



University of Colorado
Denver

PROGRESS UPDATE:
STRENGTHENING FACULTY SHARED GOVERNANCE
CU Denver's Schools, Colleges, and Library

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TABLE OF CONTENTS

Introduction	4
College of Arts & Media (CAM)	5
1. Implement Revised Bylaws	
2. Clarify Governance Roles and Processes	
3. Increase Transparency and Improve Communication	
4. Address Concerns About Power Dynamics and Improve Support for IRC Faculty	
5. Revise Search Guidelines to Ensure a Strong Faculty Voice	
Auraria Library	6
1. Strengthen the Bylaws	
2. Improve Communication and Transparency	
3. Enhance Faculty Participation in Hiring	
4. Complete the Library Faculty Shared Governance Study	
5. Improve Transparency in Budget and Strategic Planning	
School of Public Affairs (SPA)	8
1. Establish Faculty Space for Independent Governance Deliberation	
2. Review and Clarify SPA Bylaws	
School of Education & Human Development (SEHD)	9
1. Strengthen Shared Governance Structures and Faculty Leadership	
2. Revise Bylaws to Align with Regent Policy and Clarify Governance Processes	
College of Architecture and Planning (CAP)	10
1. Strengthen Faculty Governance Structures	
2. Revise CAP Bylaws	
3. Finalize Architecture Department Bylaws	
4. Improve Communication and Transparency	
College of Liberal Arts and Sciences (CLAS)	12
1. Clarify Governance Roles and Responsibilities	
2. Enhance Communication Across Governance Levels	
3. Strengthen IRC Faculty Representation	
4. Implement Term Limits for Governance Leadership Roles	
5. Improve Training and Orientation for Governance Participants	
Business School (BUS)	13

1. Clarify the Role of the Faculty Governance Body
2. Strengthen Faculty Participation in Governance
3. Improve Communication and Transparency

College of Engineering, Design, and Computing (CEDC) 14

1. Revise Bylaws to Strengthen Faculty Participation in College-Level Governance
2. Encourage Faculty Engagement and Leadership in Governance Structures

Faculty Assembly (FA) 15

1. Model Effective Shared Governance Practices
2. Improve Communication Between Faculty Assembly and Academic Units
3. Support Shared Governance at the College Level

Office of the Provost 17

1. Strengthen and Review College Governance Structures and Bylaws
2. Institutionalize Meetings with Shared Governance Leaders
3. Provide Periodic Updates on Shared Governance Recommendations
4. Conduct a Follow-Up Shared Governance Survey
5. Model Effective Shared Governance Practices

Introduction

This report provides a progress update on faculty shared governance across CU Denver schools, colleges, and the Auraria Library, building on the recommendations outlined in a March 2025 Recommendations to Strengthen [Faculty Shared Governance Report](#). That report identified key areas for strengthening shared governance, including clarifying faculty roles and responsibilities, improving communication and transparency, aligning governance practices with CU Board of Regents policy and CU Denver campus standards, and expanding meaningful opportunities for faculty participation in decision-making.

These priorities reflect CU Denver's broader institutional commitment to shared governance as a foundational principle of academic leadership, rooted in faculty expertise, collaborative decision-making, and mutual accountability between faculty and administration.

Over the past academic year, we have made varying levels of progress on these recommendations, shaped by differences in local context, leadership structures, and faculty culture. This update highlights areas of significant advancement—particularly in units that have revised bylaws and formalized governance structures—as well as areas where progress remains limited, often due to challenges related to faculty engagement, structural capacity, or transition within the unit.

Taken together, these updates underscore that strengthening shared governance at CU Denver is an ongoing, iterative process that requires sustained attention to both formal structures and institutional culture, as well as continued partnership among faculty, academic leaders, and the Office of Faculty Affairs.

COLLEGE OF ARTS & MEDIA (CAM)

The College of Arts & Media has made substantial recent progress this past academic year in implementing the March 2025 shared governance recommendations. These updates summarize key developments as the college continues to strengthen shared governance practices.

