



University of Colorado **Denver**

STATE OF FACULTY SHARED GOVERNANCE REPORT: CU Denver's Colleges, Schools and Library

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Executive Summary

This State of Faculty Shared Governance report evaluates the state of shared governance across CU Denver. The report assesses bylaws, faculty governance structures across schools, colleges, and the Auraria Library, and incorporates faculty insights with an eye on compliance with University of Colorado Board of Regents laws and policies.

Originating from a dialogue between Faculty Assembly (FA) and the Office of the Provost, the report exemplifies a successful faculty-administration collaboration to advance shared governance principles. The Office of Faculty Affairs played a pivotal role in coordinating organization and ensuring smooth collaboration. Researched and written by Associate Professor Peter Anthamatten, a former FA chair, the report reflects his shared governance experience, intimate understanding of faculty perspectives, and meticulous research.

The first section of the report incorporates a thorough review of bylaws across CU Denver's schools, colleges, and the library (excluding CAM bylaws, which are under revision). This review shows that some college-level bylaws define committees and structures with a clear delineation of roles between faculty and administration, while others need more clarity, updating, and stronger shared governance structures. Some colleges demonstrate alignment with Regent policies, while others lack clarity or specificity in articulating faculty authority. A key issue highlighted in the bylaws review is faculty representation: the selection processes for faculty representatives vary across colleges, with some having clear mechanisms for faculty involvement in governance bodies, and others lacking explicit procedures.

This part of the report includes several key recommendations from Peter Anthamatten:

- 1) Ensure that a faculty governance body is represented in each college, one that provides a structured platform for faculty involvement in decision-making; three

models were recommended: CAP's College Governance model, the Auraria Library's elected Faculty Chair and elected Faculty Secretary model, and CLAS Faculty Council model

- 2) Include bylaw provisions for faculty voting on any bylaw revisions to ensure transparency and inclusivity
- 3) Clarify and strengthen faculty authority over governance areas specified in Regent policies, ensuring alignment with institutional values
- 4) Ensure that bylaws describe mechanisms for faculty to submit recommendations on faculty matters, fostering a collaborative decision-making process
- 5) Institute periodic review mechanisms for bylaws to ensure ongoing alignment with institutional values and best practices in shared governance

The second section covers a March 2024 survey on faculty members' experience with and perceptions of faculty shared governance at CU Denver. Key findings reflect a nuanced landscape of opinions and experiences within the university community. Quantitative analysis of about 250 rostered faculty survey responses revealed a generally positive outlook regarding the level of support from schools, colleges, and library administrations for faculty governance. Survey respondents acknowledged a degree of administration respect for faculty authority in crucial areas such as pedagogy, curriculum development, and faculty evaluations. However, concerns emerged among faculty regarding the clarity and efficacy of governance processes, indicating a need for improvement in communication and transparency between school, college, and library administrative leadership and faculty.

Faculty members expressed mixed sentiments about their satisfaction with faculty governance. While there was acknowledgment of the impact of shared governance on policies and decision-making processes, there was also a notable undercurrent of dissatisfaction, particularly concerning the extent of influence faculty wield in shaping broader institutional direction. One of the most significant findings pertained to the perceived lack of campus-level administrative support for faculty. Faculty members voiced concerns about a disconnect between the administrative leadership and the

faculty body, citing instances in which decisions seemed to have been made without adequate consultation or consideration of faculty input.

The third section is based on 11 meetings conducted in March and April, interviewing deans, associate deans, and faculty leaders, with around 50 participants. Three major themes came up in these interviews:

- 1) Faculty struggle to engage in governance due to heavy workloads, hindering their ability to serve on committees, stay informed, and fully participate in meetings. Addressing workload issues is crucial to fostering meaningful engagement in governance activities.
- 2) Regularly updated bylaws are crucial for strong governance, facilitating faculty empowerment, participation, and effective decision-making processes within academic units. Clear and periodically revised bylaws are essential to ensuring transparency and accountability. Likewise, governance structures vary across units and need periodic review to align with shared values, address challenges, and achieve common goals.
- 3) Departmental and campus-level governance and administrative support for governance must be strengthened to support college-level governance. University administration plays a crucial role in shaping policies that impact shared governance practices across units, emphasizing the need for stronger governance at all levels to reinforce effective decision-making and collaboration.

Peter Anthamatten marshalled admirable scholarly research, precision, and analysis to produce the report. Yet assessing the current state of faculty shared governance is not an academic exercise. It serves as a starting point for our collective efforts—involving the Provost's Office, deans, faculty from schools, colleges, and the library, as well as Faculty Assembly and UCDALI—to strengthen faculty shared governance at CU Denver. To achieve this goal, we will work collaboratively in the Fall Semester to develop actionable recommendations based on the report's insights.

I want to thank everyone who made this report possible—including participating in the survey, providing feedback and criticism, and participating in interviews. Your contributions have been invaluable in shaping our understanding of faculty shared governance and charting a path forward for improvement.

Turan Kayaoglu

Associate Vice Chancellor of Faculty Affairs

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Project Overview

On Dec. 3, 2022, the Faculty Assembly presented a report and resolution identifying concerns about the state of shared governance at CU Denver. In response, the CU Denver Office of the Provost committed to executing a comprehensive review of faculty shared governance structures and practices in CU Denver’s schools, colleges, and the Auraria Library. This review occurred during the Spring 2024 semester, performed by Peter Anthamatten, associate professor and chair of the Department of Geography and Environmental Sciences, with support from Associate Vice Chancellor for Faculty Affairs Turan Kayaoglu and Project Manager Rachel Brown (referenced in this report as “the Project Team”). This report presents the details of each of the components of the review.

A vital component of impactful faculty governance is clear guidance around the structure of decision-making in each college, school, or library (this report will use the term “colleges” to refer to these entities collectively). Decision-making structures and authorities should be clearly codified in each college’s bylaws. Remaining cognizant of the fact that each college must operate under specific and sometimes unique sets of circumstances, academic work traditions, and accreditation requirements, the project team has examined existing college bylaws to evaluate whether specific structures are in place to align with the text and spirit of the University of Colorado Board of Regents Policy [Article 5.A.1](#), outlining principles on faculty governance, and represent the intent and spirit of CU Denver’s commitment to supporting meaningful faculty shared governance.

Successful faculty shared governance relies on the idea and perception that the work environment supports faculty involvement in university leadership. 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.

Finally, members of the project team interviewed the administrative teams and faculty governance bodies in each of CU Denver’s colleges.

This report is divided into three sections, one for each of these data collection initiatives:

- Review of existing faculty governance structures in the college bylaws (Section I)
- A faculty survey of the state of shared governance in their respective college (Section II)
- Key themes from interviews with administrators and faculty on shared governance in their units (Section III)

Taken together across these three sections, this *State of Faculty Shared Governance in CU Denver’s Colleges* report aims to document current conditions for faculty related to shared governance, as well as outline recommendations for future consideration.

Section I: College-Level Bylaws and Governance

A. Regent Policies on Shared Governance

Faculty governance, referring here to the principle that administration and faculty collaborate in an impactful way on important decisions affecting the university, is fundamental to decision-making across higher education. At the University of Colorado, this principle is enshrined in the policies and laws of the Board of Regents. Regent Policy 5 specifically addresses faculty governance at CU:

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.”*

Additionally, **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 specific Board of Regents requirements, voting membership of a school or college faculty shall be determined by its faculty.”*

B. Shared Governance in College Bylaws at CU Denver

Each CU Denver school and college, and the Auraria Library, has bylaws specifying a working governance structure developed by the faculty within the unit and approved by their dean and the provost. These colleges include 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).

The bylaws of the College of Arts and Media (CAM) were undergoing revision at the time of this writing and consequently were not available for review for this report. The Business School document available at the time of the writing was titled “the Business School at CU Denver Handbook,” but we have treated this document as a bylaw.

This report evaluates existing college bylaws with respect to the following principles:

1. Governance Structures: College bylaws should be created with clear definitions of governance structures and faculty rights, with faculty leading the creation of appropriate faculty governance structures. Additionally, nothing in the specification of structure or articulation of faculty rights and authority may be inconsistent with CU Regent policies, academic policy statements, and CU Denver policies. All rostered faculty, including instructional, research, and clinical (IRC) faculty, should have equal opportunity and access to participate in faculty governance, except for roles and responsibilities explicitly given to Tenured/Tenure-Track (T/TT) faculty (when delineated and grounded in Regent Policies and Academic Policy Statements).

2. Compliance with Regent Policies: Structures should be in place to ensure that Tenured/Tenure-Track (T/TT) faculty have an appropriate level of responsibility for specific realms of governance articulated in Regent policies. This report examines bylaws for specific structures that provide the appropriate level of responsibility and authority to faculty with attention to the governance activities articulated in Articles 4.A.1., 5.A.1.(B), and 5.A.1.(E) of Regent policies.

3. Faculty Representation: To facilitate appropriate representation of faculty in governance, it is important that faculty, and not administrators, are responsible for selecting faculty for committees or other forms of shared governance. This report evaluates whether the faculty determines these selection processes across the colleges.

This work was conducted through careful review of language in the bylaws pertaining to faculty governance or inclusion in governance. The specific criteria were designed to address objective and assessable components of each principle articulated above.

C. Summary of Findings

1. Governance Structures in CU Denver’s colleges’ bylaws

The project team developed criteria to evaluate whether the bylaws include robust and clear articulations of faculty governance. Specifically, these criteria included (a) whether the bylaws contain explicit language codifying their intent to align with Regent Policy, (b) whether there are clear definitions of members of faculty—and thereby, explicit inclusion of all Tenured/Tenure-Track (T/TT) and IRC members of faculty; (c) whether all rostered faculty are explicitly granted voting rights; (d) whether there are appropriate distinctions between Tenured/Tenure-Track (T/TT) and IRC roles in faculty governance, and; (e) whether a general, college-level faculty governance structure is clearly articulated (e.g., the CU Denver Faculty Assembly serves as an exemplar of a faculty governance structure at the campus level).

While the specificity and clarity surrounding shared governance structures vary among the bylaws, most colleges include all the elements assessed. Table 1 provides a detailed breakdown of the status of each college’s bylaws pertaining to the criteria noted above, highlighting the specific references addressing each criterion.

Table 1: Faculty Governance Structures

	(a) Endorsement	(b) Defined Roles	(c) Voting Membership	(d) Role Distinctions	(e) Governance Structures
LIB	“Foreword”	01.B.	01.B.3.	01.B.3.	01.D.I. to 01.D.IV. “Faculty Meetings”
BUS	I., III.7.	...	IV.1., IV.3.	V.5.	IV.
CAM	(bylaws under revision)	...	...	...	...
CAP	“Overview” (pg. 1), II.2.	II.1.a.	II.1.b.	II.2.	I.2. “College Governance Committee”
CEDC	I.1.	I.2.a, I.2.b.	I.5.	II.	*
CLAS	“Preamble”	I.3.	I.6.	Clear throughout	I.7., I.8., I.12, I.16., III. “CLAS Faculty Council”
SEHD	“Preamble”	page 5	page 9	pages 14-17	page 9-12
SPA	II.	II.A.2 (refers to Regent Policy 5.E.5.)	II.B.	IV.B	IV.* “Faculty Council”

* Several colleges included information about committees with inclusion of faculty, but we did not identify general, college-wide faculty governance structures in these colleges.

2. Faculty governance bodies in CU Denver’s colleges’ bylaws

Following are observations and notes about the structure and nature of faculty governance structures in each college, with particular attention to **college-wide faculty governance structures**.

LIB

The language in the Auraria Library’s bylaws speaks to “*Faculty Meetings*” (section 01.D.I). The committee's structure, namely that the Chair and Secretary are elected by faculty, is an important indication of genuine faculty governance. These roles—Chair and Secretary—may serve as representative voices of the faculty and have the authority to drive meeting agendas.

BUS

Article IV of the bylaw describes a “Faculty Assembly” that consists of rostered faculty with more than 50% full-time equivalent (FTE) appointment, chaired by an elected member of faculty. This committee serves to “provide a forum to discuss any matters that may involve the Business School.” (IV.2).

CAP

The College of Architecture and Planning bylaws articulate the roles of two committees, the Executive Committee (advisory to the Dean), and the College Governance Committee (to lead faculty and curricular issues). Language in Article II establishes the Governance Committee, and language in Article III aligns with Regent policies with the statement “*No administrative policy changes affecting the faculty privileges and responsibilities as defined in the Laws of the Regents shall be implemented without prior consultation with the College faculty.*”

IRC and Tenured/Tenure-Track (T/TT) faculty are included in faculty governance, but there are no clear distinctions between the roles. The process of distinguishing roles is left to the process of committee member selection.

CEDC

The College of Engineering, Design and Computing bylaws articulate an explicit committee structure, each with specific membership defined along with varying mechanisms for membership, but there is no explicit college-wide faculty governance structure in place.

Roles are clearly distinguished in the standing committee descriptions in Article II.

CLAS

The College of Liberal Arts and Sciences articulates its committee structure with guidelines around the governance of the committees and their responsibilities. Notably, faculty are well empowered in CLAS through its CLAS Council committee: “*There shall be a CLAS Council as the major deliberate and legislative body of the College of Liberal*

Arts and Sciences. The CLAS Council shall articulate and convey the will of the faculty to the Dean in matters related to the academic enterprise.” The bylaws also articulate several standing committees that are advisory to the Dean.

SEHD

Like the Auraria Library, the School of Education & Human Development practices shared governance through “faculty meetings.” Due to the size of the unit, this group may serve the college's administrative needs. However, since this is headed by the administrative team, it should not be considered a form of faculty governance.

SPA

Administrative roles are clearly and appropriately articulated in School of Public Affairs bylaws in Policy IV.A., in connection to SPA's Faculty Council: *“Faculty decisions regarding those areas of faculty responsibility—academic matters including teaching, research, and academic ethics—are made in the Faculty Council, unless delegated to committees, as generally described in Section II above.”* However, this body is presided over by the Dean and led by the administration and, as such, does not constitute a form of faculty governance as defined here.

The School of Public Affairs does not explicitly articulate faculty roles (notably IRC and tenured/tenure-track faculty) but defers to Regent policy. Roles are appropriately distinguished in the committee descriptions (IV.C). The bylaws refer the reader to other college documents, rather than offering specific details about these committees.

