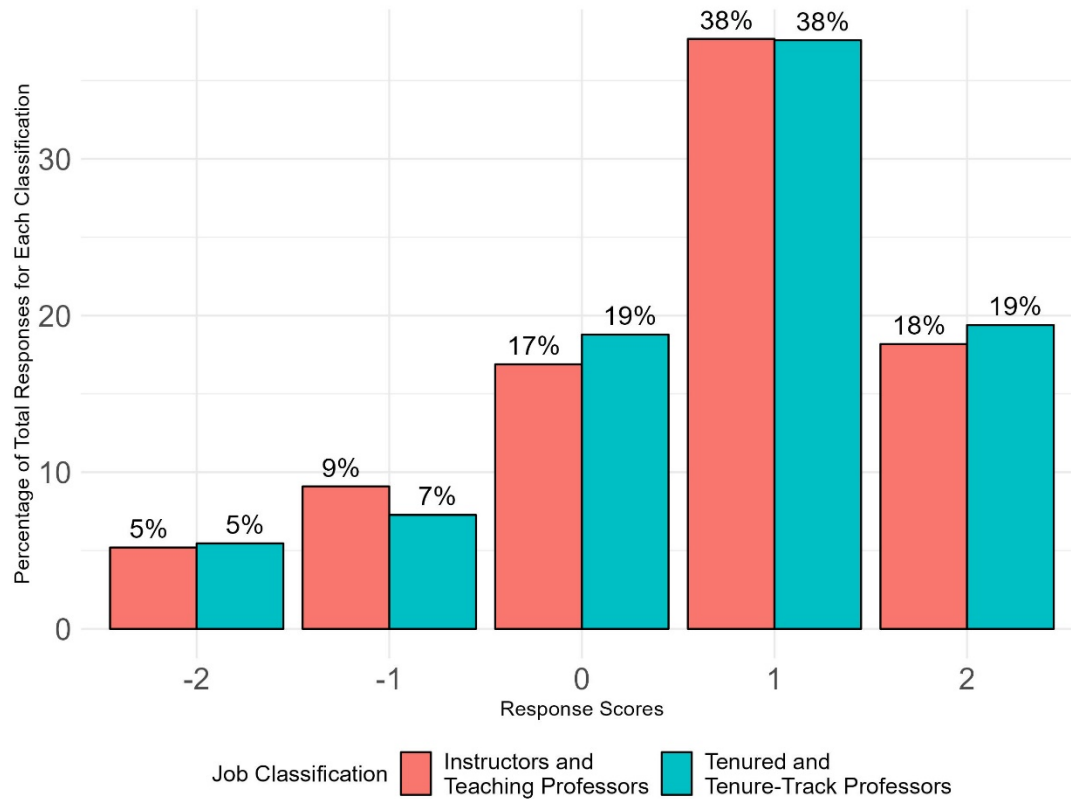


**Q02: My college/school/library respects faculty recommendations on the selection and evaluation of faculty.**

**Campus-wide response scores**

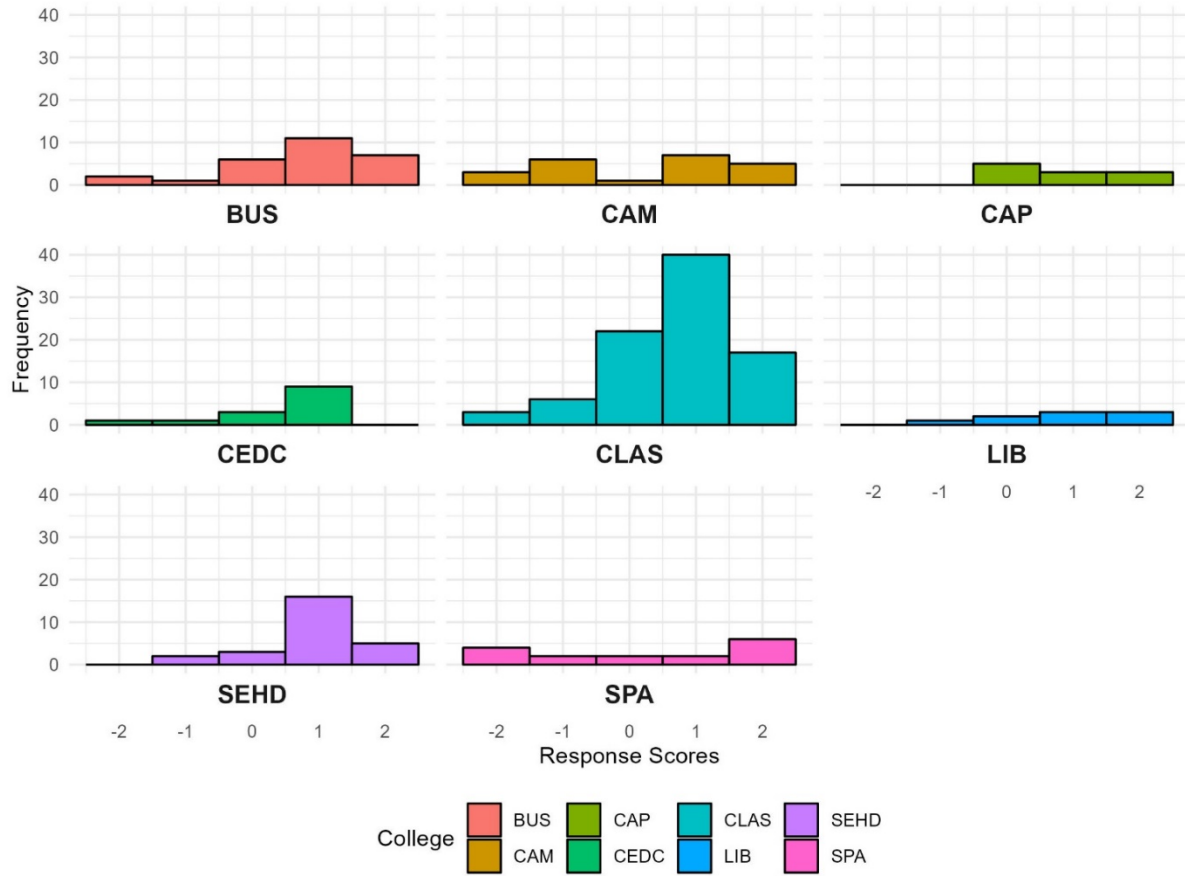


**Overall Response Scores by Job Classification** (as a percentage of each category)



**Q02: My college/school/library respects faculty recommendations on the selection and evaluation of faculty.**

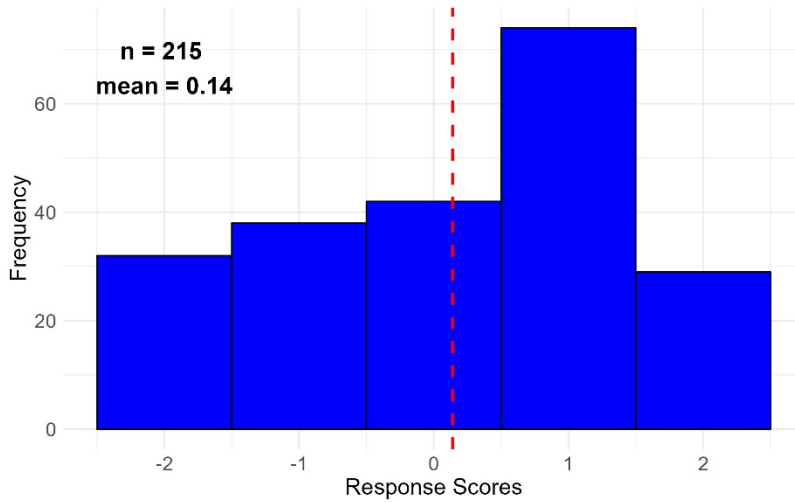
**Response Scores, Stratified by College, School, and Library** (total number of responses)



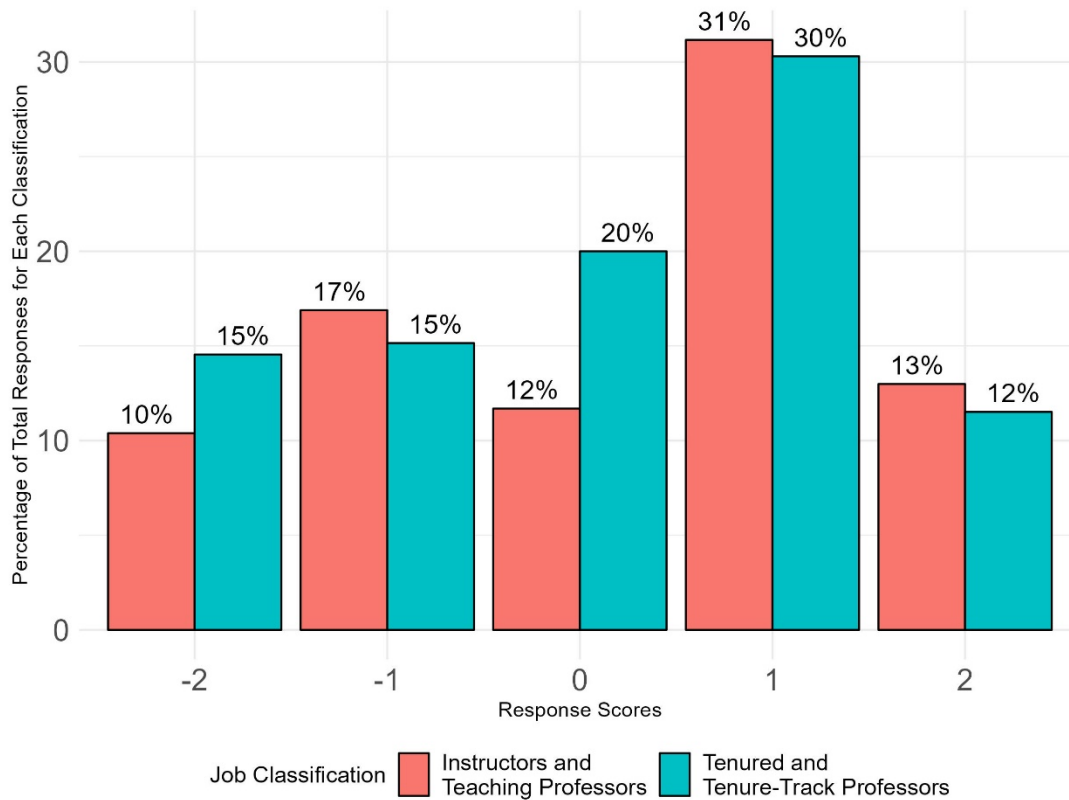


**Q03: My college/school/library administration seeks meaningful faculty input on issues (such as planning) in which the faculty has appropriate interest but not principal responsibility.**