1. Implement Revised Bylaws

Context: CAM's bylaws were extensively revised over the past two years and approved in January 2025.

Progress: During the 2024–25 academic year, CAM implemented its [revised bylaws](#) and established the CAM Council as the college's primary shared governance body. Composed of six elected faculty members, two staff members, and two administrators, the Council is now operational and serves as the main deliberative body representing faculty and staff constituencies on matters related to the academic enterprise.

At the same time, the college clarified and expanded its leadership structure by transitioning the former Council of Chairs and Program Leaders into an expanded Leadership Team (LT). This body includes associate deans, assistant deans, department chairs, faculty representatives from departmental secondary leadership, and staff representatives. The LT advises the dean while supporting communication and coordination across departments and the dean's office. To provide clarity to the community, the dean's office also developed guidance describing the complementary roles of the CAM Council and the LT.

In addition to the CAM Council, the college maintains a stand-alone Budget Committee and a Faculty Salary Grievance Committee. The Council Chair and one additional faculty member from the CAM Council serve on these committees. CAM views the bylaws as a living document and expects to continue refining them through shared governance processes.

CAM met in April to discuss the bylaws, and after a collegial discussion with the panel of faculty and staff (and the dean), there was consensus that CAM's current bylaws are functioning well. In addition, there is broad support for the framing of a set of "living bylaws." Given the opportunity to schedule a future meeting to dig more deeply into a bylaws discussion, the community expressed no need to do so at this time.

2. Clarify Governance Roles and Processes

Context: There had been confusion regarding governance responsibilities across departmental, college, and campus levels.

Progress: CAM has taken steps to clarify governance roles and responsibilities across these levels. Efforts have focused on distinguishing Primary Unit authority from college-level governance while strengthening communication between departments, the CAM Council, and the LT. In particular, CAM is working to ensure that Primary Unit authority is appropriately maintained in areas such as post-tenure review and promotion decisions. Representation on

CAM standing committees is now determined by faculty vote, reinforcing faculty participation in college-level governance.

3. Increase Transparency and Improve Communication

Context: Faculty previously reported greater satisfaction with governance at the department level than at the college level, along with concerns about transparency and communication.

Progress: The dean has prioritized improving communication and strengthening trust across the college. The LT plays an important role in sharing information between the dean's office and departments, while the CAM Council provides a structured forum for discussing governance issues and policy matters. Together, these bodies have helped create more regular opportunities for faculty and staff input and more consistent communication across the college.

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

Context: Concerns had been raised by IRC faculty about compensation for service, limited governance participation, and perceived power imbalances.

Progress: IRC faculty have become more active and visible in shared governance activities. The dean's office has provided stipends to support service by IRC faculty, recognizing that many IRC faculty hold 100 percent teaching appointments without formal service expectations. This creates barriers for IRC faculty who wish to run for CAM Council positions. The college is also exploring differentiated workload models (e.g., 90 percent teaching and 10 percent service) for interested IRC faculty, which would formally integrate service—including shared governance—into workload assignments. Addressing this issue will likely have the biggest impact on strengthening shared governance at CAM.

5. Revise Search Guidelines to Ensure a Strong Faculty Voice

Context: Faculty expressed interest in strengthening the faculty role in hiring decisions.

Progress: The CAM Council is reviewing and revising faculty search and hiring guidelines. The Council expects to complete this work by the end of the spring semester. The goal is to clarify roles, reinforce meaningful faculty participation in hiring decisions, and support the collaborative culture the college seeks to cultivate.

AURARIA LIBRARY

The Auraria Library has made progress over the past academic year in implementing the campus shared governance recommendations. The updates below summarize key developments as the Library continues to strengthen governance structures, improve communication, and clarify faculty participation in key decision-making processes.