3. Compliance with Regent Policies

The project team examined the bylaws for compliance with Regent Policies 4.A.1., 5.A.1.(B), and 5.A.1.(E). Policies 5.A.1.(C) and 5.A.1.(D) are omitted from consideration because they address faculty governance at the campus and system levels, beyond the purview of this project. The project team sought to identify clear and specific structures in each of the college bylaws that address each of these policies. Findings are presented below.

Regent Policy 4.A.1.

Regent Policy 4.A.1. states *“A school or college faculty shall collaborate with the dean in the shared governance of the school or college. Subject to specific Board of Regents requirements, voting membership of a school or college faculty shall be determined by its faculty.”*

This language includes two specific facets:

- i. *“A school or college faculty shall collaborate with the dean in the shared governance of the school or college.”*

This is a broad statement about faculty governance. The section above (III.1) provides a basic assessment of general faculty governance practices in colleges' bylaws.

ii. “Subject to specific Board of Regents requirements, voting membership of a school or college faculty shall be determined by its faculty.”

A strict reading of this statement suggests that voting membership should be determined by the faculty. While there are no provisions in the bylaws specifically referring to the creation of faculty voting rights, faculty can be empowered in this way through the ability to amend the bylaws. Additionally, requiring faculty approval changes to the bylaws can ensure this authority. This point is addressed in the following section, in consideration of alignment with Regent Policy Article 5.A.1(E).

Regent Policy 5.A.1(E)

Regent Policy 5.A.1(E) states that “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.”

Table 2 shows a summary of the identified bylaw provisions that (a) provide a means for faculty to amend the bylaws or (b) require the voting membership of faculty to approve changes to the bylaws. Voting membership (c) is also included (duplicated from Table 1), which reports articles granting all faculty voting membership and rights inclusive of Tenured/Tenure-Track and IRC faculty, in alignment with Regent policy.

Table 2: Faculty Oversight of Bylaws

	(a) Faculty ability to amend the college bylaws	(b) Faculty approval of college bylaws	(c) Voting membership
LIB	Section 8	Section 8	01.B.3.
BUS	IX.	IX.*	IV.1., IV.3
CAM	(CAM bylaws are currently under revision)	...	...
CAP	Preamble	Preamble	II.1.b.
CEDC	VIII *	VIII *	I.5.
CLAS	VIII.a.	VIII.b.	I.6.
SEHD	-	-	page 9
SPA	VII.*	VII.*	II.B.

* In the bylaws of the CEDC, Article VIII (“Amending the bylaws”) requires “approval of a two-thirds vote of the voting members of the faculty of the CEDC present at any regular or special meeting.” Similarly, in SPA’s bylaws, Article VII states that “such changes [in the bylaws] will be discussed in the full Faculty Council and are passed upon a vote of at least two-thirds of the members of the Council present (or participating via proxy or electronic vote) in regular session.” BUS requires “adoption by a supermajority (at least 60%) of the voting members of the faculty present at a duly constituted meeting with a quorum” (IX). These structures may lead to a situation in which a small number of faculty members agree with the bylaw changes if, for instance, bylaw revisions are approved during a poorly attended

faculty meeting. Requiring a two-thirds majority of voting-eligible faculty would ensure stronger legitimacy for the bylaws.

Regent Policy 5.A.1.

Regent Policy 5.A.1. states: *“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.”*

This provision calls for governance structures that give both tenured and tenure-track faculty, as well as IRC faculty with appropriate teaching or research roles, specific and unambiguous responsibility for decisions and policies around (a) pedagogy and curriculum, (b) research, scholarly, and creative work, (c) and academic ethics. Additionally, the team examined whether the bylaws empower faculty to make (d, e) *“recommendations on the selection and evaluation of faculty.”*

The text also includes language that *“the development of general academic policies shall be a collaborative effort between the faculty and administration.”* This is a bit difficult to assess because it is unclear what constitutes *“general academic policies.”* General faculty governance mechanisms are evaluated in the section above (III.1).

Table 3 presents a summary of college bylaws provisions that (a) give voting members of faculty principal responsibility for decisions concerning pedagogy and curriculum, (b) describe the structures through which voting members of faculty may derive principal responsibility for decisions concerning research, scholarly, and creative work, (c) describe the structures through which voting members of faculty may derive principal responsibility for decisions concerning academic ethics, and (d) empower faculty to submit recommendations on the selection and (e) evaluation of faculty. It is important to acknowledge that in some colleges, (d) and (e) may be appropriated to department-level administration, however, this report evaluates the college bylaws specifically with an assessment of the roles and powers of the pertinent standing committees.

Table 3: Faculty Responsibility in College Bylaws

Bold red text entries signify more detailed explanation below the table.

	“principal responsibility”			“submit recommendations”	
	(a) pedagogy and curriculum	(b) research/creative activities	(c) academic ethics	(d) selection of faculty	(e) evaluation of faculty
LIB	N/A	VI.	N/A	-	Section 01: V., VI.
BUS	III.7, V.2.	III.7, V.4.b.	III.7. V.3.	I.b.IV.	III.4., III.5., V.4.b.
CAM	(under revision)	...	...	...	...
CAP	I.2.b, Appendix C	I.2.b, III, Appendix C	I.2.b, Appendix C	-	II.4.b, II.6.a.
CEDC	II.4.	-	-	-	III
CLAS	V.4.	V.4.	V.4.	VII.c.	VI.
SEHD	page 15	-	Appendix B	page 17	page 16
SPA	II.A., IV.A.	IV.A.	IV.A.	II.A.	II.A., IV.C.4., IV.C.5.

LIB: The project team did not observe information in the bylaws pertaining to pedagogy and curriculum or academic ethics, which may be appropriate for the library’s mission.

CAP: The bylaws describe a “College Governance Committee,” (1.2.b.) comprised of elected representatives from each department, whose task is to “address faculty and curricular issues within the College.” The College Governance Committee is given the authority to form subcommittees, specified in Appendix C of the bylaws, which address the intent of Regent policy. Faculty research responsibility involving grants and contracts is described in detail in Article III in the document.

CEDC: The College Graduate Committee, comprised of chairs of each department, is given authority to approve and revise graduate courses. There is no mention of curricular oversight or authority over undergraduate courses in these bylaws.

A “Peer Review Committee” is mentioned in Article III as playing a key role in the process for faculty evaluation. The committee’s name implies that it is comprised of faculty peers, but the project team could not identify guidelines on the membership or selection of this committee in the bylaws.

SPA: The faculty role is described in a way that aligns with Regent Policy in Article II.A. of SPA’s bylaws. However, key decisions in SPA originate through its “Faculty Council,” which is headed by the Dean and directed by the college’s administration. Because the leadership of the committee (the Dean and administration) may drive or constrain faculty leadership, this may not constitute a genuine form of faculty governance.

4. Faculty Representation

The final component of this report evaluates whether the bylaws enable faculty members to select representatives to the existing faculty governance structures. While the project team observed that all the bylaws clearly indicated who is eligible to vote as faculty, as noted above, the structure of faculty governance varies considerably. The process through which faculty are selected for governance structures is presented in Table 4.

Table 4: Selection of Faculty Members to Governance Structures by College

College / School / Library	Faculty Representation	Bylaws reference
Auraria Library	Faculty representatives and leaders are elected by direct vote of the faculty.	Section 1: II., II.A.
BUS	Article IV describes a Business School Faculty Assembly that includes all members of faculty and is chaired by an elected faculty member.	IV.E.I.b.
CAM	(CAM bylaws are currently under revision)	
CAP	Faculty are elected by department to serve on the primary governance committee.	I.2.b.
CEDC	Faculty selection varies by committee, mostly by chair appointment or selection by the department.	II.
CLAS	Members are selected by department to the CLAS Council and department units are left to drive the process. Other committees are elected through a college-wide nomination and election process.	III.3, III.6. V.2.d.
SEHD	Faculty are elected by the faculty at large or nominated by their departments for service committees.	(page 13)
SPA	All faculty members are required to participate in a college-wide faculty meeting. Committee membership varies by committee, which is by appointment.	IV.B., IV.C.

D. Recommendations

This project's main goal is to provide a full assessment of the state of shared governance at CU Denver. This section reports specifically on the bylaws, one facet of this comprehensive assessment, in which the team sought to identify specific articles in the college bylaws that codify governance structures mandated in CU Regent policies.

Based on this systematic assessment and review of all college-level bylaws, project team faculty representative Peter Anthamatten offers the following suggestions.

1. Each college should establish a faculty governance body

[CAM*, CEDC, SEHD, SPA: See Section III.1, Table 1(e), and associated notes].

* I have directed attention to the College of Arts and Media (CAM) because I understand their bylaws are currently under revision. I did not review CAM's bylaws or specifically comment on it in this report.

A college-wide, faculty-driven governance body—such as a committee comprised of representatives from each department or subunit—serves as an important structure in faculty governance. A faculty chair of a college governance committee may serve as the voice of the faculty in communicating with administrators and other faculty governance bodies, such as the CU Denver Faculty Assembly.

Moreover, the existence of a college-wide faculty governance group provides a crucial platform for faculty members to come together, discuss governance issues, and organize their communication effectively. One important aspect of such a faculty-driven committee is its ability to help faculty vocalize their concerns or feedback. By providing a structured forum for discussion in a group led by a faculty leader, the committee empowers faculty members who may otherwise hesitate to express their concerns or feedback openly, due to real or perceived retribution.

Faculty governance in each college benefits from a committee directed, organized, and managed by faculty members, which does not require any direct approval or oversight from administrators. The structure of a college committee may accommodate the specific contexts of the colleges. For instance, colleges small enough to invite the entire college faculty to its regular faculty meetings may employ these faculty meetings as a form of faculty governance by electing a chair and secretary from the faculty, as is practiced by the Auraria Library.

I recommend that CU Denver colleges align on and adopt the term “Faculty Council” to refer to broad college-level faculty governance structures. Adopting a common term will help all faculty and administrators recognize and communicate this unit as the primary college-level faculty-governance mechanism within CU Denver.

- 2. Each college's bylaws should include provisions requiring a vote open to all members of that college's faculty to adopt or amend them.**

[CAM, CAP, CAM, CEDC, SEHD: See Section III.2.B., Table 2, and associated notes]

This recommendation is consistent with Regent Policy 4.A.1. and 5.A.1(E). College bylaws should require all faculty to vote on bylaw revisions, not just a vote by faculty members present at a meeting.

- 3. College-level bylaws should accord faculty members "principal authority" in areas of governance articulated as such in Regent policy.**

[CAM, LIB, CEDC, SEHD, SPA: See Section III.2.C., Table 3, and associated notes]

This recommendation is consistent with Regent Policy 5.A.1. Several colleges currently lack language that clearly reflects faculty authority over one or more of three main authority areas designated in Regent Policy 5.A.1.: (a) pedagogy and curriculum, (b) research/creative activities, and (c) academic activities. To ensure that the principles of Regent's Policies are explicitly encoded in the faculty governance structures in all colleges, bylaws should include explicit acknowledgement of these roles, as well as a clearly defined mechanisms for members of faculty to participate in these roles. Please note that while appropriate authority may be granted to faculty in practice, many of the colleges noted here do not articulate faculty involvement in some of these critical areas in their bylaws. In evaluating "principal authority" for this work, the idea is applied that these areas should be governed entirely by faculty, without direct involvement of administration.

- 4. College-level bylaws should provide a structural mechanism for faculty members to "submit recommendations" for both the selection and evaluation of faculty.**

[CAM, LIB, CAP, CEDC: See Section III.2.C., Table 3, and associated notes]

This recommendation is consistent with Regent Policy 5.A.1. While it may be the case that faculty members are enabled to "submit recommendations" for the selection and evaluation of faculty in practice, shared faculty governance may benefit from explicit and clear articulations of these processes in the college bylaws.

- 5. Periodic review and guidance should be provided for college-level bylaws**

To ensure that the college bylaws codify the principles of shared governance we wish to exemplify, a process could be considered to submit the college bylaws to the Faculty Assembly or the Office of the Provost, for periodic review and comment.

Bylaws within CU Denver colleges should provide clear guidance to policies, procedures, and authorities within that college, designating how business is conducted and how key decisions are made. Of course, the practice of faculty governance in a college may not conform to the guidance provided by the bylaws or is beset by challenges. However, a robust and clear set of bylaws that explicitly articulate both the spirit and the specifics of shared governance—thereby clearly aligning the bylaws with Regent policies—will send a clear signal that CU Denver faculty members have a key role in leading the institution.

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.

Table 5: Faculty Shared Governance Survey Response Rates by College and Faculty Classification

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

Table 6: Survey Response Recode Values

Survey Item	Value
“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

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

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	-0.50 (-0.74)	-0.18 (-0.05)	+0.36 (+0.12)	+0.27 (+0.03)
CEDC	-0.25 (-0.50)	-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	+1.22 (+0.92)	+0.56 (+0.56)	+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)
CU Denver	+0.27	-0.12	+0.21	+0.23

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

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

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.

Table 10: 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	+1.20 (+0.54)
CEDC	-0.40 (-0.79)
CLAS	+0.61 (+0.07)
LIB	+1.33 (+0.67)
SEHD	+0.48 (-0.04)
SPA	+0.88 (+0.29)
CU Denver	+0.53

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

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**)

Section III: Leadership Interviews on Shared Faculty Governance

While a thorough review of the college bylaws and a survey of faculty perceptions of faculty governance in the colleges, presented above, may offer important insight into shared faculty governance at CU Denver, these tools may not capture many important nuances in shared faculty governance and its practices. To gain a more nuanced understanding of the state of faculty governance, the project team conducted interviews with administration and faculty governance groups in each of the colleges.

A. Process

Throughout late March and extending throughout April, the team conducted eleven meetings with deans, associate deans, and faculty leaders in a guided discussion about faculty shared governance at the college level. Discussion participants were given a draft copy of the bylaws report (Section II) and a summary of survey responses provided by the Office for Institutional Research and Effectiveness before the meeting. In total, approximately 50 individuals participated in these meetings. A complete list of meetings is provided in Appendix 5.

During the meetings, members of the team discussed results of the Survey on Faculty Shared Governance at CU Denver, received feedback on the bylaws evaluation, and were invited to raise topics on the state of shared faculty governance in their respective colleges. AVC-Faculty Affairs Turan Kayaoglu and report author Peter Anthamatten facilitated discussion in these meetings. Anthamatten was not able to attend four of the meetings due to schedule conflicts. Aubrey Thorburn, from the Office of Faculty Affairs, took extremely detailed notes from the meetings. AVC Kayaoglu then initially organized the meeting notes into coherent themes, which are reported here.