**Campus-wide response scores**

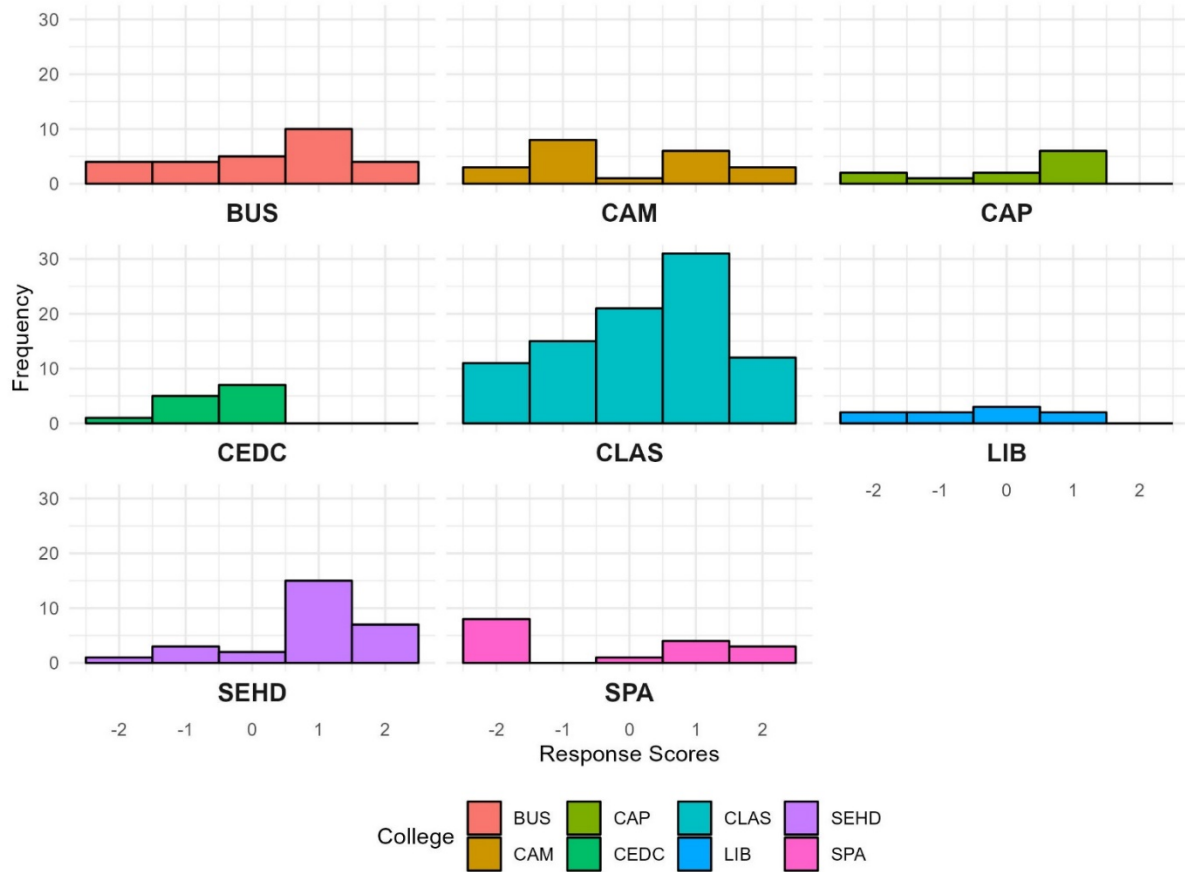


**Overall Response Scores by Job Classification** (as a percentage of each category)



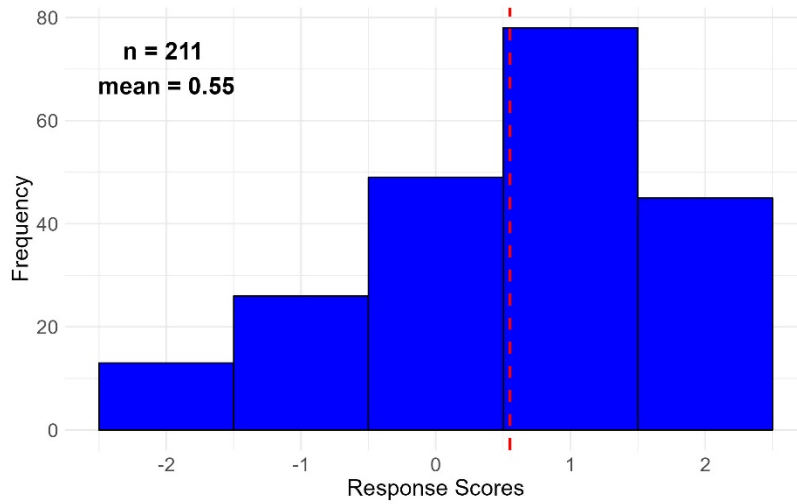
**Q03: My college/school/library administration seeks meaningful faculty input on issues (such as planning) in which the faculty has appropriate interest but not principal responsibility.**