1) Strengthen the Bylaws

Context: The shared governance review recommended updating the Library bylaws to clarify faculty roles and responsibilities in areas such as instruction, hiring, and governance processes.

Progress: The Auraria Library Faculty created a task force composed of four faculty to review and revise its bylaws to improve clarity and align them with campus expectations. The revisions streamline the document and update provisions related to degree requirements and professional credentials in accordance with Higher Learning Commission (HLC) guidance. They also clarify procedures related to faculty hiring, budget committees, and the election of the Auraria Library Faculty (ALF) Chair and Secretary. The bylaws committee expects to present the proposed revisions to Library faculty in May.

2) Improve Communication and Transparency

Context: Faculty raised concerns about communication within the Library, particularly regarding the flow of information between Library administration and faculty.

Progress: The Library has taken steps to strengthen communication between leadership and faculty. The Library Director now convenes biweekly meetings with department heads to facilitate coordination and information sharing. The Director meets monthly with the ALF Chair to maintain regular dialogue with elected faculty leadership and meets multiple times a year with Executive Council, the leadership group of Auraria Library Faculty.

3) Increase Faculty Participation in Hiring

Context: The shared governance review recommended strengthening faculty participation in hiring processes.

Progress: Faculty created Faculty Search Committee Guidelines to be more inclusive and accessible, better align with CU Denver faculty hiring processes, outline roles in the higher process, and provide consistency for both search committees. The Library also aligned its faculty hiring plan with CU Denver, which was reviewed and approved by the Provost to ensure consistency with campus standards. Further discussions may lead to a formal policy—developed collaboratively by faculty and the Director—to clarify faculty and administrative responsibilities in hiring.

4) Complete the Library Faculty Shared Governance Study

Context: The Library initiated an internal study to assess faculty governance practices.

Progress: Auraria Library Faculty created a task force to assess current shared government practices and recommend improvements. Based on conversations and surveys with faculty and library administrators, the task force provided recommendations to improve shared governance. Many of these have been implemented including creating the Faculty Advisory on Budget

Committee and more communication between library administration and faculty. The Library Faculty Shared Governance study has been completed and shared with the Library community.

5) Improve Transparency in Budget and Strategic Planning

Context: The shared governance review emphasized the need for greater transparency in Library budget processes.

Progress: The Faculty established a Faculty Advisory on Budget Committee (FABC) in FY25. The Committee meets and communicates as needed with the director to discuss budget issues, articulate faculty perspectives, and increase awareness of budget processes and decision-making to faculty. The director established a Budget Priorities Council composed of 12 faculty and staff members in FY26. The Council meets quarterly with the Director to discuss budget priorities and long-term planning.

SCHOOL OF PUBLIC AFFAIRS (SPA)

The School of Public Affairs continues to engage in efforts to strengthen shared governance while navigating a leadership transition and broader discussions about its future organizational direction. In this context, SPA has begun addressing recommendations from the campus shared governance review, including creating space for faculty-only governance discussions and clarifying elements of its bylaws. The updates below summarize progress to date and areas for continued work.

- 1. Establish Faculty Space for Independent Governance Deliberation**
- 2. Review and Clarify SPA Bylaws**

Context: Earlier recommendations focused on strengthening faculty shared governance at SPA by (1) establishing faculty-only space for independent governance deliberation, including the possible election of a faculty chair, and (2) reviewing and clarifying SPA's bylaws, particularly regarding voting procedures and decision-making authority.

Progress: In recent conversations with SPA leadership, it was noted that the school is currently navigating leadership transition and broader institutional discussions regarding its future organizational structure.

Despite this context, SPA has and will continue to have faculty discussion on important bylaw and policy issues. Bylaw revisions will be guided by the views on the faculty, after due deliberation, on issues that could include voting eligibility, shared governance, committee structure, elected positions, agenda-setting, and decision-making processes. There is no *a priori* outcome. In Spring 2026, the aim is to start the conversations and begin the process of articulating perspectives. Discussion of structure and changes will follow. The process will likely continue into and through AY27.