B. Interview Discussion Themes

Several themes on shared governance emerged throughout these interview discussions. A full list of themes and ideas collected from meeting notes is categorized and listed in Appendix 7. These ideas from the meetings are categorized here into major themes, ideas raised consistently through the meetings; and minor themes, topics or ideas which emerged in three or fewer meetings.

Major Theme 1: Heavy workloads limit the ability of faculty to engage in shared governance in their college.

University faculty and administrative leadership expressed concerns that heavy workloads from faculty impede faculty governance. Faculty members are often unwilling to take on additional workloads, given the need to strike a balance between demands of various teaching, research, and other service responsibilities.

Major Theme 2: Shared governance structures vary across schools, colleges, and the library, and need to be periodically reviewed.

There is a need for governance structures to be reviewed and updated to ensure that the bylaws are consistent with Regent policy and that faculty shared governance structures are appropriate for the changing realities of academic life and work. There is also some confusion around the bylaws review and revision process. It is important to emphasize faculty autonomy over decisions in key areas, and faculty should lead the process to revise the bylaws.

Major Theme 3: Effective shared governance in CU Denver’s colleges, schools, and libraries requires strong faculty governance structures at the campus level, as well as strong support from campus administrators.

Ensuring alignment with institutional policies, particularly those set by system-level governing bodies such as the CU Board of Regents, is recognized as crucial for effective shared governance within each unit. Policy decisions made higher up the CU System hierarchy directly affect governance at the college level. Discussants also raised the need for improved communication between campus and college faculty governance representatives and governing bodies. Finally, there are concerns about the role and influence of the upper administration in shared governance processes. Decisions, such as those made about graduate education or budget realignment, have implications for shared governance which are felt at the college level.

Additional Themes

Discussion yielded several additional themes:

1. **Transparency and communication:** Effective communication and transparency between faculty members and school leadership are essential components of shared governance.
2. **Budget and resource allocation:** There are concerns about budget decisions and the necessity for faculty involvement in matters related to budgeting. There is a desire for greater transparency and faculty input in budgetary decisions.
3. **Autonomy in research:** Discussions have raised questions related to faculty input concerning research and creative activities. There is a need to balance shared governance principles with academic freedom.
4. **Continuous improvement:** There is a shared commitment to continuously improving shared governance practices through ongoing dialogue, solicitation of feedback, and periodic reviews of governance structures.
5. **Involvement of staff in faculty governance:** Several participants advocated for more involvement of staff in shared governance.
6. **Closure of the Graduate School:** Discussants raised concerns about governance at the Graduate School and its recent disbandment, including concerns about top-down decision-making and the need for more faculty involvement in developing policy concerning the administration of education and curriculum.
7. **Manipulation of shared governance:** Concern was expressed about ensuring that faculty representative bodies are not manipulated to serve specific interests, rather than those of the broader faculty community. One dean emphasized the importance of maintaining integrity and representing the broader faculty perspective.

Supporting Documents and Data

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

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

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

Follow the link to opt out of future emails:

[Click here to unsubscribe](#)

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:

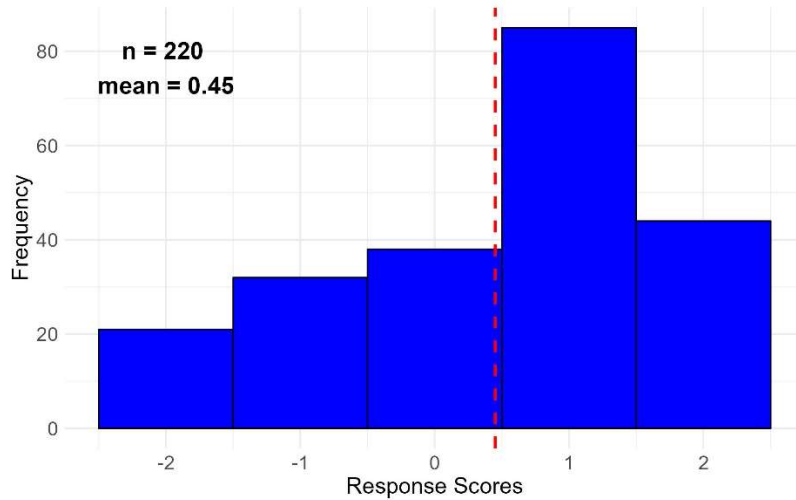
- Auraria Library – 56%
- Business School – 51%
- College of Architecture and Planning – 38%
- College of Arts and Media – 48%
- College of Engineering, Design, and Computing – 17%
- College of Liberal Arts and Sciences – 34%
- School of Education and Human Development – 36%
- School of Public Affairs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

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

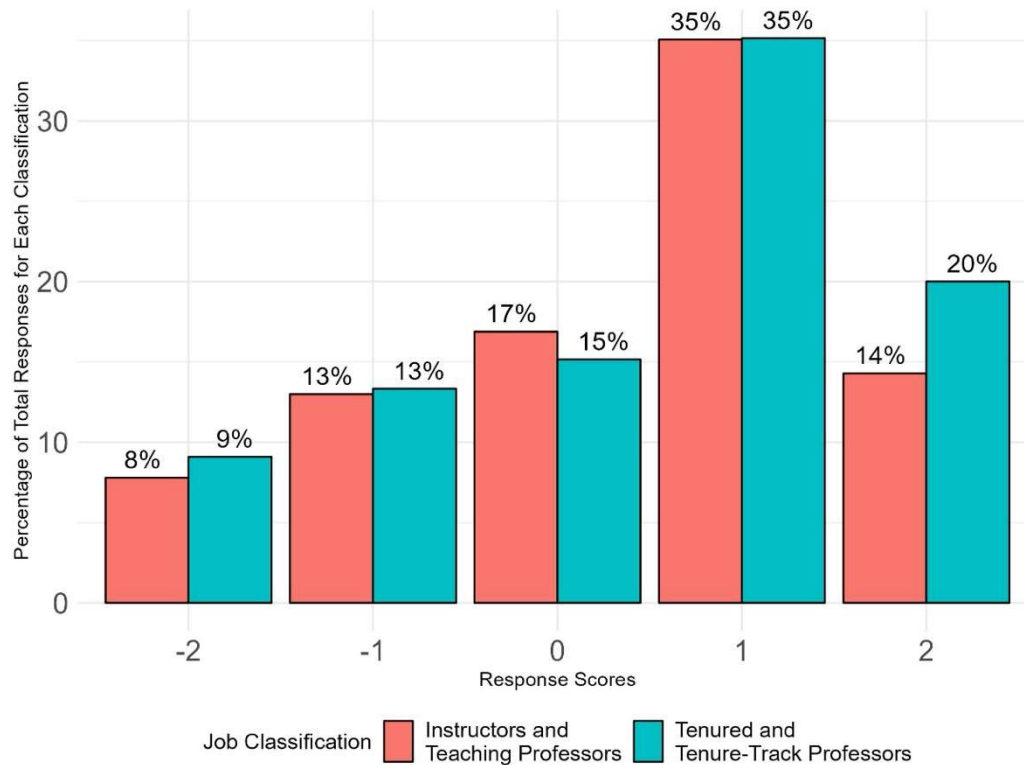
Appendix 4: Histograms of Survey Question Responses by College

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

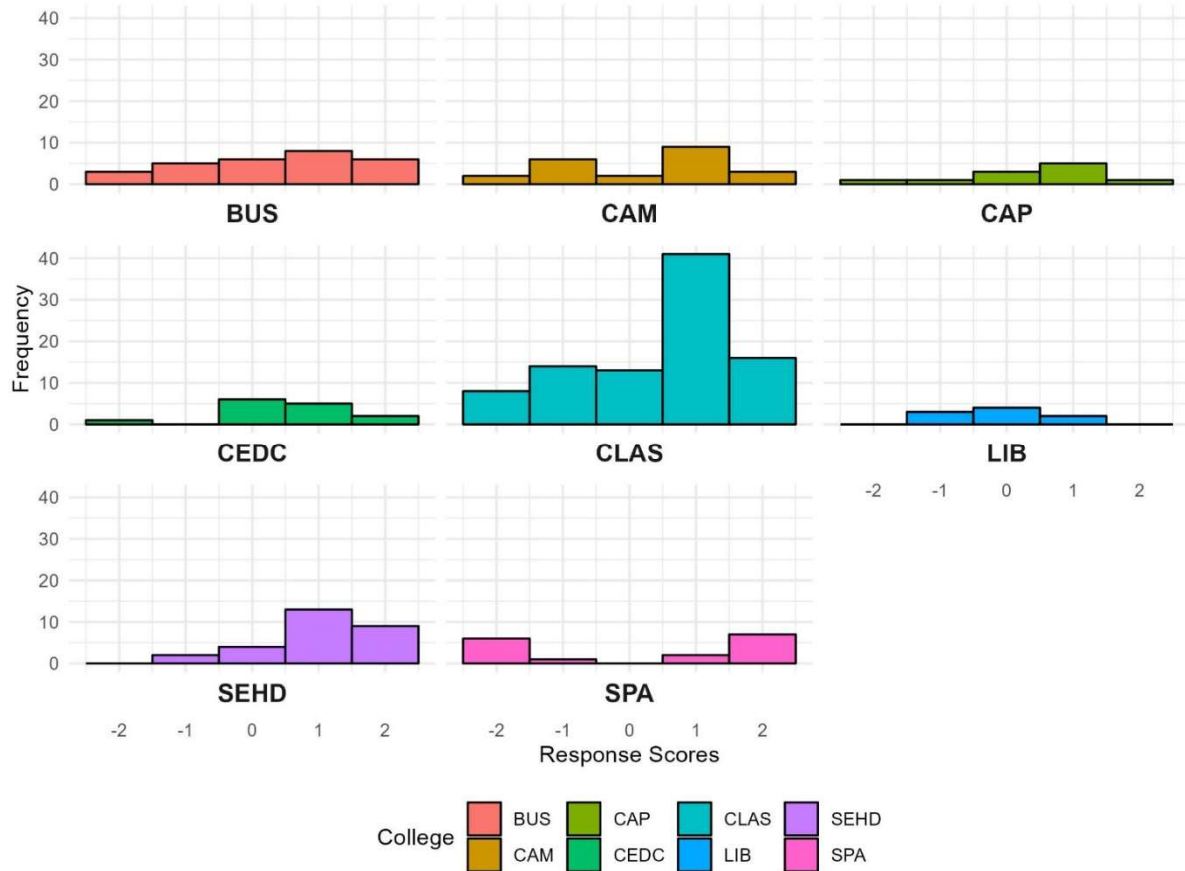


Overall Response Scores by Job Classification (as a percentage of each category)



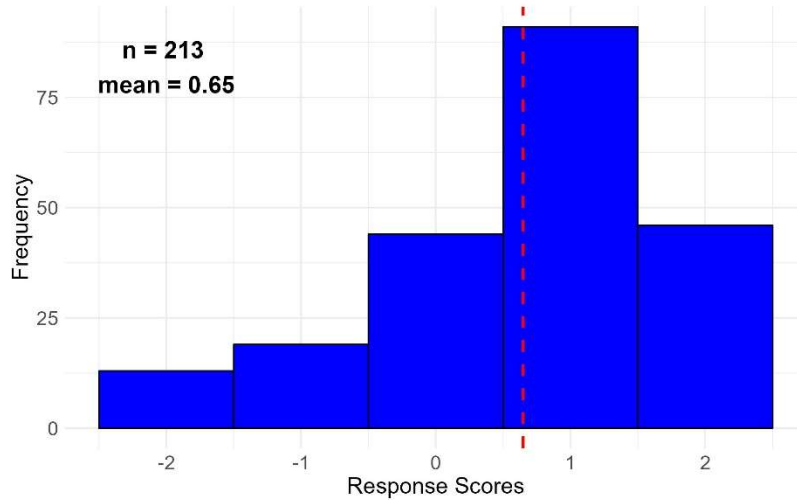
Q01: My college/school/library administration respects faculty decisions in areas in which the faculty has principal responsibility (such as pedagogy, curriculum, scholarly or creative work, and academic ethics).

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

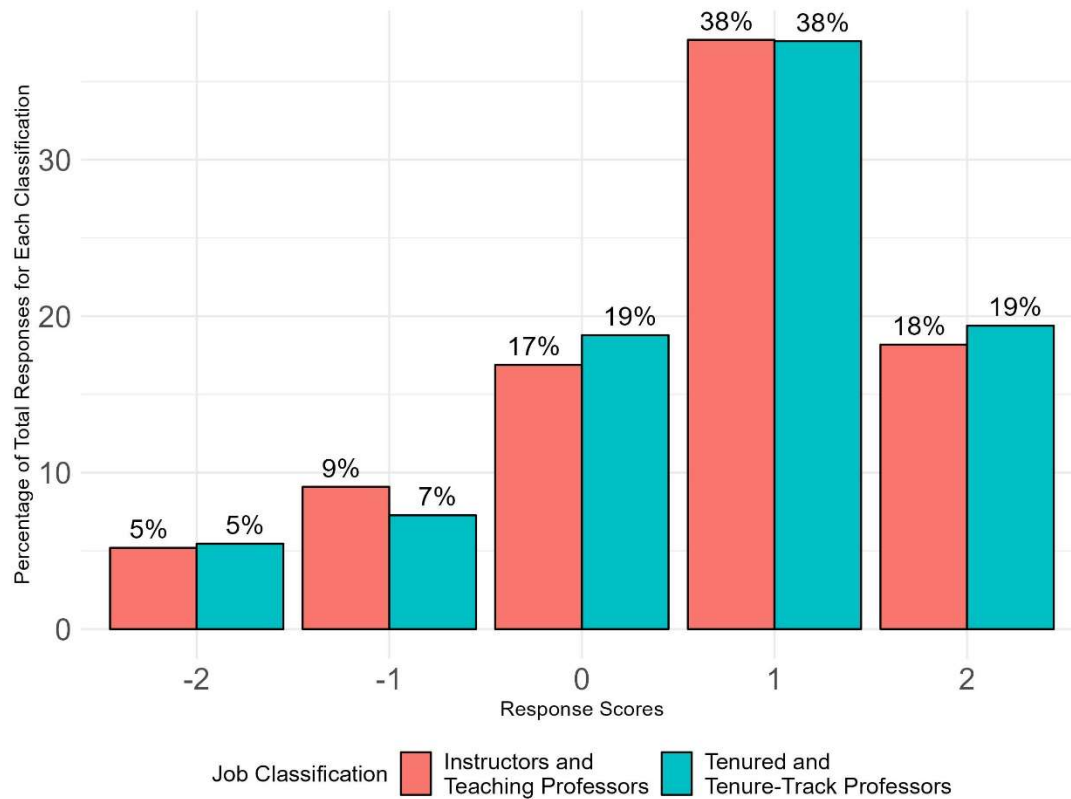


Q02: My college/school/library respects faculty recommendations on the selection and evaluation of faculty.