**Response Scores, Stratified by College, School, and Library** (total number of responses)

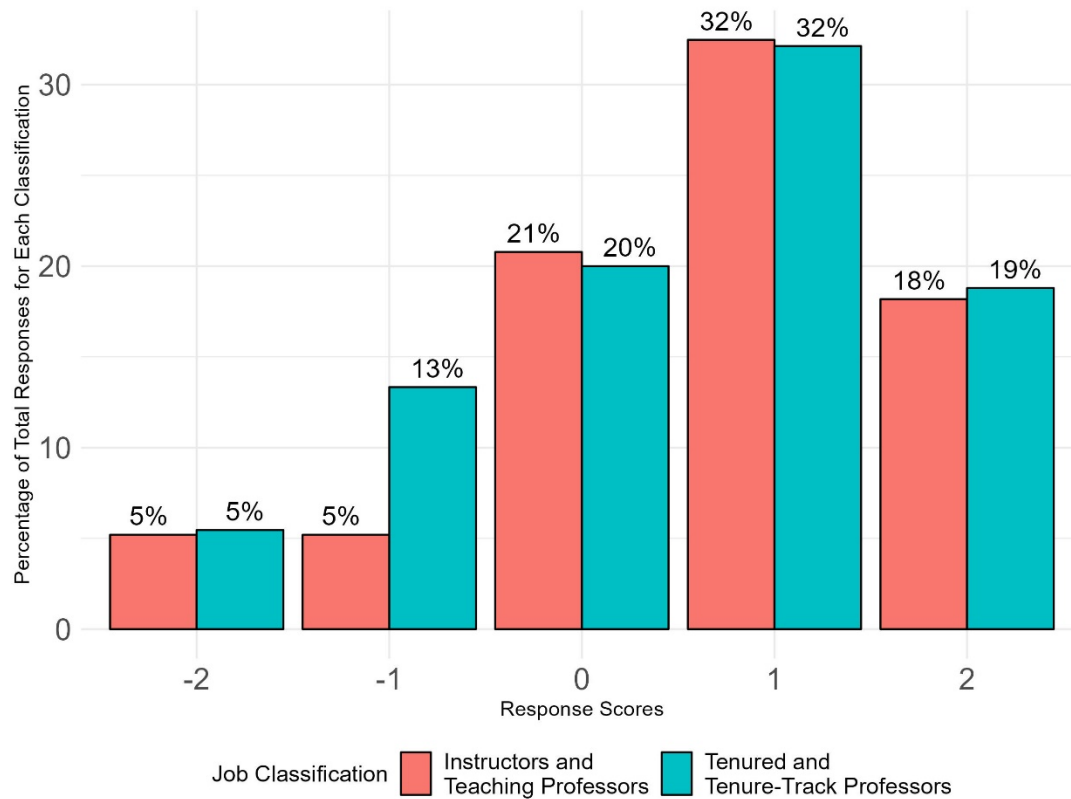


**Q04: My college/school/library administration supports faculty shared governance.**

**Campus-wide response scores**

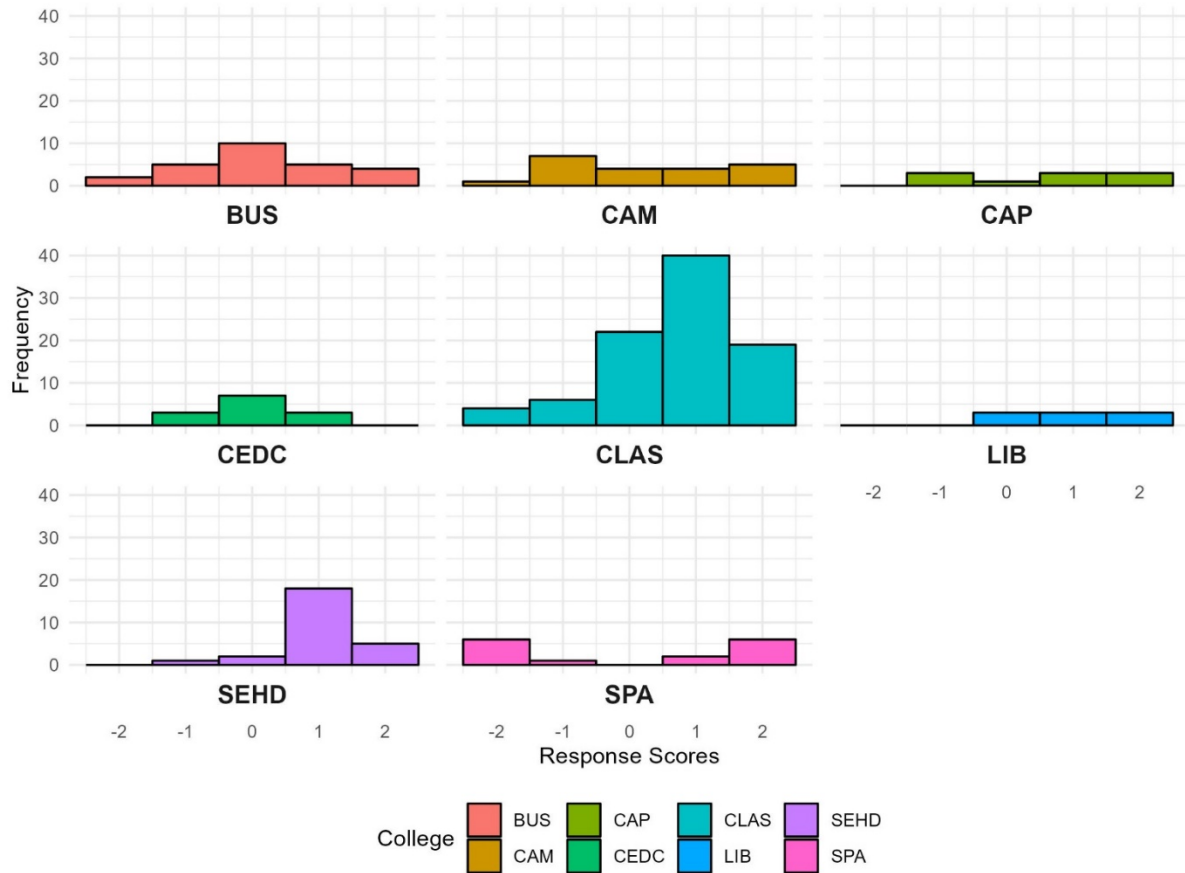


**Overall Response Scores by Job Classification** (as a percentage of each category)



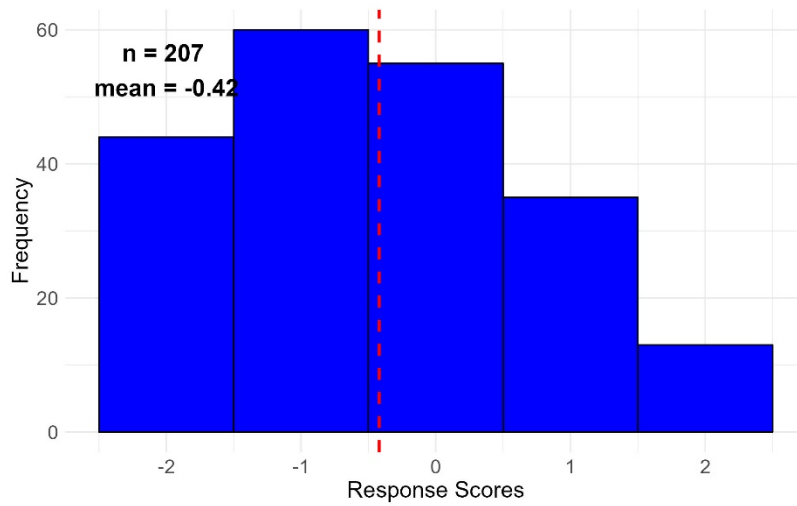
**Q04: My college/school/library administration supports faculty shared governance.**