Started in Spring 2025, SPA instituted time and space for faculty-only discussions. Faculty may use the time as they wish, including for Faculty Assembly representatives to report out campus-level faculty issues.

SPA leadership also shared results from a November 2025 pulse survey, which suggest generally positive perceptions of workplace culture and direction. Faculty responses were particularly positive regarding belonging and community, while staff responses were also largely positive though somewhat more mixed.

At this stage, more substantial governance work is expected to occur after greater clarity emerges regarding SPA's future organizational direction. The Office of Faculty Affairs will continue to support SPA as governance discussions evolve.

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT (SEHD)

The School of Education & Human Development has made significant progress in strengthening faculty shared governance through a comprehensive revision of its faculty bylaws. The updated bylaws clarify governance structures, strengthen faculty leadership roles, and align SEHD governance processes with CU Regent policy and the recommendations of the campus Shared Governance Report.

1. Strengthen Shared Governance Structures and Faculty Leadership

Context: Earlier recommendations encouraged SEHD to strengthen shared governance by expanding faculty leadership roles and creating additional opportunities for faculty deliberation, including faculty-only discussions.

Progress: The revised bylaws establish several venues for faculty participation in governance, including the Program Leaders Council, faculty meetings, and faculty forums. The Program Leaders Council includes representatives from the school's 13 academic programs and serves as a key forum for faculty leadership and academic program discussions. Faculty meetings are held at least once per semester, and the bylaws introduce optional faculty forums as an additional venue for faculty governance discussions.

The revised structure also strengthens faculty leadership roles. The Program Leaders Council is now co-led by faculty chair(s) and the dean, and the Budget, Finance, and Policy Committee has been strengthened with clearer responsibilities and a co-leadership model that may include representation from both tenure-track and IRC faculty. The bylaws also include faculty-only discussion time within Program Leaders Council meetings and faculty meetings to support independent faculty deliberation.

Another layer of the shared governance structure is the introduction of Faculty Forums, designed to provide faculty-led time and space to build community and elevate faculty voice on issues

affecting their experiences and the SEHD community. These forums are distinct from regular faculty meetings, where the dean collaborates with faculty to establish the agenda.

2. Revise Bylaws to Align with Regent Policy and Clarify Governance Processes

Context: Earlier recommendations encouraged SEHD to review and revise its bylaws to clarify governance roles, voting procedures, and decision-making authority, and to align these processes with CU Regent policy.

Progress: SEHD undertook a comprehensive revision of its faculty bylaws to clarify governance processes and strengthen faculty participation in decision-making. Key updates include the addition of an IRC faculty section, the creation of IRC-specific committees for merit and promotion, and clearer procedures for determining committee membership through the Program Leaders Council.

The revised bylaws also strengthen the role of the Budget, Finance, and Policy Committee in reviewing policies and overseeing amendments to the faculty bylaws, while clarifying procedures for committee communication, meeting minutes, and governance processes across the school.

Looking forward, successful implementation will depend on sustained faculty engagement and ownership of the governance structures established in the revised bylaws. Continued administrative support will also remain important, including allowing faculty space and agency to shape governance discussions, such as setting agendas for faculty forums. Together, these changes provide a stronger foundation for shared governance in SEHD and for continued collaboration between faculty leadership and the administration.

COLLEGE OF ARCHITECTURE AND PLANNING (CAP)

The College of Architecture and Planning has made significant progress in strengthening faculty shared governance and clarifying governance structures. Recent updates indicate that several recommendations from the campus Shared Governance Report have been implemented, including revisions to the college bylaws, clarification of governance structures, and establishment of additional faculty advisory bodies.

1. Strengthen Faculty Governance Structures

Context: Earlier recommendations encouraged CAP to continue strengthening its college-level governance structures and support faculty participation in decision-making on key academic matters.