Campus-wide response scores

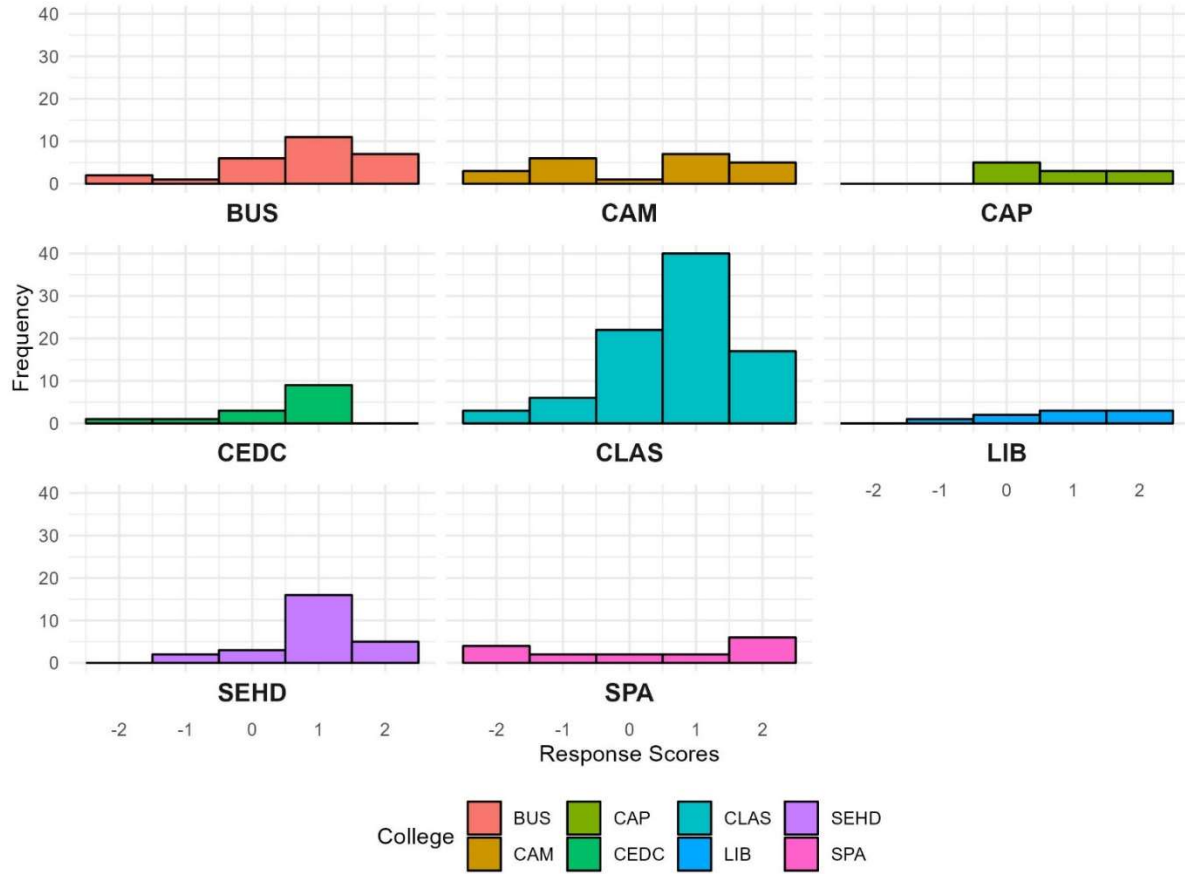


Overall Response Scores by Job Classification (as a percentage of each category)



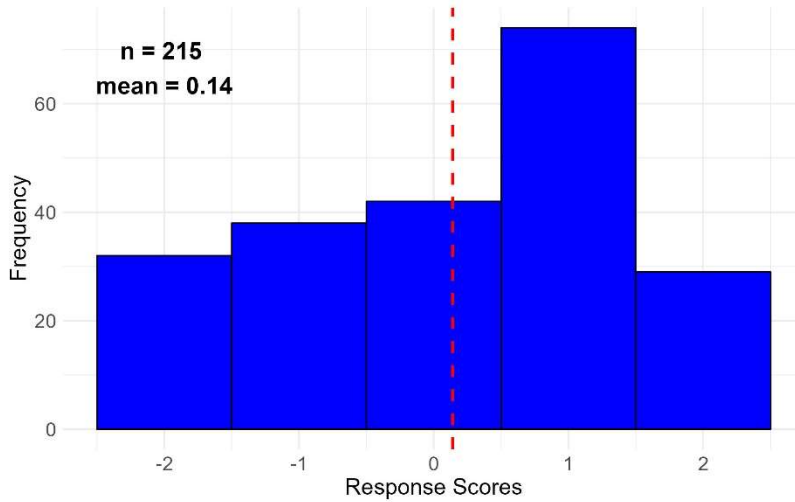
Q02: My college/school/library respects faculty recommendations on the selection and evaluation of faculty.

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

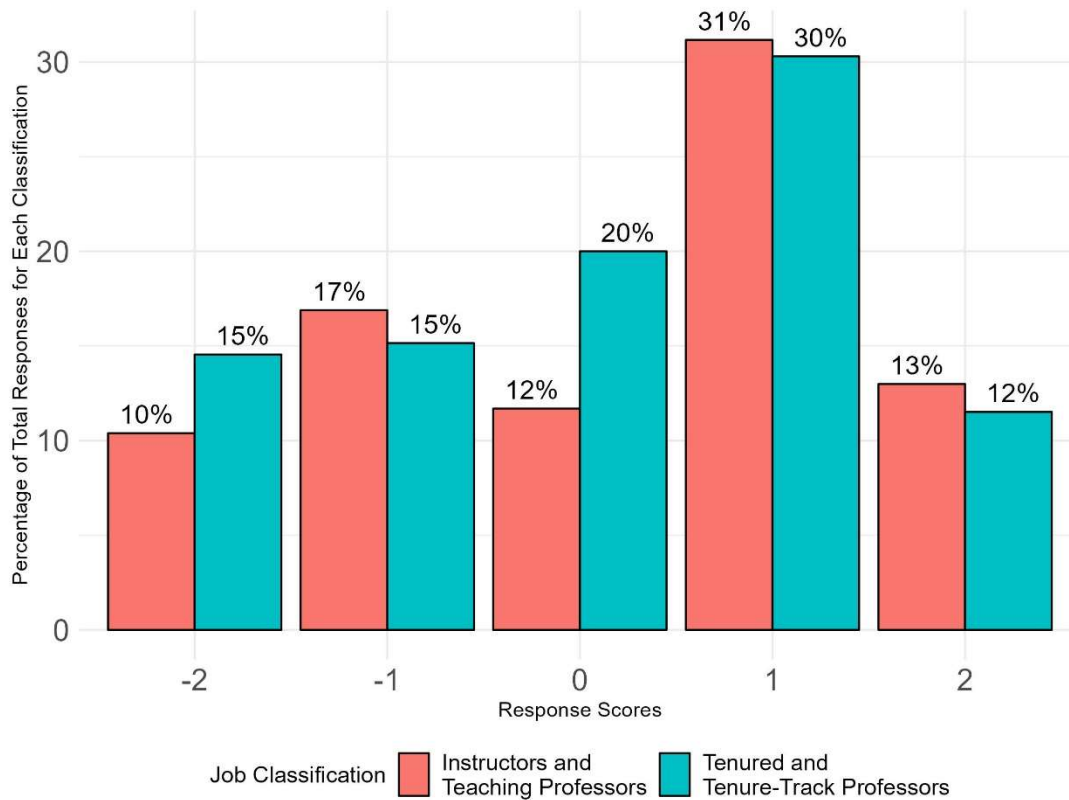


Q03: My college/school/library administration seeks meaningful faculty input on issues (such as planning) in which the faculty has appropriate interest but not principal responsibility.

Campus-wide response scores

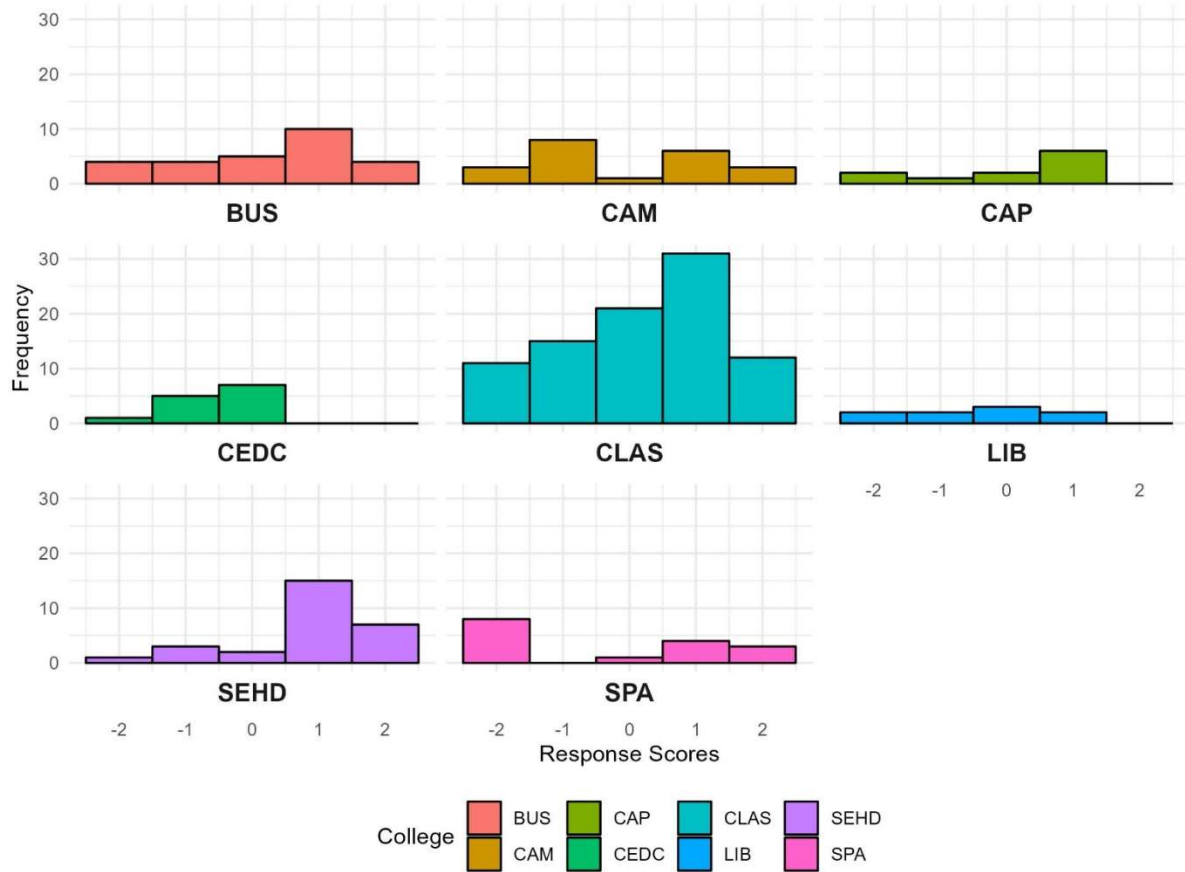


Overall Response Scores by Job Classification (as a percentage of each category)



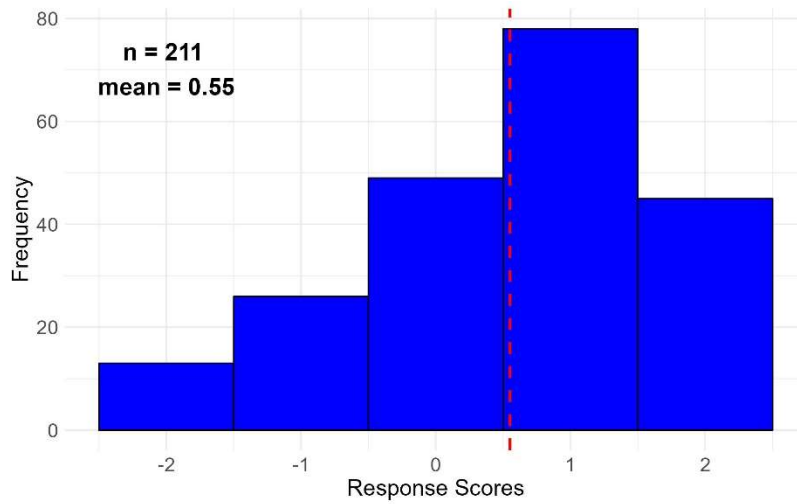
Q03: My college/school/library administration seeks meaningful faculty input on issues (such as planning) in which the faculty has appropriate interest but not principal responsibility.