**Response Scores, Stratified by College, School, and Library** (total number of responses)

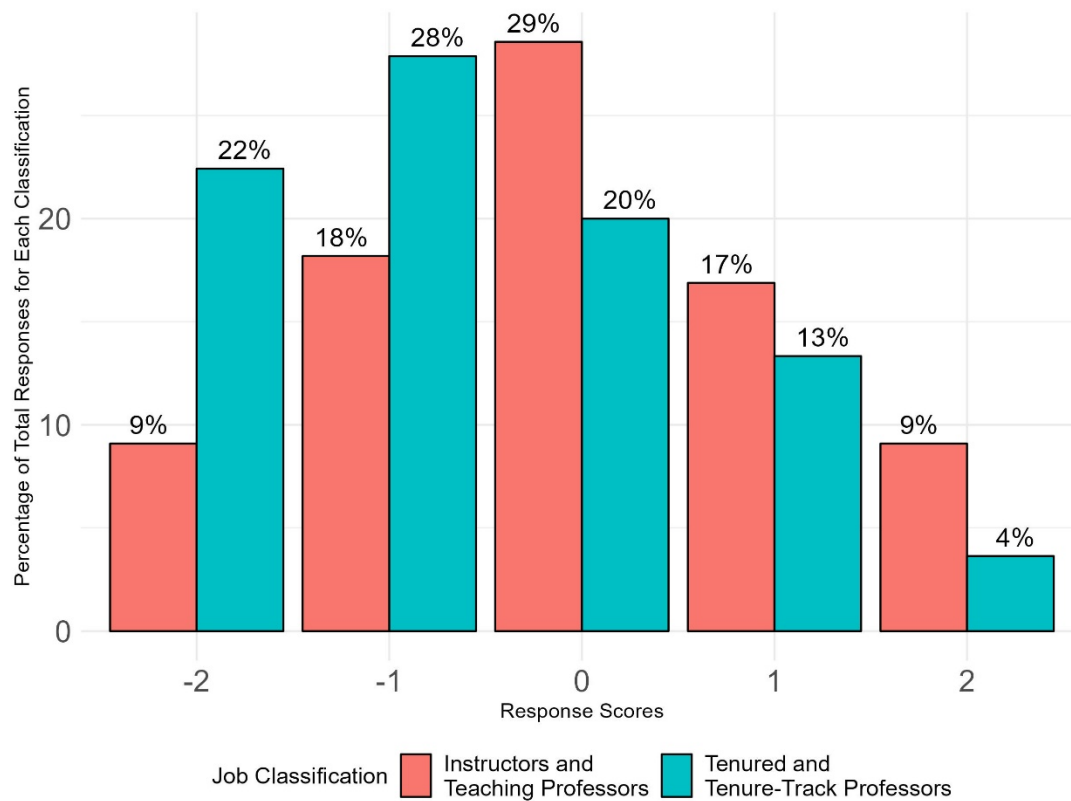


**Q05: University-level administration supports faculty shared governance.**

**Campus-wide response scores**

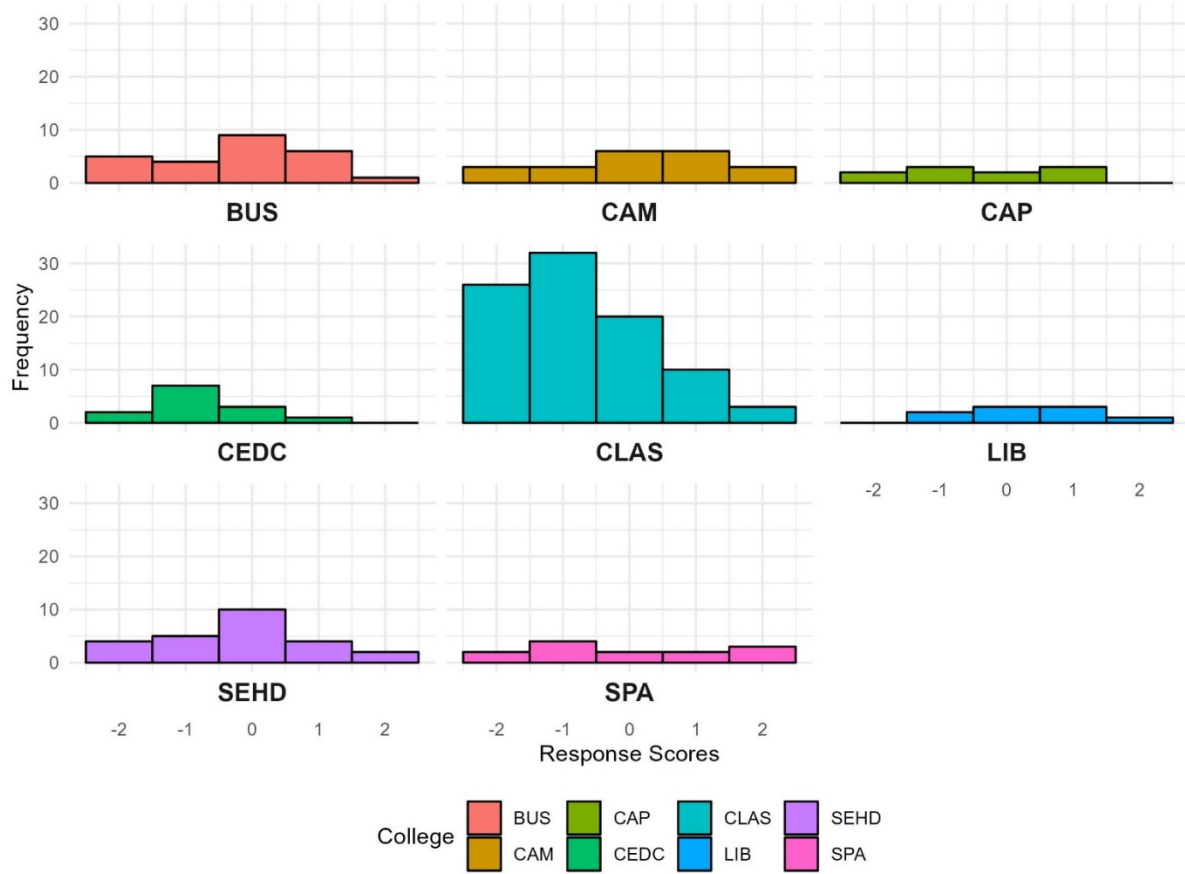


**Overall Response Scores by Job Classification** (as a percentage of each category)



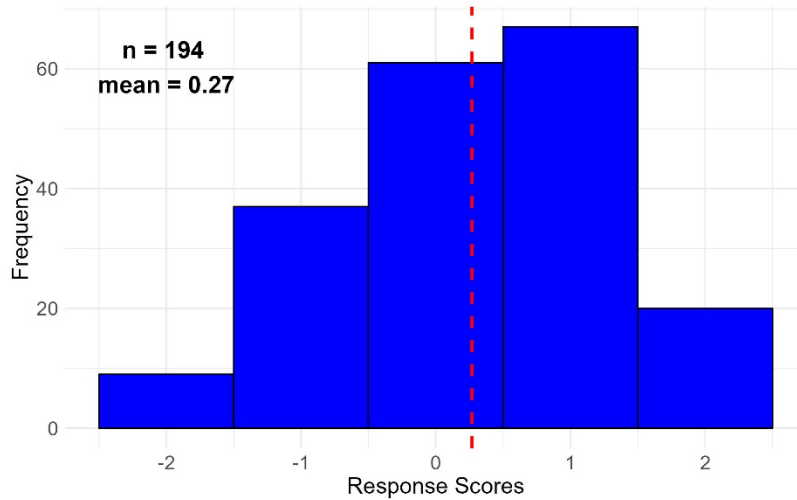
**Q05: University-level administration supports faculty shared governance.**

**Response Scores, Stratified by College, School, and Library** (total number of responses)

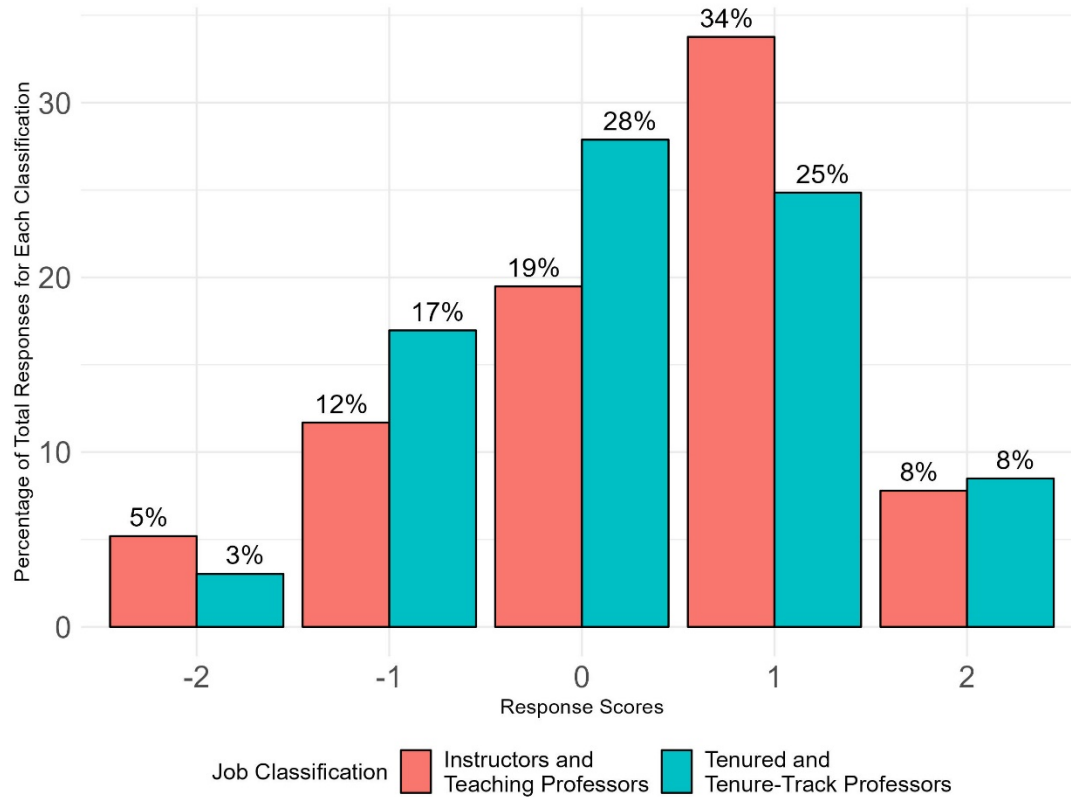


**Q08: Shared governance processes and responsibilities are clearly defined in college/ school/ library governance documents (e.g., bylaws).**

**Campus-wide response scores**

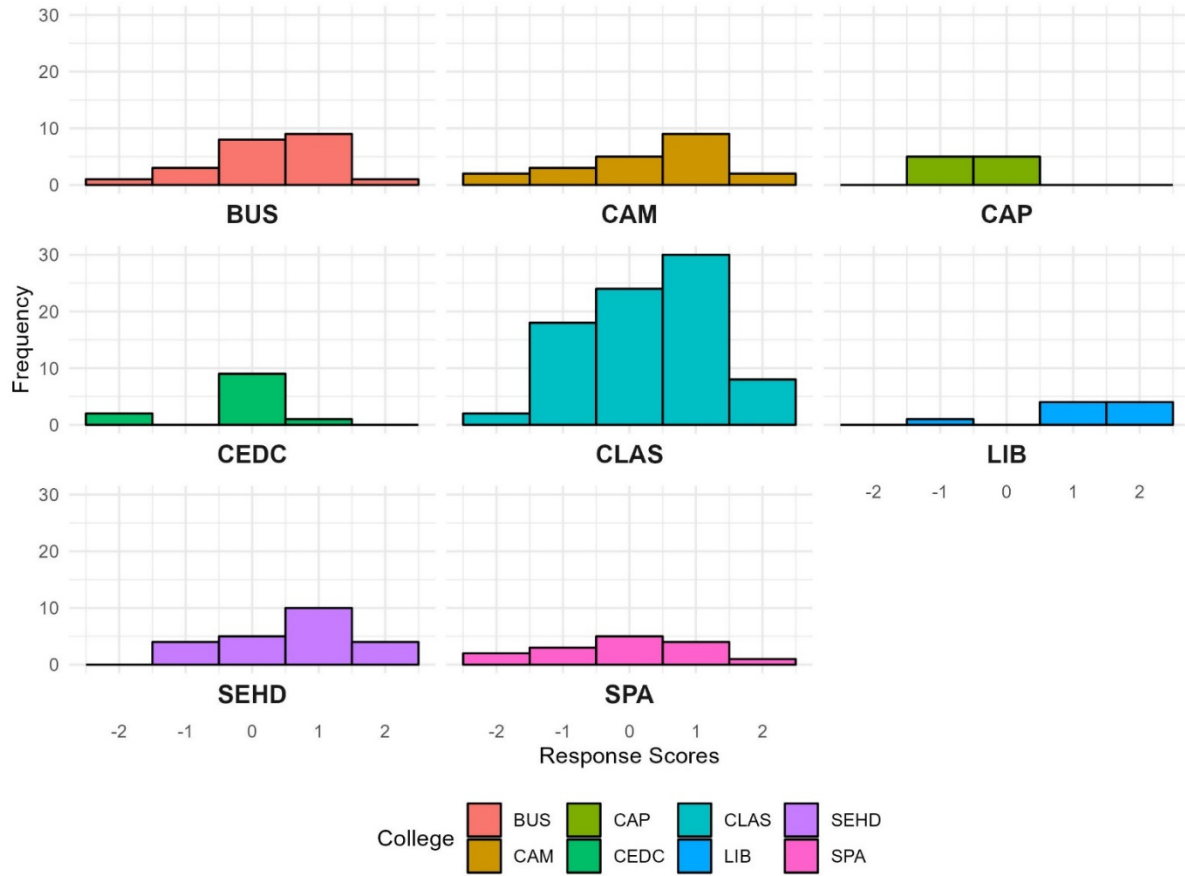


**Overall Response Scores by Job Classification** (as a percentage of each category)



**Q08: Shared governance processes and responsibilities are clearly defined in college/ school/ library governance documents (e.g., bylaws).**

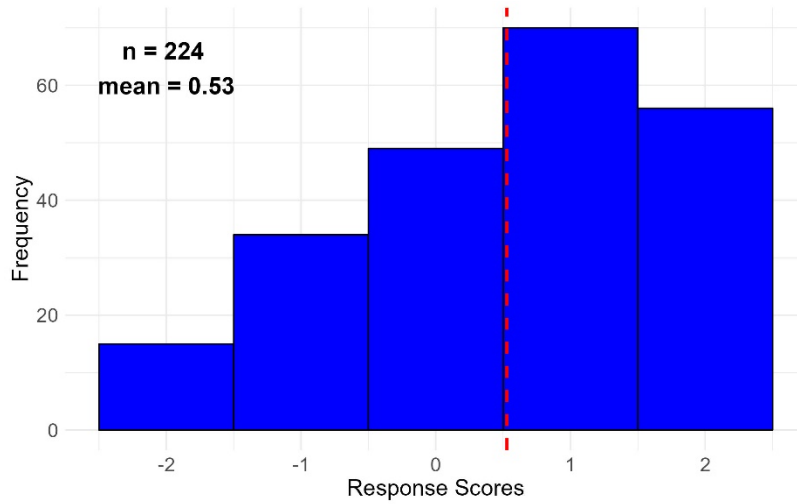
**Response Scores, Stratified by College, School, and Library** (total number of responses)