Progress: CAP's revised bylaws establish an Academic Governance Council composed of faculty representatives from each of the college's three departments—Architecture, Planning, and Landscape Architecture—with representation structured to reflect the different sizes of the

departments while maintaining balanced participation. The college also maintains an Academic Affairs and Curriculum Committee that provides a faculty-led venue for curricular discussions and decisions. In addition, groups of faculty have independently organized a curriculum reform initiative, reflecting active faculty engagement in academic planning and program development.

2. Revise CAP Bylaws

Context: Earlier recommendations encouraged CAP to complete a revision of its college bylaws to clarify governance structures and align them with Regent policy.

Progress: CAP has completed a comprehensive revision of its college bylaws. The revised bylaws were approved by faculty vote and subsequently approved by the Provost during the Fall 2025 semester. These revisions clarify governance structures, faculty responsibilities, and committee roles, while aligning the college's governance processes with CU Regent policy. The bylaws also articulate the role of staff in CAP governance, ensuring that staff voice and expertise are recognized and elevated.

Following these revisions, CAP has shifted its focus to longer-term priorities, including articulating and supporting promotion criteria for IRC faculty within CAP departments.

3. Finalize Architecture Department Bylaws

Context: Earlier recommendations encouraged CAP to finalize the Architecture department bylaws and submit them for formal review and approval.

Progress: The Architecture department has finalized its bylaws. These bylaws have been approved by the dean and submitted to the Provost's Office for review and approval.

4. Improve Communication and Transparency

Context: Earlier recommendations emphasized strengthening communication across departments and between faculty leadership and the dean's office.

Progress: CAP has continued to strengthen communication and collaboration through regular faculty meetings and governance discussions. Faculty leadership and the dean's office have worked to maintain clear communication regarding college priorities and decision-making. To increase budget transparency, the college has established a Budget Committee to advise the dean and provide faculty input on budget-related matters.

These developments reflect continued efforts to strengthen shared governance and faculty participation in academic decision-making within CAP.

COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS)

The College of Liberal Arts and Sciences continues to strengthen faculty shared governance through ongoing efforts to clarify governance roles, improve communication across governance levels, and expand opportunities for faculty participation. These efforts build on existing governance structures and respond to recommendations from the campus Shared Governance Report aimed at improving transparency, representation, and faculty engagement in college decision-making.

1. Clarify Governance Roles and Responsibilities

Context: Earlier recommendations encouraged CLAS to clarify the roles and responsibilities of its governance bodies, particularly the relationship between the CLAS Faculty Council, departmental governance structures, and other college committees.

Progress: The CLAS Faculty Council has been actively discussing representation and governance roles within the college. As part of this work, the Council has begun revising the CLAS bylaws to clarify governance structures and decision-making processes and to ensure that representation reflects the structure and composition of the college's departments and faculty.

2. Enhance Communication Across Governance Levels

Context: Earlier recommendations highlighted the need to strengthen communication between the CLAS Faculty Council, departments, and campus-level governance bodies.

Progress: CLAS has taken meaningful steps to strengthen communication across its shared governance structures, particularly among the Faculty Council, department chairs, and campus-level governance bodies. Faculty leadership has emphasized the importance of better coordination between Faculty Assembly representatives and the CLAS Faculty Council to ensure more consistent communication and alignment across governance levels. These efforts reflect a broader commitment to improving transparency, information flow, and faculty engagement in decision-making processes.

In practice, this has included regular meetings between Dean Pam Jansma and faculty representatives, as well as the intentional inclusion of Faculty Assembly engagement within Chairs and Directors meetings. Together, these efforts have enhanced connections among the Faculty Council, department leadership, and Faculty Assembly representatives, helping to create a more integrated and effective shared governance environment within CLAS.

3. Strengthen IRC Faculty Representation

Context: Earlier recommendations encouraged CLAS to strengthen the participation and representation of IRC faculty in shared governance processes.