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

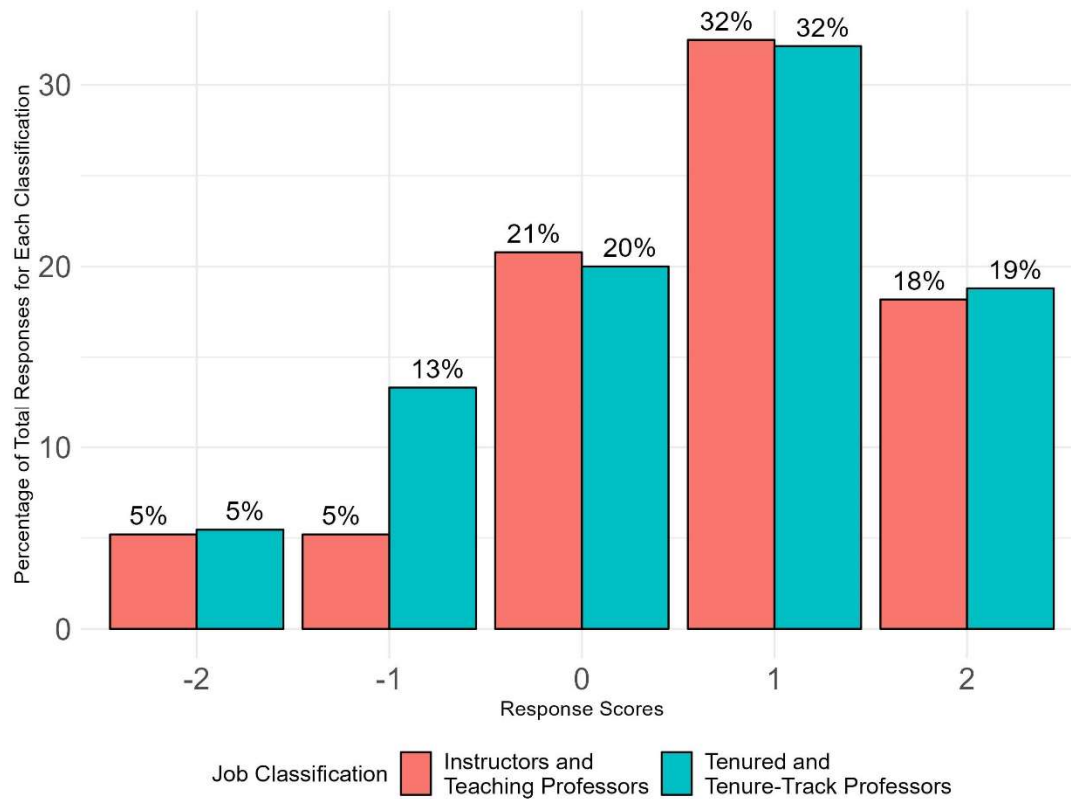


Q04: My college/school/library administration supports faculty shared governance.

Campus-wide response scores

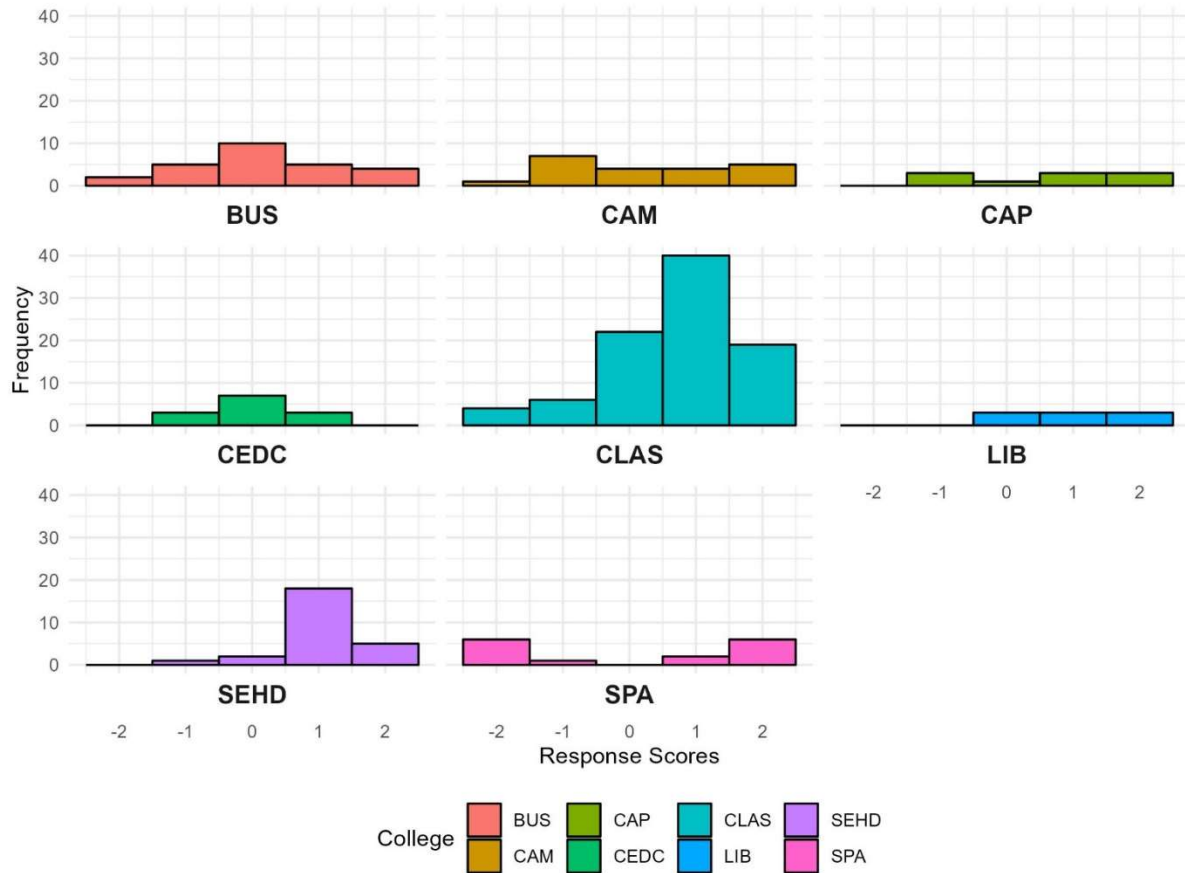


Overall Response Scores by Job Classification (as a percentage of each category)



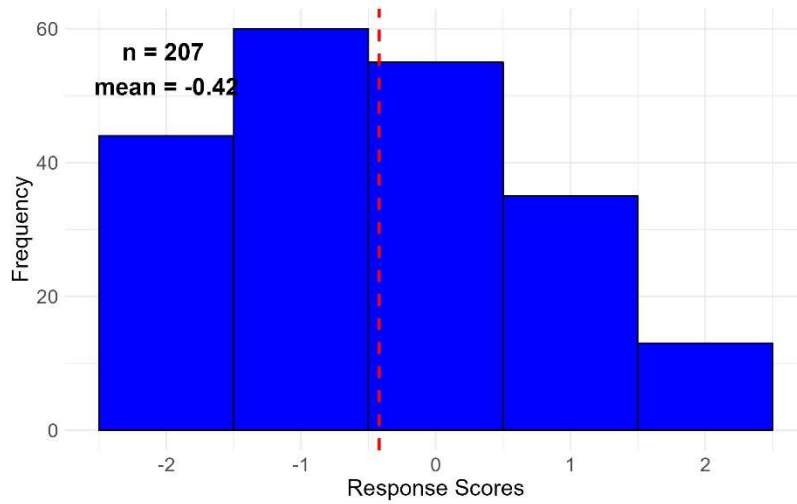
Q04: My college/school/library administration supports faculty shared governance.

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

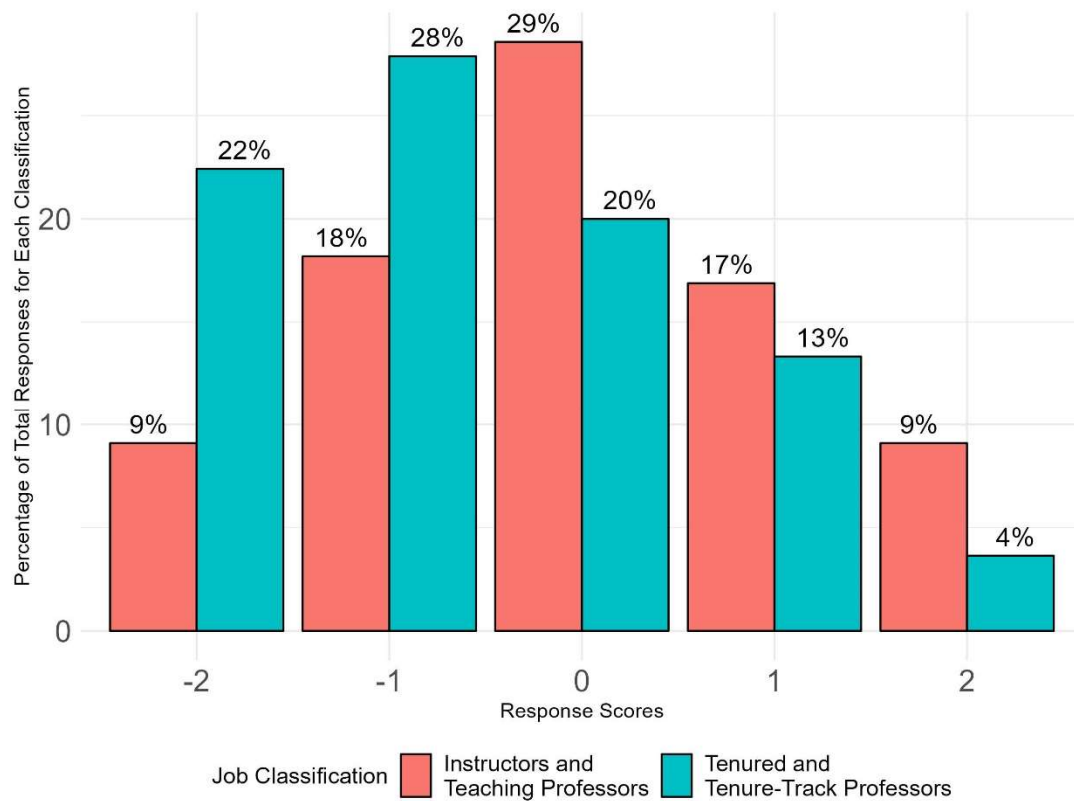


Q05: University-level administration supports faculty shared governance.

Campus-wide response scores

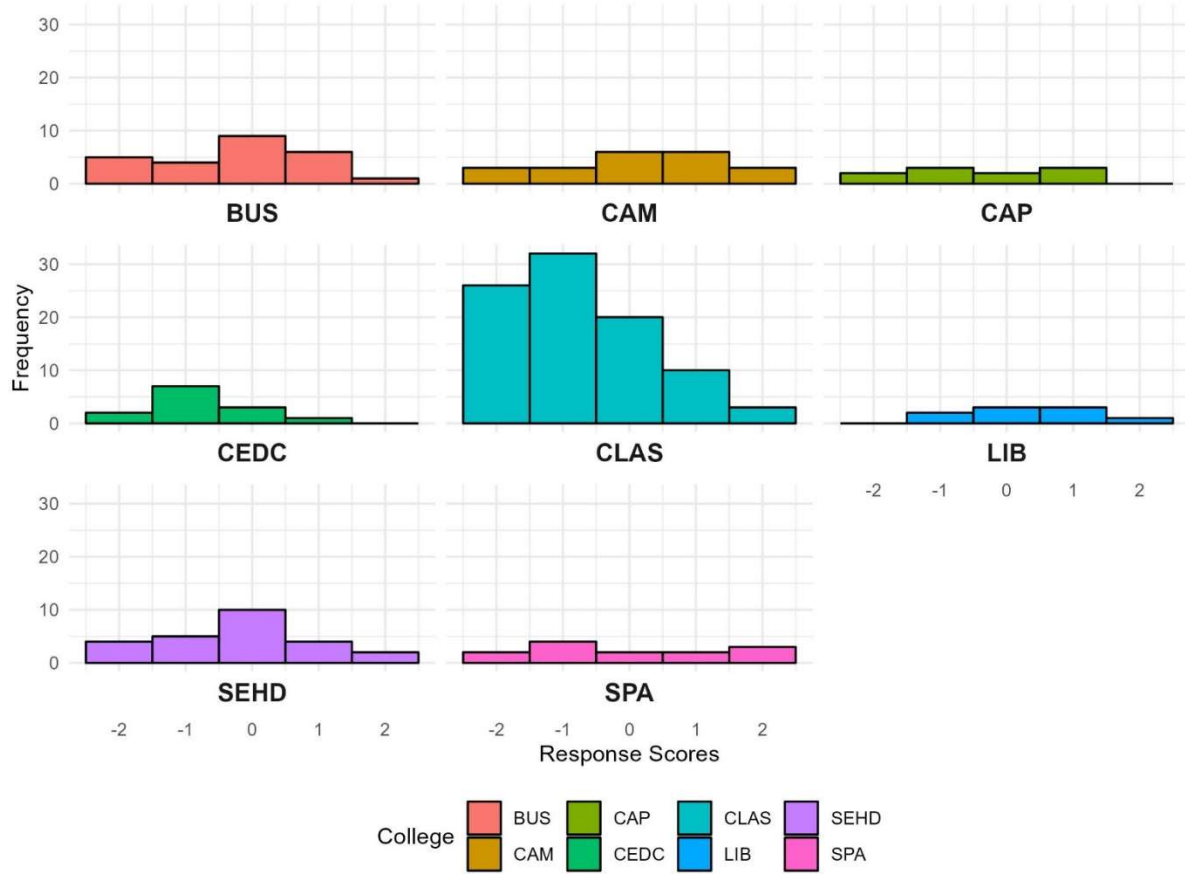


Overall Response Scores by Job Classification (as a percentage of each category)



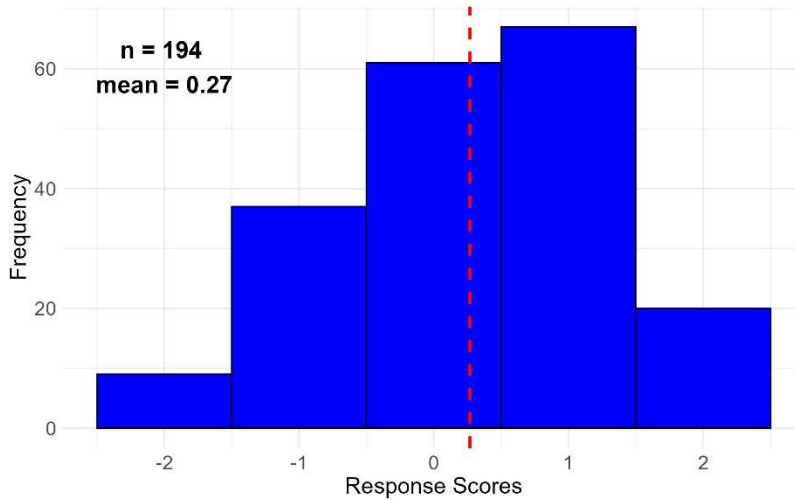
Q05: University-level administration supports faculty shared governance.