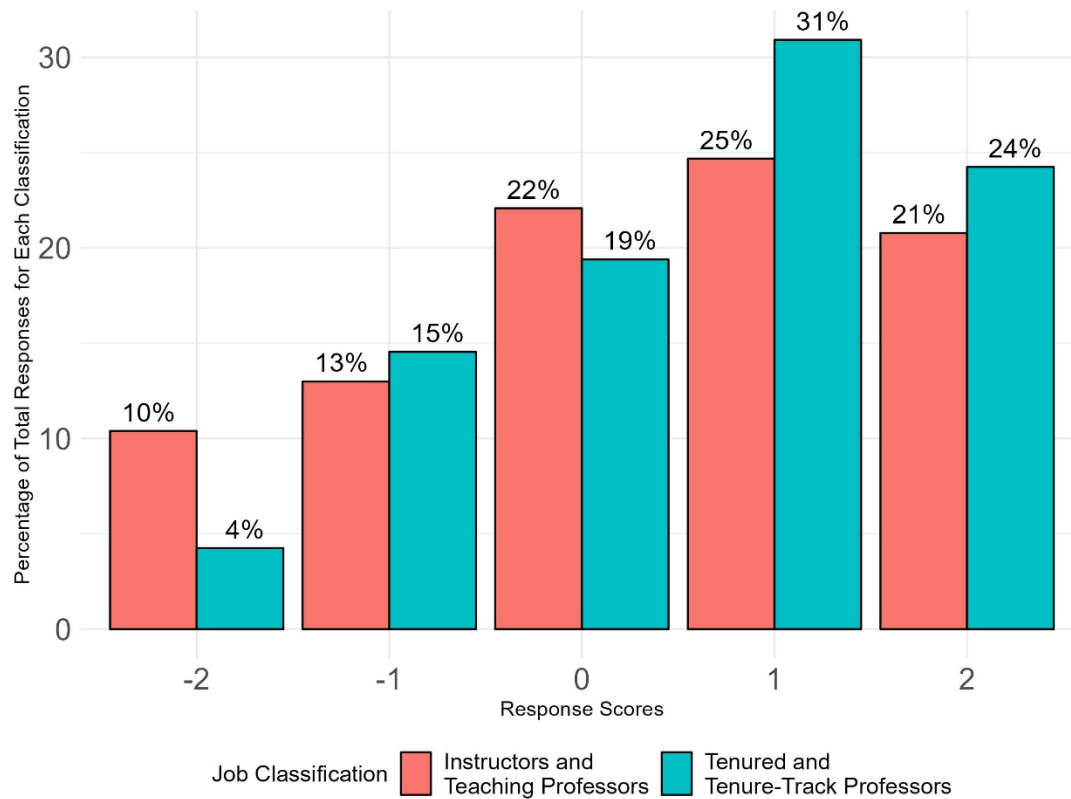


**Q11: I am involved in faculty shared governance in my school, college, or library.**

**Campus-wide response scores**

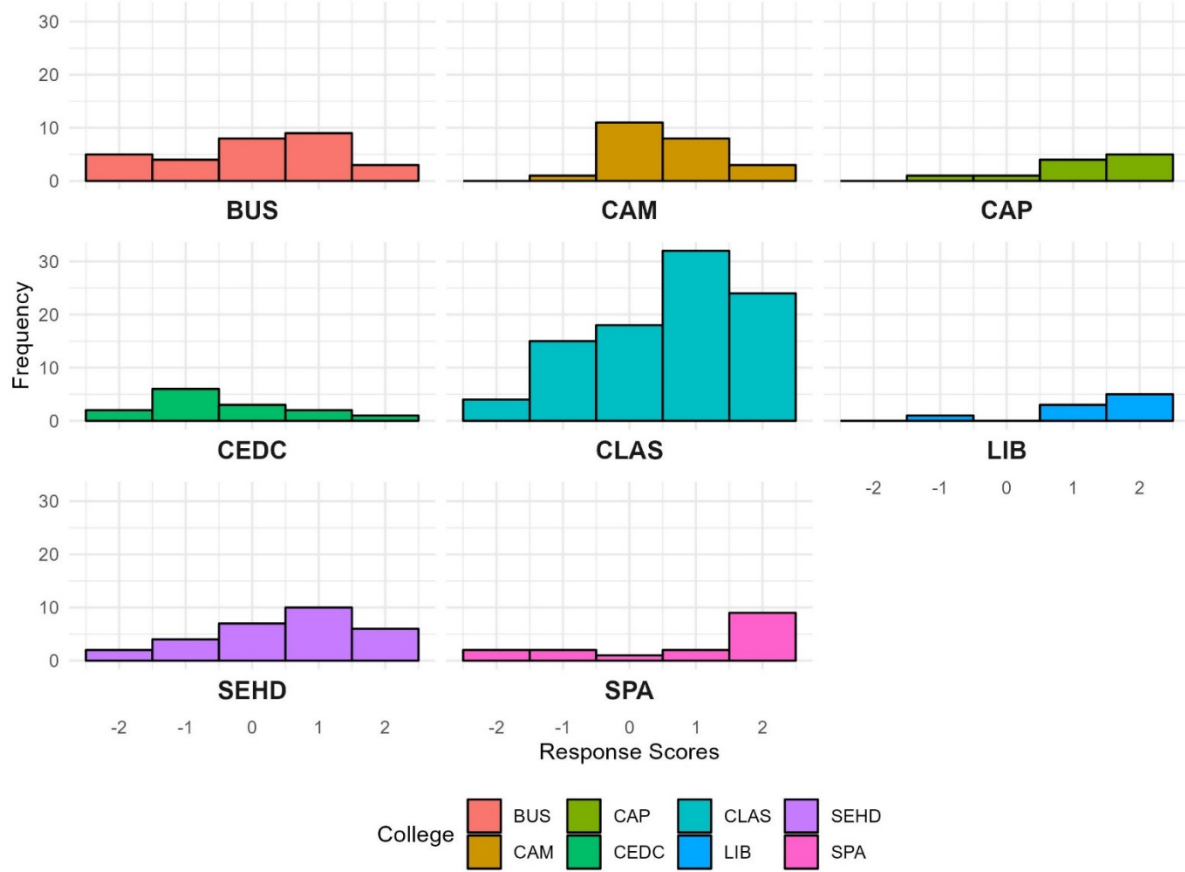


**Overall Response Scores by Job Classification** (as a percentage of each category)



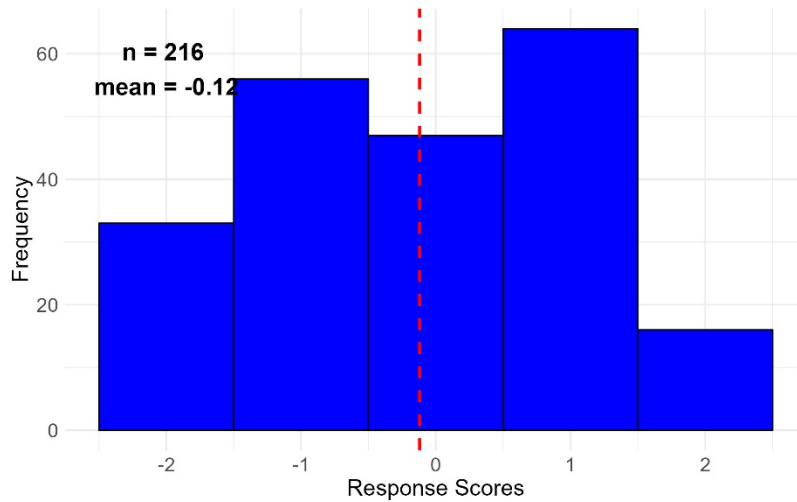
**Q11: I am involved in faculty shared governance in my school, college, or library.**