Progress: The CLAS Faculty Council has begun exploring ways to expand IRC representation in governance discussions. A Faculty Council subcommittee is reviewing IRC promotion

guidelines and related governance issues affecting IRC faculty. The Council is also considering options to increase IRC representation within its structure while maintaining balanced governance participation across faculty ranks and tracks.

4. Implement Term Limits for Governance Leadership Roles

Context: Earlier recommendations suggested introducing term limits for governance leadership positions to expand opportunities for faculty participation and leadership development.

Progress: CLAS governance bodies continue to rely on elected faculty leadership positions that support broad faculty participation in governance. Ongoing discussions about governance structures and representation may inform future considerations related to leadership roles and participation.

5. Improve Training and Orientation for Governance Participants

Context: Earlier recommendations encouraged developing orientation or training for faculty serving in governance roles to clarify responsibilities and governance procedures.

Progress: As bylaw revisions and governance discussions continue, CLAS leadership and faculty governance bodies are working to clarify governance processes and responsibilities across committees and leadership roles, supporting continued faculty engagement in shared governance.

BUSINESS SCHOOL (BUS)

The Business School continues to strengthen shared governance through existing faculty governance structures and efforts to improve communication and faculty engagement. Recent updates indicate that the school has maintained regular faculty governance practices and has taken steps to support faculty participation and transparency in school decision-making.

1. Clarify the Role of the Faculty Governance Body

Context: Earlier recommendations encouraged the Business School to clarify the role and responsibilities of its faculty governance body and strengthen the faculty voice in advising the dean on academic matters.

Progress: The Business School maintains a faculty governance structure that includes an elected faculty chair who helps facilitate governance discussions. Faculty meetings for the full college are held regularly twice each semester, providing a venue for faculty to discuss academic and governance matters. The school has revised its bylaws to clarify expectations and responsibilities associated with this faculty leadership roles within its governance structure.

2. Strengthen Faculty Participation in Governance

Context: Earlier recommendations encouraged broader faculty participation in governance and clearer expectations for faculty involvement in governance activities.

Progress: Faculty participation in governance continues through established committees and governance meetings. In particular, the school has a functioning Budget Priorities Committee that was formally approved by faculty and incorporated into the school's bylaws. This committee provides faculty input on budget-related priorities and decisions.

3. Improve Communication and Transparency

Context: Earlier recommendations emphasized strengthening communication between faculty governance bodies, the dean's office, and the broader faculty.

Progress: The dean has introduced several initiatives to improve communication with faculty. These include regular faculty meetings each semester, dean's office hours available to faculty, and a school newsletter that provides updates on college developments and initiatives. These efforts are intended to strengthen transparency and communication across the school.

COLLEGE OF ENGINEERING, DESIGN, AND COMPUTING (CEDC)

Shared governance in the College of Engineering, Design and Computing (CEDC) remains in development, with continued work needed to align with peer units in governance structures and practices. A key challenge is uneven faculty engagement in governance. While faculty report substantial service commitments, concerns about the impact and effectiveness of existing service may contribute to lower participation in governance activities. Governance processes vary across departments, with many activities occurring at the unit level; however, coordination and decision-making authority remain significantly centered in the dean's office. As a result, shared governance is not yet operating as a fully regularized, faculty-driven process consistent with campus expectations. Progress will require a dual approach: strengthening and clarifying governance frameworks while fostering engagement that is meaningful, effective, and aligned with institutional outcomes.

1. Revise bylaws to strengthen faculty participation in college-level governance

Context: Update bylaws and governance structures to align with Regent Policy 5 and campus expectations, clearly defining faculty roles, rights, and responsibilities.

Progress: Progress remains limited. CEDC has not updated its bylaws in several years, and governance structures remain underdeveloped and insufficiently formalized. As a result, processes lack clarity, consistency, and alignment with campus and system expectations. Shared governance at the college level remains more aspirational than operational.