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

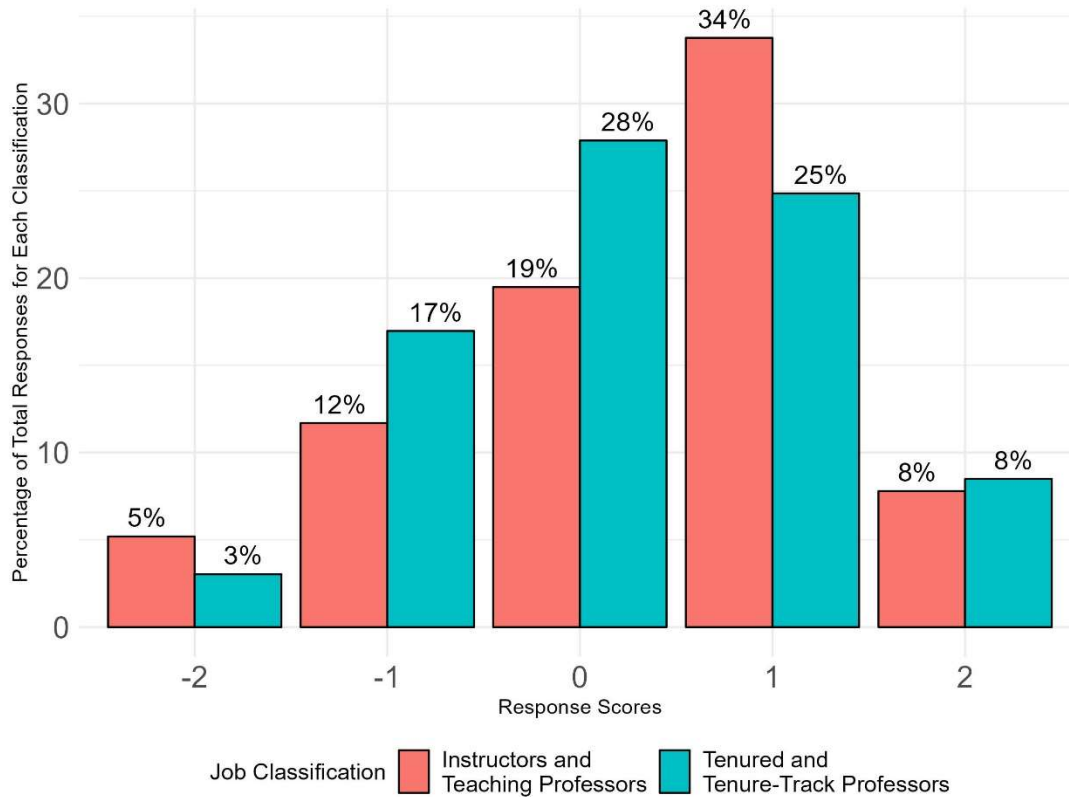


Q08: Shared governance processes and responsibilities are clearly defined in college/ school/ library governance documents (e.g., bylaws).

Campus-wide response scores

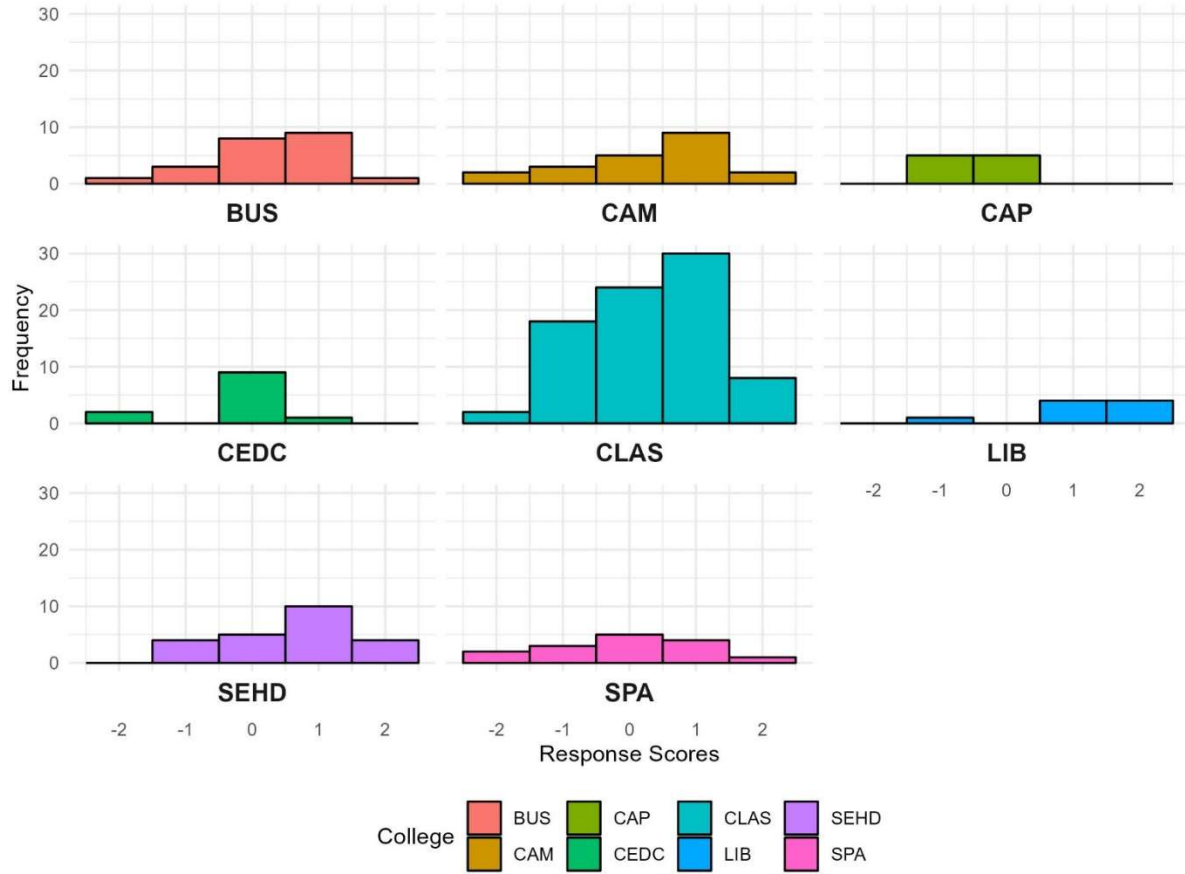


Overall Response Scores by Job Classification (as a percentage of each category)



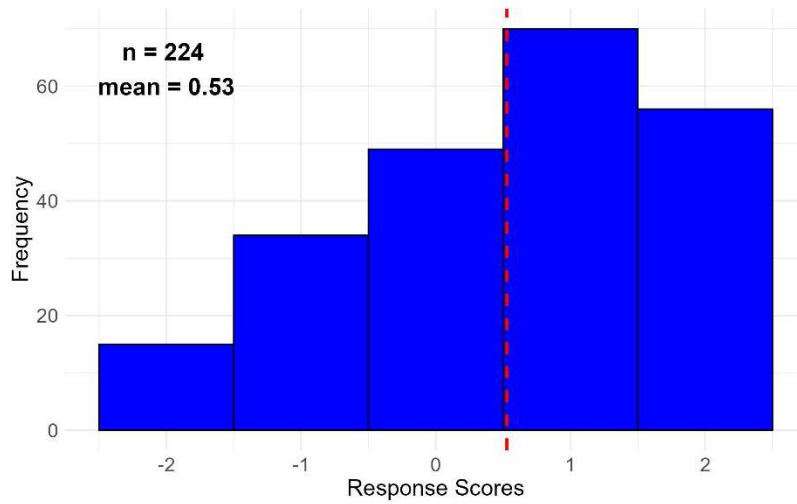
Q08: Shared governance processes and responsibilities are clearly defined in college/ school/ library governance documents (e.g., bylaws).

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

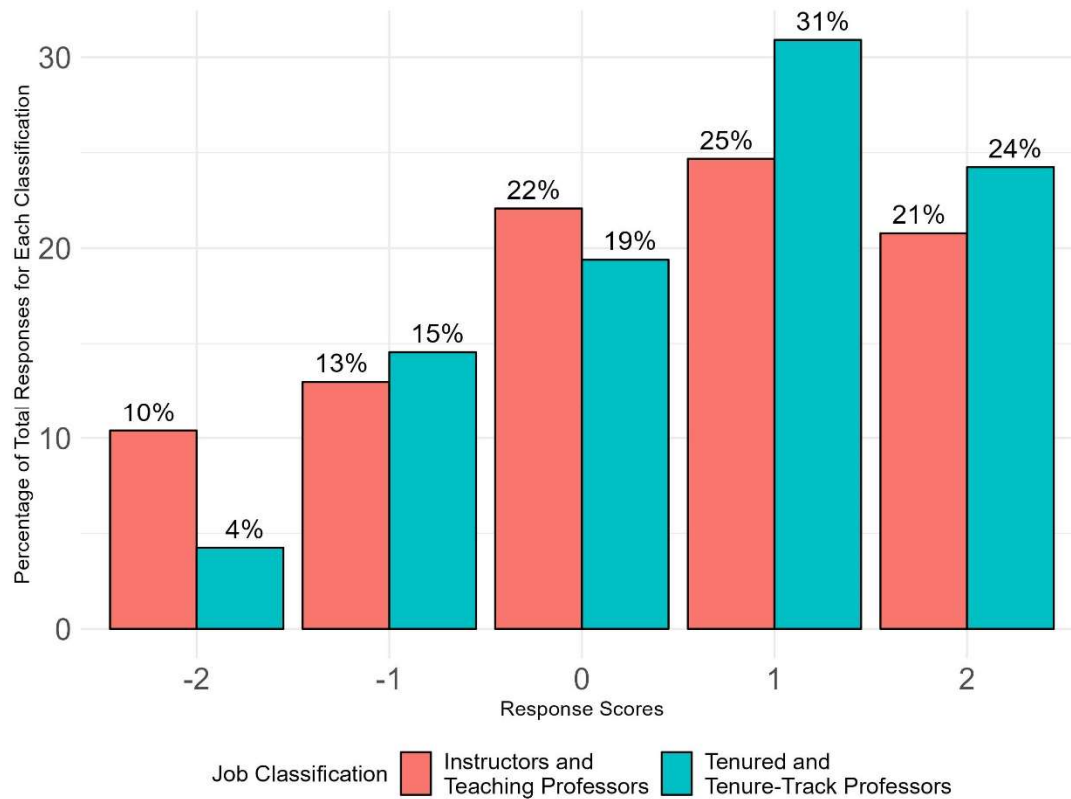


Q11: I am involved in faculty shared governance in my school, college, or library.

Campus-wide response scores

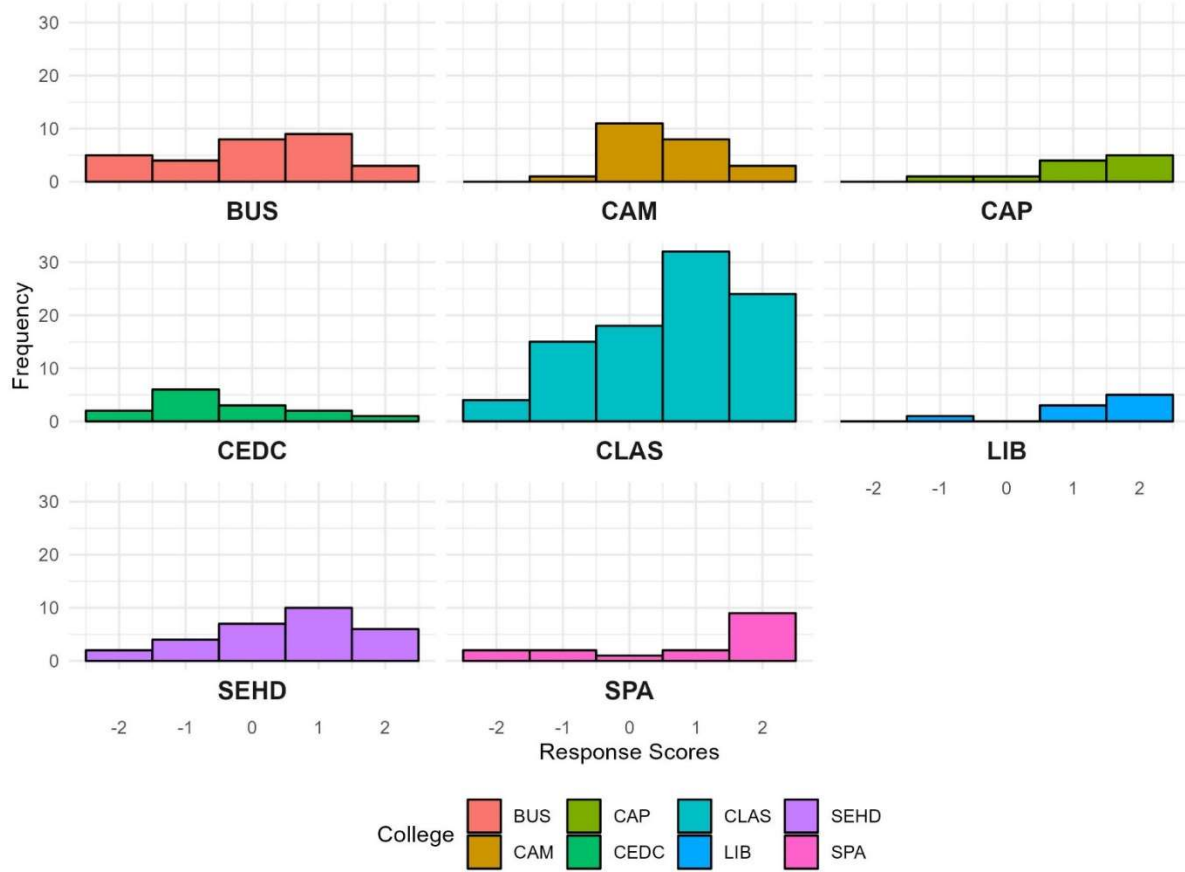


Overall Response Scores by Job Classification (as a percentage of each category)



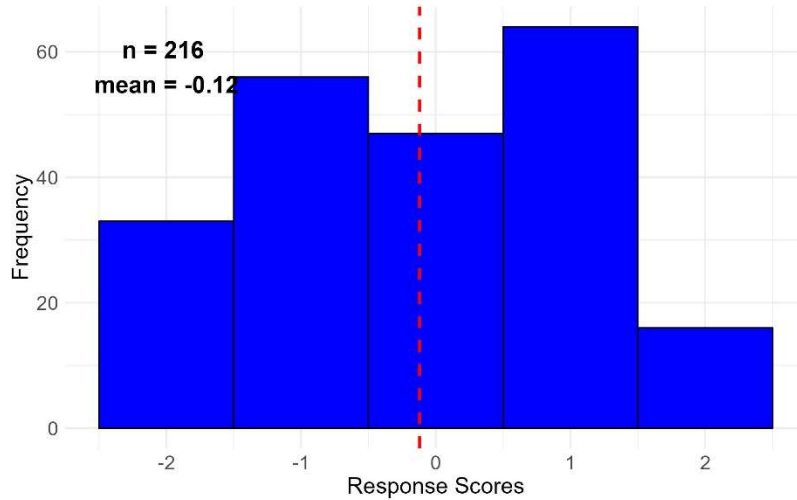
Q11: I am involved in faculty shared governance in my school, college, or library.