**Response Scores, Stratified by College, School, and Library** (total number of responses)

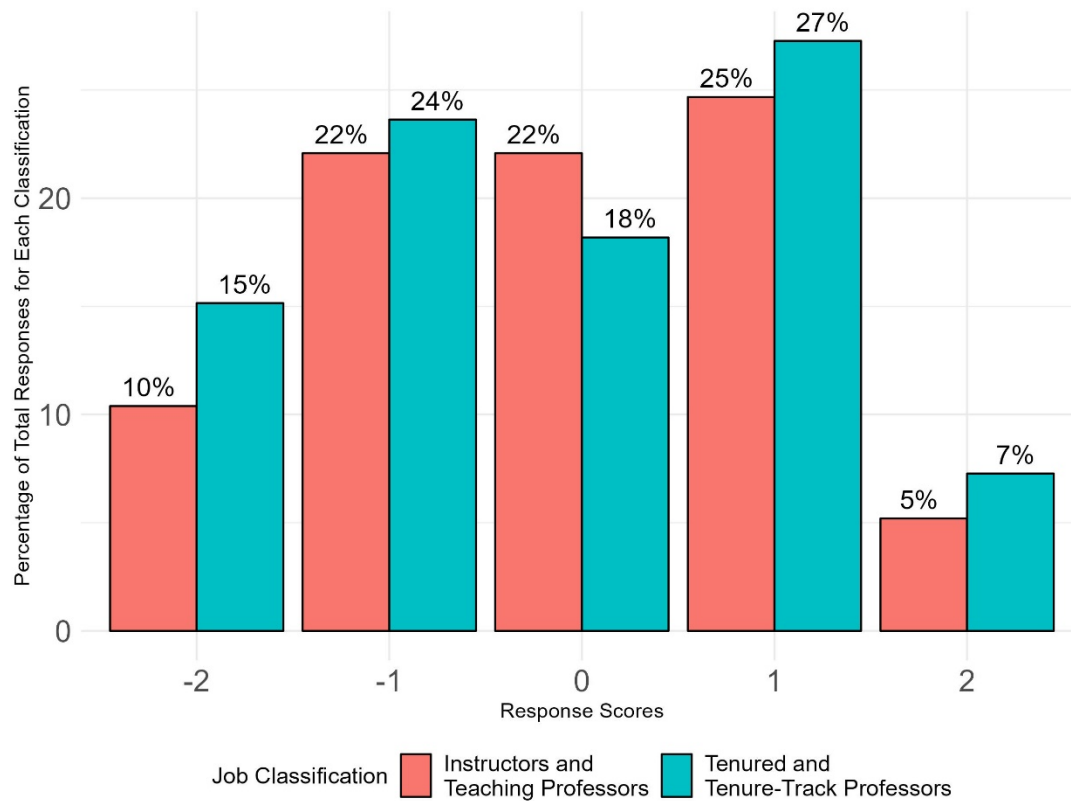


**Q12: I am satisfied with the state of faculty shared governance at my college/ school/ library.**

**Campus-wide response scores**

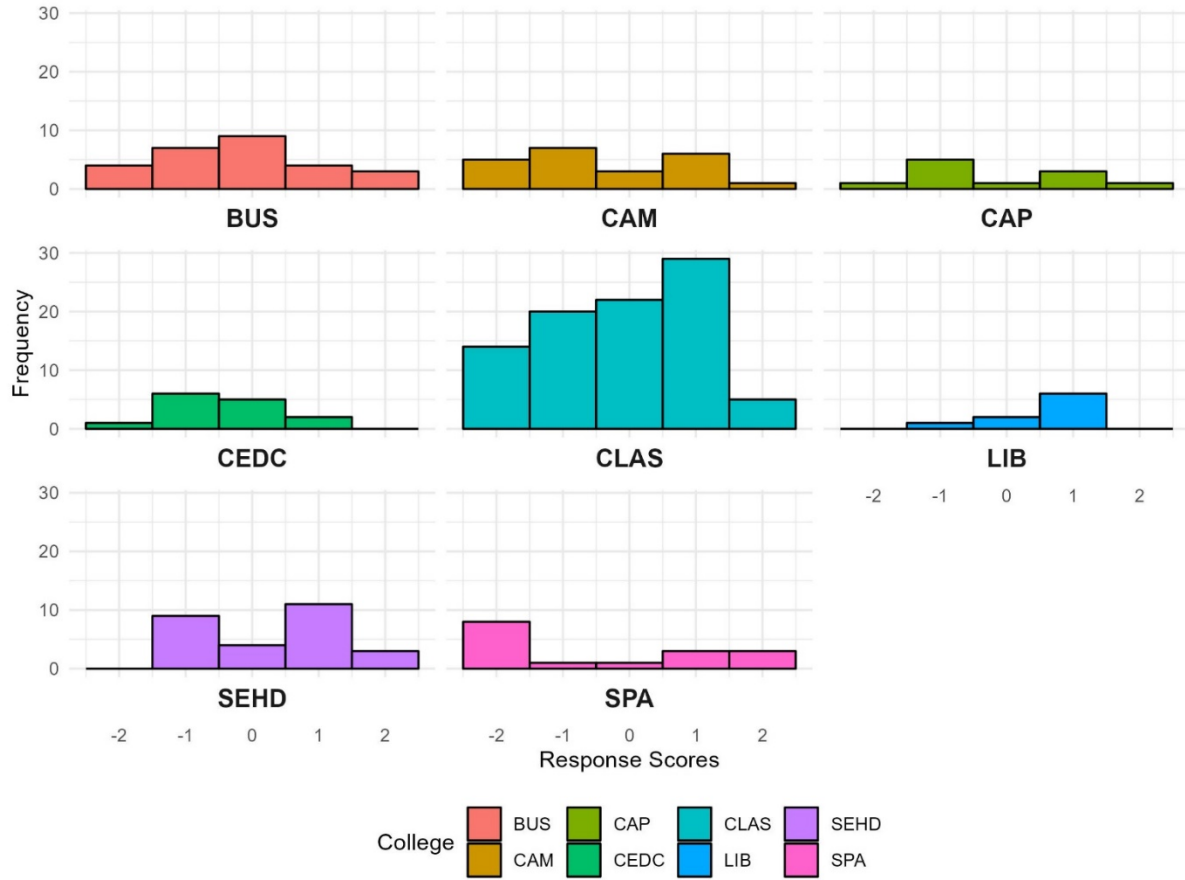


**Overall Response Scores by Job Classification** (as a percentage of each category)



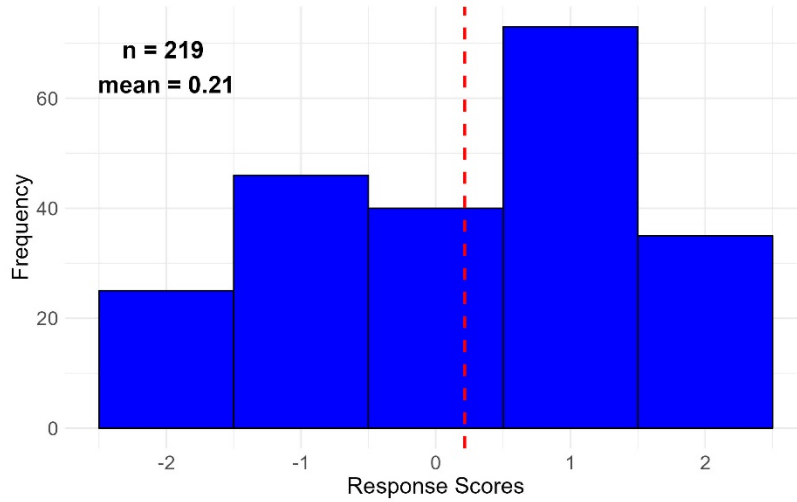
**Q12: I am satisfied with the state of faculty shared governance at my college/ school/ library.**