College leadership has indicated plans to revisit bylaws as part of a strategic plan refresh aligned with the campus plan. This presents a timely opportunity; however, until revisions are

completed, alignment with Regent and campus policies remains constrained. The absence of updated bylaws continues to limit consistent faculty participation in key academic decisions.

One area of emerging progress is the development of IRC promotion criteria and processes. While still early, this represents a constructive step that may support broader bylaw revisions.

2. Encourage faculty engagement and leadership in governance structures

Context: Increase faculty participation in governance and strengthen communication and transparency to support an effective shared governance culture.

Progress: Faculty engagement in college-level shared governance remains uneven and is a central challenge. The dean reports difficulty sustaining participation in governance roles despite existing service commitments, suggesting concerns about the effectiveness and impact of current structures. Systematic incentives, expectations, and supports for participation remain underdeveloped.

Communication and transparency challenges persist, with limited evidence of consistent, structured mechanisms for faculty input. Governance discussions have not yet translated into regularized processes that support broad engagement.

Potential strategies have been identified but not fully implemented, including leveraging existing committees (e.g., AI initiatives, first-year experience) and inviting Faculty Assembly (FA) and Office of Faculty Affairs (OFA) representatives to faculty meetings. While promising, these efforts remain in early stages.

Overall, the college faces a dual challenge of structural limitations and uneven participation. While there is no indication of active resistance, governance remains underdeveloped as both a system and a culture. Progress will require clearer structures and a focus on meaningful, effective engagement aligned with the college's academic mission.

FACULTY ASSEMBLY (FA)

The Faculty Assembly (FA) continues to play a central role in advancing faculty shared governance across the university. Since the adoption of the December 2022 shared governance resolution and the issuance of the Shared Governance Report recommendations, FA has continued to strengthen its governance practices, improve communication between campus-level and unit-level governance bodies, and work collaboratively with the Office of Faculty Affairs and campus leadership to support implementation of shared governance initiatives across schools, colleges, and the library.

1. Model Effective Shared Governance Practices

Context: Earlier recommendations emphasized the importance of Faculty Assembly continuing to model effective, transparent, and inclusive shared governance practices for the broader university community.

Progress: Faculty Assembly has continued to strengthen its governance practices through regular meetings with agendas distributed in advance to support transparency and informed participation.

FA leadership has facilitated meetings in an inclusive and collegial manner that encourages broad participation and respectful dialogue across constituencies. Faculty Assembly also continues to issue meeting minutes documenting discussions, recommendations, and actions.

In addition, FA leadership and members have continued to engage constructively with campus administration while maintaining Faculty Assembly's representative and advocacy role on behalf of faculty. Together, these efforts have reinforced transparency, accountability, and trust in campus governance processes and provided an important model for shared governance practices within schools, colleges, and the library.

2. Improve Communication Between Faculty Assembly and Academic Units

Context: Earlier recommendations emphasized strengthening communication between Faculty Assembly representatives and their respective academic units to support more informed and representative governance.

Progress: Faculty Assembly leadership has continued to emphasize the representative responsibilities of FA members and has regularly encouraged representatives to share Faculty Assembly discussions, updates, and initiatives with their schools, colleges, and library units. Representatives have likewise been encouraged to bring unit-level questions, concerns, and feedback back to Faculty Assembly for broader discussion and consideration.

FA leadership has consistently emphasized that this two-way communication is an essential component of informed, representative, and responsive shared governance and helps strengthen connections between campus-level and unit-level governance structures.

3. Support Shared Governance at the College Level

Context: Earlier recommendations encouraged continued collaboration between Faculty Assembly, the Office of Faculty Affairs, and academic units to strengthen shared governance structures and implementation across the university.

Progress: Faculty Assembly continues to serve as an important partner with the Office of Faculty Affairs in advancing shared governance across schools, colleges, and the library. In particular, FA has remained actively engaged in monitoring and supporting implementation of the December 2022 shared governance resolution.