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

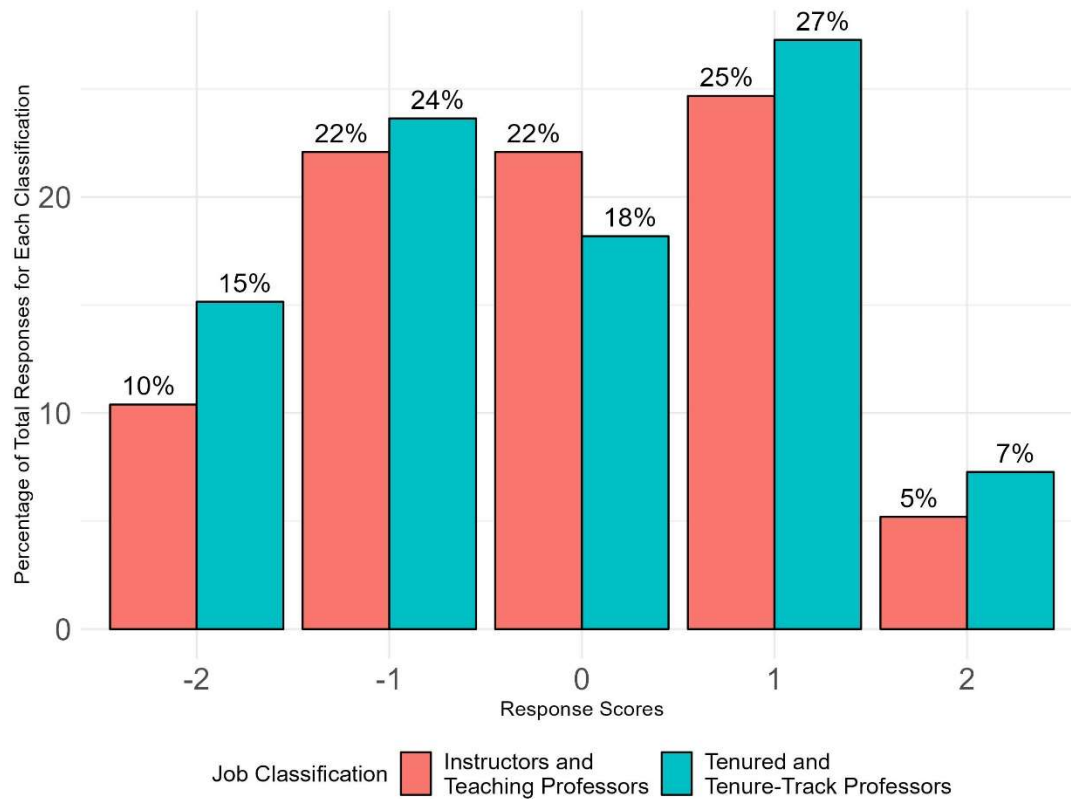


Q12: I am satisfied with the state of faculty shared governance at my college/ school/ library.

Campus-wide response scores

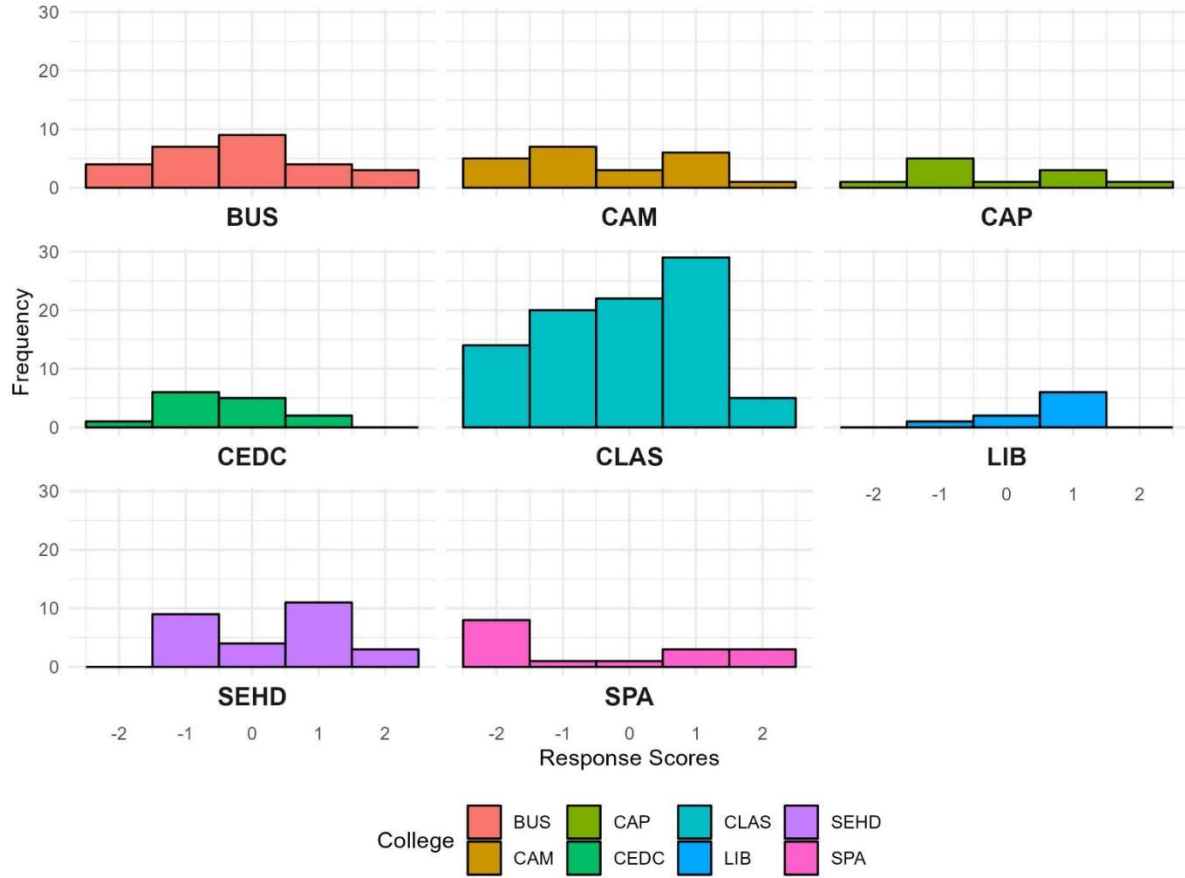


Overall Response Scores by Job Classification (as a percentage of each category)



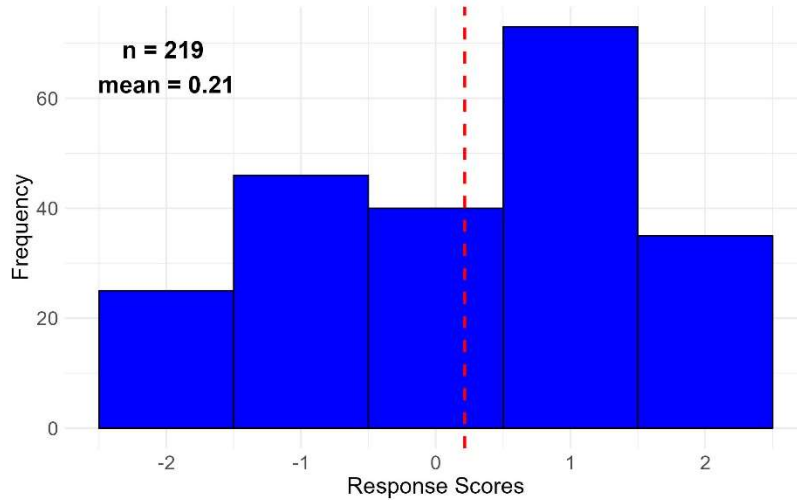
Q12: I am satisfied with the state of faculty shared governance at my college/ school/ library.

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

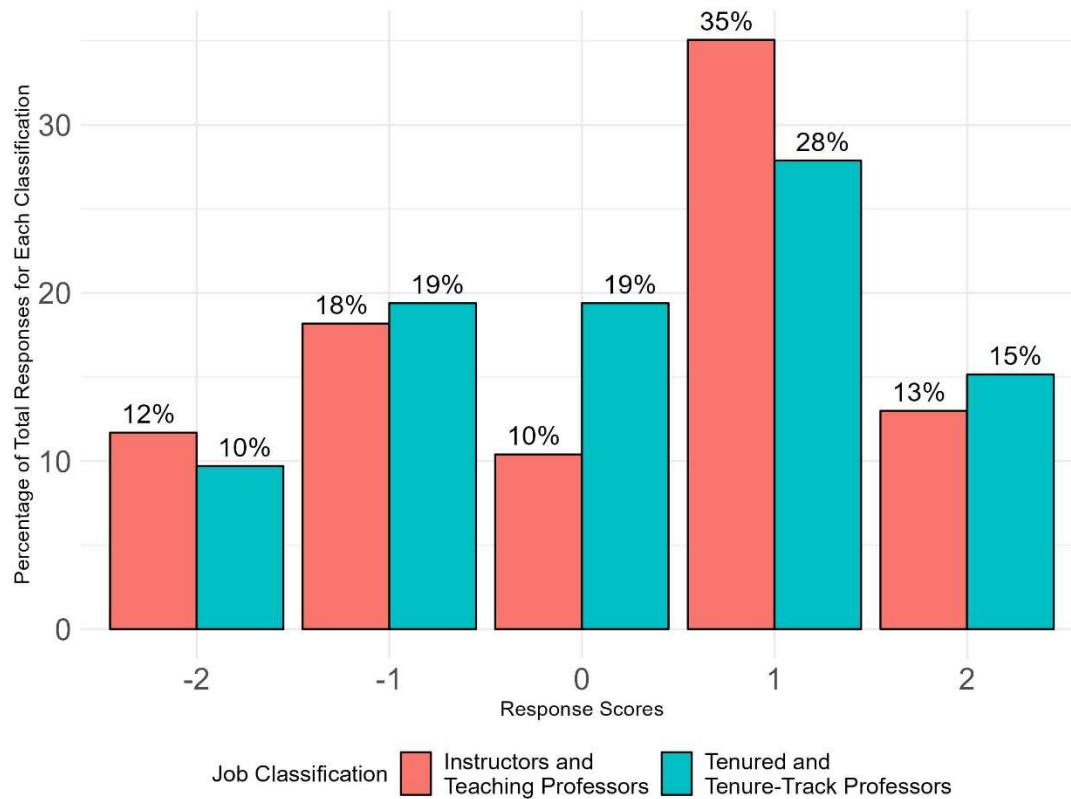


Q13: Faculty have a meaningful impact on college/ school/ library policies that matter to me.

Campus-wide response scores



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



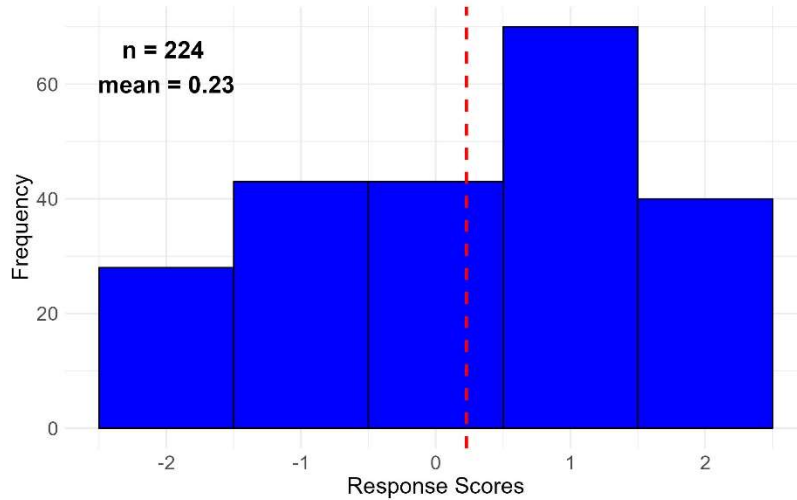
Q13: Faculty have a meaningful impact on college/ school/ library policies that matter to me.