**Response Scores, Stratified by College, School, and Library** (total number of responses)

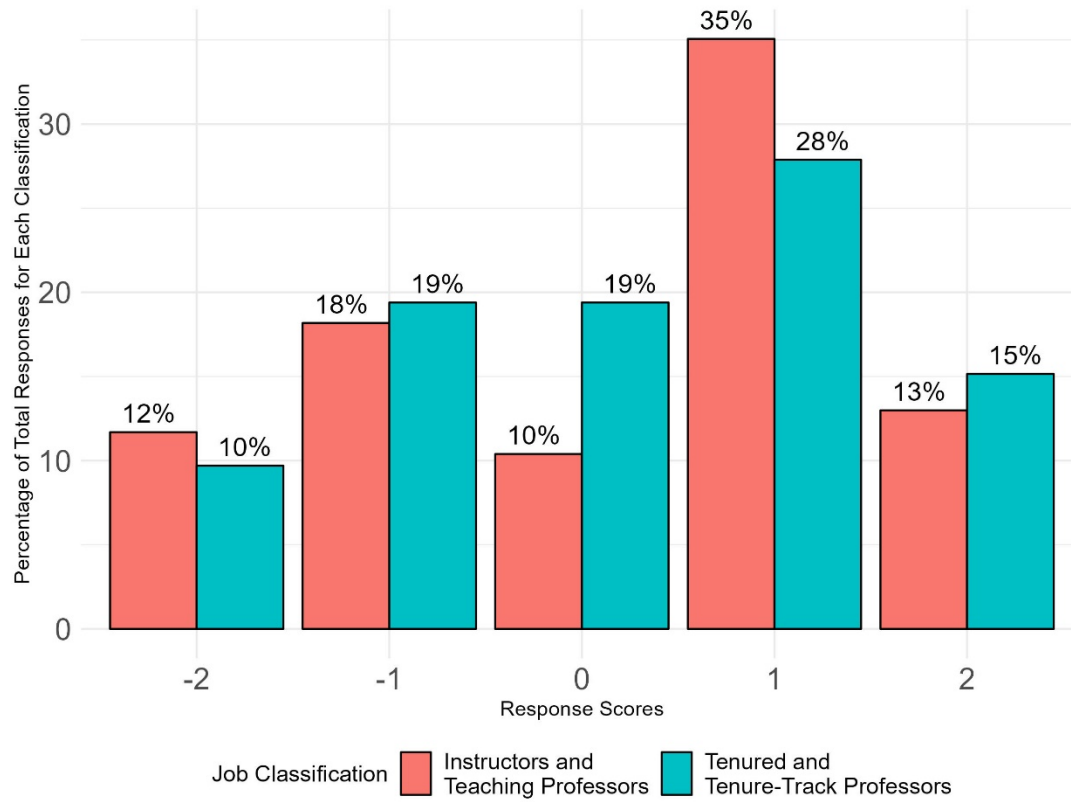


**Q13: Faculty have a meaningful impact on college/ school/ library policies that matter to me.**

**Campus-wide response scores**

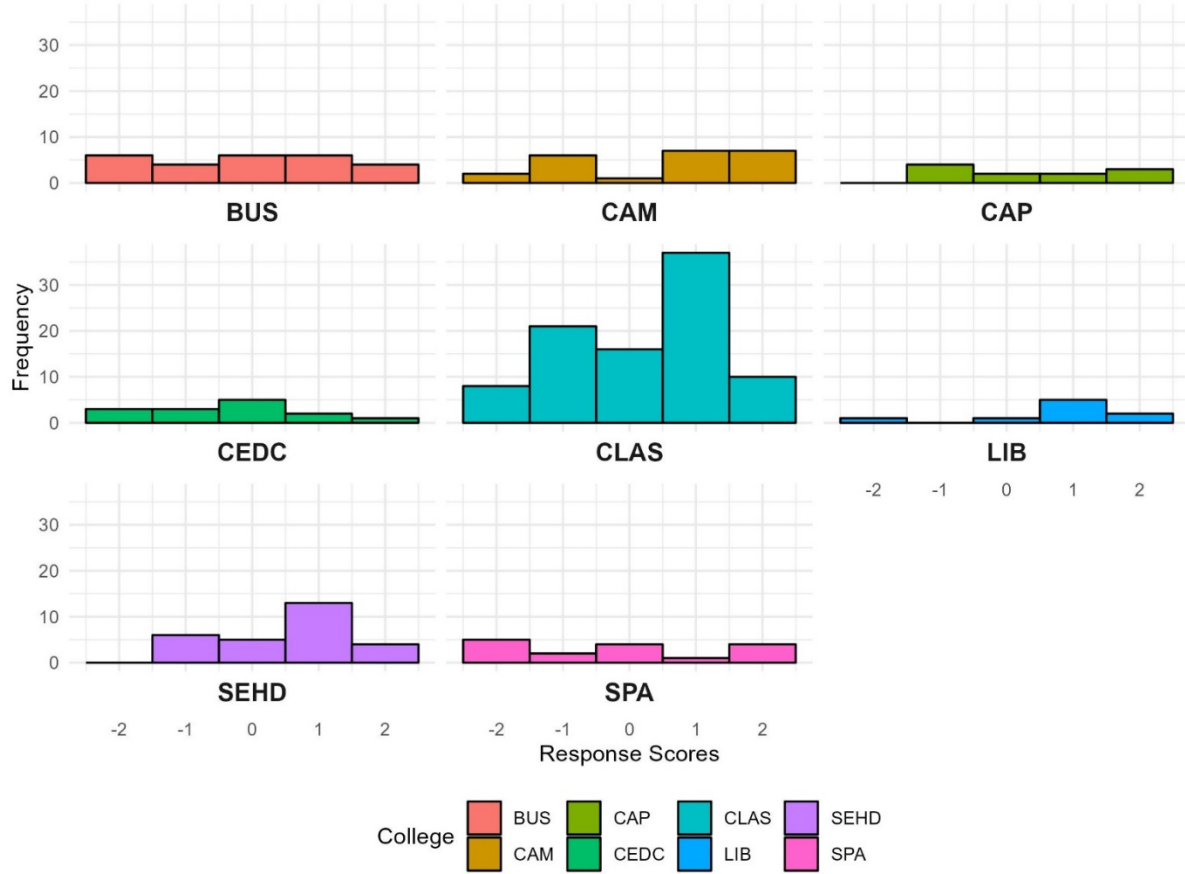


**Overall Response Scores by Job Classification** (as a percentage of each category)



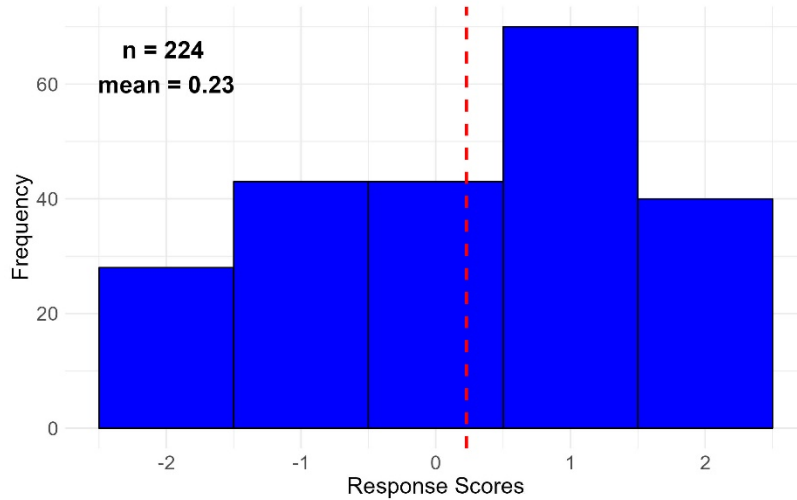
**Q13: Faculty have a meaningful impact on college/ school/ library policies that matter to me.**

**Response Scores, Stratified by College, School, and Library** (total number of responses)

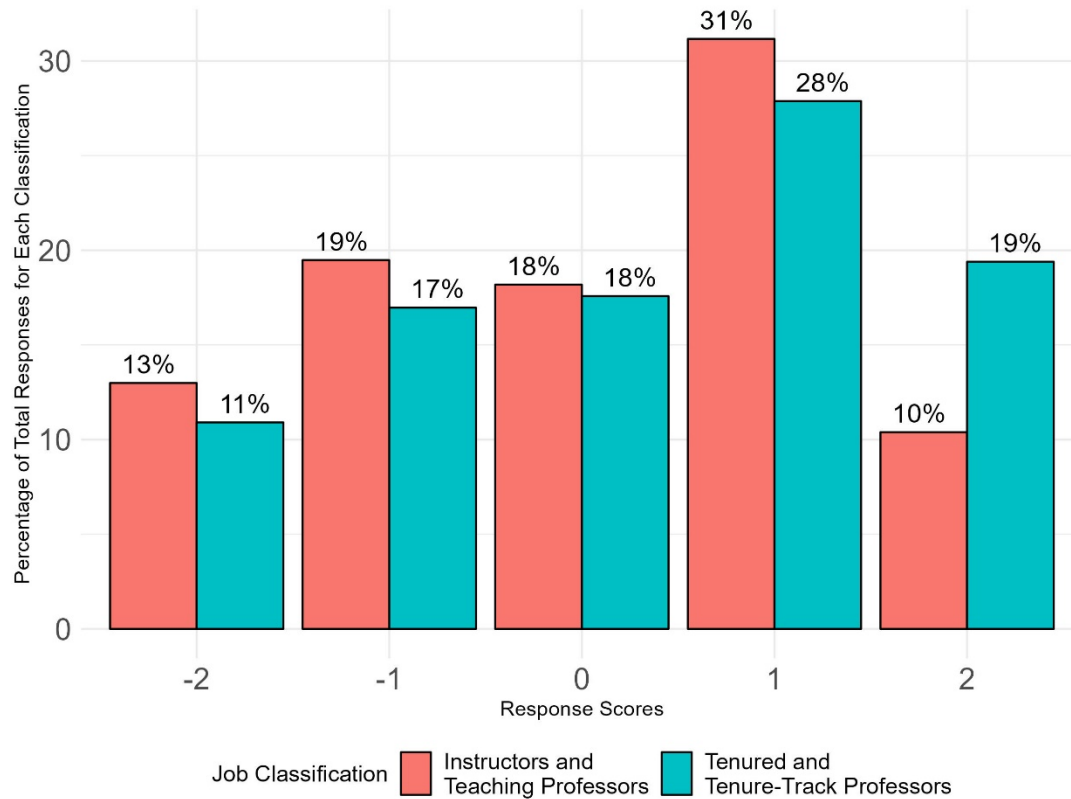


**Q14: I feel comfortable speaking up in college/ school/ library faculty meetings, even if my position differs from that of administrative leaders**

**Campus-wide response scores**

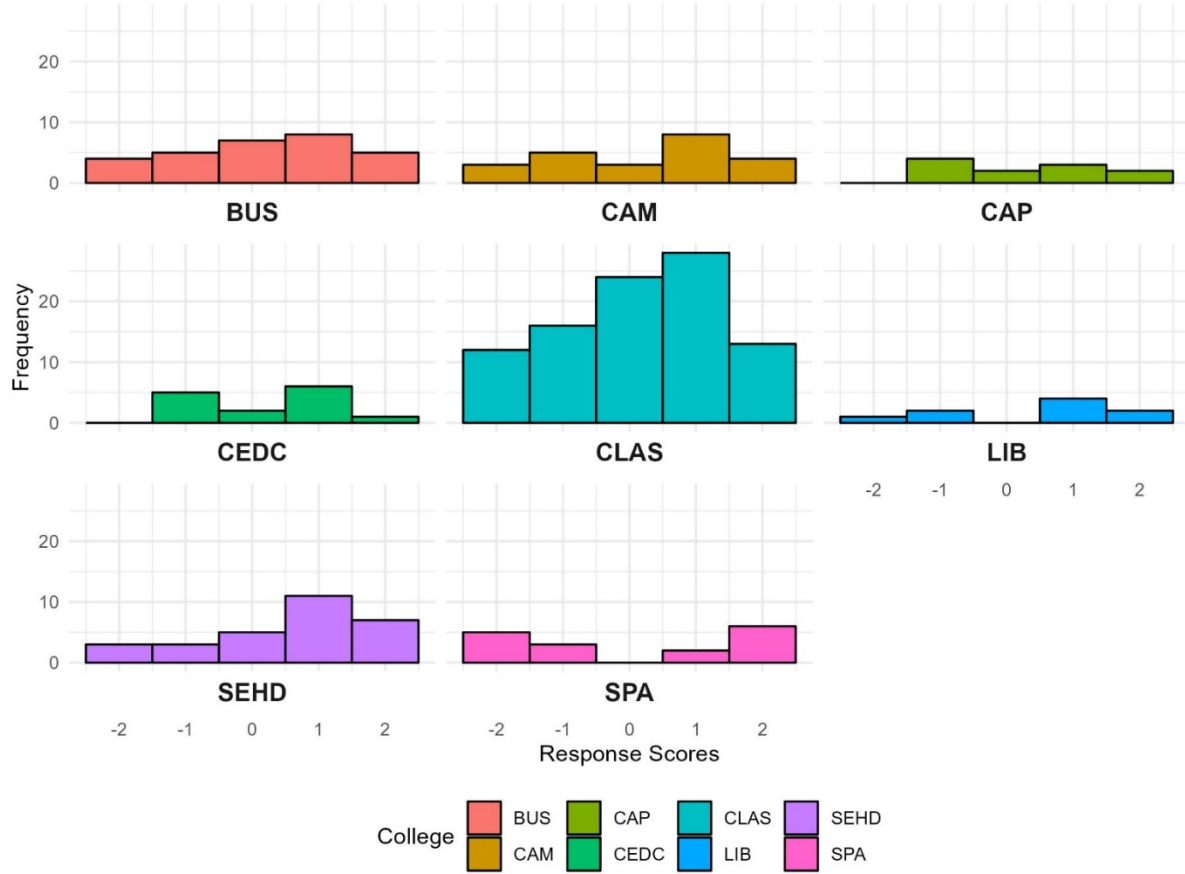


**Overall Response Scores by Job Classification** (as a percentage of each category)



**Q14: I feel comfortable speaking up in college/ school/ library faculty meetings, even if my position differs from that of administrative leaders**