Faculty Assembly leadership and members have continued to request updates, raise questions, and encourage continued follow-through by the Provost's Office on commitments and actions

identified in the resolution. This ongoing engagement has helped sustain institutional attention to governance structures, bylaws revisions, communication practices, and broader efforts to strengthen faculty participation in university decision-making.

These developments reflect Faculty Assembly's continued commitment to strengthening shared governance and faculty voice across the university.

OFFICE OF THE PROVOST

The Office of the Provost has continued to advance the implementation of the Shared Governance Report recommendations through ongoing collaboration with Faculty Assembly, deans, and academic units. Recent efforts have focused on strengthening governance structures, institutionalizing communication and consultation practices, and supporting greater transparency and faculty engagement across the university.

1. Strengthen and Review College Governance Structures and Bylaws

Context: Earlier recommendations encouraged the Provost's Office to support schools, colleges, and the library in strengthening governance structures, reviewing bylaws, and aligning governance processes with Regent policy and shared governance best practices.

Progress: The Provost's Office has continued to review and approve revised bylaws to support compliance with Regent policy and strengthen shared governance practices across academic units. Since the issuance of the Shared Governance Report recommendations, the Provost's Office has reviewed and approved revised bylaws for the CAP, the CAM, the Business School, and SEHD.

These reviews have focused on clarifying governance structures, committee responsibilities, faculty roles, and decision-making processes while supporting unit-level flexibility and shared governance best practices.

2. Institutionalize Meetings with Shared Governance Leaders

Context: Earlier recommendations encouraged the Provost's Office to convene regular meetings with shared governance leaders across schools, colleges, and campus governance bodies to strengthen communication and coordination.

Progress: The Office of Faculty Affairs has institutionalized once-per-semester meetings with shared governance leaders across schools, colleges, and campus governance bodies. These meetings provide a venue to discuss governance issues, share best practices, identify emerging concerns, and strengthen coordination across academic units. The Provost's Office intends to continue these meetings as an ongoing component of university shared governance practices.

3. Provide Periodic Updates on Shared Governance Recommendations

Context: Earlier recommendations encouraged the Provost's Office to provide periodic campus-wide updates regarding implementation of the Shared Governance Report recommendations.

Progress: This report has been prepared as part of the Provost's Office commitment to provide campus-wide updates regarding progress on implementation of the Shared Governance Report recommendations and related shared governance initiatives.

4. Conduct a Follow-Up Shared Governance Survey

Context: Earlier recommendations encouraged the Provost's Office to conduct a follow-up faculty shared governance survey during AY26–27 to assess changes in faculty perceptions and experiences related to shared governance.

Progress: The Provost's Office, in consultation with faculty shared governance partners and deans, plans to conduct a follow-up shared governance survey during the next academic year to assess ongoing progress and identify additional opportunities to strengthen shared governance across the university.

5. Model Effective Shared Governance Practices

Context: Earlier recommendations emphasized the importance of the Provost's Office modeling effective, transparent, and consultative shared governance practices.

Progress: The Provost's Office has continued to strengthen regular and consultative engagement with Faculty Assembly leadership and other shared governance partners. The Provost and Associate Vice Chancellor for Faculty Affairs regularly attend Faculty Assembly meetings to provide updates, engage in discussion, and respond to faculty questions and concerns. In addition, the Provost has instituted the practice of providing written updates to Faculty Assembly to support transparency and facilitate informed discussion. The Provost's Office has also communicated with deans in support of protecting time and space for Faculty Assembly representatives to engage with faculty in their respective units regarding Faculty Assembly matters.

To further strengthen communication and collaboration between faculty leadership and academic administration, the Provost's Office also facilitated participation by the Faculty Assembly Chair and the UCDALI President in a meeting of the deans.

Together, these efforts reflect continued institutional attention to transparency, consultation, communication, and collaboration as core components of effective shared governance.