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

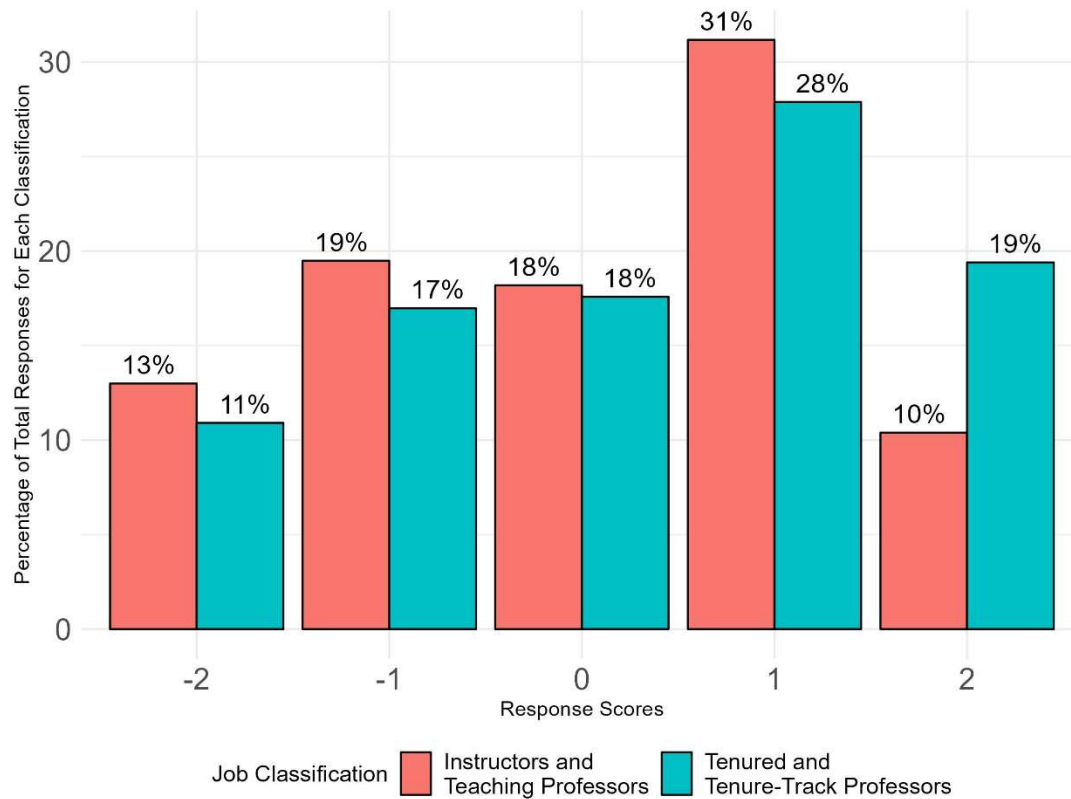


Q14: I feel comfortable speaking up in college/ school/ library faculty meetings, even if my position differs from that of administrative leaders

Campus-wide response scores

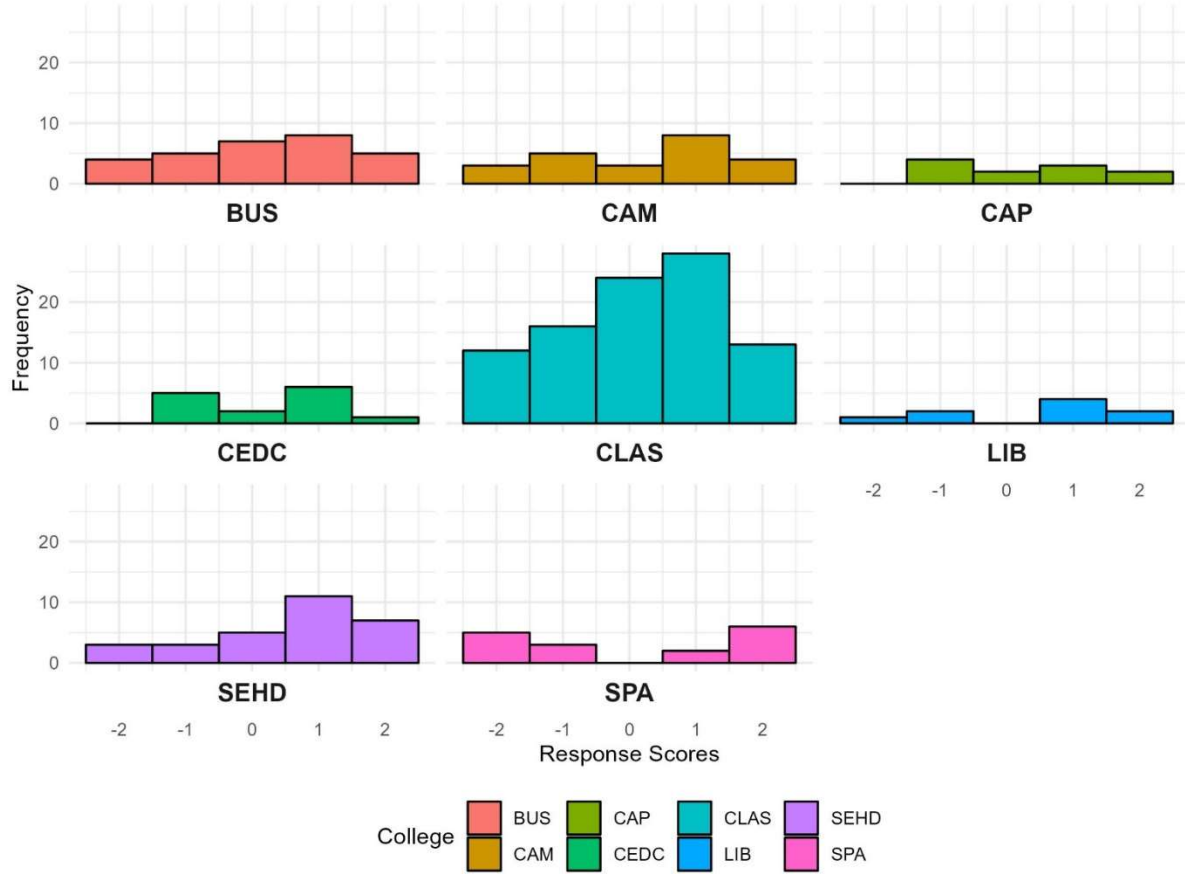


Overall Response Scores by Job Classification (as a percentage of each category)



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 / there 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]

Appendix 7: Faculty Shared Governance Interview Discussion Meetings

Group	Date	Members
Library Shared Governance Leaders (Faculty)	Thursday, March 7, 2024	Kodi Saylor Ryn Grotelueschen Bailey Wallace Kelsey Brett Deborah Bumbie-Chi Teresa McGinley
Business School (Dean and Associate Deans)	Thursday, March 28, 2024	Scott Dawson Jahangir Karimi Andrey Mikhailitchenko
CEDC (Dean)	Monday, April 1, 2024	Martin Dunn
UCDALI (ExCom)	Friday, April 5, 2024	Beth Pugliano and others (about 10)
CAM (Dean and Leadership)		Joann Brennan Nathan Thompson Mark Rabideau Karen Ludington Michelle Carpenter David Liban
SEHD (Dean and ADs)	Wednesday, April 10, 2024	Marvin Lynn Scott Bauer Dorothy Garrison-Wade Barbara Seidl
CAM Faculty (Bylaws Committee)	Thursday, April 11, 2024	Christopher Beeson Maria Buszek Erin Hackel
SPA (Dean and Leadership)	Friday, April 12, 2024	Paul Teske Chris Smith Annie Miller
CLAS (Dean and Leadership, including Faculty and Staff Leaders)	Friday, April 12, 2024	Pam Jansma Richard Allen Faye Caronan Lisa Keranen Julien Langou Margaret Woodhull Michelle Medal
CAP (Dean and Leadership)	Wednesday, April 17, 2024	Stephanie Santorico Ann Komara Lois Brink Michael Jenson

Library (Dean and Leadership)

Thursday, April 25, 2024

Kat Vlahos

Cinthy Ippoliti

Dawn Zoni

Keith Teeter

Appendix 8: Faculty Shared Governance Interview Discussion Themes

Major Discussion Theme 1: Heavy workloads limit the ability of faculty to engage in shared governance in their college.

Faculty workload

- Faculty feel overburdened by their existing workloads, which impacts their ability to effectively engage in shared governance activities, such as attending meetings and contributing to decision-making processes.
- Faculty are reluctant to take on additional service responsibilities due to perceived overwork.
- There is a recognition of the challenges in finding a balance between departmental work and engagement in college-level governance.
- There is a recognition of a conflict between getting IRC faculty involved in shared governance and their non-existing or more limited-service requirements and incentives for service in their contracts.
- There are concerns about faculty retention due to factors such as retirement incentives, the workplace climate, and compensation, which negatively impacts shared governance structures and practices.
- It is difficult to realize effective governance due to a shortage of faculty members who possess sufficient institutional history and leadership skills.
- There is an impact from leadership turnover, which affects institutional stability and challenges associated with replacing faculty in leadership roles to maintain institutional continuity.
- Retaining qualified faculty members is essential for maintaining a strong faculty voice and ensuring effective governance. Efforts to address faculty retention issues may need to be integrated into broader discussions on shared governance and institutional stability.

Faculty engagement

- It is important to find the best practices to encourage faculty engagement in shared governance activities across different schools and departments. This is of particular concern in our post-COVID higher education environment in which remote work and online teaching have been decisive factors contributing to faculty disengagement.
- There is a need to address barriers to faculty engagement in shared governance initiatives.
- There is a perceived need for greater involvement of IRC faculty in shared governance to ensure diverse perspectives are represented.
- Early-career faculty are often advised to focus on research and external service activities, rather than participate in internal shared governance roles.
- There is low attendance at faculty meetings in some colleges, a potential indicator of a lack of engagement or interest in decision-making processes at the college level.

Faculty empowerment

- There is a desire to improve communication channels and clarify processes to ensure that faculty voices are heard and valued.
- Faculty-driven governance structures and key policy documents, such as bylaws, are important to ensure faculty voice in key decisions.
- Faculty members should participate in discussions about governance issues to ensure diverse perspectives are considered.
- There is a need for policy clarification regarding empowering faculty voices in research governance.
- There should be a focus on planning for future engagement efforts to ensure that schools and colleges genuinely reflect faculty desires. Suggestions include holding sessions at faculty meetings or administering surveys to gather input.
- There is a need to reinforce the idea that Deans have a primary responsibility to foster a culture of shared governance and to support faculty participation in it.

Faculty meeting frequency and structure

- Some discussion centered around the frequency and structure of faculty meetings, with concerns raised about the effectiveness of current meeting schedules.
 - There is need in some colleges for a more structured approach to meetings and increased faculty participation, considering challenges in balancing departmental workloads with college-level engagement
-

Major Discussion Theme 2: College, school, and library bylaws should be periodically reviewed and updated.

Continuous improvement of bylaws

- Colleges, schools, and the library should periodically review shared governance policies. Activities could include examining existing bylaws, conducting faculty surveys, and gathering qualitative feedback to assess the strengths and weaknesses of their bylaws.
- There is a need for continuous improvement of governance structures and bylaws to adapt to changing needs and challenges within academic institutions.
- Bylaws have been created and revised in varying ways across the colleges. While in some cases such revisions have been led by the faculty, in other cases it may have been initiated by administrators and then voted on by faculty.
- There is confusion about bylaw revision and approval processes, as well as the roles of faculty, deans, and the provost.

Structural review and improvement

- Several interviewees mentioned the need for reviewing and revising governance structures, committees, and leadership roles to better represent faculty interests and comply with institutional policies. There is a shared commitment to continuously improving shared governance practices through ongoing dialogue, feedback solicitation, and periodic reviews of governance structures.

- All interviewees stressed the importance of having structures in place, such as committees, to involve faculty in key decision-making areas such as curriculum development, faculty hiring, and budgeting.
- Committee structures within schools and colleges are driven by departmental needs. There are questions regarding whether faculty elected to college-level bodies represent their departments or represent the college.

Alignment with institutional policies

- The alignment of bylaws revision with institutional policies, such as those set by the Board of Regents, has been identified as a key consideration in shared governance, emphasizing the need to review and revise bylaws accordingly.
- There is a need for policy clarification regarding faculty roles in governance, including research activities, which highlights the importance of clearly defined bylaws to provide guidance and direction.

Faculty-driven governance

- It is important to emphasize faculty autonomy over key decisions, which underscores the importance of clear and regularly updated bylaws that reflect faculty expectations and interests. Faculty should take the lead in efforts to bylaws revisions.
- Establishing faculty-driven shared governance bodies, such as councils within schools, is seen as important for facilitating independent discussion and advocacy for faculty needs. The Auraria Library's shared governance structure is worth consideration as a model for other CU Denver college-level structures.

Staffing challenges in small colleges

- Smaller schools face challenges in staffing Faculty Assembly and college-level shared governance bodies due to limited resources and personnel. This has been compounded further by complex committee structures in some schools in which there are concerns about authority, overlaps, and staffing between college-level shared governance bodies and committees in place. Overall, creativity may be needed to ensure proper structures are in place to carry out shared governance functions.

Major Discussion Theme 3: Strengthening shared governance at school, college, and library levels requires strengthening shared governance at departmental and campus levels.

Communication among faculty governance bodies

- Ensuring alignment with institutional policies, particularly those set by system-level governing bodies like the CU Board of Regents, is recognized as crucial for effective shared governance within each unit because policy decisions made higher up the CU System hierarchy directly affect governance at the college level.

- The need was expressed to coordinate FA activities at the campus level with those of other faculty governance bodies, such as those within schools, colleges, and libraries, to ensure alignment and effectiveness.

Department and college-level governance

- Discussions touched on differences between faculty perceptions and involvement at the department level, and those at the college level. While faculty may feel more comfortable and engaged at the department level, there are questions and concerns about shared governance practices at the college level, indicating a need for more organized and formalized structures.
- While in some colleges, departments have strong faculty engagement, shared governance structures, and codified bylaws, in others the quality of shared governance depends very much on department chairs' leadership.

Concerns about upper administration support of faculty shared governance

- There are concerns about the role and influence of the upper administration in shared governance processes. Decisions such as those made about graduate education or budget realignment have implications for shared governance practices.

Secondary Themes

1. **Transparency and communication:** Effective communication and transparency between faculty members and school leadership are essential components of shared governance. Discussants raised concerns about the perception that faculty influence may not always be reflected in final decisions. There is recognition of the need to enhance communication channels and clarify processes to ensure that faculty voices are both heard and valued. This entails keeping faculty informed about key decisions, policies, and initiatives, and providing opportunities for open dialogue and feedback.
2. **Budget and resource allocation:** Concerns have been raised regarding budget decisions and the necessity for faculty involvement in matters related to budgeting. There is a desire for greater transparency and faculty input in budgetary decisions. A few faculty participants mentioned that they see more faculty involvement in the budget and resource decisions in the last two years compared to previous years.
3. **Autonomy in research:** Discussions have raised questions related to faculty input concerning research and creative activities and related to the need to balance shared governance principles with academic freedom.
4. **Integrating IRC Faculty in Share Governance:** Ensuring the empowerment and safety of IRC) is integral to shared governance. Understanding the diverse needs of academic units by examining variations across schools and colleges is crucial. It's essential to balance these localized needs with the imperative of including

IRC faculty in decision-making processes to foster an inclusive and supportive academic community.

5. **Continuous improvement at every level:** There is a shared commitment to continuously improving shared governance practices through ongoing dialogue, solicitation of feedback, and periodic reviews of governance structures.
6. **Involvement of staff:** In several conversations, participants expressed a desire to involve staff in decision-making processes related to shared governance.
7. **Lingering questions on graduate school governance:** Issues concerning governance at the graduate school level were raised, including concerns about top-down decision-making and the need for faculty involvement in policy development.
8. **Concerns about manipulation shared governance processes:** Concern was expressed about ensuring that faculty representative bodies are not manipulated to serve specific interests rather than those of the broader faculty community. One dean emphasized the importance of maintaining integrity and representing the broader faculty perspective. Faculty representation in shared governance roles over personal agendas or feelings helps create an environment conducive to collaboration and mutual respect.
9. **Confusion between Faculty Governance and Shared Governance:** Explicitly defining the roles and relationships of "faculty governance" and "shared governance" is essential for clarity. This differentiation helps establish clear boundaries and responsibilities within the academic community.