**Response Scores, Stratified by College, School, and Library** (total number of responses)





## Appendix 5: Thematic Grouping of Responses to the Open-Response Question on Faculty Shared Governance Strengths

Question Prompt: *Please comment below on what you see as faculty shared governance strengths at your college/school/library.*

### Faculty Governance Structures and Bylaws

- [13] There is a strong and well-articulated faculty governance and committee structure, or bylaws effectively codify and support faculty governance structures [9 CLAS, 3 LIB, 1 SEHD]
- [8] Faculty governance is effective / healthy / strong / respected [8 CLAS]
- [4] There is no (or less than in the past) faculty governance or support for it from upper administration [2 BUS, 1 CLAS, 1 SEHD]
- [3] Non-tenure track faculty have been empowered by faculty governance [1 CAM, 1 CAP, 1 CLAS]
- [3] Faculty governance is improving / there are efforts to improve it [3 CAP]
- [3] The selection process for faculty governance is transparent / clear / effective [3 CLAS]
- [3] Department-level faculty governance is good [1 CEDC, 2 CLAS]
- [2] There is little or poor faculty governance at the college level [2 CAM]
- [2] Bylaws are improving [2 CAM]
- [2] There is not enough action to improve faculty governance [1 BUS, 1 SPA]
- [1] Faculty governance is satisfactory [1 BUS]
- [1] Faculty governance is good when administrators stay hands-off [1 CLAS]
- [1] Faculty governance is undermined by inter-college competition [1 CLAS]
- [1] The selection process is unfair or unclear [1 SPA]

### Support from College Administration

- [18] College administration and leadership listen to faculty / is open to feedback / supports faculty governance [1 BUS, 9 CLAS, 5 SEHD, 3 SPA]

### Faculty Participation and Authority

- [11] College faculty exhibit strong commitment to university missions and support for good faculty governance [1 CEDC, 5 CLAS, 1 LIB, 1 SEHD, 3 SPA]
- [7] Faculty have the option to participate in governance meetings / share ideas [1 BUS, 1 CAM, 1 CEDC, 2 LIB, 2 SEHD]
- [4] Faculty members drive key faculty decisions / are involved in governance [2 BUS, 1 CLAS, 1 LIB]
- [2] Administration blocks faculty authority [1 BUS, 1 CAM]
- [2] Administration marginalizes faculty who advocate for shared governance [2 SPA]
- [1] Faculty have authority [1 CAM]
- [1] There are opportunities for leadership roles and development [1 SEHD]
- [1] Faculty governance works hard to advocate for faculty [1 CLAS]
- [1] Decision-making needs to be more transparent and fairer [1 BUS]
- [1] Faculty are not involved in critical issues such as accreditation [1 CEDC]
- [1] Faculty decisions should be taken into strong consideration [1 CLAS]

### Transparency

- [5] Transparency is good / faculty are well-informed [1 CEDC, 2 CLAS, 1 LIB, 1 SEHD]
- [2] Transparency is improving [1 BUS, 1 CAM]

[1] Good information from the campus faculty governance structures through faculty representation  
[1 CLAS]

## Other Comments

[9] No comment / none / do not know / not applicable [1 CAM, 1 CAP, 4 CLAS, 1 SEHD, 1 SPA]

[1] Committee service work is valued in faculty merit evaluations [1 CLAS]

## Appendix 6: Thematic Grouping of Responses to the Open-Response Question on Faculty Shared Governance Weaknesses

Question Prompt: *Please comment below on what you see as faculty shared governance weaknesses at your college/school/library.*

### **College and Campus Administration**

- [18] Upper administration does not support shared governance, is checked out, or impedes it [1 BUS, 16 CLAS, 1 SEHD]
- [12] College administration lacks transparency / should communicate with faculty better [1 CAM, 4 CEDC, 3 CLAS, 4 LIB]
- [8] Administration exercises too much authority over faculty areas of responsibility or faculty lack authority / administration exerts control of faculty governance [1 BUS, 2 CAM, 5 SPA]
- [3] Administration ignores faculty voices [1 CLAS, 1 LIB, 1 SPA]
- [3] Administration is punitive towards faculty or exercises authority inappropriately [1 BUS, 2 SPA]
- [2] Campus administration is opaque in decision-making and colleges feel powerless [2 CLAS]
- [2] Campus level administration needs to give the colleges more time to adjust to and plan for decisions [2 CLAS]
- [2] The closure of the Graduate School has had a negative impact on faculty and our mission [2 CLAS]
- [2] There is an adversarial relation between departments and the college [2 BUS]
- [1] Processes beyond the college limit options [1 CLAS]
- [1] There should be more college-wide meetings [1 CEDC]
- [1] Administration needs more accountability [1 CAM]
- [1] College administration is unsupportive of or hostile towards faculty governance or faculty perspectives [1 CAM]
- [1] Shared governance procedures at the college level are inadequate [1 CLAS]

### **Faculty Involvement and Authority**

- [11] Faculty governance serves a “rubber-stamping” / “window dressing role [3 CAM, 1 CAP, 6 CLAS, 1 SPA]
- [4] Faculty authority is usually limited / there should be more faculty decision-making / here should be more faculty oversight / there is not enough faculty involvement [2 BUS, 2 CLAS]
- [4] Faculty time demands impede faculty involvement with governance [2 LIB, 1 SEHD, 1 CLAS]
- [3] Faculty governance empowers faculty who disrupt our mission or use exploit faculty governance for their own goals [1 CAM, 2 CAP]
- [3] Faculty have no or should have more insight to budget processes in upper administration [3 CLAS]
- [2] A small number of faculty dominate the discussions and governance work [2 CLAS]
- [1] Toxic faculty members undermine faculty governance work [1 SPA]
- [1] Faculty governance may lead to delays in decision-making [1 BUS]
- [1] There needs to be a shared governance process involved with hiring upper administration [1 CLAS]
- [1] Admins evaluate faculty, but do not understand the reality on the ground [1 CLAS]
- [1] I do not care [1 BUS]

### **Faculty Governance Structures and Process**

- [8] Faculty governance groups at college and campus levels should improve communication and transparency with faculty membership [1 CAM, 7 CLAS]
- [7] There is a lack of awareness among faculty about the roles and functions of faculty governance / the college has lost the institutional culture for faculty governance / incoming faculty are not explained faculty governance well [1 BUS, 1 CAP, 1 CAM, 2 CLAS, 3 SPA]
- [2] Faculty governance bylaws are unclear [1 CLAS, 1 SEHD]

- [2] College governance structures do not exist or are ineffective [1 BUS, 1 CEDC]
- [1] There is a lack of transparency around shared governance and its processes [1 SEHD]
- [1] The CU Faculty Assembly has been ineffective in addressing faculty disrespect for diversity, equity, and inclusion (DEI) [1 CAM]
- [1] The Faculty Assembly is opaque and driven by a few individuals [1 CLAS]
- [1] There is not enough incentive for faculty to participate in shared governance [1 CLAS]
- [1] It is time to revise faculty governance bylaws [1 CLAS]
- [1] There is no shared governance at the department level [1 CLAS]
- [1] There is unequal department representation to faculty governance [1 CAM]
- [1] There is a lack of common vision [1 CAM]
- [1] There is a lack of shared goals [1 CAM]
- [1] There is a lack of regard for others [1 CAM]

**“College Faculty Governance is not the Problem” / Other Issues**

- [1] The reduction of tenure-track faculty in favor of lecturers suggests shared governance is not a priority [1 BUS]
- [1] Attention is needed for enrollment management [1 CAM]
- [1] Members of faculty are hostile towards DEI efforts [1 CAM]
- [1] CLAS is deeply understaffed – we cannot exercise shared governance when we are severely understaffed [1 CLAS]
- [1] IRC / NTTF faculty are underpaid [1 CLAS]
- [1] We should update our communication and work collaboration systems (using intranet capabilities, etc.) [1 CLAS]
- [1] The Dean’s Office does not like my department [1 CLAS]
- [1] There is administrative bloat, which is a problem in a budget shortfall [CLAS]
- [1] College administration should communicate more directly with departments impacted by decisions [1 CLAS]
- [1] The university system is extremely difficult to re-envision to adapt to current needs [1 SEHD]
- [1] It is a conflict of interest for a Regent to serve on a personnel committee [1 SPA]
- [1] Decisions around faculty course questionnaires (FCQs) are important, but are unclear [1 SEHD]
- [1] I cannot comment [CLAS]